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

Question 1 **[2 marks]**

Are the following statements analytic or synthetic?

(a) Sulfuric acid is an acid.

Analytic

[1 mark]

(b) Cheetahs are the fastest land animal.

Synthetic

[1 mark]

Question 2 **[4 marks]**

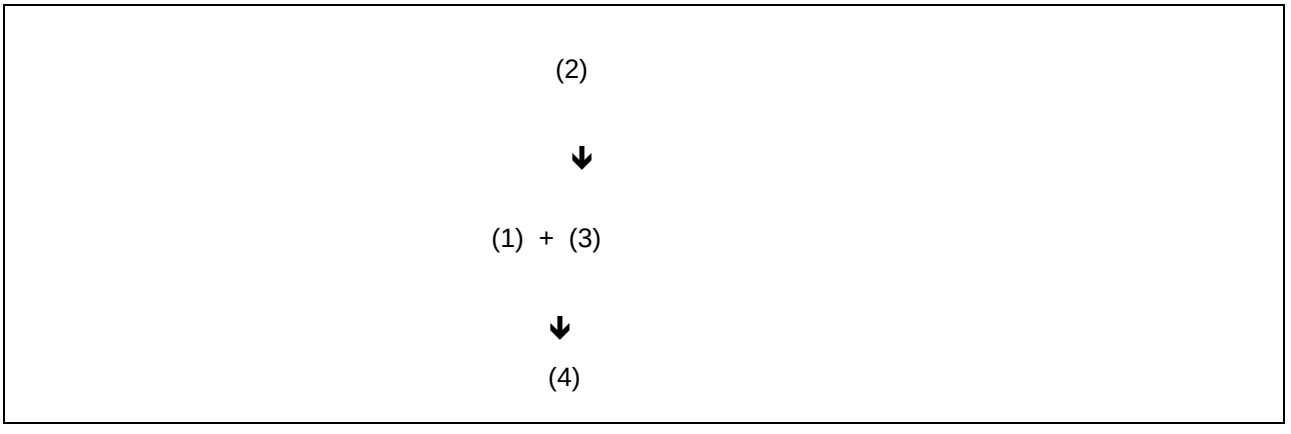
In the following argument:

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

(b) Diagram the argument [3 marks]

(1) <This painting is either by Van Gogh or it is a forgery.> (2) <The paint is a type that did not exist when Van Gogh was alive.> Therefore, (3) <it is a forgery.> Therefore, (4) <it is not by Van Gogh.>

[1 mark]



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

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Question 3 **[5 marks]**

For the following argument

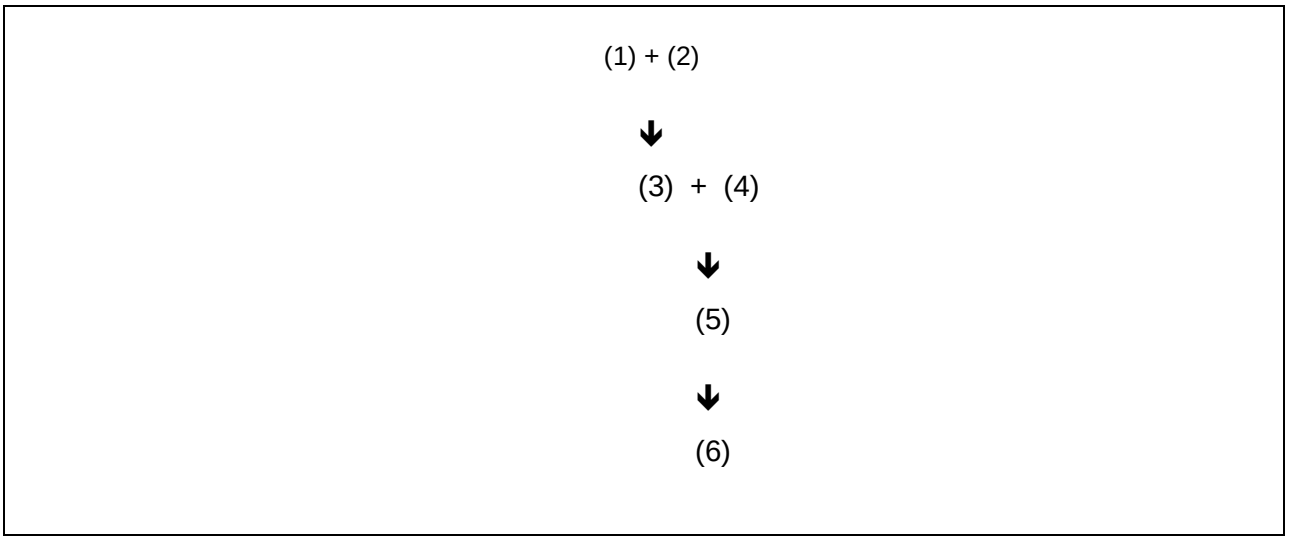
a) Bracket and number all the statements that make up the argument
b) Circle the inference indicator(s)
c) Diagram the argument.

