2021/61954

Government of **Western Australia**
School Curriculum and Standards Authority

ATAR course examination, 2021

Question/Answer booklet

PHILOSOPHY AND ETHICS

Please place your student identification label in this box

WA student number: In figures

In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor
This Question/Answer booklet

Number of additional answer booklets used (if applicable):

To be provided by the candidate
Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

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Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Critical reasoning	9	9	50	30	30
Section Two Philosophical analysis and evaluation Part A	1	1	40	20	20
Part B	1	1	40	20	20
Section Three Construction of argument	5	1	50	30	30
				Total	100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.

2. Write your answers in this Question/Answer booklet.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.

4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

This section contains **nine** questions. Answer **all** questions in the spaces provided.

Suggested working time: 50 minutes.

Question 1 **(2 marks)**

Are the following statements analytic or synthetic?

(a) If something is a colourless, clear, drinkable fluid, then it is spring water. (1 mark)

_____

(b) Spring water is a colourless, clear, drinkable fluid. (1 mark)

_____

Question 2 **(4 marks)**

(a) You can enter Western Australia only if you have a permanent address here.

Underline the **two** sentences that mean the same as the above sentence. (2 marks)

(i) If you have a permanent address in Western Australia then you can enter.

(ii) If you can enter Western Australia then you have a permanent address here.

(iii) If you don't have a permanent address in Western Australia, then you can't enter.

(iv) Having a permanent address in Western Australia is a sufficient condition for entering Western Australia.

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

Either the hose has not been fitted correctly or the tap is leaking.

_____

(c) (i) You will not be allowed to enter this nightclub unless you are aged 18 or over.

(ii) Being aged 18 or over is sufficient for being allowed entry to this nightclub.

Do sentences (i) and (ii) mean the same thing? Circle the correct answer. (1 mark)

Yes No

Question 3 **(5 marks)**

To be truly racist is to wrongly believe that science has shown us beyond doubt that there are biologically distinct races of humans, some of which are more advanced than others. Thankfully, in Australia, our legal, political and economic institutions can no longer be said to endorse or embody such beliefs. It follows that our legal, political and economic institutions can no longer be said to be racist in any way whatsoever.

For the above argument:

(a) circle any inference indicators (1 mark)

(b) bracket and number the separable statements (1 mark)

(c) using the numbers from part (b), draw a diagram of the argument (1 mark)

(d) evaluate the cogency of the argument. Circle the correct answer (1 mark)

Cogent Not cogent

(e) give **one** reason for your answer to part (d). (1 mark)

Question 4 **(2 marks)**

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

The government is encouraging its citizens to give their children the new measles-mumps-rubella (MMR) immunisation 'for the good of society'. If we let them get away with that, they'll be injecting us with all kinds of experimental drugs for the common good.

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

Students at the University of Cambridge get the best education, at one of the oldest universities in the world. So, you can't get a better education than at the University of Cambridge.

Question 5 **(2 marks)**

A higher percentage of people with serious mental health issues, than those without them, report having problems with their sleep. It's easy to see that the reason these people are having issues with their mental health is simply that they aren't getting enough sleep.

For the above argument:

(a) underline the conclusion (1 mark)

(b) name the fallacy committed. (1 mark)

Question 6 **(3 marks)**

Since an incremental increase in the minimum wage was last legislated, there has been a dramatic increase in the unemployment rate. Clearly then, raising the minimum wage incrementally caused unemployment to rise significantly.

For the above argument:

(a) circle any inference indicators (1 mark)

(b) evaluate the cogency. Circle the correct answer (1 mark)

Cogent Not cogent

(c) give **one** reason for your answer to part (b). (1 mark)

_____

_____

_____

Question 7 **(3 marks)**

Construct a deductively valid argument that uses all the following statements only once. Use a diagram to represent the argument you construct.

(1) If a moral theory proposes several standards by which to judge the moral worth of our actions, then the theory cannot decide between conflicting moral judgments.

(2) If a moral theory allows that the same course of action could be judged good by one standard and judged bad by another standard, then the theory cannot decide between conflicting moral judgments.

(3) Moral relativism allows for a variety of standards for judging the moral worth of our actions.

(4) If a moral theory proposes several standards by which to judge the moral worth of our actions, then the theory would allow the same course of action to be judged good by one standard and judged bad by another standard.

(5) Moral relativism cannot decide between conflicting moral judgments.

Question 8 **(3 marks)**

When engaging in serious debates such as whether God or freewill exist, it is important for each side of the debate to be as explicit as possible on their definitions of these key terms. Unless this occurs, the two sides will talk at cross-purposes and if they talk at cross-purposes, the debate will not progress. Indeed, a lack of clarity on key terms must be the reason for philosophy's lack of progress in any of these serious debates.

For the above argument:

(a) bracket and number the separable statements (1 mark)

(b) write out the separable statements in full. (2 marks)

Question 9 **(6 marks)**

Human infants have a right to life only if animals with comparable cognitive capacities also have that same right to life. From this we can infer that if animals with cognitive capacities comparable to human infants don't have a right to life then neither do human infants. But animals do have such rights. So, it follows that human infants must have a right to life too.

For the above argument:

(a) bracket and number the separable statements (1 mark)

(b) circle any inference indicators (1 mark)

(c) using the numbers from part (a), draw a diagram of the argument (2 marks)

(d) evaluate the overall inferential strength of the argument. Circle the correct answer (1 mark)

Weak Moderate Strong

(e) give **one** reason for your evaluation in part (d). (1 mark)

End of Section One

Section Two: Philosophical analysis and evaluation **40% (40 Marks)**

This section has **two** parts: Part A and Part B. Each part contains **one** question. Answer **both** questions.

