



APIS

ASSOCIATION FOR PHILOSOPHY IN SCHOOLS (WA)

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.

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	9	9	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.

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

Attempt all questions in this section.

Suggested working time for this section is 50 minutes.

Question 1**(1 mark)**

- (a) Give an example of a weasel word or phrase. Explain why the example is a weasel word or phrase.

Question 2**(6 marks)**

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

The main reason the gun debate will never end in America is that the anti-gun advocates won't stop until they have seized and destroyed every firearm in the country.

Strawman

The statement is intentionally misrepresenting the position of the anti-gun advocates.

(2 marks)

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

When it comes to sun protection you either use SPF50 sunscreen or you want to burn.

False Dichotomy

There are more alternatives than just that type of sunscreen and wanting to burn.

(2 marks)

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

Tiger King was the most popular tv show this year and it will be a travesty if it doesn't win the award.

Ad Populum

Just because *Tiger King* is popular does not mean it is good.

(2 marks)

Question 3**(1 mark)**

Is the following statement true or false?

An inference is never a premise.

True

Question 4

(1 mark)

Is the following statement true or false?

Proving that an argument is invalid proves that the argument's conclusion is false.

False

Question 5

(5 marks)

In the following argument

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

(b) diagram the argument (4 marks)

(1) {Today's working class will never lead the Revolution}, because (2) {today's workers have become obsessed with the consumer goods generated by contemporary capitalism}. Consequently, (3) {either some other social group will have to lead the Revolution, or there will be no Revolution}. But (4) {the Revolution is inevitable}. So (5) {some group other than the working class will lead the Revolution}.

1 mark

(2)



(1)



(3) + (4)



(5)

Maps (5) as final conclusion = 1 mark

Maps (2) → (1) = 1 mark

Maps (1) → (3) = 1 mark

Maps (3) + (4) as linked = 1 mark

Question 6**(5 marks)**

In the following argument

- a) number and bracket the separable statements and underline the final conclusion (1 mk)
 b) diagram the argument (4 marks)

(1) {Nothing that is not made up of sub-atomic particles exists}. Therefore, (2) {either a thing is made up of sub-atomic particles or it does not exist}. However, (3) {leprechauns are not made up of sub-atomic particles}. This is conclusive proof that (4) {leprechauns do not exist}. It follows that (5) {stories about leprechauns must be fictions or legends}.

1 mark

(1)



(2) + (3)



(4)



(5)

Maps (5) as final conclusion = 1 mark

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

Maps (1) → (2) = 1 mark

Maps (4) → (5) = 1 mark

Question 7**(4 marks)**

In the following argument

- (a) number and bracket the separable statements and underline the final conclusion (1 mk)
 (b) diagram the argument (3 marks)

Note: convergent diagramming is incorrect since (2) does not support (1) on its own.

Inference is strong = 1 mark

The evidence is excellent inductive evidence (or similar) = 1 mark

Question 9

(2 marks)

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

1. Taking a train from Perth to Adelaide is slow
2. The only fast way to get from Perth to Adelaide is to take a plane.
3. Walking from Perth to Adelaide is very slow
4. You can get from Perth to Adelaide by car, plane, train or walking
5. Driving from Perth to Adelaide is slow
6. Taking a plane from Perth to Adelaide takes only a few hours

(1) + (3) + (4) + (5) + (6)



(2)

Maps (1) + (3) + (4) + (5) + (6) linked = 1 mark

Maps (2) as final conclusion = 1 mark

End of Section One

Section Two: Philosophical Analysis**40 Marks**

This section contains **two** questions. Answer both questions.
Suggested working time for this section is 80 minutes.

Question 10 – Community of Inquiry**(20 marks)**

Syllabus dot points:

- Criteria for a Good Society
- Idea of a Public Good
- The concept of Socialism
- Libertarianism

Robyn – Advances the position that A Good Society is one where goods that are earned by legitimate means can be used as the person chooses. The government should not interfere by spending money on public goods. A Libertarian position.

Julia – Advances the position that a Good Society is one where the government should distribute resources fairly. Advocates that the Arts should be a public good. A Socialist position

Robyn – I’ve just got back from watching *La Opera* at the Perth Concert Hall – It was so good. You HAVE to see it! **Introduces the discussion. Sets the scene.**

Julia – I can’t afford to go to the opera! It’s hard enough meeting the basic needs for my family. There is something wrong in society when some people are affluent while others can barely get by. A good society should value the development of all of its members and meet all of their needs by fair distribution– not just those of a privileged few. **Puts forward the position that a society should work toward the common good; the profits of society should be fairly distributed.**

Robyn – Our society does not work like that. I think our society is a good society as everyone can freely choose what they want to do with their money. You can either choose to spend your money on a family or choose to spend it on things like the arts – I chose not to have a family and so I have money to spend on going to the opera. I earned my money legitimately so I can do what I choose with it. **Advances the Libertarian position – resources legitimately gained can be used as the owner chooses. Uses a false dichotomy to support the position.**

