

## The Association for Philosophy in Schools (Inc)

**Section One: Reasoning and Inquiry Skills****30 Marks**

Attempt all questions in this section.

Allow approximately 50 minutes for this section.

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**Question 1****(1 mark)**

What is the technical name for the following formal fallacy?

If William Van Farowe was a good leader then he would have won the election outright but he is a bad leader and therefore, he did not win the election outright.

Denying the antecedent. (1 mark)

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**Question 2****(2 marks)**

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

A feather is light and what is light cannot be dark, so a feather cannot be dark.

Equivocation. (1 mark)

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The term 'light' is being used with two different meanings to support the conclusion; one in P1 and a different meaning in P2. (1 mark)

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**Question 3****(2 marks)**

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

The temperature in my home town has been getting significantly warmer over the past 20 years and so this means that global warming must be happening.

Hasty Generalisation. (1 mark)

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While the temperature rising in one town might be consistent with global warming, just that mere case does not provide enough support for the generalisation. (1 mark)

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**Question 4**

**(1 mark)**

What is the technical name for the following formal fallacy?

If you are in a self-driving car then you will be safe. You are safe right now, therefore, you are in a self-driving car.

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Affirming the consequent. (1 mark)

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**Question 5**

**(2 marks)**

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

To this day scientists have not been able to find life anywhere else in the universe, so we must be the only living things in all of existence.

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Argument from ignorance. (1 mark)

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The premise merely shows ignorance of the possibility of life existing elsewhere in the universe and concludes that this certainly means that life cannot exist elsewhere. (1 mark)

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**Question 6**

**(1 mark)**

What is the technical name for the following formal fallacy?

If you are wearing the new shark deterrent technology then you won't be involved in a shark-related incident. Given that you have not been involved in a shark-related incident, consequently you must be wearing the new shark deterrent technology.

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Affirming the consequent. (1 mark)

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**Question 7**

**(2 marks)**

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

Many right-leaning politicians will claim marriage equality is not right but we all know that those ideas come from the Churches they attend, and so we can dismiss their claims.

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Genetic fallacy. (1 mark)

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The inferential move relies purely on the source (origin) of the premise for its strength. (1 mark)

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**Question 8**

**(1 mark)**

What is the technical name for the following formal fallacy?

If a street is covered in graffiti then you are in a bad area but this street has no graffiti on its walls thus you must be in a good area.

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Denying the antecedent. (1 mark)

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**Question 9**

**(1 mark)**

What is the technical name for the following formal fallacy?

If Brussels is larger than Karratha and Karratha is larger than Exmouth then Brussels must be larger than Exmouth. But Brussels is not larger than Karratha therefore Brussels is not larger than Exmouth.

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Denying the antecedent. (1 mark)

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**Question 10**

**(3 marks)**

Evaluate the strength of the inference in the following argument. State the cogency of the argument. Justify your answer.

The Mona Lisa is not a beautiful piece of art. This is because most people do not find it to be beautiful at all.

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Moderate. (1 mark)

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Lacking cogency. (1 mark)

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P1 is likely incorrect and the inference is inductively moderate. (1 mark)

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**Question 11**

**(3 marks)**

Evaluate the strength of the inference in the following argument. State the cogency of the argument. Justify your answer.

If modern children are playing too many computer games then we ought to force them to spend more time outdoors in nature. But they are not playing too many computer games and so we have no moral duty to force them to spend more time outdoors in nature.

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Deductively invalid. (1 mark)

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Lacking cogency. (1 mark)

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This is the formal fallacy of denying the antecedent. P1 is rationally acceptable. P2 is contentious as we would need further evidence to support the claim. (1 mark)

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**Question 12**

**(2 marks)**

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

Henry Rumsfeld argued for a policy of Jobs and Growth in the election led up to help secure Australia's future. However, Rumsfeld has also admitted to smoking marijuana at university in his youth. So his argument for the policy can be dismissed because he is just a pothead.

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Ad Hominem. (1 mark)

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The inferential move relies on us accepting something wrong with Rumsfeld as the reason to dismiss a policy platform that might have many reasons in support of its conclusions. The argument attacks the man and not the argument. (1 mark)

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**Question 13**

**(3 marks)**

Evaluate the strength of the inference in the following argument. State the cogency of the argument. Justify your answer.

Friends are people you can trust. This is because a friend is often someone you have spent a lot of time with and shared many experiences with as well. It is also because friendship is based on the concept of the Golden Rule (i.e. do unto others as you would want done unto you).

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Strong. (1 mark)

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Cogent. (1 mark)

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P1 and P2 are rationally acceptable and the inference is inductively strong. (1 mark)

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**Question 14**

**(3 marks)**

Evaluate the strength of the inference in the following argument. State the cogency of the argument. Justify your answer.

