

Section One: Reasoning and Inquiry Skills

30 Marks

Attempt all questions in this section.

Suggested working time for this section is 50 minutes.

Question 1

(2 marks)

Are the following statements analytic or synthetic?

- a) The human body is symmetrically shaped.

Synthetic (1 mark)

- b) There are nine whole numbers between zero and ten.

Analytic (1 mark)

Question 2

(4 marks)

In the following argument:

- a) Number and bracket each statement in order of appearance (1 mark)
b) Diagram the argument (3 marks)

(1) [Western Australia is the largest state in Australia]. (2) [Political representation should be proportional to the area being represented]. It follows that (3) [Western Australia should have the largest number of political representatives in the Australian Parliament]. But (4) [that is not the case]. So (5) [a political reform movement is needed to get proper representation for WA]. But (6) [states with larger representation than WA will strongly resist such reform]. Hence, (7) [there may need to be violent revolution to achieve this reform].

1 mark

$(1) + (2)$ ↓ $(3) + (4)$ ↓ $(5) + (6)$ ↓ (7)	<p>1 mark for (1)+(2) → (3) 1 mark for (3)+(4) → (5) 1 mark for (5)+(6) → (7)</p>
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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)

(1) [All children should be taught to play music from an early age]. One reason for this is that (2) [music is best learned when a person is young]. The other reason is that (3) [playing music has benefits in later life]. (4) [People who can play music tend to be better than others at mental concentration], and (5) [mental concentration is a necessary ability to succeed in anything difficult].

(a) As above. [1 mark]

(b) As above [1 mark]

(c)

<p>(4) + (5) ↓ (2) (3) ↓ ↓ (1)</p>	<p>1 mark for (4)+(5) → (3) 1 mark for (2) → (1) 1 mark for (3) → (1)</p>
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Question 4**(2 marks)**

For the following argument:

- a) evaluate the strength of the inference (deductively valid or strong or moderate or weak)
 b) justify your evaluation.

Charles Dickens is one of the greatest novelists in the English language. The proof of this claim is that many millions of readers have read and enjoyed his novels.

- (a) Weak (1 mark)
 (b) Many novelists are read and enjoyed by millions but their writing is agreed to be far less than great. (1 mark)

Question 5**(2 marks)**

For the following argument:

- a) evaluate the strength of the inference (deductively valid or strong or moderate or weak)
- b) justify your evaluation.

Liberal democracies will never go to war against other liberal democracies. Australia and New Zealand are liberal democracies. Therefore, New Zealand will never go to war against Australia.

- (a) Deductively valid (1 mark)
- (b) The argument is a form of modus ponens. "If a country is a liberal democracy then it will never go to war against any other liberal democracy. New Zealand and Australia are liberal democracies. Therefore New Zealand will never go to war against Australia."
(1 mark)

Question 6**(5 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.

New Zealand will never win a cricket match against India, since New Zealand has a population of only about 5 million people while India has a population of about 1300 million.

a) WEAK MODERATE STRONG DEDUCTIVELY VALID (1 mark)

b) LACKS COGENCY MODERATELY COGENT COGENT (1 mark)

The first and second premises are generally accepted as true. The inference is weak because a small population may produce a very skilled team while a large population may not produce a very skilled team. The argument is not cogent because the inference is weak.

(1 mark for stating that the premises are generally accepted as true)

(1 mark for explaining why the inference is weak)

(1 mark for saying that the weakness of the inference is the reason why the argument is not cogent)

Question 7**(4 marks)**

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

- a) After the Second World War, the countries involved experienced a long economic boom. This shows that the war caused the economic boom.

Fallacy of post hoc, ergo propter hoc.

It is a fallacy because the mere fact that the War preceded the boom does not show that it caused the boom. (2 marks)

- b) Droughts in Eastern Australia are frequently associated with El Nino episodes in the south-eastern Pacific. This is good evidence that the former causes the latter.

Fallacy of correlation and cause.

It is a fallacy because the causal relation may be the reverse or it a third cause may explain the correlation. (2 marks)

Question 8**(3 marks)**

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

- a) Only the good die young.

If a person dies young then they were good

OR

If a person is not good then they will not die young

(1 mark for either of these answers)

Are the following two sentences logically equivalent? Answer YES or NO

- b) If the price of oil goes down the cost of transport will also go down.
The cost of transport going down is a sufficient condition of the price of oil going down.

NO (1 mark)

Explanation: Treat (i) as saying "If A then B". This means that (ii) says: "B is a sufficient condition for A". This implies: "If B, then A". But that is not equivalent to "If A then B".

