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Section One: Critical reasoning   **30% (30 Marks)**

Question 1

What is the name for the move from premise to conclusion in an argument?

Inference	1 mark

Question 2

Explain what is meant by the term "weasel word".

A weasel word is a word or phrase in a statement that is intentionally misleading and is intended to create support (favourable or unfavourable) for the conclusion even though it has no precise meaning. (Or some similar explanation.)	1 mark

Question 3

Name the fallacy committed in the following argument and explain why it is a fallacy.

> Most people believe in a supernatural power, so there must be a supernatural power.

Ad populum	1 mark
The argument gives no reason to think that "most people" are likely to be right.	1 mark

Question 4

Name the fallacy committed in the following argument and explain why it is a fallacy.

> You can usually get to Adelaide by plane or by train, but since at present neither planes nor trains are operating, you can't get to Adelaide.

False dichotomy	1 mark
You might be able to drive or walk or take a ship to Adelaide.	1 mark

Question 5

Name the fallacy committed in the following argument and explain why it is a fallacy.

> Perth is the best city in the world, because no other city has its all-round excellence.

Begging the question, or circular argument	1 mark
The conclusion is the same as the premise.	1 mark

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Question 6

Numbers the argument as follows: (1) Pasta, bread and potatoes make a very bad diet. One reason for this is that (2) they contain little nutritional value. This is because (3) they are mostly just carbohydrates. Another reason why they make a bad diet is that (4) they cause us to gain weight. This is because (5) they stimulate excessive insulin production.	1 mark

Maps the argument as follows:
 	
  (3)   (5)
 	
  ↓   ↓
 	
  (2)   (4)
 	
  ↓   ↓
 	
  (1)
	1 mark for
	(3) → (2) → (1)
	1 mark for
	(5) → (4) → (1)
	1 mark for (1) as final conclusion

2

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Question 7

Number the statements, bracket the premises and underline the final conclusion in the argument: (1) {The price of watermelons will fall}, since (2) {watermelon growers are bringing large crops to market}. Therefore (3) <u>watermelon sales will increase</u>.	1 mark
Maps the argument as follows: (2) ↓ (1) ↓ (3)	1 mark for (2) → (1) 1 mark for (1) → (3)
Evaluates the inferences as follows: (2) → (1) Moderate or strong (1) → (3) Moderate or strong	2 marks

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Question 8

Number the statements, bracket the premises and underline the conclusion in the argument: (1) <u>Echidnas are monotremes</u>, since (2) {they lay eggs}, and (3) {they are mammals}, and (4) {all egg-laying mammals are monotremes}.	1 mark
Maps the argument as follows: <center>(2) + (3) + (4)</center> <center>⬇</center> <center>(1)</center>	1 mark for (2)+(3)+(4)→ (1) 1 mark for (1) as conclusion
Evaluates the inference: Deductively valid.	1 mark

Question 9

Diagram the following statements so that they form the strongest possible argument.
 	
   (1) Everything in the universe is made of either earth, air, fire or water.
   (2) Air and water are liquid.
   (3) Fire is gaseous,
   (4) Kryptonite is neither liquid nor gaseous, so
   (5) kryptonite is made of earth.	

Diagrams the argument as follows: <center>(1) + (2) + (3) + (4)</center> <center>⬇</center> <center>(5)</center>	
Maps (1) + (2) + (3) + (4) as linked and leading to (5)	2 marks
Maps (5) as the final conlusion	1 mark

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Question 10

Numbers statements and underlines conclusions as follows: (1) <u>Aliens do not exist</u>. (2) Many people claim to have seen them but people are often deluded, so (3) <u>these claims are not proof</u>. (4) Photography would be proof but none have ever been photographed. (5) No scientific instruments have ever detected their existence.	1 mark
Maps the argument as follows: (2) ⬇ <u>(3) + (4) + (5)</u> ⬇ (1)	
Maps (2) as leading to (3).	1 mark
Maps (3) + (4) + (5) as linked and leading to (1).	1 mark

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Question 11

Numbers statements and underlines conclusions as follows: (1) The Freudian theory of dreams has been tested and proven correct. Therefore, (2) <u>we must accept that dreams express our innermost thoughts</u>. (3) Alice was dreaming of being unjustly put on trial. This shows that (4) <u>Alice has a deep fear of being judged harshly by others.</u>	1 mark

Maps the argument as follows:
 	
   (1)
 	
   ↓
 	
   <u>(2)</u> + <u>(3)</u>
 	
     ↓
 	
   (4)	

Maps (1) → (2)	1 mark
Maps (2) + (3) as linked and leading to (4).	1 mark

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Section Two: Philosophical analysis   **40% (40 Marks)**

Question 12   **(20 marks)**

In the following dialogue, 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

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

- the concepts of social policy, social planning and public goods

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Colin's argument in propositional form

1. The highway is a useful thing
2. Commuters will thank those who had the foresight to build this highway.
3. Commuters get to spend an extra twenty minutes with their families at home, or hard at work, or socialising with friends.
4. Commuters do not like to catch buses and trains
5. Commuters like efficient highways that get them safely from A to B.
6. We [should] build a wonderful highway that will ensure commuters get from A to B quicker and safer.

