

The Association for Philosophy in Schools (Inc)

Section One: Critical reasoning

30% (30 Marks)

Question 1

[2 marks]

Are the following statements analytic or synthetic?

(a) Horses are mammals.

Analytic

[1 mark]

(b) Horses have 40 teeth.

Synthetic

[1 mark]

Question 2

[4 marks]

In the following argument:

(a) Number each statement in order of appearance,

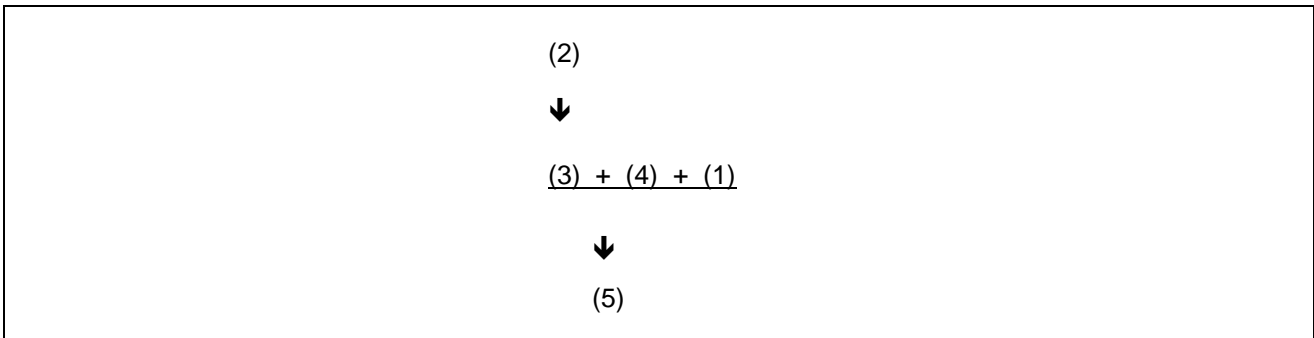
[1 mark]

(b) diagram the argument

[3 marks].

(1) There are only two candidates, Simpson and Flanders, capable of winning the election. (2) Simpson is well-known for making offensive statements when under pressure. So (3) it is quite likely he will make such a statement before the election. (4) If he does, this will turn voters against him. So (5) Flanders has a good chance of winning.

[1 mark]



1 mark for (2) → (3)
 1 mark for (3) + (4) + (1) → (5)
 1 mark for (5) as final conclusion

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Question 3

[4 marks]

For the following argument

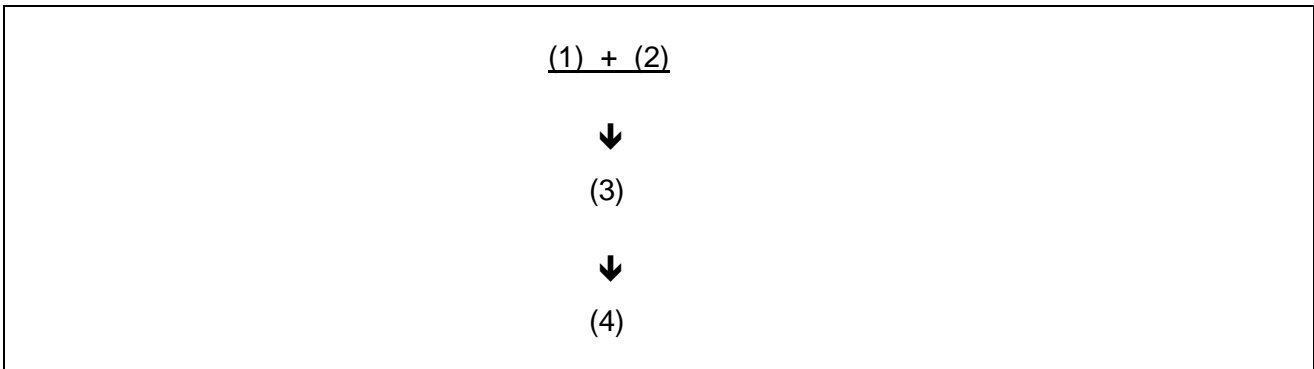
- a) Bracket and number all the statements that make up the argument
- b) Circle the inference indicator(s)
- c) Diagram the argument.

