

The Association for Philosophy in Schools (Inc)

Question 1

[10 marks]

Classify each of the following passages as description, explanation or argument.

a. People do not fear death.

_____DESC_____

b. Electrons do not exist because we have never seen them with our own eyes.

_____ARG_____

c. I am afraid of clowns because I was attacked by a clown at a young age.

_____EXP_____

d. A triangle without points is impossible and pointless.

_____DESC_____

e. If we get the car fixed then we can go on that trip up north.

_____DESC_____

f. We know that souls don't exist because the universe is only made up of natural things.

_____ARG_____

g. CRISPR, the new gene editing system, is worrying due to the fact that it brings us another step closer to designer babies.

_____ARG_____

h. 'Was it a car or a cat I saw' is a palindrome because it can be read the same forward or backward.

_____EXP_____

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- i. Cognitive Behaviour Therapy is the most widely used evidence based practice in psychology and for that reason it is one of the psychosocial interventions that psychiatry residents are mandated to be trained in.

_____EXP_____

- j. Deductively valid arguments are the strongest inference you can use as the premises entail the conclusion.

_____ARG_____

Question 2 **[2 marks]**

Identify the inference indicators in the following argument.

You can never truly know whether other people think like you and that’s why philosophical zombies are a strong possibility. It also follows that if philosophical zombies are possible then we should reject certain forms of physicalism, like behaviourism.

The inference indicators are:

“that’s why”; “It also follows that” or “It follows that”

Question 3 **[2 marks]**

Identify the inference indicators in the following argument.

Each person holds in themselves inviolable rights and so a society can never arrange social institutions which impinge upon these rights. Because of this the right to own private property can never be taken away from individuals by the state.

The inference indicators are:

“so”; “Because” or “Because of this”

Question 4 **[2 marks]**

Identify the premise and the conclusion in the following argument.

Constructing an argument is difficult if you do not have a clear thesis and so you should always make sure you have a good idea about the main idea you’re claiming is the case.

<p><u>The premise is:</u></p> <p>Constructing an argument is difficult if you do not have a clear thesis.</p>
<p><u>The conclusion is:</u></p> <p>You should always make sure you have a good idea about the main idea you’re claiming is the case.</p>

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Question 5

[2 marks]

Identify the premise and the conclusion in the following argument.

As it is likely to rain today we should take an umbrella.

<p><u>The premise is:</u></p> <p>It is likely to rain today.</p>
<p><u>The conclusion is:</u></p> <p>We should take an umbrella.</p>

Question 6

[2 marks]

Identify the premise and the conclusion in the following argument.

Precisely because there is evidence that there is massive coral bleaching occurring the Australian government should take steps to protect the Great Barrier Reef.

<p><u>The premise is:</u></p> <p>There is evidence that there is massive coral bleaching occurring.</p>
<p><u>The conclusion is:</u></p> <p>The Australian government should take steps to protect the Great Barrier Reef.</p>

Question 7

[2 marks]

Identify the premise and the conclusion in the following argument.

Art is difficult to provide an objective critique of as everyone sees the world differently.

<p><u>The premise is:</u></p> <p>Everyone sees the world differently.</p>
<p><u>The conclusion is:</u></p> <p>Art is difficult to provide an objective critique of.</p>

Question 8

[1 mark]

What is the technical name for the following form of reasoning?

If all octopi have twelve ears, then they would be very good at hearing. Octopi do have twelve ears, therefore they are very good at hearing.

Modus Ponens

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Question 9 [1 mark]

What is the technical name for the following form of reasoning?

If justice is not about fairness, then it must have something to do with freedom. But justice does not have anything to do with freedom, so it must be about fairness.

Modus Tollens

Question 10

[1 mark]

What is the technical name for the following form of reasoning?

It is good cheese if it is French cheese. It is bad cheese and hence it is not French cheese.

Modus Tollens

Question 11

[1 mark]

What is the technical name for the following form of reasoning?

If politicians are corrupt they should lose their positions. Peter Swindle is a corrupt politician therefore he should lose his position in the government.

Modus Ponens

Question 12

[2 marks]

Is the following inference an example of inductive or deductive reasoning? Explain why.

It is always wrong to tax inheritance because every person has inalienable human rights and a right to pass on your private property upon death is one of those human rights.

Deductive; it is deductively valid because human rights are inalienable, bequesting is a human right and taxing inheritance is not allowing bequesting and hence, you would be denying a human right.

Question 13

[2 marks]

Is the following inference an example of inductive or deductive reasoning? Explain why.

Information systems are often expensive, complicated and difficult to operate. Therefore, businesses should not use them.

Inductive; while it is not an argument from observation the conclusion is not necessitated from the premises – there could be reasons for why businesses should use information systems.