A Diagram of Colin's argument

$$3 \quad \underline{5+4}$$
$$\searrow\swarrow$$
$$\underline{1 + 2}$$
$$\downarrow$$
$$6$$
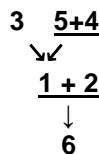
First contribution—Colin

In the interest of the general public and for the greater good of everyone, including me, I propose that we [should] build a wonderful highway that will ensure commuters get from A to B quicker and safer.

Makes a utilitarian argument for building a highway by stating that it will be for the 'greater good'. Does not justify or provide evidence for this claim.

Second contribution—Colin

Angie, I think you're missing the bigger picture. The highway is a symbol of innovation and infrastructure. <It [the highway] is a useful thing>, and it will ensure that every time someone thinks of how to get from A to B quickly and safely, they <[commuters will thank those who had the foresight to build this highway.]>

Does not reply to Angie's argument, but talks about the symbolic value of the highway. Provides no justification as to why this symbolism is useful. Reiterates his first claim that the highway is practical, but also adds that the highway will allow for a safe commute.

Third contribution—Colin

Angie, <those commuters will thank those who had the foresight to build this highway for the extra twenty minutes they get to spend with their families at home, or hard at work, or socialising with friends.> The new highway will save them time and money. The new highway will ensure they are not stuck in traffic, wasting petrol and precious time.

Reiterates his claim that the one set of stakeholders, the commuters who will use the highway, will benefit from it, and notes that an extra 20 minutes per day does matter, it adds up. Does not respond to Angie's counter argument and objections.

Fourth contribution—Colin

Because these <commuters do not like to catch buses and trains>, Angie, <they [commuters] like efficient highways that get them safely from A to B.>

Colin responds with a fallacious emotional appeal to sentiment or to the majority that the commuters like the highway and driving, but they do not like public transport. Repeats earlier important point that the highway allows for a safe commute that will be time efficient (i.e. quicker than catching a bus or train).

Fifth contribution—Colin

Ah, well, Angie, I don't think you were ever going to vote for me anyway.

In his final reply, Colin hints at the fact that he may have an ulterior motive for building the highway – which is to be praised or voted for spending tax payers' money on infrastructure. This explains his focus on the benefit of the highway being to commuters who are likely the same stakeholders who would vote for him, as well as support the building of a highway.

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Dialogue Topic
How should we live? (Moral Philosophy)—Governance (Political Philosophy)
•   the concepts of social policy, social planning and public goods

Angie's argument in propositional form

1. <u>The highway will [not] be for the greater good.</u>
    2. The highway will not be good for the people who live in the way of where the proposed road will be built.
    3. The highway will not be good for cyclists who do not drive.
    4. The highway will certainly not be good for the animals and trees that will be bulldozed.
    5. There are roads already that go from A to B, quickly and safely enough.
    6. Commuters should be catching public transport instead.
    7. <u>Government should] use that [infrastructure] money to improve public transport</u>
    8. Commuters may like clean, efficient, safe buses and trains that go from A to B.
    9. The right thing to do is to protect the parks and wildlife, not bulldoze them in order to build a big, ugly, noisy, dirty highway.

A Diagram of Angie's argument
2 3   4 5 ↘ ↘ ↙ ↙ **<u>1 + 6 + 8+ 9</u>** ↓ **7**

First contribution—Angie
A highway may be appealing to some, but <u>I disagree that</u> <it [the highway] will [not] be for the greater good. <It [the highway] will not be good for the people who live in the way of where the proposed road will be built>. <It [the highway] will not be good for cyclists who do not drive.> <It [the highway] will certainly not be good for the animals and trees that will be bulldozed> to make room for the noisy construction and subsequent traffic.
Disagrees with Colin and instead makes a utilitarian argument that the highway will not be for the 'greater good' of the following stakeholders: those who will be asked to move in order to build the highway, people who do not use the highway, and animals and the environment.