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

- c) Only if you have good looks can you get a job on television.
Having a job on television is a sufficient condition of having good looks.

YES (1 mark)

Explanation: Treat (i) as saying "If you don't have good looks you can't get a job on television". This implies that "If you can get a job on television you do have good looks". Treat this as saying "If A then B". This means that (ii) says: "A is a sufficient condition for B". This is equivalent to "If A then B".

Question 9**(3 marks)**

For the following argument:

- a) Bracket and number in order of appearance the separate propositions in the argument
- b) Diagram the argument

(1) [No living thing lives forever]. The reason for this is that (2) [all living things are made up of complex organic chemical bonds], and (3) [those bonds are fragile]. (4) [When those bonds break down, death soon follows]. (5) [If we could build a living thing out of simple inorganic chemical bonds, we could create immortal life], but (6) [we can't do that], so, as already stated, (1) [no living thing lives forever].

1 mark

$(2)+(3)+(4)$ $(5)+(6)$ \downarrow \downarrow (1)	$(2)+(3)+(4) \rightarrow (1)$ 1 mark $(5)+(6) \rightarrow (1)$ 1 mark
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End of Section One

Section Two: Philosophical Analysis**40 Marks**

This section contains **two** questions. Answer both questions.
Suggested working time for this section is 80 minutes.

Question 10 – Community of Inquiry**(20 marks)****Syllabus Dot Points**

- Ideas of death and the Meaning of Life
- Religious and non-religious ideas of the meaning of life
- Types of inquiry: Existentialism

Arjun – Do you ever wonder what the point of it all is? I mean, our exams symbolise the end of 13 years of compulsory school education. 13 years of tests, study, assessment and grades. No sooner have you finished one assessment, then there is another one around the corner. Then there will be another exam – and then yet another inevitable fail. This is a microcosm of the whole of our life – one big treadmill with no meaning or purpose for anyone except failure and disappointment. I hope that the next life will be better.

Sets the scene by posing the question – what is the meaning of life? Commits the Slippery slope fallacy. States the position that life has no meaning as it is full of failure and disappointment– leading to the position that there must be a life after death in order for there to be meaning in this life.

Sarah – What do you mean? This life is just starting for us! We have so many choices and opportunities ahead of us where we can find meaning– we can go to Uni, Travel, start a career, own a house, buy a car, find a partner, have children. I've always dreamed of starting my own business – and now I can! The possibilities are endless for us – it is so exciting and liberating to finally be free!

Presents the opposing position – that life does have a meaning and a purpose. This is supported by the fact that humans are free to choose and they can find meaning wherever they want to. (An existentialist position)

Arjun – I agree that we should try to find some meaning somewhere - but not where you suggest. Uni will soon be over, holidays always come to an end and possessions just lead to the desire for more possessions. This just proves the absurdity of life – you have all of these choices, and yet I have found that none of them lead to anything meaningful. This shows that the Universe itself is meaningless.

Continues to hold the position that life is meaningless. Rejects the suggestions made by Sarah on the basis that these choices only lead to more suffering and more dis-satisfaction. Makes the inference that this shows that life is absurd, and then makes an additional inference that this shows that the Universe itself is devoid of meaning, and in so doing commits the non-sequitur fallacy.

Sarah - Stop being such a pessimist! There is no next life - but it is because of the fact that we all die means that everyone should make meaning out of their life now – even you, you miserable old git! It doesn't matter what you do – you can sing in a band, read books, play Scrabble, get involved in your community – or just find contentment and happiness being you. Life has a meaning and a purpose for everyone – you just have to find it, live it and take responsibility for your choices.

Continues the existentialist position that people are free to find their meaning and purpose in life wherever they choose to – but that they have to take responsibility for their choice.

Arjun – In my view, there is no meaning in this life, so we should look to the next life. I don't know what form the next life will take – but it has to be there in some form. That's where my meaning and purpose is to be found.

Reinforces the overall position that as there is no meaning in this life, then there must be a life after death in order to make life meaningful.

Arjun's argument could look like this:

P1 – Life is a constant routine of struggle and failure

P2 – Actions and choices only lead to more disappointment and failure.

P3 – There is no meaning or purpose to this life

MC – Meaning and purpose is to be found in the next life

Sarah's argument could look like this:

P1 – We are free to choose our own actions

P2 – We all die – but there is no after life

P3 – Making choices means we have to take responsibility for those choices

MC – Meaning and purpose is to be found in his life through our choices.

