VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2007

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

									Letter
Figures									
Words									

PHILOSOPHY

Written examination

Monday 19 November 2007

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 18 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.

Question 1

a. **i.** Briefly outline Socrates' image of the two sets of jars (*Gorgias*).

ii. What point does Socrates make using the image of the jars?

1 + 2 = 3 marks

b. Give **two** examples used by Socrates to show that 'the pleasant and the good are different'.

2 marks

Question 2

a. Why, according to Nietzsche, does the European 'disguise himself with morality'?

2 marks

b. Name **three** of the 'props' or 'supports' which Nietzsche says many people need due to their 'instinct of weakness'.

3 marks

Question 3

a. For Plato, what is **one** of the differences between the 'sightseer' and the philosopher (*Republic*)?

2 marks

b. In Plato's simile of the sun, which **three** features correspond respectively to which three features of human knowledge?

3 marks

Question 4

a. **i.** Turing was dissatisfied with the question 'Can machines think?'. Why?

ii. What question did he suggest instead?

1 + 1 = 2 marks

b. **i.** What is the 'Argument from Consciousness' considered by Turing?

ii. How does Turing respond to the Argument from Consciousness?

1 + 2 = 3 marks

Question 5

a. According to Armstrong, what is consciousness?

2 marks

b. How does Armstrong's understanding of consciousness relate to his overall view of the nature of a person?

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. 'Every art and every inquiry, and similarly every action and pursuit [*or* choice], is thought to aim at some good; and for this reason the good has rightly been declared to be that at which all things aim.'

(W D Ross/J Barnes translation)

'Every art and every investigation, and similarly every action and pursuit, is considered to aim at some good. Hence the Good has rightly been defended as "that at which all things aim".'

(J A K Thomson translation)

Critically evaluate this argument of Aristotle's, with reference to at least one example.

5 marks

b. Aristotle claims that *eudaimonia* involves fulfilling our function, but that *eudaimonia* needs 'external goods' as well.

i. Give a brief description of this function.

ii. Name **four** of the 'external goods'.

2 + 2 = 4 marks

c. **i.** For what **two** reasons does Aristotle think that, simply as human beings, we must have a function?

ii. Evaluate these two reasons.

2 + 4 = 6 marks

Question 2

a. How is Epicurus's attitude to death connected to his hedonism?

4 marks

b. Would Epicurus agree more with Callicles or with Socrates about the role of pleasure in the good life? Explain your answer.

5 marks

c. Critically evaluate Epicurus's hedonism.

6 marks

Question 3

a. Give a brief account of Nietzsche's concept of the 'will to truth'.

3 marks

b. **i.** To where does Nietzsche think we are led by the 'will to truth'?

ii. What is the alternative?

3 + 3 = 6 marks

c. Outline and critically evaluate Nietzsche's reflections on morality, as expressed in the prescribed text.

6 marks

Question 4

a. Sartre seems to express two different attitudes to the nonexistence of God.

i. What are these two attitudes?

ii. What is the basis of each of them respectively?

2 + 4 = 6 marks

b. **i.** What claim does Sartre illustrate with his example of choosing to marry?

ii. Critically evaluate this claim.

2 + 3 = 5 marks

c. **i.** What claim does Sartre illustrate with his example of the military officer?

_____

_____

_____

ii. Critically evaluate this claim.

_____

_____

_____

_____

2 + 2 = 4 marks

Question 5

a. **i.** Murdoch rejects a type of moral philosophy which, following Kant, centres on 'the notion of the will as the creator of value'. What does she find objectionable in this philosophy?

ii. In Murdoch's view, what is the creator of value?

2 + 3 = 5 marks

b. **i.** Give **two** of Murdoch's examples of moral problems.

ii. How would Murdoch wish us to approach and resolve such problems?

2 + 3 = 5 marks

c. Critically evaluate Murdoch's view of morality and moral problems, with some reference to the ideas of Martin Luther King.

5 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

Outline and critically compare the views of Plato, Popper and Kuhn with respect to the nature and discovery of knowledge.

OR

Question 2

Outline and critically compare the views of Descartes, Turing and Armstrong with respect to the possibility of thinking machines.

OR

Question 3

Outline and critically examine the views of any **three** of Plato, Descartes, Turing and Armstrong on the nature of the human mind.

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

END OF QUESTION AND ANSWER BOOK