Association for Philosophy in Schools Inc

Examination paper

PHILOSOPHY AND ETHICS—UNIT 4

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.

Copyright © 2017 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 © 2017 Association for Philosophy in Schools (Inc).

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

Attempt all questions in this section.

Allow approximately 40 minutes for this section.

Question 1 **(2 marks)**
Are the following statements analytic or synthetic?

(a) Sulfuric acid is an acid.

(b) Cheetahs are the fastest land animal.

Question 2 **(4 marks)**
In the following argument:
a) Number each statement in order of appearance (1 mark)
b) Diagram the argument (3 marks)

This painting is either by Van Gogh or it is a forgery. The paint is a type that did not exist when Van Gogh was alive. Therefore, it is a forgery. Therefore, it is not by Van Gogh.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 3 **(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(s) (1 mark)
c) Diagram the argument (3 marks)

If your star sign is Leo then you are a bold person. James is not bold. So he is not a Leo. People with the Leo star sign were born between July 22 and August 23. So, James was not born between those dates. So, James was not born on August 10th.

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.

If the study of philosophy makes you wise, career philosophers would be very wise. But career philosophers are not very wise. It follows that the study of philosophy does not make you wise.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 5 **(2 marks)**

For the following argument

a) evaluate the strength of the inference (deductively valid or not deductively valid) (1 mark)

b) justify your evaluation (1 mark)

If your car keeps on breaking down, you should sell it and get a new one. Your car does not break down. It follows that you should not sell it and get a new one.

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.

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

(a) WEAK MODERATE STRONG DEDUCTIVELY VALID

(b) LACKS COGENCY MODERATELY COGENT COGENT

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 7 **(4 marks)**

(a) Name the fallacy in the following argument and explain why it is a fallacy. (2 mark)

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

b) Name the fallacy in the following argument and explain why it is a fallacy. (2 mark)

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.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 8 **(4 marks)**

(a) Express the following sentence as a conditional (If X then Y) statement (1 mark)

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

(b) Are the following two sentences logically equivalent? Answer YES or NO (1 mark)

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

(c) Are the following two sentences logically equivalent? Answer YES or NO (1 mark)

(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.

(d) Is the following argument deductively valid? Answer YES or NO (1 mark)

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

Copyright © 2017 Association for Philosophy in Schools (Inc).

Question 9 **(3 marks)**

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.

End of Section One

Copyright © 2017 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 60 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

Charlie: I understand the world as I perceive it. Every experience comes to me via my senses and it is these senses that tell me what the world is like.

Frankie: That means the world is subjective, personal, and changeable, but it isn't! The world isn't different just because the blind man cannot see it. The world remains the same regardless of one's personal experience of it. We understand the world through the mind and by using our Reason.

Charlie: I agree that we use our Reason to understand the world. But what does the understanding apply itself to if not our sensory experiences? I can say that the world seems different to the blind man than it does to me, but we both understand the world in a similar way because we can discuss other, shared experiences.

Frankie: But what if there aren't shared sensory experiences between people, or between all people? The world is still as it is. The world may seem very different to a fish or to a dog, but that does not matter. The world exists objectively and if we're to have any hope in understanding it, we cannot rely on something as variable as the senses.

Charlie: But some experiences in the world are very unique to the person – or animal – having that experience. Surely an important part of how the world is for me is my personal experience of it, even if that is not everyone else's experience?

Frankie: Sure, you can have your special, individual experiences of the world, but they are not the same thing as what the world is like. Maybe we can never truly, perfectly know what the world is actually like, in itself. However, if we are to try and understand what the world is truly like, we will have to use that thing we all have in common, which is our rational mind.

Charlie: On your account the fish can never know what the world is like because it lacks a rational mind.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 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

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.

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.

Copyright © 2017 Association for Philosophy in Schools (Inc).

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.

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 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

Religious faith is irrational.

or

Question 12

The state of nature is not just.

or

Question 13

The meaning of life is subjective.

or

Question 14

Everything should be doubted.

or

Question 15

We should care about the environment.

End of questions

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).

Copyright © 2017 Association for Philosophy in Schools (Inc).