VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2006

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

PHILOSOPHY

Written examination

Monday 13 November 2006

Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
A	5	5	25
B	5	3	45
C	3	1	30
			Total 100

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 20 pages, including **Assessment criteria**.

Instructions
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION A – Short answer questions

Instructions for Section A

Answer **all** questions in the spaces provided. In some cases a single sentence answer may be sufficient for full marks.

Question 1

a. What does Aristotle mean by a final end (or final good)?

3 marks

b. According to Aristotle, what in fact is our final end (or final good)?

2 marks

Question 2

a. According to Epicurus, what is ‘our first and native good’?

2 marks

b. According to Epicurus, why is it ‘better … to accept the legends of the gods than to bow beneath that yoke of destiny which the natural philosophers have imposed’?

3 marks

Question 3

a. Explain what Sartre means by ‘forlornness’.

2 marks

b. **i.** Identify an example that Sartre uses to illustrate forlornness.

ii. Briefly outline how Sartre uses this example to illustrate forlornness.

1 + 2 = 3 marks

Question 4

a. According to Plato, when the soul takes possession of the body what **one** thing does the soul bring with it?

2 marks

b. Briefly outline Plato’s argument for the immortality of the soul.

3 marks

Question 5

a. Briefly outline the **two** ways in which, according to Descartes, animal bodies differ from machines that are made by humans.

2 marks

b. In what **two** ways does Descartes think that a machine resembling a human in appearance could easily be distinguished from a real human?

i.

ii.

3 marks

Total 25 marks

The following assessment criteria apply to Section A:

Criterion 1 *knowledge of the key elements and historical and philosophical context of the text*

Criterion 5 *understanding of the relationship between concepts of body and mind and the nature of knowledge*

END OF SECTION A

SECTION B – Extended text response short answer questions

Instructions for Section B

Answer **three** of the following five questions in the spaces provided.

In this section you are required to display more detail and depth of understanding than in Section A; however, **an essay type response to any question is not expected**. For example, while a concluding sentence may be appropriate depending on the question, an introduction is not necessary.

Question 1

a. **i.** According to Callicles, how do moral rules such as ‘equality is right’ come about?

ii. In Callicles’ view, what is the relationship of such rules to the teachings of nature?

2 + 2 = 4 marks

b. **i.** Callicles changes his view on who should rule and then changes it again. State his initial view and his **two** other views.

ii. Explain how Socrates forces Callicles to change his mind the first time.

3 + 2 = 5 marks

c. Apart from Socrates' response, outline **two** possible criticisms of Callicles' appeal to what nature teaches.

6 marks

Question 2

a. **i.** Outline **one** of Aristotle's arguments for the conclusion that a life of happiness (eudaimonia) is not a life dedicated to amusement (or pleasant occupations).

ii. Critically evaluate this argument.

4 + 5 = 9 marks

b. In your opinion, what role, if any, does amusement play in living a good life? Give reasons to support your answer.

6 marks

Question 3

The mistake made by the more refined among them [i.e., the historians of morality] is that they uncover and criticize the perhaps foolish opinions of a people about their morality, or of humanity about all human morality – opinions about its origin, religious sanction, the superstition of free will, and things of that sort – and then suppose that they have criticized the morality itself.

Nietzsche, *The Gay Science*

a. Explain why, according to Nietzsche, this is a mistake.

5 marks

b. How then is it possible to criticise a morality from a Nietzschean point of view?

5 marks

c. To what extent do you think it is possible to criticise a morality? Support your answer with **at least one** example.

5 marks

Question 4

a. **i.** Explain what Sartre means by ‘existence precedes essence’.

ii. Outline at least **two** moral consequences of existence preceding essence, according to Sartre.

2 + 4 = 6 marks

b. Who can decide *a priori*? Nobody. No book of ethics can tell him.

Sartre, *Existentialism is a Humanism*

Outline **one** reason Sartre gives for his claim that no book of ethics will help anyone resolve a moral dilemma, regardless of whether God exists or not. Use an example to illustrate your answer.

3 marks

c. Does Sartre offer an appropriate guide to the good life today? Give reasons to support your answer.

6 marks

Question 5

a. **i.** State the **two** things required of moral philosophy, according to Murdoch.

ii. For **each** of these things state why Murdoch believes that thing is important.

2 + 2 = 4 marks

b. Outline the essential elements of Murdoch's conception of the good life.

5 marks

c. Critically evaluate Murdoch's conception of the good life.

6 marks

Total 45 marks

The following assessment criteria apply to Section B:

Criterion 2 *analysis of the central arguments about the good life as developed in the texts*

Criterion 3 *evaluation of the central arguments about the good life as developed in the texts*

Criterion 4 *analysis of the relationship of the arguments in the texts to each other, to other traditions of thinking and to contemporary conceptions of the good life*

Criterion 8 *use of evidence and reasoning to develop arguments and support conclusions*

END OF SECTION B
TURN OVER

SECTION C – Essay

Instructions for Section C

Answer **one** question in the space provided.

Question 1

Explain and critically evaluate the claim that if a computer passed a Turing Test, that would be sufficient evidence that it was thinking.

OR

Question 2

What is the mind? Outline and critically evaluate **Armstrong's** response to this question. What implications does Armstrong's view on the mind have for our conception of ourselves and our place in nature?

OR

Question 3

According to Plato, how do philosophers differ from non-philosophers? Outline and critically evaluate his account. If you wish, include a brief discussion of the Sun, the Line and/or the Cave.

Total 30 marks

The following assessment criteria apply to Section C:

Criterion 6 *analysis of arguments about mind, body, knowledge and belief*

Criterion 7 *evaluation of arguments about mind, body, knowledge and belief*

Criterion 8 *use of evidence and reasoning to develop arguments and support conclusions*

Question 1, 2 or 3

SECTION C – continued

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. **At the end of the examination, place the script book inside the front cover of this question and answer book.**

END OF QUESTION AND ANSWER BOOK

Victoria
The Place To Be