(1) <If your star sign is Leo then you are a bold person.> (2) <James is not bold.> {So} (3) <he is not a Leo.> (4) <People with the Leo star sign were born between July 22 and August 23.> {So} (5) <James was not born between those dates.> {So} (6) <James was not born on August 10th.>

(a) As above. [1 mark]

(b) As above [1 mark]

(c)



1 mark for (1)+(2) → (3)
1 mark for (3)+(4)→(5)
1 mark for (5)→(6)

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Question 4 **[2 marks]**

For the following argument

a) evaluate the strength of the inference (deductively valid or not deductively valid)
b) justify your evaluation.

(1) <If the study of philosophy makes you wise, career philosophers would be very wise.> (2) <But career philosophers are not very wise.> It follows that (3) <the study of philosophy does not make you wise.>

(a) Deductively valid

[1 mark]

(b) The argument is modus tollens, which is deductively valid

[1 mark]

Question 5 **[2 marks]**

For the following argument

c) evaluate the strength of the inference (deductively valid or not deductively valid)
d) justify your evaluation.

(1) <If your car keeps on breaking down, you should sell it and get a new one.> (2) <Your car does not break down.> It follows that (3) <you should not sell it and get a new one.>

(c) Not deductively valid

[1 mark]

(d) The argument is denying the antecedent, which is not deductively valid

[1 mark]

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Question 6 **[4 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.

(1) If Buenos Aires is the largest city in Argentina, then it is the capital city of Argentina. (2) No other city in Argentina is as big as Buenos Aires. It follows that (3) Buenos Aires is the capital of Argentina.

(a) WEAK MODERATE STRONG DEDUCTIVELY VALID

[1 mark]

(b) LACKS COGENCY MODERATELY COGENT COGENT

[1 mark]

(e) The first premise is false. Being the largest city in a country does not make that city the capital. There are many smaller cities that are capitals (such as Canberra). So although (2) is true, and the argument is deductively valid, the argument lacks cogency.

[1 mark for stating that the first premise is false]

[1 mark for explaining why the first premise is false]

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Question 7 **[3 marks]**

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

All humans are mortal, because everyone will die at some time.

Begging the question (the conclusion means the same as the premise) [2 marks]

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

When I fertilized my vegetable garden with a new kind of fertilizer the plants all died. So it must have been the new fertilizer that killed them.

Fallacy of post hoc, ergo propter hoc (the only reason provided in support of the conclusion is the fact that event A occurred before event B and therefore, event A caused event B) [2 marks]

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Question 8 **[4 marks]**

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

The only way to get to Heard Island is by boat.

If you go to Heard Island you go by boat

OR

If you don't go by boat you won't get to Heard Island.

[1 mark for either of these answers]

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

(i) If there is a fire then oxygen is present.
(ii) Fire is a necessary condition of oxygen being present.

Answer NO. [1 mark]

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

(i) You will pass your maths exam only if you study hard for it.
(ii) Studying hard for your maths exam is a necessary condition of passing it.

Answer YES. [1 mark]

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

A country is a democracy only if it has free and fair elections. Ruritania has free and fair elections. Hence it is a democracy.

Answer NO. [1 mark]

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[3 Marks]

Question 9

Diagram the following statements so that they form the strongest possible argument. (1) The barometer is rising. (2) We will start harvesting. (3) If it won't rain, we can start harvesting. (4) If the barometer is rising it will not rain. (5) We can start harvesting. (6) It will not rain. (7) If we can start harvesting, we will start harvesting.	
Diagrams the argument as follows: (1) + (4) ↓ (6) + (3) ↓ (5) + (7) ↓ (2)	(1)+(4) →(6) 1 mark (6)+(3) →(5) 1 mark (5)+(7) →(2) 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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Dialogue Topic

- Theories of knowledge, including empiricism, rationalism, and intuitionism

Overall argument - Charlie

Charlie is defending the metaphysical position known as empiricism which claims that all knowledge is gained via the senses – knowledge *a posteriori*. Empiricists may argue that knowledge of the world is objective because we have shared 'human' experiences, and a rational mind that synthesizes the experiences we have and gleans Truth and Facts from such experiences (for example, John Locke defends Deontological universal human rights from an empiricist position). However, empiricists may also be skeptics or defend a subjective account of knowledge whereby if we take our experiences to be radically individual, then my world is, in some important respects different to your world (or to the world of an animal) (for example, British Empiricist and skeptic David Hume or an account relying upon phenomenology).