Julia – I think it would be a better and happier society if the government made things like the opera and the other arts a public good and available to everyone, so we could all enjoy them. That would make society a happy place as that is what most people would want. Therefore a good society is a happy society. The government should own the opera and produce free concerts in King’s Park, just like they should own the Post Office and the banks. **Advocates for improving society by making the arts a public good as they would lead to the betterment of society. Uses a circular argument – a happy society is a happy society because it is happy. Uses the ad populum fallacy. The opera is not an equivalent public good to the banks and the Post Office**

Robyn – That approach just encourages Free Riders – people who do nothing to contribute to Society and get good things for free. That is not a Good Society at all! **Offers a counter argument to Socialist position – that it leads to a society where some people choose not to contribute and still gain the benefits and distribution of resources.**

Section Two: Philosophical Analysis (continued)

Question 11 – Passage Analysis

(20 marks)

Passage One: Scepticism

Philosophy is the pursuit of knowledge. However, succumbing to the hollow claims of scepticism would make knowledge unobtainable and hence its pursuit would be utterly pointless. How then can society advance, or new ideas emerge, when the love of knowledge is dead? This alone would be reason enough to reject skepticism, but not only is scepticism threatening to society, it is also completely nonsensical! Scepticism claims that we can't know anything. Yet, according to the previous statement, the sceptic seems to know at least one thing, ironically, 'that we can't know anything.' The statement shoots itself in the foot. If it is true, it is false. Even a child can see that such self-refuting claims and it follows that scepticism ought to be rejected outright.

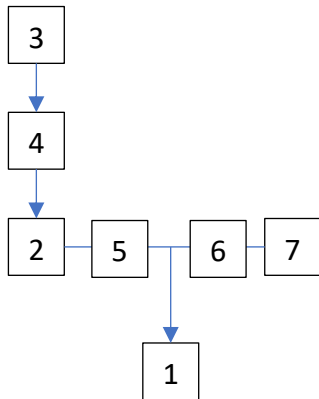
1. Philosophy is the pursuit of knowledge
and
2. The sceptic claims that knowledge is unobtainable.
so
3. Scepticism makes philosophy pointless
and
4. Society and new ideas cannot emerge without philosophy
and
5. Scepticism is self-defeating
so
6. We should reject scepticism

Premise (1) and (2) link to support (3), which supports major conclusion (6).
Premise (4) and (5) independently converge to support 6.

Passage Two: Social Responsibility

Everyone should be required to perform at least two years of military service. This is because everyone who lives in society is obligated to improve that society. Improving the society in which you live usually improves your personal circumstances, so it's in your own best interest. If your society was usurped by a harsher and less just society, then your circumstances would almost definitely be worse (and so would the circumstances of the people you care about). In order to protect your society, you would need to be trained and prepared. If a society wants its citizens to be trained, then they should be required to enlist in the military.

1(Everyone should be required to perform at least two years of military service). This is because 2(everyone who lives in society is obligated to improve that society). 3(Improving the society in which you live usually improves your personal circumstances), so 4(it's in your own best interest). 5(If your society was usurped by a harsher and less just society, then your circumstances would almost definitely be worse (and so would the circumstances of the people you care about)). 6(In order to protect your society, you would need to be trained and prepared). 7(The best way to train and prepare all members of society is to require them to enlist in the military).



Passage Three: Obligations to the non-human world

Rights, such as the right to life, are given to humans because humans can reason. If we gave rights to things that lacked the capacity to reason, we'd have to give rights to things like trees and rocks. However, animals don't have the same capacity for reason that humans do. For example, if we gave a Rubik's cube or a basic mathematical problem to a donkey, I'm sure they wouldn't be able to solve either. Therefore, animals don't deserve the same rights we give to humans. It follows that, they don't deserve any rights at all.

1(Rights, such as the right to life, are given to humans) because 2(humans can reason). 3(If we gave rights to things that lacked the capacity to reason, we'd have to give rights to things like trees and rocks). However, 4(animals don't have the same capacity for reason that humans do). For example, if we gave a Rubik's cube or a basic mathematical problem to a donkey, I'm sure they wouldn't be able to solve either. Therefore, 5(animals don't deserve the same rights we give to humans). It follows that, 6(they don't deserve any rights at all.)

(2)



(1) + (3) + (4)



(5)



(6)

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.

Question 12

The environment is only valuable in what it adds to human lives.

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

Question 13

A social contract is the only way to ensure social conformity.

- the idea of a social contract and its forms
- the relationship between social conformity and the idea of individualism

Question 14

Tolerance is essential to liberal democracy.

- Criteria for a good society - the concepts of justice, fairness, liberty, equality, rights and tolerance

Question 15

Science cannot tell us everything about the world.

- Science as a way of classifying the world and constructing our understanding of what is real in human nature

Question 16

In ethical decision-making, intentions are not as important as consequences.

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