



Victorian Certificate of Education 2003

PHILOSOPHY

Written examination

Monday 17 November 2003

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
A	5	5	25	25
B	5	3	45	55
C	3	1	30	40
			Total 100	120

- 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 book of 6 pages, including **Assessment criteria**.
- One or more script books.

Instructions

- Write your **student number** in the space provided on the front page of the script book(s).
- All written responses must be in English.

At the end of the examination

- Place all other used script books inside the front cover of the first script book.
- You may keep this question book.

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

SECTION A – Short-answer questions**Instructions for Section A**Answer **all** questions in the script books provided.**Question 1**

- a. According to Epicurus, what is philosophy? In his view, what is the value of philosophy for
- i. the young
 - ii. the old?
- 3 marks
- b. According to Callicles, when should we do philosophy? What is Aristotle's view?
- 2 marks

Question 2

- a. What does Nietzsche mean by 'freedom of the will'?
- 2 marks
- b. According to Nietzsche, how do religious people deny themselves freedom of the will?
- 3 marks

Question 3

- a. What is the relationship between the Good and knowledge in the *Republic*?
- 2 marks
- b. Identify what the following represent in Plato's allegory of the Cave.
- i. the prison cell
 - ii. the man's upward journey to the entrance
 - iii. the sun
- 3 marks

Question 4

- a. What **two** ways does Descartes use to distinguish humans from animals?
- 2 marks
- b. What **two** arguments does Descartes use to distinguish between animals and humans?
- 3 marks

Question 5

- a. What is Armstrong's definition of a mental state?
- 2 marks
- b. What reasons does Armstrong give for rejecting Behaviourism as an explanation for mental states?
- 3 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** questions in the script books provided.

Question 1

‘Human nature, as opposed to the natures of other hypothetical spiritual beings, has certain discoverable attributes, and these should be suitably considered in any discussion of morality.’

Murdoch, *The Sovereignty of Good Over Other Concepts*

- a. What concept of human nature does Murdoch have? 4 marks
- b. i. How does Murdoch’s concept of human nature relate to her vision of the good life?
 ii. What similarities and/or differences does Murdoch’s concept of human nature have with Martin Luther King’s concept of human nature? 7 marks
- c. Do you agree with Murdoch that understanding human nature is essential in determining the basis for the good life? Give reasons for your answer. 4 marks

Question 2

‘... by Existentialism we mean a doctrine which makes human life possible and, in addition, declares that every truth and every action implies a human setting and a human subjectivity.’

Jean Paul Sartre, *Existentialism Is a Humanism*

- a. Sartre identifies **two** meanings of subjectivism.
 i. What are the two meanings?
 ii. Which one does Sartre claim is the essential meaning of Existentialism? 3 marks
- b. Sartre claims there are four charges made against Existentialism.
 i. What are the four charges?
 ii. How does Sartre defend Existentialism against each of these charges? 8 marks
- c. Would Plato agree with Sartre’s concept of a morally good life? 4 marks

Question 3

‘It is thought that every activity, artistic or scientific, in fact every deliberate action or pursuit, has for its object the attainment of some good. We may therefore assent to the view which has been expressed that “the good” is that at which all things aim.’

Aristotle, *Nicomachean Ethics*

- a. Aristotle says that the good life is mainly a matter of fulfilling our function.
- i. What does Aristotle think our function actually is?
 - ii. How does he reach this position?
- 5 marks
- b.
 - i. What are his reasons for thinking that we must have a function?
 - ii. Are his reasons sound?
- 6 marks
- c. Do you think Aristotle’s **overall** argument about the function of humans is reasonable?
- 4 marks

Question 4

‘Political power within communities should be in the hands of people with these characteristics, and right consists in them ...’

Plato, *Gorgias*

- a. Callicles believes that some moral rules are a matter of convention, and some are to be found in nature.
- i. What kind of morality does he favour?
 - ii. What reasons does he offer for his preferred position?
- 3 marks
- b.
 - i. In the early part of the discussion, what does Callicles think that his preferred morality says about how superior people should treat inferior people?
 - ii. What does Callicles initially mean by the term ‘superior’?
 - iii. What unwelcome consequences of Callicles’ position are then pointed out by Socrates?
- 5 marks
- c.
 - i. What is Callicles’ final view about the sort of people who should rule a community?
 - ii. Do you favour Callicles’ initial position or his final position on who should rule a community? Give reasons for your answer.
- 7 marks

Question 5

‘But men in general sometimes flee death as the greatest of evils, sometimes long for it as a relief from the evils of life.’

Epicurus, *Letter To Menoeceus*

- a. Later in the text, Epicurus claims that ‘death is nothing to us’. How does he argue for this claim?
3 marks
- b. Epicurus also says that ‘pleasure is the end and aim’ – but not all pleasures should be chosen.
i. Why not?
ii. Which pleasures does he think should be chosen?
5 marks
- c. Epicurus claims that the wise person scorns fate and it is better to accept the legends of the Gods than the necessity of the naturalists.
i. What are his reasons for this?
ii. Do you think they are sound? Give reasons for your answer.
7 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*

SECTION C – Essay**Instructions for Section C**

Answer **one** question in the script books provided.

Question 1

Examine and evaluate the dualist's claim that all human beings consist of a separate mind and body. In your response refer to the views of at least one of the following: Plato, Descartes or Armstrong.

OR

Question 2

Examine and evaluate the claim that the mind is a machine. In your response refer to the views of at least one of the following: Plato, Descartes, Turing or Armstrong.

OR

Question 3

Examine and evaluate the claim that, without science, anything we claim to know of the world is just speculation. In your response refer to the views of at least one of the following: Plato, Popper or Kuhn.

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*