

The Association for Philosophy in Schools (Inc)



## MARKING KEY

# PHILOSOPHY AND ETHICS—UNIT 3

**Section One: Critical Reasoning 30 Marks**

This section contains nine questions. Attempt all questions in this section.

**Question 1 (1 mark)**

Explain what role an inference plays in an argument.

An inference is the step taken from the reason (or premise) to the conclusion = 1 mark

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**Question 2 (6 marks)**

(2 marks)

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

The reason why no candidates stood for the position of media officer is that no-one put themselves forward for the position.

Begging the question (or circular argument) = 1 mark

The reason says the same as the conclusion = 1 mark

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(2 marks)

- (b) Name the fallacy committed in the following argument and explain why it is a fallacy.

Either you have blue eyes or brown eyes. Your eyes are blue, so they are not brown.

False dichotomy or false alternatives = 1 mark

There is a third alternative. Eye colour may be hazel or green = 1 mark

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(2 marks)

- (c) Name the fallacy committed in the following argument and explain why it is a fallacy.

If you crash while riding your bicycle you can end up with severe concussion. That's why you should always wear a bicycle helmet.

Scare tactics or Appeal to Fear = 1 mark

The argument needs to show that concussion has some degree of likelihood and that helmet-wearing reduces the risk = 1 mark

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**Question 3 (1 mark)**

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

<p>A weasel word is a word or phrase in a statement that is intentionally ambiguous (e.g. euphemism) and is intended to create support (favourable or unfavourable) for the conclusion even though the word used has no precise meaning. (Or some similar explanation.)</p>	1 mark
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**Question 4 (3 marks)**

In the following argument

- (a) number and bracket the separable statements and underline the final conclusion (1 mark)  
 (b) diagram the argument (2 marks)

(1) Successful advertising always involves an element of fraud. For (2) no advertisements succeed if they tell the whole truth about their products. (3) Not telling the whole truth about a product amounts to concealing the real truth about it. (4) And concealing the real truth about a product when advertising it is really the same as committing fraud.

<p>(2) + (3) + (4)            ↓            (1)</p>
<p>Maps (1) as final conclusion = 1 mark</p>
<p>Maps (2), (3) and (4) as linked = 1 mark</p>

**Question 5 (3 marks)**

In the following argument

- (a) number and bracket the separable statements and underline the final conclusion (1 mark)  
 (b) diagram the argument(2 marks)

(1) The majority of the population in modern societies no longer adheres to a mainstream religion.  
 (2) Yet people in modern societies still take holidays supposedly to celebrate religious festivals.  
 It follows that (3) either we should abolish those holidays altogether or we should allow those holidays but only for those who adhere to the religion whose festival is being celebrated.

(1) + (2)



(3)

Maps (3) as final conclusion = 1 mark

Maps (1) and (2) as linked = 1 mark

**Question 6 (3 marks)**

In the following argument

- (a) number and bracket the separable statements and underline the final conclusion (1 mark)  
 (b) diagram the argument(2 marks)

(1) If there were a good and perfect God, then there would be no evil in the universe, because  
 (2) such a God would prevent that evil from existing. (3) But evil does exist. It follows that (4)  
there is no such good and perfect God.

(2)



(1) + (3)



(4)

Maps (2) → (1) = 1 mark

Maps (1) and (3) as linked → (4) = 1 mark

**Question 7 (5 marks)**

In the following argument

- (a) number and bracket the separable statements and underline the final conclusion (1 mark)
- (b) diagram the argument(2 marks)
- (c) for each inference evaluate the inferential strength as either:

Weak or Moderate or Strong (1 mark)

- (d) justify your evaluation (1 mark).

(1) If expenditure on military preparations continue to increase, then the risk of retaliatory military actions will increase. And (2) if the risk of such retaliation increases, then the chances of catastrophic war will increase. Hence, (3) if expenditure on military preparations increases, the chances of catastrophic war increases.

(1) + (2)



(3)

Maps (3) as final conclusion = 1 mark

Maps (1) and (2) as linked = 1 mark

Inference is strong (deductively valid is also correct) = 1 mark

(3) follows from (1) and (2) with 100% certainty (or similar answer) = 1 mark

**Question 8 (5 marks)**

In the following argument

(a) number and bracket the separable statements and underline the final conclusion (1 mark)

(b) diagram the argument(1 mark)

(c) for each inference evaluate the inferential strength as either:

Weak or Moderate or Strong (1 mark)

(d) justify your evaluation (1 mark)

(1) The economic future of pulp paper mills is not bright, since (2) they rely upon newsprint as their main product and (3) the market for the print newspapers that are the main buyers of newsprint is in strong decline.

