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.

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.

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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 analytics or synthetic?

(a) You cannot steal your own car.

_____

(b) The hairy-noosed wombat is a marsupial.

_____

Question 2 **(4 marks)**

In the following argument:

(a) Number and bracket each statement in order of appearance,
(b) Diagram the argument

Logic is the study of valid and invalid argumentation. In real life, everyone needs to be able to recognize and use valid argumentation. And it is not possible to learn valid argument skills without being taught those skills. Thus, everyone needs to be taught those skills. And the only place those skills can be taught to everyone is in school. So logic should be taught as a compulsory subject in school.

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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.

Success in life depends mainly on one's willingness to work hard. Most talented but lazy people rarely succeed in anything significant, while most hard-working people of average talent do well in the long run. This is why parents should encourage their children to develop good work habits. And from this it follows that parents need to not tolerate their children's natural desire to cruise through life.

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.

Satan does not exist. The proof of this claim is that if Satan did exist the world would be a terrible place, but the world is far from being a terrible place.

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Question 5 **(2 marks)**

For the following argument

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

If you don't have a license then you are not permitted to drive on the roads, and you are not permitted to drive on the roads. So, you do not have a license.

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.

The best time to hear live birdsong is at the "dawn chorus", but most people are unwilling to get up so early, so not many people ever get to hear live birdsong at its best.

(a)	WEAK	MODERATE	STRONG	DEDUCTIVELY VALID
(b)	LACKS COGENCY	MODERATELY COGENT	COGENT	

(c)

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Question 7 **(4 marks)**

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

Global temperatures have risen at the same time as carbon emissions have risen, so that proves that rising carbon emissions cause rising global temperatures.

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

If we allow ambulance drivers to exceed the speed limit in an emergency, then very soon other drivers will start doing the same and before too long no-one will accept the speed limits

Question 8 **(4 marks)**

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

Only suffering can bring wisdom.

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

(i) If something is organic then it contains carbon.
(ii) Containing carbon is a necessary condition of something being organic.

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

(i) A person can be a truly just person only if they possess courage.
(ii) Possessing courage is a sufficient condition of being a truly just person.

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

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

Question 9 **(4 marks)**

a) Bracket, number and diagram the following statements.

Building ever more and bigger roads is not the solution of the problem of traffic congestion, because more and bigger roads just bring more cars onto those roads. But building ever more public transport is also not the solution, because it is too expensive to run public transport into every neighbourhood. So the only real solution is a combination of expanded but decentralised road networks and expanded public transport into central metropolitan hubs. However, transport planners are deeply divided between those who favour roads and those who favour public transport, and since they are the key decision-makers in this field, we will never get an optimal solution until the planners agree to compromise on their hard-line attitudes.

End of Section One

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Section Two: Philosophical Analysis **40 Marks**

This section contains **two** questions. Answer both questions.

Suggested working time for this section is 60 minutes.

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

In the following dialogue, you are required to:

- summarise (2 marks)
- clarify (6 marks)
- and critically evaluate (12 marks)

the contributions of each participant

Justine – I was reading in the news today that fighters from ISIS who have been captured by the USA will be facing the death penalty. I think this is absolutely the right thing to do. These fighters are evil. Evil people influence others to follow their lead. This must be stopped to deter others.

Laura – Isn't that the easy way out? I agree that the fighters deserve a harsh punishment for their crimes but executing them is not the answer. There is evidence that a better punishment would be one that helps them to understand their wrongdoing. Yes, they have inflicted pain and suffering on innocent people – but they are still human, and as such, they deserve to be treated humanely.

Justine - Execution brings exactly the type of harsh punishment you describe. What could be worse than not knowing when your execution would come? What could be more humiliating than a public execution as a lesson to others? This would bring the same type of psychological suffering that they have inflicted on their victims. Execution is a clear case of justice. They have killed so they should be killed. Their rule should be applied to themselves.

Laura – I'm just not comfortable with the idea of killing another human. Taking their lives in such an undignified way will lower us to their level and will make us terrorists too. Human life has a unique value and that should be respected in all cases. Taking lives in this way reduces the value of human life and is an attack on human dignity.

Justine – These fighters are Terrorists. Terrorists are no longer human. They lost their right for their lives to be respected as such when they signed up as fighters. Their lives no longer have value. Therefore, they can be executed. It's what the majority would want.

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Section Two: Philosophical Analysis (continued)

Question 11 – Passage Analysis **(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 One

Encountering the divine has been given a few other names: religious experience and mystical experience. Whatever the name given to these events, the events themselves provide us with knowledge. This is because even though these events are ineffable (i.e. they defy adequate expression via words alone), they leave us with insights into the nature of the world and these insights stay with us for some time. Some of the insights which are attested to are: ego-death, unity with all things, the dissolution of subject/object cognitions, peace or tranquility and a sense of perceiving reality without the illusions of our normal perception. These insights are not short-lived like the pleasure of a jam donut but remain a psychological influence for some time. For instance, Buddhist monks claim that the experience of a dissolution of the subject/object produces in them a deep and persistent feeling of compassion.

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Passage Two

Consumer culture bombards us with promises of meaningfulness through owning cars, jewellery or even being fabulously beautiful. In some small way these things might bring happiness, but they don't bring meaningfulness. Evolutionary biology posits that homo-sapiens cannot survive without social groups. The comfort of companions sitting around us is painful absent when we spend too much time alone. We are wired, as evolutionary biology purports, to be together. Religious worldviews put the welfare of others as the highest good, it is present in all of the World's religions. Therefore, both religious and non-religious positions hold to the belief that community life is the key to the meaning of life.

Passage Three

It's fairly clear that moral standards, values and rules are culturally relative. There are a few reasons that support this notion. Firstly, there are philosophical objections to a universal set of moral principles and descriptively, the rightness and wrongness of an action varies between cultures. For example, for many years the practice of bribery was part of the fabric of life and no business could take place without it. Without knowing who to pay to grease the wheels, companies face frustration and failure. US companies, in their worldwide operations, were forbidden to engage in activities that were illegal in the USA. In contrast, other countries have a more tolerant view of bribery. Up until recently bribes were tax deductible in Germany. This means that there is no universal set of moral standards. Secondly, while it's true that society would flourish if we all accepted a set of universal values it is incredibly difficult to maintain such standards individually in the face of financial ruin. Via these two lines of argumentation it is clear that ethics depends on culture.

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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 12

The only way to obtain knowledge is through experience.

or

Question 13

All communities and cultures must have a moral prohibition on unjustified killings.

or

Question 14

Being authentic means the same as being free.

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or

Question 15

Mystical experiences can only be interpreted from a religious perspective.

or

Question 16

The individual is responsible for finding their own meaning and purpose in life.

End of questions

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