



Western Australian Certificate of Education Examination, 2014

Question/Answer Booklet

PHILOSOPHY AND ETHICS Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time for paper: 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 notes or other items 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	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Reasoning and inquiry skills	9	9	50	30	30
Section Two: Philosophical analysis	2	2	80	40	40
Section Three: Extended argument	5	1	50	30	30
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2014*. 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 responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Section One: Reasoning and inquiry skills**30% (30 Marks)**

This section contains **nine (9)** questions. Answer **all** questions in the spaces provided.

Suggested working time: 50 minutes.

Question 1**(2 marks)**

Madeline is either my friend or my enemy, and a friend of mine would never refuse to share their lunch with me like she does. Madeline must be my enemy.

For the above argument:

(a) Underline the conclusion. (1 mark)

(b) Name the fallacy. (1 mark)

Question 2**(2 marks)**

Legalised euthanasia is state sanctioned murder. So, if a person euthanises another person, then they have committed a murder.

For the above argument:

(a) Underline the conclusion. (1 mark)

(b) Name the fallacy. (1 mark)

Question 3**(2 marks)**

Jack is a cat, because all cats are mammals, and Jack is a mammal.

For the above argument:

(a) Underline the conclusion. (1 mark)

(b) Name the fallacy. (1 mark)

Question 4**(3 marks)**

Are the following statements analytic or synthetic?

- (a) There is water on the Moon. (1 mark)

- (b) Avocados contain saturated fat. (1 mark)

- (c) A pentagon is a polygon with five angles and five sides. (1 mark)

Question 5**(3 marks)**

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

Cricket balls are either red or they are white. (1 mark)

- (b) You cannot buy alcohol unless you are eighteen years of age or over.

Underline the sentence below that means the same as the above sentence. (1 mark)

(i) Being eighteen years of age or over is sufficient for being able to buy alcohol.

(ii) Being eighteen years of age or over is necessary for being able to buy alcohol.

- (c) A person can be a member of the Twilight Sailing Club only if he or she is at least 16-years-old.

Underline the sentence below that is logically equivalent to the above sentence. (1 mark)

(i) If a person is at least 16-years-old, then he or she can be a member of the Twilight Sailing Club.

(ii) If a person can be a member of the Twilight Sailing Club, then he or she is at least 16-years-old.

Question 6

(4 marks)

I cannot doubt the existence of my conscious experiences, but I can doubt the existence of my brain processes. My brain processes are located in space, but my conscious experiences are not, so they cannot be brain processes.

For the above argument:

(a) Bracket and number the separable statements. (1 mark)