Section Two: Philosophical Analysis (continued)

Question 11 – Passage Analysis

(20 marks)

Passage One:

On the surface it seems the belief in evolution aligns neatly with a naturalistic view of the world. However, once you dig a bit deeper, the combined belief in evolution and naturalism is an irrational position to hold. This shows that the belief in evolution is a bigger problem for the naturalist (those that deny the existence of anything supernatural) as opposed to the theist. Consider the following argument. The probability that our mind which produces our beliefs is reliable based on the truth of naturalism and evolution is low. This is because evolution, which has produced our minds does not concern itself with producing true beliefs, merely with beliefs that lead to survival. The following example illustrates this point, imagine a cave man goes to get some apples from a (unbeknown to him) poisonous tree. His family come looking for him months later and find a pile of bones at the foot of the tree and conclude that drop bears have eaten him and left the bones. Based on this belief, they avoid going anywhere near these (poisonous) trees in the future, thus leading to their survival. These beliefs have resulted in their survival, even though they are false. This example shows that the truth of both naturalism and evolution give us good reason to doubt the reliability of the mind that produces all your beliefs, including the belief in naturalism and evolution. It follows that the belief in naturalism and evolution is self-defeating.

1. If naturalism and evolution are true, we should not trust the beliefs that are formed in our minds.

Because

2. Our minds are the product of evolution which produces beliefs aimed at survival, not truth.

3. The belief in evolution and naturalism are beliefs that are formed in our minds.

4. We should not trust the belief in naturalism and evolution.

Therefore

5. Naturalism & evolution can't rationally be accepted together.

Therefore

6. Evolution is a bigger problem for the naturalist than the theist.

2

↓

1+3+4

↓

5

↓

6

- the relationship between evolution and religion

Passage Two:

The recent case of the so-called “Jihadi Brides” show the effect of intentionally giving up social membership. When they travelled to Syria to join a terrorist group, they were aware that they were breaking Australian laws against this and willingly left Australian society. They were aware of what they were giving up and chose to leave anyway. This case has been widely publicised and no doubt there are many people in Australia and abroad watching closely. Most people would claim that as the “Brides” have young children they should be given leniency, however, if they are allowed to return to Australia it will show others that they can pick what rules of society they do and don’t uphold. This is an issue because a functional lawful society requires that citizens who do not follow laws be punished. As harsh as it might seem, this is why excluding “Brides” and their families from Australian society is the right thing to do. Marginalisation is a brutal but necessary evil in maintaining the value of social membership

Persons

- The ideas of social identity and social membership.
 - The concept of marginalisation.
1. The Brides were aware of the consequences and made a conscious choice to break the law.
 2. What happens to The Brides will inform how other people act.
 3. A lawful society requires people who break the law be punished.
- C. Marginalisation is necessary to maintain social membership.

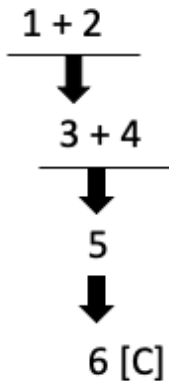
$$\begin{array}{r}
 1 \\
 \downarrow \\
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 \downarrow \\
 4 \text{ [C]}
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Passage Three:

Any discussion of procreation needs to acknowledge that in some cases existence is worse than non-existence. If we accept the utilitarian position that pleasure is good, and pain is bad then we can address life as a formula of negatives, pain, and positives, pleasure. As such every life can be assessed as a total number by judging the pain and pleasure contained within it. For example, a life with great pleasure and happiness and little pain would have a high number and be considered a good life. A life that contains great pain, whether this be physical, emotional or spiritual, without commensurate pleasure can be considered a life which contains more harm than good. When compared to the fact that non-existence is a net zero of pleasure and pain the natural conclusion is that in cases of lives with great pain non-existence less harmful than existence. Since we should endeavour to create situations which bring about the least harm possible people should think carefully before bringing new life into the world.

Self and Others

- Ethical issues of life and death - murder, manslaughter, killing in war, abortion, euthanasia, capital punishment and the killing of animals.



1. A life with more pain than pleasure is a harmful life.
2. Non-existence is a net zero of pleasure and pain.
3. Non-existence can be less harmful than existence.
4. We should endeavour to create situations with the least harm.
5. In some cases, existence is worse than non-existence.
6. We should think carefully before bringing new life into the world.

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.

Question 12

Libertarianism cannot produce a good society.

Question 13

Life has no meaning other than the narrative we impose.

Question 14

Only through the scientific method can knowledge be acquired.

Question 15

Absolute moral standards do apply in all cultures.

Question 16

God cannot exist in a world which contains evil.