



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

PHILOSOPHY AND ETHICS

GENERAL COURSE

Marking key for the SAMPLE Externally set task

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Philosophy and Ethics

Externally set task – marking key

Question 1

(6 marks)

Summarise the topic of the dialogue and outline the main position of each participant.

(i) Topic

(2 marks)

Description	Marks
Summarises the topic of the dialogue	2
Makes a statement about the topic of the dialogue	1
Answers could include, but are not limited to: <ul style="list-style-type: none"> the degree to which moral choice is either the result of reason or emotion is the topic of the dialogue OR <ul style="list-style-type: none"> the degree to which moral choice is the result of both reason and emotion is the topic of the dialogue 	

(ii) Georgia

(2 marks)

Description	Marks
Outlines the main position of the participant	2
States a position adopted by the participant	1
Answers could include, but are not limited to: <ul style="list-style-type: none"> moral choice involves reason with some emotion uses the example that knowing what one dislikes must involve having reasons to provide support for the position 	

(iii) Ellie

(2 marks)

Description	Marks
Outlines the main position of the participant	2
States a position adopted by the participant	1
Answers could include, but are not limited to: <ul style="list-style-type: none"> liking or not liking someone or something is determined by the degree of care one has and this influences moral choice uses the example that not liking to kill animals makes someone morally choose to view the act as murder to provide support for the position 	

Question 2**(4 marks)**Explain **one** of the main philosophical concepts employed by each participant in the dialogue.

(i) Georgia

(2 marks)

Description	Marks
Explains one of the main philosophical concepts employed in the dialogue	2
States one concept employed in the dialogue	1
Answers could include any of the following: <ul style="list-style-type: none"> the concept of sufficient reason: that moral choice is an event, which like any other event, must have reason as its sufficient reason or cause or moral motivator. For example reason drives the chariot in Plato's allegory in the Phaedrus the concept of person: that only human beings have the special rational ability to make moral choices. An example is the difference between killing and murder. All animals can kill other animals but only humans can commit a killing of another human that constitutes an act of murder the concept that human beings are rational animals: that murder is a moral concept only applicable to human individuals as rational animals and persons who have rights, duties and accountability to other humans the concept of harm: that harm functions as a moral check and balance on the individual's or person's natural liberty to choose/act when injury is a consequence 	

(ii) Ellie

(2 marks)

Description	Marks
Explains one of the main philosophical concepts employed in the dialogue	2
States one concept employed in the dialogue	1
Answers could include any of the following: <ul style="list-style-type: none"> the concept of pleasure: the Utilitarian view that all choice/action is ultimately driven by the pursuit of pleasure and the avoidance of pain e.g. likes and dislikes the concept of care: the intimate bond between humans establishes a willingness to care based on the emotional experience of having been cared for human's caring for animals is a moral point of view based on pursuing pleasure and avoiding pain, which means emotion is the moral motivator e.g. likes and dislikes Hume's idea that reason is the slave of the passions and not the driver of the chariot 	

Question 3**(4 marks)**Outline **two** of the main assumptions of each participant in the dialogue.

(i) Georgia

(2 marks)

Description	Marks
Outlines two main assumptions employed	2
Outlines one assumption employed	1
Answers could include any of the following: <ul style="list-style-type: none"> • non-human animals do not have the same order or power of rationality that humans exhibit • lower rational animals could have the idea or concept of killing as part of the broader idea or concept of hunting, but this is not the same as killing in the moral sense where a human animal/person suffers injury • murder is a rationally calculated and malicious form of killing for personal gain that can only be instigated by human animals/persons • any moral choice from some state of emotion, for example, ignoring someone, must involve reason for doing so • any moral choice from a dislike must involve committing some harm 	

(ii) Ellie

(2 marks)

Description	Marks
Outlines two main assumptions employed	2
Outlines one assumption employed	1
Answers could include any of the following: <ul style="list-style-type: none"> • when it comes to suffering there is no distinction between human and non-human animals because all animals display behaviours that involve pursuing pleasure and avoiding pain • rationality, or the ability to choose between options, is the same in all animals and is driven by likes/dislikes • pleasure and pain is the same in all animals, i.e. human animals do not have higher forms of pleasure or pain than non-human animals • killing a non-human animal can cause suffering and so invokes a moral status 	

Question 4**(18 marks)**

Assess the contributions to the dialogue of each participant.