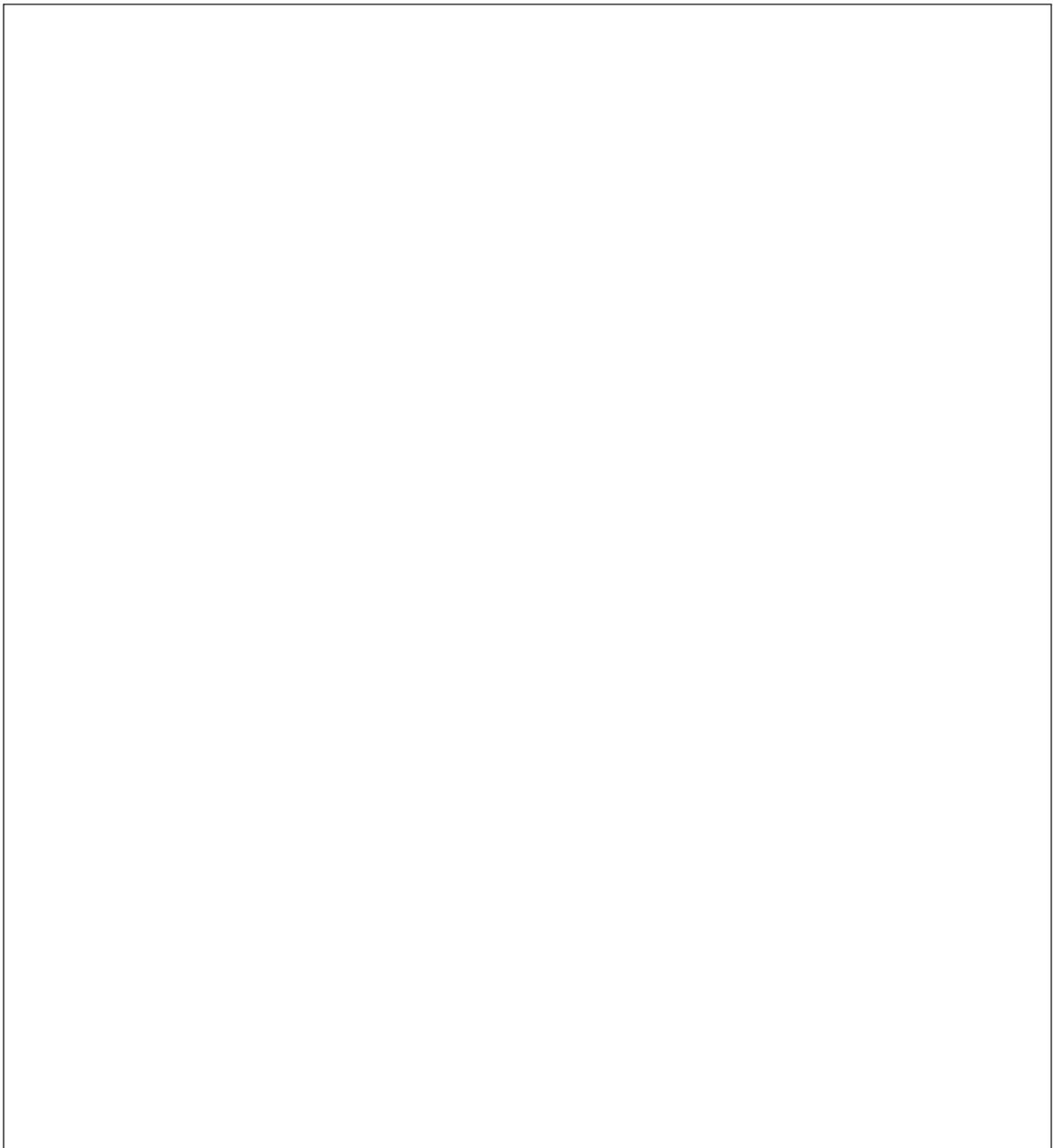
(b) Write down **in full** and number the separable statements in the order in which they occur. (3 marks)

Question 7**(4 marks)**

Interest rates will probably stay low for the next six months, because the strong Australian dollar is doing some of the work that raising interest rates would normally do, so the inflation rate is remaining steady. Also, keeping interest rates low encourages international investment in Australia.

For the above argument:

- (a) Underline the conclusion. (1 mark)
- (b) Bracket and number the separable statements. (1 mark)
- (c) Using the numbers you have given each proposition, give a diagram of the argument. (2 marks)



See next page

Question 8

(6 marks)

Every widely recognised ethical theory can be used to justify some instances of torture. If some instances of torture can be justified within every widely recognised ethical theory, then we either need to adjust our ethical theories or we should abandon our intuitions about the wrongness of torture. Thus, we either need to adjust our ethical theories or abandon our intuitions about the wrongness of torture. We should trust our intuitions about the wrongness of torture, so we need to adjust our ethical theories.

For the above argument:

- (a) Bracket and number each proposition in the order it occurs in the argument. (1 mark)
- (b) Circle the inference indicators. (1 mark)
- (c) Circle the word below that **best** describes the strength of the inference. (1 mark)

Weak

Moderate

Strong

- (d) Using the numbers you have given each proposition, give a diagram of the argument. (3 marks)



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Section Two: Philosophical analysis

40% (40 Marks)

This section contains **two (2)** questions. Answer **both** questions.

Write your answers in the spaces provided.

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Suggested working time: 80 minutes.

Question 10**(20 marks)**

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

You are required to

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

Chris: You say that life on Earth evolved according to natural selection, but if that is true why are there so few of these so called 'transitional forms' of animals and plants in the fossil record? I mean, if animals and plants are always changing from one species to another, why haven't we found more fossils of animals, and even humanoids, in the transition phase?

Charlie: If the theory of evolution predicted that there should be lots of transitional fossils, then that argument would work against it. But, the theory doesn't predict that. Major evolutionary changes occur when a small population becomes relatively isolated in a specific environmental niche, and the change usually occurs over a relatively short period of geological time, so this suggests that there would be a scarcity of transitional fossils, rather than a whole heap of them. And, in any case, there are some examples of transitional fossils: *Archaeopteryx*, for instance, is a clear example of the transition between dinosaurs and birds.