(1) < Many bacteria are becoming resistant to antibiotics>. (2) < This poses a serious threat to our health>. {Therefore}, (3) < we need to develop new kinds of antibiotics>. {It follows that} (4) < we need to increase research into antibiotics>.

(a) As above. [1 mark]

(b) As above [1 mark]

(c)



1 mark for (1)+(2) → (3)
1 mark for (3) → (4)

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Question 4

[5 marks]

For the following argument

- a) Bracket and number all the statements that make up the argument
- b) Circle the inference indicator
- c) write down the conclusion
- d) evaluate the strength of the inference (weak, moderate, strong, or deductively valid)
- e) justify your evaluation.

(1) <If the Romans had not known how to make concrete they would not have been able to build their famous aqueducts>. (2) <But they did build those aqueducts>, {so} (3) <they did know how to make concrete.

(a) As above [1 mark]

(b) As above [1 mark]

(c) The Romans did know how to make concrete. [1 mark]

(d) Deductively valid [1 mark]

(e) The argument is modus tollens, which is deductively valid [1 mark]

Question 5

[3 marks]

For the following argument

- a) circle the word that best describes the strength of the inference
- b) circle the word that best describes the cogency of the argument
- c) justify your evaluation of the cogency of the argument.

The market for Australia’s exports is either rising or falling. It is not falling. Therefore it is rising.

(a) WEAK MODERATE STRONG **DEDUCTIVELY VALID** [1 mark]

(b) **LACKS COGENCY** MODERATELY COGENT COGENT [1 mark]

(c) The first premise is a false dichotomy. The market may be flat. [1 mark]

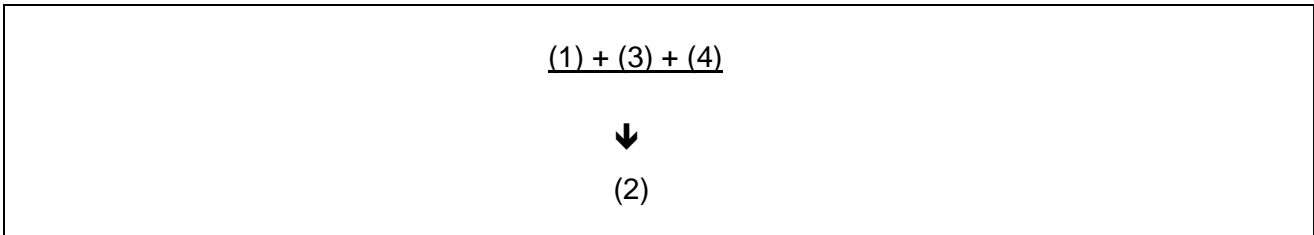
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Question 6

[3 marks]

Construct the strongest possible argument that uses all (and only) the following statements. Use a diagram to represent the argument you construct.

- 1) Water is necessary for plant life
- 2) Only planets that have oxygen can have animal life
- 3) Animal life depends on plant life
- 4) Oxygen is necessary for the existence of water



2 marks for (1)+(3)+(4) linked
1 mark for (2) as conclusion

Question 7

[5 marks]

(a) Name the fallacy in the following argument.

It should be compulsory for modern homes to have nuclear fallout shelters, because without such shelters we will be unable to cope with a nuclear disaster.

Appeal to Adverse Consequences/Fallacy of scare tactics

[1 mark]

(b) Name the fallacy in the following argument.

You started to lose weight a year ago when you took up playing hockey, so playing hockey is the reason for your weight loss.

Fallacy of post hoc, ergo propter hoc

[1 mark]

(c) Name the fallacy in the following argument.

Studying philosophy is good mental exercise, so it will improve your psychological well-being.

Fallacy of non sequitur

[1 mark]

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- (d) (i) Name the fallacy in the following argument
 (ii) Explain why the argument is fallacious.

The football teams that do best have a higher proportion of left-footers than the teams that do less well. This shows that having a high proportion of left-footed players is an advantage for teams.