End of Section One

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Section Two: Philosophical analysis

40% (40 Marks)

Question 14

(20 marks)

The following dialogue is an excerpt from a classroom community of

inquiry. You are required to

- summarise (2 marks)
- clarify (6 marks)
- and critically evaluate the contributions of each participant. (12 marks)

DESCRIPTION	MARKS
Criterion 1: Summary (2 marks)	
Identifies the main position of the first participant.	1
Identifies the main position of the second participant.	1
Total	2
Criterion 2: Clarification (6 marks)	
Concepts	
States philosophical concepts that frame the argument of the first participant.	1
States philosophical concepts that frame the argument of the second participant.	1
Total	2
Arguments	
For each participant:	
Explains the arguments (e.g. by using relevant examples)	2
Describes the arguments.	1
Total	0–4
Criterion 3: Evaluation (12 marks)	
Examples	
Explains the relevance of examples/counter examples of the first participant.	1
Explains the relevance of examples/counter examples of the second participant.	1
Total	2
Premises	
For each participant:	
Provides reasons to justify their stated acceptability of the premises.	2
States the acceptability of the premises.	1
Total	0–4
Inferences	
For each participant:	
Provides reasons to justify their stated strength of the inferential moves.	2
States the strength of the inferential moves.	1
Total	0–4
Cogency	
Assesses the cogency of the argument of the first participant.	1
Assesses the cogency of the argument of the second participant.	1
Total	2
Overall Total	20

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Dialogue Topic

- Social element in individual identity

Candy's arguments in propositional form

1. Quick, let's take a selfie. If it doesn't get shared and liked on social media, it didn't happen.
2. I only feel like me when I'm connecting with others.
3. My friends and followers on social media like to stay in touch and see what I'm doing.
4. Therefore, I wouldn't be who I am without my friends.

Joey's arguments in propositional form

1. I like my privacy and don't want to share everything I do with everyone.
 2. Therefore, not everyone needs to know what I'm doing all the time.
 3. Friends can stay in touch in many ways.
 4. Talking or spending time with them is more authentic.
 5. Some parts of our personalities are just for us alone.
 6. Therefore, friends don't have to know about our inner world.
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1. I have two best friends, you included, and you know what I'm doing without my posting it online.
 2. Therefore, social media "friends" aren't real friends.

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Question 15

(20 marks)

Choose **one (1)** of the following passages and

- summarise (2 marks)
- clarify (8 marks)
- and critically evaluate it. (10 marks)

Description	Marks
Criterion 1: Summary (2 marks)	
Identifies the topic.	1
Identifies the main conclusions.	1
Total	2
Criterion 2: Clarification (8 marks)	
Concepts	
Explains core concepts using illustrative examples.	3
Describes core concepts.	2
States core concepts.	1
Total	3
Arguments	
Identifies the arguments in the texts and clarifies the premises and inferences.	5
Identifies the arguments in the texts and clarifies some of the premises and inferences.	4
Identifies the arguments in the texts and refers to some of the premises and inferences.	3
Identifies the arguments in the texts.	2
Identifies an argument or some arguments in the texts.	1
Total	5
Criterion 3: Evaluation (10 marks)	
Premises	
Identifies the major premises and evaluates their acceptability using illustrative examples.	4
Identifies the major premises and evaluates their acceptability.	3
Identifies the major premises and states their acceptability.	2
Identifies some of the major premises.	1
Total	4
Inferences	
Identifies the inferential moves and evaluates inferential strength using illustrative examples.	4
Identifies the inferential moves and evaluates inferential strength.	3
Identifies the inferential moves and makes some assertions about inferential strength.	2
Identifies some inferential moves.	1
Total	4
Cogency	
Assesses the cogency of the argument based on their evaluation of premise acceptability and inferential strength.	2
Makes assertions about cogency.	1
Total	2
Overall total	20

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On free will and determinism

In 1924, two young men – Nathan Leopold and Richard Loeb – were on trial for the killing of a 14 year old boy named Bobby Franks. There was no doubt as to the men’s guilt as they confessed that they had killed him purely for the thrill of the experience. However, their defence lawyer, Clarence Darrow, successfully argued that they should not be executed for their crimes. His defence could be summarised to say that if we are free, morally responsible beings, then we can freely choose our actions. But Leopold and Loeb were not free to choose their actions as they were influenced by heredity and social conditioning. Therefore, Leopold and Loeb were not free moral beings. Consequently, they should not be executed.

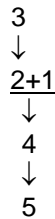
P1: Leopold and Loeb were influenced by heredity and social conditioning.

P2(mc): Leopold and Loeb were not free to choose their actions.

P3: If we are free, morally responsible beings, then we can freely choose our actions.

