Association for Philosophy in Schools Inc

Examination paper

PHILOSOPHY AND ETHICS—3B

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: Mind, 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 © 2015 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	8	8	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 © 2015 Association for Philosophy in Schools (Inc).

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

Attempt all questions in this section.

Allow approximately 50 minutes for this section.

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

Question 1 **[2 marks]**
Are the following statements analytic or synthetic?

(a) Horses are mammals.

(b) Horses have 40 teeth.

Question 2 **[4 marks]**
In the following argument:

(a) Number each statement in order of appearance, [1 mark]

(b) diagram the argument [3 marks]

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

Copyright © 2014 Association for Philosophy in Schools (Inc).

Question 2 continued

Question 3 **[4 marks]**

For the following argument

a) Bracket and number all the statements that make up the argument [1 mark]
b) Circle the inference indicator(s) [1 mark]
c) Diagram the argument. [2 marks]

Many bacteria are becoming resistant to antibiotics. This poses a serious threat to our health. Therefore, we need to develop new kinds of antibiotics. It follows that we need to increase research into antibiotics.

Copyright © 2015 Association for Philosophy in Schools (Inc).

Question 4 **[5 marks]**

For the following argument

a) Bracket and number all the statements that make up the argument [1 mark]
b) Circle the inference indicator [1 mark]
c) write down the conclusion [1 mark]
d) evaluate the strength of the inference [1 mark]
e) justify your evaluation. [1 mark]

If the Romans had not known how to make concrete they would not have been able to build their famous aqueducts. But they did build those aqueducts, they did know how to make concrete.

(a)

(b)

(c)

Question 5 **[3 marks]**

For the following argument

a) circle the word that best describes the strength of the inference [1 mark]
b) circle the word that best describes the cogency of the argument [1 mark]
c) justify your evaluation of the cogency of the argument. [1 mark]

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

(b) LACKS COGENCY MODERATELY COGENT COGENT

(c)

Copyright © 2014 Association for Philosophy in Schools (Inc).

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

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

Question 7 **[5 marks]**

(a) Name the fallacy in the following argument. [1 mark]

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.

(b) Name the fallacy in the following argument. [1 mark]

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

(c) Name the fallacy in the following argument. [1 mark]

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

(d) (i) Name the fallacy in the following argument [1 mark]
(ii) Explain why the argument is fallacious. [1 mark]

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.

Copyright © 2014 Association for Philosophy in Schools (Inc).

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.

(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.

(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.

(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.

End of Section One

Copyright © 2015 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 80 minutes.

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 (12 marks)

the contributions of each participant

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.

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.

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.

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

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!

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!

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.

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

Section Two: Philosophical Analysis (continued)

Question 10 **(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

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.

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.

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.

Copyright © 2015 Association for Philosophy in Schools (Inc).

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 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 11

Science and religion are not, fundamentally, in conflict.

or

Question 12

All knowledge is derived from our senses.

or

Question 13

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

or

Question 14

Everyone should take an interest in politics.

or

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).

End of questions

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

Copyright © 2015 Association for Philosophy in Schools (Inc).

See next page

Copyright © 2015 Association for Philosophy in Schools (Inc).

Acknowledgements

Question 10(i): Association for Philosophy in Schools (Inc)

www.waapis.com

Question 10(ii): Association for Philosophy in Schools (Inc)

www.waapis.com

Question 10(iii): Association for Philosophy in Schools (Inc)

www.waapis.com