(i) Fallacy of correlation and cause [1 mark]

(ii) The correlation may be accidental, or there may be a third factor that explains both factors (the proportion of left-footed players and team success rates).

[1 mark for either point]

Question 8**[4 marks]**

- (a) Express the following sentence as a conditional (If X then Y) statement.

Australia is either an island or a continent but not both.

If Australia is an island then it is not a continent.

OR

If Australia is a continent then it is not an island.
 answer]

[1 mark for either

- (b) Are the following two sentences logically equivalent? Answer YES or NO.

- (i) If I win the lottery, then I will give up my job.
 (ii) Winning the lottery is a sufficient condition for me giving up my job.

Answer YES.

[1 mark]

- (c) Are the following two sentences logically equivalent? Answer YES or NO.

- (i) If there is no oxygen present, then there will be no fire.
 (ii) Oxygen is a necessary condition of fire.

Answer YES.

[1 mark]

- (d) Is the following argument deductively valid? Answer YES or NO.

If Australia is an island then it is not a continent. But it is a continent. So it is not an island.

Answer YES.

[1 mark]

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Section Two: Philosophical analysis

40% (40 Marks)

Question 9

(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
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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Dot point: Analysing, clarifying and evaluating concepts: The ideas of divinity, e.g. personified, impersonal, transcendent and immanent.

Janice: Oh. My. Lord. Dear Lord, can you hear me? I need you to answer me, Lord. Answer my prayers and tell me what should I do??! I have an ethical dilemma...and, oh, hi Phoebe. I was just chatting to God.

Sets up the premise that Janice believes in praying to God and having a personal relationship to God. God is assumed to be omnipotent, omnipresent, omnibenevolent, omniscient and eternal.

Phoebe: Hi Janice, what were you asking God about? You know you can't just ask questions like that. God or Heaven or whatever is 'up there' doesn't actually personally respond to every single little problem or prayer that is going on down here on Earth, you know.

Sets up the premise of a counter argument that Phoebe doesn't think of God as personal. The terminology implies that Phoebe may be agnostic but even if she believes in a Divine entity or Eternal Being or life after death, this concept seems removed from the minutiae of daily life lived on Earth.

Janice: Well, I like to think that God does care about us and will hear me. After all, I've worked hard to cultivate this relationship with God my whole life. I've gone to church, I've sought forgiveness for my sins, I've always tried to be a good and kind person but now, well, now I just don't know what to do! My sister wants me to lie! She wants to go to her friend's party but Mum and Dad are strict and won't let her, so she has asked me to lie to cover her. But I don't like the idea of lying to Mum and Dad, even though they are being totally unfair to not let her go.

Janice fleshes out her argument that God is an Omni Being with whom you can cultivate a relationship by practicing certain rites and rituals as well as by endeavouring to be a moral person who does the right thing. Janice further identifies what she is praying to God about – that sometimes figuring out what the right thing to do is not straightforward or obvious.

Phoebe: If you think they're being unfair, just lie. What does God have to do with it?

Phoebe doesn't flesh out her counter argument but simply concludes that the moral dilemma Janice is dealing with is an earthly issue, not one that warrants divine intervention or even consideration. Phoebe misses the point that as a moral person, who tries to follow God's commands, Janice is uncomfortable with lying if it is a 'sin'.

Janice: Well, lying is wrong, after all. God can see everything so I don't want to sin in the eyes of God. But God may agree with me and my sister that Mum and Dad are being unfair, so maybe it's okay this one time. But if I lie and get caught then we'll both be in big trouble and I certainly don't want to be grounded!

Janice replies to Phoebe by explaining that she doesn't want to 'sin', but that it isn't always clear what God's commands actually are. Given this particular context, Janice wonders if God would actually understand why she wants to lie to her parents. Janice then offers a pragmatic concern that even if God understood, she will be punished if caught lying to her parents.

Phoebe: I can understand your dilemma. It's a tough one. But I still don't understand how praying will help the situation. Even if God does exist, this eternal being is probably too busy with big problems in the world like natural disasters and manslaughter and war to have the time to listen to your problems!