(2) + (3)



(1)

Maps (1) as final conclusion = 1 mark

Maps (2) and (3) as linked = 1 mark

Inference is moderate or strong = 1 mark

Inference is probable, since “economic future” is strongly related to product sales (or similar answer) = 1 mark

**Question 9 (3 marks)**

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

1. The party can go ahead as planned.
2. Weather bureau forecasts are highly reliable.
3. If it will not rain tomorrow, the party can go ahead as planned.
4. It will not rain tomorrow.
5. Tomorrow's weather bureau forecast is for fine and warm weather.

(2) + (5)



(4) + (3)



(1)

Maps (2) + (5) linked → (4) = 1 mark

Maps (4) + (3) linked → (1) = 1 mark

Maps (1) as final conclusion = 1 mark

**End of Section One**



## Section Two: Philosophical analysis

40%  
(40 Marks)Question 10  
(marks)

(20

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
<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 clearly and engages critically with philosophical concepts in the dialogue	2
Refers to some philosophical concepts in the dialogue	1
<b>Total</b>	<b>0–2</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 and engages critically with examples/counter examples in the dialogue	2
Refers to examples/counter examples in the dialogue	1
<b>Total</b>	<b>0–2</b>
<b>Premises</b>	
For each participant:	
Provides relevant 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 relevant 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>	
Provides a detailed and accurate assessment of the cogency of the arguments pointing out any fallacies	2
Makes assertions about cogency	1
<b>Total</b>	<b>0–2</b>
<b>Overall total</b>	<b>20</b>

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## **MARKING GUIDE**

### **Imagination and interpretation**

- the idea of a good society

### **Governance**

- the idea of a social contract and its forms

### **Self and others**

- the idea of social responsibility
- obligations to those in my society and to those outside my society

### **Analysing, clarifying and evaluating concepts**

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

**Mark:** I'm not sure what people are complaining about! When they log on to BookFace they enter a social contract of sorts. They know there are rules that govern this digital society, and they can log out if they don't like them!

*The idea of a social media networking site as a digital or online form of social contract is presented here with the justification of this analogy being the rules one agrees to (explicitly or implicitly) when agreeing to the Terms of Service required to use the platform.*

**Nancy:** I'm not sure how much choice the people really have though. I mean, how much do they know about algorithms and big data and privacy settings? Surely to have an informed choice, users of BookFace need a good understanding of how these things work?

*Nancy does not deny that there are these Terms of Service users must agree to abide by if they are going to use the platform, but she points out that people may not really understand the terms and conditions to which they are agreeing. There are specific ways online platforms such as social networking sites gather users' data, and programmers create rules (algorithms) which determine what you see and how your shared information is collected, shared and used. Nancy raises the question whether users should understand these aspects to digital platforms before agreeing to share information with them – which is usually required by the platform to use them.*

**Mark:** They do need an understanding and we explain it all to them! The rules and policies are right there. The digital society is a good society: it encourages freedom of expression and transparency and friendship!

*Mark denies that the terms and conditions are difficult to understand and claims that these Terms of Service are available to be read by users, so this suffices to meet any ethical or epistemic requirement of the creator of the service. Mark has also introduced an equivocation when he says 'they do need AN understanding'. This claim is not the same as that he uses in his first comment - They know there are rules- yet he is asserting them as equivalent.*

**Nancy:** I'm not sure if the digital society is as transparent as you say, Mark. You are assuming that people will read those policies and understand them. I think the company and the creator of BookFace, and the computer programmer who writes the algorithms, have a responsibility to create an ethical digital society.

*Nancy argues that the creator of the service has a moral obligation to do more than simply meet the minimum requirement defended by Mark. Nancy claims that companies, programmers, and creators of such services, platforms and apps (applications) actually have a moral obligation to contribute in*

*some way to an ethical online community. This obligation may be a minimalistic one in the sense of harm reduction and minimizing potential harm (to users and society), or it could incorporate a positive moral obligation to add or create something positive that contributes to the online / digital community.*

**Mark:** BookFace is a for-profit corporation! It doesn't need to worry about creating an ethical digital society, all it needs to do is obey the law and make some money!

*Mark denies that a company has anything more than a minimum requirement which includes following the law and then the only obligation it has is to make a profit for its management and/or stakeholders. Mark denies any moral obligation to the community beyond abiding by the law.*

**Question 11 (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 and critically engages with core concepts	3
Describes core concepts	2
States core concepts	1
<b>Total</b>	<b>0–3</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>0–5</b>
<b>Criterion 3: Evaluation (10 marks)</b>	
<b>Premises</b>	
Identifies the major premises and accurately critically evaluates their acceptability, giving relevant reasons	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>0–4</b>
<b>Inferences</b>	
Identifies the inferential moves and accurately critically evaluates inferential strength, giving relevant reasons	4
Identifies the inferential moves and evaluates inferential strength	3
Identifies some inferential moves and makes some assertions about inferential strength	2
Identifies some inferential moves	1
<b>Total</b>	<b>0–4</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>0–2</b>
<b>Overall total</b>	<b>20</b>

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## Passage One

Since the allegations of sexual abuse by Hollywood movie mogul Harvey Weinstein surfaced in October of 2017 more than 100 high-profile men across industries have faced claims ranging from sexual harassment to rape. Those representing the women in these cases point out that bringing the men to trial has been difficult because the women don't have the finances to pursue prolonged legal action. The #metoo movement has been important in creating a place where women's voices can be heard. While in many cases the guilty may never see trial, the social backlash has destroyed their careers. This shows that failure to conform to social norms and expectations will result in marginalization and therefore, being a member of society has significant moral requirements.

