Time allowed

- Perusal time: **10 minutes**
- Working time: **3 hours**

Examination materials provided

- Paper Two – Question book
- Paper Two – Response book

Equipment allowed

- QSA-approved equipment
- non-programmable calculator

Directions

You may write in this book during perusal time.

Paper Two has **two** parts:

- Part A: Question 1 (Critical Reasoning)
- Part B: Questions 2–6 (Philosophy)

Attempt **all** questions in Part A and **two** questions in Part B.

Suggested time allocation

- Part A: 50 minutes
- Part B: 2 hours (1 hour per essay)

The suggested time allocation allows 10 minutes for checking responses.

Assessment

Assessment standards are at the end of this book.

After the examination

Take this book when you leave the examination room.
Planning space
Part A: Critical Reasoning

Attempt all questions in Part A.
Suggested time allocation: 50 minutes.

Question 1

Analyse the reasoning employed in each of the following arguments. In your analysis:

- If possible, name any identifiable fallacy or fallacies.
- Explain any error or errors in reasoning used, with reference to the text.
- If possible, name any inductive argument correctly used.
- Explain such correct reasoning, with reference to the text.

Your response for each argument should be between 50–100 words in length.

a. SWITZERLAND, 200 times smaller than Australia, has had nuclear power for the past 40 years or more. It’s the cleanest country on Earth. It is a neutral country that has never had wars and has a strong economy. Prime Minister John Howard is on the right track when he sees a nuclear future for Australia. He gets 10 out of 10 in my book.


b. I have two chocolate labrador dogs, and have spoken to many other chocolate labrador owners from around the world through a labrador owners’ club on the internet. Of the 100 chocolate labrador dogs in total that I have information about, 70 have had an accident resulting in a vet bill of over $1000. I conclude, therefore, that 70% of all chocolate labradors are likely to suffer an expensive accident.

Question 1 continues overleaf

**THEY’RE** just lying to us. The problem is not killing animals for food—Australia does this—but the continued lies from the Japanese Government that it is for research.

More importantly, let’s show the same passion and concern for the millions of people dying in this world due to starvation, poverty and disease that we do for these whales. It’s a sad society that we live in where developed and affluent countries are more concerned about the killing of “cute” creatures than of the suffering of fellow human beings.

Who are the twisted ones?


**IT IS** absolutely heartless to suggest that all cats collected by the RSPCA be euthanased. I simply do not understand how anyone can blame a wild animal for having natural instincts.

*End of Part A*
Planning space
Part B: Philosophy

Attempt only two of the questions in Part B, e.g. Question 2b and Question 6.
All questions are of equal value.
Suggested time allocation: 2 hours (1 hour per essay).
Respond in essay form.

Question 2

Either

a. What is more important in deciding the morality of an action — the motive or the consequence?
   Discuss in the context of a current issue, with reference to at least one major philosopher or school of philosophical thought.

or

b. Compare and contrast the philosophies of Plato and Aristotle, in terms of their approaches to leading a “good” life. Which approach is more relevant to today’s society?

The School of Athens, or Scuola di Atene in Italian, is one of the most famous paintings by the Italian Renaissance artist Raphael. It was painted between 1510 and 1511 as a part of Raphael's commission to decorate with frescoes the rooms now known as the Stanze di Raffaello, in the Apostolic Palace in the Vatican.

In the centre of the fresco, at its architecture's central vanishing point, are the two undisputed main subjects: Plato on the left and Aristotle, his student, on the right. Both figures hold modern, bound copies of their books in their left hands, while gesturing with their right.… …Their hand gestures also are indicative of central features in their philosophies; Plato motions upward toward The Forms, while Aristotle keeps a level hand representing the Golden Mean and his philosophy of empiricism.

Wikipedia

Compare and contrast the philosophies of Plato and Aristotle, in terms of their approaches to leading a “good” life. Which approach is more relevant to today’s society?
Question 3

Either

a. Outline ONE of the traditional arguments for the existence of God. Discuss its strengths and weaknesses.

or

b. Outline the argument from the Problem of Evil against the existence of God. Discuss the problem, presenting and evaluating some of the typical philosophical responses.