Second contribution—Angie
How many people will use the highway? Even if it is a lot of people, <there are roads already that go from A to B, quickly and safely enough>. Why go to all the cost and trouble of building a highway that will damage the environment and displace people simply so that some commuters can save ten minutes on their journey to and from work?
Angie asks Colin to further elaborate upon his argument by explaining why the highway is needed when there are already roads that exist allowing for similar benefits to commuters. Again offers a utilitarian justification for her claim that the 'greater good' may be served by not building the highway by pointing to the negative effects.

Third contribution—Angie: Those <commuters should be catching public transport instead>! Then they'd be able to relax on their way to and from work, as well as save on petrol. Instead of building a new highway, why not <u>[government should] use that [infrastructure] money to improve public transport</u>?
Angie responds to Colin's argument and offers another solution to use the money on public transport instead of a new highway.

Fourth contribution—Angie: <They [commuters] may like clean, efficient, safe buses and trains that go from A to B>! Plus, given all we now know about how carbon emissions damage the environment, ultimately causing climate change to hasten, <the right thing to do is to protect the parks and wildlife, not bulldoze them in order to build a big, ugly, noisy, dirty highway.>
Angie responds to Colin's point by reinforcing her suggestion that spending the money on public transport could be useful, practical and for the greater good, as compared to spending that money on building a new highway. Uses weasel words to describe the highway emotively as 'big', 'ugly', 'noisy' and 'dirty'. These words convey her environmental values. Also, note her attitude towards climate change is local, not global. In the bigger picture, to prevent climate change, action needs to be taken by big industry/governments. One road will not make that much difference to global warming.

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Question 13   **(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 obligations to the human world

These days it is very fashionable to speak about cities. There is a new minister for Cities and the Built Environment in the Australian government and 1<many economic policies are advising that looking after our cities is the key to our future well-being.> More people than ever before live in urban areas and therefore cities provide us with necessary resources and a sense of community. Cities may be thought of as cold and concrete, but good city planning can cater for creative artworks, green spaces and innovative architecture. 2<How a city is designed and built dictates how we move through it, and how we feel about where we live.> For these reasons, 3 if city dwelling is stressful, then better planning measures is a moral necessity.

$$\frac{1 + 2}{}$$
$$\downarrow$$
$$3$$
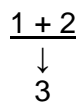
Self and others
- Obligations to the human world, including future generations

On utopia

1<Human beings are concerned with improving social conditions to make right action possible because 2<human beings concern themselves with the quality of social relationships.> This is the essence of debates and decisions about public policy and social goods. That is why 3<talk of moral convention must engage with discussion of the social contract.> And furthermore it is also the case that 4<a discussion of the social contract is in principle a discussion of utopia.> Therefore, 5 talk of moral convention must be based on a discussion of the concept of a utopia.

$$2$$
$$\downarrow$$
$$1$$
$$\downarrow$$
$$\frac{3+4}{}$$
$$\downarrow$$
$$5$$
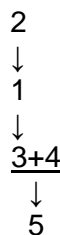
Imagination and interpretation
- the idea of a good society
- the concepts of utopia and dystopia in works of imagination

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On persons and marginalisation

1<We recognise internally the fundamental truth of the Golden Rule.> But 2<we are also pleasure-seeking animals in the sense that we pursue individual preference.> For these reasons, 3<individual preference and conformity to the moral norm sometimes clash or conflict> such as, for example, the issue of gay marriage or off-shore detention of asylum seekers. However, 4<we recognise too the need for rational informed debate rather than making rash judgements that harm people.> Therefore, 5 we understand that to marginalise persons for individual preferences that commit no harm is morally wrong.

<div align="center">

<u>1+2</u>

↓

<u>3+4</u>

↓

5

</div>

Persons
- the ideas of social identity and social membership
- the relationship between social conformity and the idea of individualism
- the concept of marginalisation

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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 14

It is possible to be too tolerant.

Analysing, clarifying and evaluating concepts

- the concepts of justice, fairness, liberty, equality, rights and tolerance

- criteria for a good society

Question 15

The less government, the better.

Governance

- the idea of a social contract and its forms

- the concept of liberal democracy and its forms

- the concepts of socialism, liberalism and libertarianism

- the values of liberal democracy

Question 16

The world is how it seems to me.

Methods of inquiry

- the method of sceptical doubt in philosophical inquiry

- the concept of phenomenology – reflection on the structure and meaning of conscious experience

Question 17

Science makes philosophy redundant or obsolete.

Scientific world view

- various relationships between science and society, including the assumption that the scientific method is the dominant paradigm for knowing and understanding reality

- the applicability of scientific studies for understanding human beings and their societies

Question 18

It is impossible to have a moral obligation to a future generation.

Self and others

- moral theories in ethical decision making, including utilitarianism and deontology

- the idea of social responsibility

- obligations to the human world, including future generations