Chris: But a theory is just a story that we tell to explain stuff we don't fully understand. Evolution's a theory about the origins of life and creationism's a theory about the origins of life. If they are both just theories, then they are both equally acceptable explanations of how the different species on Earth came to be. So people have just as good a reason to believe that God created the earth and everything in it as they do in the idea that the species evolved.

Charlie: Sure, they're both theories, but evolution is a scientific theory, while creationism isn't. Scientific theories are based on, and are revisable in the light of, observable facts. Evolution has already been revised, because of improvements in our knowledge, and it will continue to be. Biblical creationism isn't a scientific theory, it's just a fairy tale, and it never changes in response to new information. So, while they might both be theories in some sense, they are certainly not equally acceptable.

Chris: But if the theory of evolution is always changing, it can't be much of an explanation of the origins of life and the universe. A good theory wouldn't have to change all the time, so evolution can hardly be a good explanation.

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Question 11**(20 marks)**

Choose **one** of the following passages and

- summarise (2 marks)
- clarify (8 marks)
- and critically evaluate it. (10 marks)

Text 1

The term 'weasel words' is itself a weasel word. This is because it is not at all clear what it actually means. It is sometimes defined as a word that makes a statement evasive or misleading but this could mean an 'ambiguous word', it could mean a 'vague word', it could mean a 'euphemism', or it could just mean language that intentionally obscures the meaning. By having a range of different meanings, the term 'weasel words' is itself ambiguous. And it is not at all clear how the term 'weasel words' should be used; it can apply to at least those four different misuses of language, many of which admit of a degree, and the appropriate degree is not specified. So, the term 'weasel words' is also vague. But, although it is possible for a term or concept to be both vague and ambiguous, vagueness and ambiguity are different from one another, and they are both different from euphemism. By lumping under one heading a range of distinct problems concerning clarity in language, the term 'weasel words' is actually making several of the mistakes that it was originally intending to make us more aware of.

Text 2

If different cultures accept different moral codes, then there can't be one single true moral code that applies to all agents. Anyone who has read about, or travelled to, other countries, knows that different cultures have radically different beliefs about morality. In some cultures, women are not allowed to enter public places without being covered from head to foot, in other places it is considered ok to eat dogs and cockroaches. Some countries have made voluntary euthanasia legal, while others consider abortion to be murder. So different cultures have different beliefs about morality and accept different moral codes. And if there is no single true moral code that applies to all agents, then the only other option is moral relativism. So, the truth of ethical claims is always culturally relative. This means that an act is right if, and only if, it is permitted by the moral code of the society to which the agent belongs.

Text 3

Phenomenology, the logic of phenomena, is the best and only way to discover the essential features of consciousness and the necessary relations between the contents of consciousness. In our natural or everyday attitude, we take perception at face value and simply assume that the world consists of objects that exist independently of us. Further, we see ourselves as one object among the other objects. But this not necessarily how things are, it is merely a theory, one that might be called direct or naïve realism: the nature of the world is revealed to us through everyday perception. Science is founded on this natural standpoint, naïve realism, whereas, in phenomenology, the natural attitude is suspended or bracketed. We neither deny nor affirm the existence of a world of independent objects: we simply suspend our belief in it. In this way, phenomenology allows us pre-suppositionless, or theory free, access to what is immediately given to us in consciousness. By bracketing the natural attitude and focusing on and describing the contents of consciousness, we are able to study the necessary and ideal relations that hold between the contents of thought.

End of Section Two

Section Three begins on page 22

See next page

Section Three: Extended argument**30% (30 Marks)**

This section contains **five (5)** questions. Answer **one (1)** question. Write your answer in the space provided. 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)
- and clarity and structure. (5 marks)

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Suggested working time: 50 minutes.

Question 12 (30 marks)

Tolerance is the cornerstone of a good society.

Question 13 (30 marks)

We can never know that God exists; we can only have faith in God's existence.

Question 14 (30 marks)

The right thing to do is whatever it is that produces the greatest good for the greatest number.

Question 15 (30 marks)

Scepticism about induction, and about the external world, shows us that there is not much we can know.

Question 16 (30 marks)

In moral deliberation, the suffering of animals and the suffering of humans should be given equal weight.

End of questions

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