Overall argument - Frankie

Frankie is defending the metaphysical position known as rationalism which claims that all knowledge is gained via the logical, rational mind – knowledge a priori. Rationalists argue that knowledge of the world is objective because we use that faculty that is common to all human beings, our rational mind, to logically understand the world via concepts. It is through concepts that we interpret the world and our experiences in it. Thus, the Rationalist claims we can gain access to Truth and Facts, simply by thinking about them. For example, I know that 1 + 1 = 2 or that there are no such things as round squares just by meditating or reflecting upon these ideas. On this argument, we may say that an animal that lacks rationality cannot understand the world. This is why in terms of human rights arguments, the case is usually made in favour of human beings as potentially rational creatures by virtue of their nature.

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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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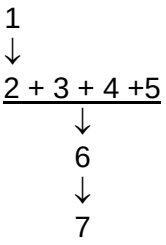
Absolutism and culture

Many people are reluctant to pass judgement on other cultures and their practices. This version of cultural tolerance fails to consider the principle of the categorical imperative: namely, to check whether everyone should behave as you behave? If the answer is no, then you must not behave in that fashion. Also, human beings must never be used as a means to an end. Thus, if an action violates either of these terms, then it is unacceptable. These principles of universality and humanity are absolute because all people have the same value, no matter what the circumstances. Therefore, while it might not be popular, it is correct to say that certain moral standards, values and rules apply in all cultures.

P1: All people have the same value, no matter the circumstances.
P2 (mc): The principles in the two Formulas are absolute.
P3: The Formula of Universality asks you to consider whether everyone should behave as you behave.
P4: The Formula of Humanity says that human beings must never be used as a mere means to an end.
P5: If an action violates either forms the categorical imperative – universality or humanity – then it is immoral.
P6 (mc): Certain moral standards, values and rules apply in all cultures.
P7 (MC): We can pass judgement on other cultures and their practices.



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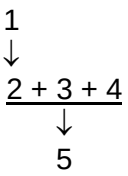
The scientific method

The scientific method helps us to understand and interpret the world around us because the scientific method is replicable. For example, if I monitored a flower growing in my garden, I could replicate the conditions and process while being confident if I repeated the same steps, more flowers would grow. Despite the accuracy of the scientific method, it is not fool proof and can often yield different resulted to those anticipated. The likelihood and frequency of this occurring is insufficient evidence to support the claim that the scientific method is not the most accurate way of understanding reality. Therefore, it is vital that we adopt the scientific method as the dominant paradigm to understand and interpret reality.

P1: The scientific method is replicable.
P2 (mc): The scientific method helps us to understand and interpret the world around us.
P3: The scientific method can sometimes yield errors or different results from those expected.
P4: Errors and different results via the scientific method does not infer that the scientific method is not epistemically ultimate.
P5 (MC): It is vital that we adopt the scientific method as the dominant paradigm to understand and interpret reality.



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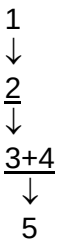
On Capital Punishment

Due to the expiration of one of the main drugs used in Lethal Injections, Arkansas has planned a series of executions in an unprecedented short period of time. The State originally scheduled eight executions to occur in an 11 day span. This raised serious concern and debate about the morality of using the death penalty as a form of punishment. The decision sparked a flurry of legal challenges from death row inmates whose lawyers are concerned about mistakes being made. Drug companies are also objecting over concerns that their drugs are being used to kill. However, the executions should go ahead on the basis that it is the only just punishment for the crimes. This is because there is no doubt as to the guilt of the men who are awaiting execution. They were found guilty in a court of law. Therefore they deserve punishment. As the law states that the punishment for these crimes is death, then the clear conclusion is that they should be executed.

P1: They were found guilty in a court of law.
P2(mc): There is no doubt as to the guilt of the men who are awaiting execution.
P3(mc): The men deserve punishment.
P4: The law states that the punishment for these crimes is death.
P5(MC): The men should be executed.



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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

Religious faith is irrational.

- the ideas of faith, belief, knowledge, reason and meaning, and their interrelationships

Question 12

The state of nature is not just.

- the idea of a social contract and its forms

Question 13

The meaning of life is subjective.

- the concepts of citizenship, civic involvement, the public sphere and meaningful lives
- religious ideas of the meaning of life
- the ideas of faith, belief knowledge, reason and meaning, and their interrelationships
- the meaning of life

Question 14

Everything should be doubted.

- the method of sceptical doubt in philosophical inquiry

Question 15

We should care about the environment.

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