Question 4

"What separates science from all other human activities is its belief in the provisional nature of conclusions."

Michael Shermer, What I Believe But Cannot Prove

Given the truth of this claim, defend the idea that science is considered to be the pre-eminent way of knowing about the world.

Question 5

"The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others ... His own good, either physical or moral, is not sufficient warrant. He cannot rightfully be compelled to do or forbear because it will be better for him to do so, because it will make him happier, because, in the opinion of others, to do so would be wise or even right. These are good reasons for remonstrating with him, or reasoning with him, or persuading him, or entreating him, but not for compelling him or visiting him with any evil in case he do otherwise. To justify that, the conduct from which it is desired to deter him must be calculated to produce evil to someone else. The only part of the conduct of anyone for which he is amenable to society is that which concerns others. In the part which merely concerns himself, his independence is, of right, absolute. Over himself, over his own body and mind, the individual is sovereign."

JS Mill, On Liberty

Discuss whether the “harm principle” should be adopted as the limit of Government authority in Australia, including the effect that its adoption would have on at least one area of the law.

Question 6

Is free will compatible with determinism? In your discussion, include mention of the significance (if any) of this question to our everyday lives and/or social structures.

End of Part B

End of Paper Two
### Assessment standards for Paper Two derived from the 2004 Senior External Syllabus for Philosophy & Reason

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<td><strong>Knowledge</strong></td>
<td>The candidate demonstrates accurate recall and extensive understanding of a comprehensive range of concepts, ideas, procedures and principles. Occasional minor errors may be made, but do not indicate fundamental misunderstandings.</td>
<td>The candidate demonstrates accurate recall and understanding of a range of concepts, ideas, procedures and principles.</td>
<td>The candidate recalls and describes most concepts, ideas, procedures and principles.</td>
<td>The candidate recalls and describes some concepts, ideas, procedures and principles.</td>
<td>The candidate describes few concepts, ideas, procedures and principles.</td>
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<tr>
<td><strong>Application</strong></td>
<td>The candidate: • classifies and evaluates a wide range of simple and complex arguments, both sourced and artificial, and constructs well-supported arguments drawing on a wide range of inductive skills. • outlines, analyses and evaluates philosophical theories, by: – explaining intrinsic concepts – explaining simple and complex relationships within and between theories – discerning and describing the application of theories in different contexts (including in the formulation of own and others’ views).</td>
<td>The candidate: • classifies and evaluates a range of simple and complex arguments, both sourced and artificial, and constructs, with some support, arguments that draw on a range of inductive skills. • outlines, analyses and evaluates philosophical theories, by explaining: – most intrinsic concepts – simple (and some complex) relationships within and between theories.</td>
<td>The candidate: • classifies and evaluates simple arguments, and constructs arguments drawing on some inductive skills. • outlines philosophical theories, and explains primary concepts.</td>
<td>The candidate: • classifies some simple arguments; few inductive skills are evident • describes some primary philosophical concepts.</td>
<td>The candidate: • occasionally classifies some simple arguments • describes very few philosophical concepts.</td>
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<td><strong>Communication</strong></td>
<td>The candidate: • consistently and accurately employs discriminating vocabulary, and adheres to the conventions of language • consistently organises and presents information cogently and coherently, and communicates both evident and implied meaning effectively • produces explanations, descriptions, arguments and justifications that are precise, pertinent and purposeful.</td>
<td>The candidate: • consistently employs appropriate vocabulary, and adheres to the conventions of language • organises and presents information coherently, and communicates meaning effectively • produces clear and purposeful explanations, descriptions, arguments and justifications.</td>
<td>The candidate: • usually employs appropriate vocabulary and conventions of language • organises and presents information so that meaning is usually evident • produces explanations, descriptions and arguments that are adequate to convey intention.</td>
<td>The candidate: • makes some appropriate choices of vocabulary, and obeys some conventions of language • presents information and produces explanations that lack detail and clarity.</td>
<td>The candidate: • makes inconsistent and inaccurate choices of basic vocabulary and conventions of language • presents disjointed information and descriptions.</td>
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Acknowledgments

The Sunday Mail, 6 May 2007, Queensland Newspapers (News Limited), Brisbane.


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