Cassowaries are dangerous birds, if you try to feed them. We should always keep our distance with dangerous birds and therefore, we should avoid trying to feed Cassowaries up close.

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Deductively valid. (1 mark)

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Cogent. (1 mark)

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This is modus tollens. P1 and P2 are rationally acceptable: P1 is a fact about Cassowaries and P2 is a common sense proposition regarding not risking harm. (1 mark)

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**Question 15**

**(3 marks)**

Evaluate the strength of the inference in the following argument. State the cogency of the argument. Justify your answer.

Human beings are the only creatures to have a language. Humans are also the most rational creatures. Therefore, language and rationality must be related.

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Moderate. (1 mark)

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Not cogent. (1 mark)

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P1 is debatable, while the inference is only moderate. (1 mark)

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**End of Section One**

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Section Two: Philosophical analysis

40% (40 Marks)

Question 16

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

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**Dialogue Topic**

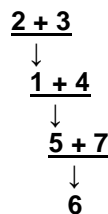
**How should we live? (Moral Philosophy)—Governance (Political Philosophy)**

- freedom of expression and its limits
- privacy and its limits
- government interference and surveillance

**Edward’s argument in propositional form**

1. I don’t think we should just allow the continued, creeping intrusion into our privacy that new technology affords.
2. [The] government has more and more access to all of our personal information
3. [Our personal information] is stored, online, for ever
4. [E]veryone is entitled to our privacy
5. Privacy is a fundamental human right.
6. Innocent people should not be spied upon just in case it reveals that someone may be a terrorist.
7. [O]ur justice system is based on the concept that we are innocent until proven guilty not the other way around.

**A Diagram of Edward’s argument**



**First contribution—Edward**

I don’t think we should just allow the continued, creeping intrusion into our privacy that new technology affords. Without the general public realising, the government has more and more access to all of our personal information, and all of it is stored, online, for ever. Just because I agree to abide by the law, does not mean I want to give the law enforcement agents access to every thought I have! *Sets up the argument that law abiding citizens should be entitled to privacy and this is of particular concern in relation to our modern technological tools such as the Internet.*

**Second contribution—Edward**

That’s not the point, Jackie! You, and I, and everyone is entitled to our privacy. Privacy is a fundamental human right. And to breach that in the name of some kind of pretend care-taking; protecting the general public – from what? It is just ridiculous. *Makes a Deontological argument that privacy is a right, and should be universalised. This is a moral claim that does not allow for exceptions. Breaching this right to privacy for the sake of protecting people is not even considered as a legitimate counter argument. Edward dismisses this objection to his argument as ‘ridiculous’.*

**Third contribution—Edward**

But terrorists aren’t caught that way, Jackie, so we’re giving up our privacy for the illusion of security, not any actual protection! Innocent people should not be spied upon just in case it reveals that someone may be a terrorist. After all, our justice system is based on the concept that we are innocent until proven guilty not the other way around. *Edward replies that the weighing up of the claims of many human lives against the invasion of people’s privacy doesn’t actually result in a definite claim about what to do as there are factors that cannot be accounted for. Concludes that the justice system based on fairness must therefore be based on the presumption of innocence.*

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**Dialogue Topic**

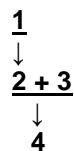
**How should we live? (Moral Philosophy)—Governance (Political Philosophy)**

- freedom of expression and its limits
- privacy and its limits
- government interference and surveillance

**Jackie’s argument in propositional form**

1. I don’t look at anything I’m not supposed to online
2. [E]ven if someone sees what I’m looking at [it does not really matter]
3. [I]f the government can catch terrorists by looking at our Internet search history for certain important key words, [then that is a good thing]
4. I’d be happy to give up a little bit of my privacy if it prevented a bomb attack that would kill a million people

**A Diagram of Jackie’s argument**



**First contribution—Jackie**

It does sound scary, but I don’t know, Edward, what’s the harm really? I mean, **I don’t look at anything I’m not supposed to online**, so **even if someone sees what I’m looking at, does it really matter?**  
*Counters Edward’s argument by suggesting that law abiding citizens who are doing the right thing have nothing to worry about or fear if the government looks at our Internet search history, precisely because they are innocent and nothing will be found.*

**Second contribution—Jackie**

Is it really ridiculous, though? I mean, **if the government can catch terrorists by looking at our Internet search history for certain important key words, surely that’s a good thing? I’d be happy to give up a little bit of my privacy if it prevented a bomb attack that would kill a million people.**  
*Jackie counters Edward’s Deontological rights based argument with a utilitarian argument about the greater good. Tries to weigh the claims of many human lives against the invasion of people’s privacy.*



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Question 17

(20 marks)

