Examination paper

PHILOSOPHY AND ETHICS—UNIT 3

Student Name: _____

Student number: _____

Teacher: _____

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

This Question/Answer Booklet

To be provided by the candidate

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

Special materials: Nil

Important note to candidates

No other materials may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other material 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.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Structure of this paper

Section	Suggested working time	Number of items available	Number of items to be attempted	Marks available
Section One: Reasoning and inquiry skills	50 minutes	11	11	30
Section Two: Philosophical analysis	80 minutes	2	2	40
Section Three: Extended argument	50 minutes	5	1	30
			Total	100

Instructions to candidates

1. Write your answers for section 1 in the spaces provided in this paper. Use a blue or black pen only.

2. You must confine your responses to the items and to follow all instructions specific to each item.

3. Spare answer pages may be found at the end of this booklet if you need more space to answer. Please indicate in the original answer space where the answer is continued.

Copyright © 2017 Association for Philosophy in Schools (Inc).

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

Attempt all questions in this section.

Allow approximately 40 minutes for this section.

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

Question 1 **(1 mark)**
What are the three components in any argument?

Question 2 **(2 mark)**
Name the fallacy committed in the following argument and explain why it is a fallacy.

> People who advocate the teaching of philosophy in schools really just want to indoctrinate students with their own ideas.

Question 3 **(2 marks)**
Name the fallacy committed in the following argument and explain why it is a fallacy.

> You have to choose: either become an atheist or a theist. Studying the issues will help you make a wise choice. Therefore, you should study the issues between theism and atheism.

Question 4 **(2 marks)**

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

> Driving dangerously is illegal, because it is prohibited by the law.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 5 **(1 mark)**

Explain what is meant by the term “weasel word”.

Question 6 **(3 marks)**

(a) Number the following argument (1 mark)

(b) Diagram the argument (2 marks)

World peace will never be achieved. We know this from the fact that no matter how far back we look into the past we find wars taking place somewhere. We also know it from the fact that human nature is inherently competitive.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 7 **(5 marks)**

(a) Number and bracket the statements and underline the final conclusion (1 mark)
(b) Diagram the argument (2 marks)
(c) Evaluate inferential strength for each inference (2 marks)

The price of platinum is bound to rise, since platinum reserves are in decline and demand for platinum will remain strong. Therefore, platinum shareholders will see the value of their stocks go up.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 8 **(3 marks)**

(a) Number and bracket the statements and underline the final conclusion (1 mark)
(b) Diagram the argument (1 mark)
(c) Evaluate inferential strength for each inference (1 mark)

Bulgaria has a common border with Turkey, and also a common border with Serbia. It follows that Turkey has a common border with Serbia.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 9 **(2 marks)**

(a) Number the following argument (1 mark)
(b) Diagram the argument (1 mark)

The government will not lose the election unless it makes a major blunder. But some of its ministers are very risk-prone. However, they may not have time to cause a problem. Given this, it seems likely the government will not lose.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 10 **(3 marks)**

(a) Number the statements and underline the conclusion in the argument (1 mark)

(b) Diagram the argument (2 marks)

Some forms of violence are morally justified. One obvious form of justified violence is violence in self-defence. Also accidental violence is not morally wrong.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 11 **(3 marks)**

Diagram the following statements so that they form the strongest possible argument.

(1) Glycogen is a form of sugar.

(2) Glycogen does not contain phosphorus.

(3) All sugars are forms of carbohydrate.

(4) Carbohydates are made up of carbon, hydrogen and oxygen molecules only.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 11 **(3 marks)**

Diagram the following statements so that they form the strongest possible argument.

(1) Spanish is the main language in at least 10 countries.

(2) Spanish is the main language in Spain, Argentina, Mexico and central America.

(3) There are seven countries in central America.

End of Section One

Copyright © 2017 Association for Philosophy in Schools (Inc).

Section Two: Philosophical Analysis **40 Marks**

This section contains **two** questions. Answer both questions.

Suggested working time for this section is 60 minutes.

Question 12 **(20 marks)**

In the following dialogue, you are required to:

You are required to
- summarise (2 marks)
- clarify (6 marks)
- and critically evaluate (12 marks)

the contributions of each participant

Rachel: When I ask myself, 'how do I know for sure that the world is as it seems to me?' the best answer I can come up with is that others have experienced and tested the world before me, and they too see the world in much the same way that I do.

Phil: To a certain extent, only, Rachel. I mean, I'm male and you're female, so we experience the world differently, don't we?

Rachel: Do we? I'm not so sure that we do. We have been socialised differently, I'm sure, but essentially, we both live a human life and have human sensations.

Phil: Are you discounting the years of protests that have accompanied feminism and the claim for equal rights? These arguments often point out that men don't understand what it's like to be a woman and therefore should not interfere with or restrict or limit women's choices.

Rachel: Of course I support equal rights! However, the claim for equal rights is based on the fact that women and men are essentially, in important respects, the same: rational beings.

Phil: If we only define ourselves in terms of rationality, we seem to be missing out a whole lot of other embodied and emotional experiences.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Section Two: Philosophical Analysis (continued)

Question 13 **(20 marks)**

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

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

the topic in the passage

On justice and survival

The rule of nature, the instinct to survive, is absolute. Try as one might, nature's pervasiveness creeps into everything. In the same way that we have seen the ancient cities of the Mayans and the Babylonians consumed by jungle or desert, nature takes over all of humanity's effort to be anything other than what nature dictates. Society is where we see this power of nature at work. Despite our best efforts to ensure justice for people, the force at work within people endlessly undermines it. We see this acted out daily from courts of law where innocent people suffer, through to commercial interests destroying the environment. Justice conflicts with the rule of nature. Therefore, we seek justice for others and ourselves yet, the battle within that drives us to survive will always undermine our best intentions.

On utopia

The concept of a utopia as a perfectly functioning society only exists as a picture in the human imagination. This is because such societies would inevitably run into problems due to the nature of human behaviour and the fact that we are inherently flawed. Also, since societies are made up of people, there will always be issues, problems and conflicts that cause unrest. Furthermore, what is perfect for one person could be imperfect for another. As such utopias can only ever be imagined and never actualized.

On utilitarianism

Utilitarianism is based on the principle of Utility – it states that an action is good or right if it brings the greatest happiness to the greatest number. For example, the Brazilian government is proposing the construction of a hydro-dam. They say that the dam will improve the living conditions for the majority by reducing Brazil's carbon footprint, which will bring benefit to future generations. However, this serves to demonstrate that Utilitarianism is an immoral theory. Utilitarianism fails to consider the welfare of those in the minority. This is shown by the fact that the construction of the dam will lead to some riverside dwellers losing their fishing livelihood. In addition, it may wipe out some aspects of the small indigenous population altogether and could extinguish many species of flora and fauna.

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Section Three: Extended Argument 30 Marks

This section contains **five** questions. Answer **one** question only. Write your answer in the spaces provided.

Suggested working time for this section is 50 minutes.

Choose **one** of the following five questions. Argue for or against the statement in the question, giving clear definitions, examples and reasons.

(30 marks)

Question 14

A democratic society is intrinsically good.

or

Question 15

We have no moral obligation to a future society.

or

Question 16

Too much liberty leads to the loss of freedom.

or

Question 17

If we doubt everything we can never trust anything.

or

Question 18

A good society is based on public goods.

End of questions

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2016 Association for Philosophy in Schools (Inc).