Write your answers on the lined pages following Question 10 and Question 11.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 80 minutes.

Part A **20% (20 Marks)**

Question 10 **(20 marks)**

The following dialogue is an excerpt from a community of inquiry.

You are required to:

- summarise the contributions of each participant (2 marks)
- clarify these contributions (6 marks)
- evaluate them critically. (12 marks)

Jake: Did you hear about the vegan activists storming the restaurant 'Only Meat' and heckling the diners yet again? If those do-gooders had their way and made everyone vegan, then Aussies would be giving up their barbeques (BBQs) and eating lettuce leaves. The economy would go down the tube.

Leah: Get with the times Jake! There's a lot of investment nowadays in tasty meat substitutes, so it's not clear that the economy or your BBQ would have to go down the tube. And that aside, can economic gain justify slavery and murder? The meat and dairy industry enslaves or murders our non-human brethren for human benefit, just as we once enslaved or murdered other humans for our use and entertainment. And we tried to defend it back then by saying it was needed for the economy. But if it was wrong in the case of human animals, then it's every bit as wrong in the case of non-human farm animals.

Jake: So, we should be charged with murder when we tread on brother ant? How could we harvest vegetables if we didn't kill insects? By your reasoning we should choose to starve because virtually all food production involves first-degree murder. Besides, most Aussies think that eating meat is morally okay, so there can't be anything wrong with it.

Leah: I didn't say treading on ants was murder. Even if they're conscious, ants have less of a capacity to live satisfying lives than the animals we eat. So, it's not as wrong to kill them.

Part B **20% (20 Marks)**

Question 11 **(20 marks)**

Choose **one** of the following passages and:

- summarise the passage (2 marks)
- clarify its argument (8 marks)
- evaluate it critically. (10 marks)

Passage One

Utilitarianism is an implausible moral theory. For one thing, the theory implies that I act immorally whenever I pursue a course of action that isn't the one, from among the options available to me, that would bring about the most good. This means that I act immorally and should be blamed whenever I choose to go to sleep rather than perform some other possible act of charity that may benefit more people. Secondly, Utilitarianism puts impractical demands on my deliberation about how to act in any situation. If I always have to act so as to bring about the best consequences, then, in order to work out what to do, I'm going to need to know a lot of information about the possible consequences of any action I could possibly take at any given moment. What's worse, to really make sure, I'm going to need even more information about the possible downstream effects of those possible consequences when I deliberate. With all these contingencies, it's far too difficult to work out what the truly optimal course of action would be in any given situation. So, it's just not reasonable for me to be blamed and held morally responsible for my actions in the way that Utilitarianism implies.

Passage Two

For theists who believe that God exists, the problem of evil is really no problem at all. The problem is supposed to be that the existence of a God who is all powerful and absolutely good is not compatible with the undeniable fact that evil and suffering are present in the world. But the presence of this evil is easily explainable in ways that are perfectly consistent with that conception of God. One such explanation focuses on the significant value of human freedom. Much of the evil and suffering that exists is caused by free human action. It might be thought that God could have created a world in which humans could not do evil or cause any suffering, but this is not so. In such a world, humans are constrained and the value of freedom is not realised. In His infinite goodness, God sought to create a world with the most good in it. Thus, in order to create a world that realised the goodness of human freedom, he had to create a world in which some evil exists. Fortunately, that evil is more than outweighed by the value of human freedom.

Passage Three

Inductive reasoning is both essential to our basic survival and utterly unfounded. It is essential to our survival for two reasons. First, we use it all day, every day and we wouldn't be able to function without it. Second, without induction there could be no concept of learning by experience. This is because it's the very foundation of our basic belief that the kinds of experiences we have today will resemble the kinds of experiences we had in the past. The reason that induction is utterly unfounded is that all of the inferences we make which are based on our previous experiences rely on the assumption that the future will resemble the past, or that the relationships between cause and effect that we have observed in the past, will continue to hold into the future. And the only basis for these assumptions is a belief in the uniformity of nature. But we can always entertain the possibility that the course of nature might change, and that the future will not in fact resemble the past. If this is the case, then we have no proper rational basis for our confidence in induction.

End of Section Two

Section Three begins on page 22

See next page

Passage number: _____

Section Three: Construction of argument **30% (30 Marks)**

This section contains **five** questions. Answer **one** question. Write your answer on the lined pages provided following Question 16. Argue for or against the statement with clear definitions, examples and reasons.

Marks will be awarded for demonstration of:

- philosophical understandings (10 marks)
- philosophical argument (15 marks)
- clarity and structure. (5 marks)

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 12 **(30 marks)**

In a good society, individual freedom is more important than equality.

Question 13 **(30 marks)**

My sense of self is predominantly shaped by my social identity.

Question 14 **(30 marks)**

Agnosticism is not a genuine option; one must be a theist or an atheist.

Question 15 **(30 marks)**

Thought experiments are not useful in philosophical inquiry.

Question 16 **(30 marks)**

There are moral standards that transcend individual and cultural values.

End of questions

Question number: _____

Supplementary page

Question number: _____

Supplementary page

Question number: _____

Supplementary page

Question number: _____

Supplementary page

Question number: _____

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