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

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

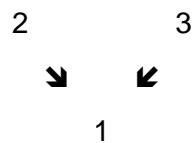
Description	Marks
<b>Criterion 1: Summary (2 marks)</b>	
Identifies the topic.	1
Identifies the main conclusions.	1
<b>Total</b>	<b>2</b>
<b>Criterion 2: Clarification (8 marks)</b>	
<b>Concepts</b>	
Explains core concepts using illustrative examples.	3
Describes core concepts.	2
States core concepts.	1
<b>Total</b>	<b>3</b>
<b>Arguments</b>	
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
<b>Total</b>	<b>5</b>
<b>Criterion 3: Evaluation (10 marks)</b>	
<b>Premises</b>	
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
<b>Total</b>	<b>4</b>
<b>Inferences</b>	
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
<b>Total</b>	<b>4</b>
<b>Cogency</b>	
Assesses the cogency of the argument based on their evaluation of premise acceptability and inferential strength.	2
Makes assertions about cogency.	1
<b>Total</b>	<b>2</b>
<b>Overall total</b>	<b>20</b>

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**Symbols and interpretation**

1Religious symbols function as a means to interpret complex ideologies and beliefs. 2<[Religious symbols] function in society is to provide a sense of similarity for the believers of a particular faith>, as well as 3<[Religious symbols function as] a means to help understand the origins of their religion.> The Christian cross symbolises the harrowing reminder of Jesus’ barbaric death at the hands of the Romans. It serves as a way of reminding Christians that Jesus suffered in order to provide those who believed in Him, the gift of eternal life. Christians often wear a crucifix around their neck or as a broach, showing a testament to their faith. Using symbols such as the Christian cross helps believers to display their faith because it reflects a perception and commitment to the belief system they belong to.



**Analysing, clarifying and evaluating concepts**

- the use of symbols, signs and signification (semiosis) to understand the world

**Art and meaning**

1Artwork is an appropriate means of understanding identity because 2<[Artwork] captures the moment that the society has experienced as a whole>. Works of art such as Picasso’s Guernica have served as a means of providing a sense of identity for the society within which it was produced. Guernica was created in 1937 as an immediate reaction to the Nazi bombings on Guernica during the Spanish Civil war and now serves as a reminder of those horrific atrocities. Pieces of art such as this provide a sense of identity through the united pain and suffering caused during the war. Societies become reunited through the mutual destruction that is a by-product of war and build foundations for the continuance of their society through the power of art that can be seen worldwide.



**Persons**

- how works of art and literature help the understanding of human nature and identity

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**Friendship and morality**

1Friendship is a fundamental way in which people learn to follow moral codes. 2<We care about our friends and want to treat them well.> 3<We also want to be liked by our friends and feel included in the friendship group.> 4<In order to achieve both of these goals, we follow a moral code.> The difficulty is that different friendship groups may each have their own set of moral rules. In order to feel a sense of belonging to the group, individuals within that group will go along with the group's set of rules, even if they may not agree with them. In this way, we learn from our friends and are influenced by their behaviour and judgments. For example, if some members of the group decide drink on the weekend, you could feel obliged to do the same. If this goes against your personal moral values, on principle, you could be at risk of losing your friends. Conversely, if your friends all volunteer at a charity on a Sunday, you would likely do the same. 5<We learn morals from our friends.>

$$\underline{2 + 3 + 4 + 5}$$

↓

1

**Self and others**

- the concept of friendship
- the I-thou relationship as a fundamental element of ethics

## The Association for Philosophy in Schools (Inc)

## Section Three: Extended argument

30% (30 Marks)

Description	Marks
<b>Criterion 1: Philosophical understandings</b>	
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
<b>Total</b>	<b>10</b>
<b>Criterion 2: Philosophical argument</b>	
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
<b>Total</b>	<b>15</b>
<b>Criterion 3: Clarity and structure</b>	
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
<b>Total</b>	<b>5</b>
<b>Overall total</b>	<b>30</b>

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## The Association for Philosophy in Schools (Inc)

**Question 18**

Sometimes emotions are irrational

**Persons**

- interrelationships between personhood, emotion and reason

**Question 19**

Judgments of beauty are intuitive

**Analysing, clarifying and evaluating concepts**

- aesthetic concepts, including beauty, taste, and judgement

**Question 20**

Everything is interpretation

**Methods of inquiry**

- the use of observation, hypotheses and theories in constructing explanations
- the role of metaphor and analogy in inquiry
- types of inquiry: hermeneutics.

**Question 21**

There is no such thing as a private language

**Scientific world view**

- the question of objectivity and subjectivity

**Conceptions of ultimate reality**

- use of symbols and concepts to understand the way things are

**Question 22**

Friends are a means to an end

**Self and others**

- The concept of friendship