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Phoebe recognises the earthly dilemma but then counters Janice's assertion by suggesting that prayer doesn't work. Even if God exists, Phoebe claims, there are more problems in the world for God to deal with than listen to every personal problem. This counters Janice's initial assertion that one can have a personal relationship to God.

Janice: But God is infinite, ever-present and omnipotent, so there is no problem too small that would be ignored by God. Every prayer is heard, Phoebe. Anyway, maybe the point of prayer is to comfort the one praying and that helps the person of faith to feel better and then they are better able to think through their problem.

Janice reiterates her original argument and reinforces it using God's attributes. She also then offers a concessional argument as well. Janice wonders if the point of prayer is as a useful tool that helps the person praying rather than being a tool used by an interventionist God. If the latter is true, then Janice is agreeing with Phoebe that ultimately earthly problems would be dealt with by humans, and not by any Divine Being.

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Question 10

(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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Passage 1

God is like a loving parent who wants the best for us even if this does not always make us happy. Often a parent will allow a child to suffer if it is for the greater good. For example, the pain of a needle will be endured because a vaccination will benefit the child. A parent who allows their child to suffer a little for a greater good is not considered a bad parent. A loving parent will ensure their child eats well. The child who only wants sweets may believe they are suffering, but they cannot see the bigger picture. All the child can see is that they are not getting what they want, and they believe that sweets will make them happy. Sometimes adults are like the child who only wants sweets and is upset when they fail to receive them. If we are angry at God because there is suffering and evil in the world, this demonstrates that we are incapable of understanding God's plan or the bigger picture. God only allows suffering if it is ultimately good because he loves us. So, even if we cannot always understand the things that occur, it does not mean that God is not benevolent.

- theism and the problem of evil.
- ideas of divinity e.g. personified, impersonal, transcendent and immanent

Passage 2

It is a well-known fact that science and religion are often not compatible. Science and religion tell different stories when trying to explain how the universe came into existence and why there is life on Earth. A good example of this tension between science and religion is the Creation story or the story of Genesis which explains that God created the world in 7 days. This story is miraculous and symbolic. Yet it seems to clash with the story that science gives us; namely, that the Big Bang started life as we know it. These stories are powerful as we use them to help us define what is valuable or reasonable in human life. Some people try to say that these two stories are compatible – it simply depends on how you interpret them. But I believe that you either explain our existence using science or you use faith and religion. It does not make sense to suggest that God fills the gaps science cannot fill. Therefore, religion has to stand apart from science.

- The possibility of misinterpretation with regard to religion and scientific methodologies

Passage 3

Some people seem to think that faith can be based on reason, but this is obviously not so. Whenever anyone speaks of their faith, they always refer to beliefs they cannot prove. They never even try to justify these beliefs. This is true not just of religious faiths but of all other sorts of faith, such as, for example, faith in some political movement. Even our faith in others on whom we rely is not a matter of proof. We don't try to prove that our friends are really our friends. So faith is a big part of our lives, and it is not based on reason.

- Ideas of faith, belief, knowledge, reasoning and meaning, and their interrelationships

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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 11

Science and religion are not, fundamentally, in conflict.

How do we know?**Conceptions of ultimate reality**

- religious and non-religious ideas of the meaning of life
- death and the meaning of life
- theism and the problem of evil.

Question 12

All knowledge is derived from our senses.

How do we know?**Methods of inquiry**

- theories of knowledge e.g. empiricism, rationalism, intuitionism

Question 13

If you do not believe in evolution, you are irrational.

What is real?**Scientific world view**

- evolution and religion
- Darwin's theory of evolution as an example of scientific theorising.

Question 14

Everyone should take an interest in politics.

How should we live?**Governance**

- citizenship, civic involvement, the public sphere and meaningful lives.

Question 15

If putting down an animal in acute pain is an act of kindness, then we should not object to euthanasia (physician assisted suicide).

How should we live?**Self and others**

- ethical issues of life and death i.e. murder, manslaughter, killing in war, abortion, euthanasia