P4(mc): Leopold and Loeb were not free moral beings.

MC: Leopold and Loeb should not be executed.



- conceptual difficulties with free-will, determinism and agency (human action)

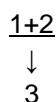
On causation

When something happens, it is because of something directly effecting its causation. It is not possible for something to happen without something causing it to be so. For example, a domino cannot simply fall over into another domino by itself. Something must be responsible for causing it to fall so the other dominos can be knocked over in succession. The only thing can could be caused without a sufficient cause, is God, as He is responsible for his own causation. Therefore, everything else that exists in the world has been directly caused by something that precedes it with the only exception to this rule being God.

P1: All events have a cause.

P2: God is God’s own cause.

MC: God is the only thing that does not have a cause.



- Concepts of ultimate reality – the concepts of change and causation.

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On the self

The sense of being one’s self, an individual, is a construct created by our consciousness. However, the thoughts we have that make up our consciousness, are not our own. They are the sum of the interactions with others within our society. Our mothers, fathers, brothers, sisters, uncles, aunts, grandparents, teachers, religious elders (the list goes on) all have a greater or lesser influence upon us until it mingles together to become what we regard as our selves. But some people say there is ‘something’ you could call the individual. If you could isolate a human being from society perhaps then you would be able to identify ‘the individual’. The reality is, this is impossible. There can be no individual without society.

P1: The sense of being one’s self, an individual, is a construct created by our consciousness.

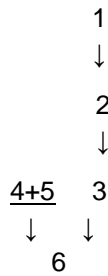
P2(mc): The thoughts we have that make up our consciousness, are not our own.

P3(mc): The thoughts we have are the sum of the interactions with others within our society.

P4: If you could isolate a human being from society perhaps then you would be able to identify ‘the individual’.

P5: You cannot isolate a human being from society.

MC: There can be no individual without society.



- the concept of being ‘an individual’
- the relationship between individuals and societies
- the social element in individual identity
- the ideas of personal identity, gender, race, class and ethnicity

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Section Three: Extended argument

30% (30 Marks)

Description	Marks
Criterion 1: Philosophical understandings	
Demonstrates a critical understanding of philosophical topics relevant to the question and uses sophisticated philosophical language and concepts.	9–10
Demonstrates understanding of philosophical topics relevant to the question and uses appropriate language and concepts.	7–8
Demonstrates an understanding of philosophical topics relevant to the question and uses some appropriate philosophical language and concepts.	5–6
Demonstrates some understanding of philosophical topics relevant to the question.	3–4
Demonstrates a limited understanding of philosophical topics relevant to the question.	1–2
Fails to demonstrate an understanding of philosophical topics relevant to the question.	0
Total	10
Criterion 2: Philosophical argument	
Constructs a relevant, cogent argument, which demonstrates originality, and a deep understanding of philosophical method (e.g. relies on plausible assumptions, demonstrates logical insight, effectively uses examples and counter-examples where appropriate).	14–15
Constructs a relevant, cogent argument, which demonstrates a sound understanding of philosophical method.	12–13
Constructs a relevant, moderately cogent argument, which demonstrates some understanding of philosophical method.	10–11
Constructs a relevant, moderately cogent argument (e.g. may contain some errors in reasoning or fails to consider possible objections where appropriate).	8–9
Constructs a relevant, weak argument (e.g. may make controversial assumptions, beg the question and/or commit some other serious errors of reasoning such as informal or formal fallacies)	6–7
Constructs a weak argument that makes few relevant claims (e.g. commits several serious errors of reasoning, has tenuous/occasional links with the question).	4–5
Makes some claims relevant to the question but fails to construct any argument (e.g. merely makes assertions, merely discusses the thoughts of others).	2–3
No relevant argument (e.g. fails to address the question).	0–1
Total	15
Criterion 3: Clarity and structure	
Writes with structure and clarity (e.g. clarifies key terms, sign-post key steps of the argument, logical ordering of topics).	4–5
Writes with some structure and some clarity.	2–3
Writing is poorly structured and lacks clarity (e.g. fails to clarify key terms, unclear argument structure).	0–1
Total	5
Overall total	30

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Question 16

We can never be truly free because we are always dependent on other people.

- Conceptual difficulties with free-will, determinism and agency (human action)

Question 17

There is no such thing as human nature.

- Different ideas of human nature

Question 18

The Golden Rule is the best principle of human morality.

- The role of principled decisions in ethics, including: the Golden Rule, the greatest happiness principle, the categorical imperative.

Question 19

The only really strong arguments are deductive arguments.

- Inductive and deductive arguments

Question 20

You can never be mistaken about your own intentions.

- The concepts of action, intention, will, motives and reasons