In your response you must:

- discuss the acceptability of the participants' position (4 marks)
- outline the relevance and effectiveness of the examples used (4 marks)
- identify formal and/or informal fallacies in the dialogue (2 marks)
- explain the strength of the participant's inferential moves (4 marks)
- summarise the overall persuasiveness of their argument. (4 marks)

Note: The assessment will be marked equally for each participant (i.e. 9 marks for each)

Georgia's contribution

Description	Marks
Acceptability of position	
Discusses the acceptability of the position	2
Identifies the conclusion of the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • all statements/claims made are acceptable, e.g. moral choice involves both reason and emotion, but more reason than emotion • establishes the need for a conceptual distinction between two concepts, i.e. killing and murder, in order to stop concepts being used incorrectly • concludes that moral choice involves reason 	
Relevance and effectiveness of example/s	
Outlines the relevance and effectiveness of example/s used	2
Identifies an example used by the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • the example that the wrongness of murder is based on reasoned understanding is an effective one. As the nature of understanding this moral concept requires reasoned reflection on the effect of this kind of killing on human life 	
Identification of formal and/or informal fallacies	
Identifies formal and/or informal fallacies committed by the participant.	1
<ul style="list-style-type: none"> • identifies that Georgia commits no fallacy 	
Strength of inferential moves	
Explains clearly the strength of inferential moves made by the participant	2
States the strength of inferential moves made by the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • the strength of the inferential move is strong because the statements/claims made follow from one to the other, i.e. statements/claims support other statements/claims 	
Overall persuasiveness of arguments	
Summarises the overall persuasiveness of arguments of the participant	2
Makes a statement about the overall persuasiveness of arguments of the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • the combination of effective example/s, acceptable statements/claims and the strength of the inferential moves makes the argument persuasive 	
Total	9

Ellie's contribution

Description	Marks
Acceptability of position	
Discusses the acceptability of the position	2
Identifies the conclusion of the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> some statements/claims are acceptable, e.g. moral choices are based on care some statements/claims are not acceptable, e.g. 'I would treat someone well only if I liked them'; or not treating someone well means ignoring them, which is not a harm concludes that moral choice is simply about people's likes and dislikes which presents a narrow and one-sided view of the nature of choice in human moral life 	
Relevance and effectiveness of example/s	
Outlines the relevance and effectiveness of example/s used	2
Identifies an example used by the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> the example of Bruce's emotion is a weak example because the moral position or feelings of one friend is not evidence for all friends, i.e. a hasty generalisation 	
Identification of formal and/or informal fallacies	
Identifies formal and/or informal fallacies committed by the participant.	1
Answers could include any of the following: <ul style="list-style-type: none"> commits, in her first contribution, a hasty generalisation about likes and dislikes and makes a weak inference from disliking killing to the notion of murder commits a fallacy in her second contribution by affirming the consequent commits a fallacy in her third and sixth contributions by arguing from ignorance 	
Strength of inferential moves	
Explains clearly the strength of inferential moves made by the participant	2
States the strength of inferential moves made by the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> the strength of the inferential moves is weak to nil i.e. based on having committed a fallacy whenever a move has been attempted or an example used 	
Overall persuasiveness of arguments	
Summarises the overall persuasiveness of arguments of the participant	2
Makes a statement about the overall persuasiveness of arguments of the participant	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> the combination of weak example/s, acceptable and unacceptable statements/claims, the frequent commitment of fallacies and the weak to nil inference makes the argument not persuasive 	
Total	9