### Marking Guide:

#### Persons

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

#### Area/topic:

Society and self/individual, ethics, justice, marginalization.

#### Clarification:

P1: The #metoo movement generated enough social backlash that those accused have had their careers significantly affected.

Therefore,

P2(mc): Failure to conform to social norms and expectations results in marginalization.

Therefore,

C: Being a member of society has significant moral requirements.

1  
↓  
2  
↓  
C

## Passage Two

The common person is ruled by the senses, rather than logic. The people are not going to choose what is best for society as a whole, they will only be interested in what is best for themselves in the short term. Libertarianism only creates chaos and gives rise to circumstances that are open to exploitation. As a result of this, while people are free to choose, this ultimately debases society and results in tyranny. It is only a matter of time before a powerful tyrant will see the opportunity to create order and ultimately enslave everyone. The only safeguard is a political structure that ensures that the community as a whole controls the means of production. Socialism is therefore a safeguard against the tyranny of democracy.

### Marking Guide:

#### Governance

- the concept of liberal democracy and its forms
- the concepts of socialism, liberalism and libertarianism
- the values of liberal democracy

#### Area/topic:

Justice, socialism, libertarianism, democracy

#### Clarification:

P1: The common person is ruled by senses not logic.

Therefore,

P2(mc): The common person judges according to their own short-term interests not according to what is best for society.

P3: If libertarianism is followed eventually a powerful tyrant will exploit the common persons' failings.

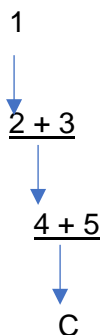
Therefore,

P4: Maximising individual liberty (libertarianism) for society creates chaos, tyranny and debases society.

P5: The only safeguard against P4 is a political structure where the community controls the means of production.

Therefore,

C: Socialism is a safeguard against the tyranny of democracy.



### Passage Three

The scientific method is said to be one of the crowning achievements of the enlightenment. However, there seems to be issues with the processes it uses to derive knowledge. Firstly, there is no way of making theory-independent observations of the world. What is meant by this is that our observations are necessarily influenced by a theory (however simple) regarding how the world is or what exists in the world. Secondly, when a scientist goes out into the world to test their hypotheses the tests themselves are artificial. For instance, if a biologist investigates the eating habits of a rare marsupial they put themselves and their testing equipment (e.g. cameras and traps) into the natural environment and change that environment while testing it. Lastly, when scientists are analyzing the data from their tests they can manipulate the data to 'reveal' significant relationships between variables merely to help publish their results in a notable journal. This is only about ensuring their own job security and is not about deriving knowledge. So, it seems that while the scientific method has produced a stunning array of knowledge we should hesitate to claim that its method is infallible and the direct path to objective truth.

### Marking Guide:

#### Methods of inquiry

- the scientific method, including falsification, the role of thought-experiment, deduction, induction and the problem of induction

#### Area:

Scientific Method, Epistemology

#### Clarification:

P1: Observations are theory-laden.

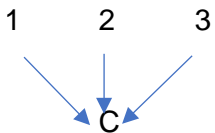
P2: Scientific tests are artificial.

P3: Scientists have non-scientific motivations.

Therefore,

C: The scientific method is fallible and does not secure objective truth.

(this could be considered divergent reasoning with two major conclusions)



**Section Three: Extended argument  
Marks)**

**30% (30)**

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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**Question 12**

To understand the world, we should put aside our assumptions and let experience be our guide.

**Methods of inquiry**

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

**Question 13**

The natural environment is intrinsically valuable.

**Self and others**

- obligations to the non-human world, including environmental ethics and animal rights

**Question 14**

One culture should not attempt to tell another culture what is morally right or wrong.

**Communities and cultures**

- the idea that different cultures have different moral points of view

**Self and others**

- moral theories in ethical decision making, including utilitarianism and deontology
- obligations to those in my society and to those outside my society

**Conceptions of ultimate reality**

- the concepts of humanism, secular society, religion and ultimate values

**Question 15**

A good society looks after the common good.

**Imagination and interpretation**

- the idea of a good society

**Analysing, clarifying and evaluating concepts**

- criteria for a good society
- the idea of the common good, and of public good

**Question 16**

Science can explain human nature.

**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