



Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

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PHILOSOPHY

Written examination

Monday 14 November 2005

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	Suggested times (minutes)
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 and answer book of 20 pages, including **Assessment criteria**.
- A script book is available from the supervisor if required.

Instructions

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

At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

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

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. According to Socrates, ‘for anyone to be able to test whether or not a person’s life is as it should be, he has to have three qualities’. State these three qualities.

3 marks

- b. According to Socrates, what is ‘the finest work in the world’?

2 marks

Question 2

- a. State the two fundamental assumptions on which Murdoch bases her argument concerning the good life.

2 marks

- b. Briefly explain why Murdoch claims that art is 'more edifying' than nature.

3 marks

Question 3

- a. Why does Armstrong think that science has more authority than philosophy, religion or art to decide questions about our nature?

2 marks

- b. Briefly explain why Armstrong thinks that Behaviourists were 'wrong to identify the mind with behaviour'.

3 marks

SECTION A – continued

Question 4

- a. i. Explain what Turing means by the 'Theological Objection' to the possibility of a thinking machine.

- ii. Briefly state Turing's response to the 'Theological Objection'.

2 + 1 = 3 marks

- b. Turing discusses several versions of 'Lady Lovelace's Objection'. Very briefly state one of these versions and Turing's response to it.

2 marks

Question 5

- a. In Plato's 'Allegory of the Cave', what does the situation of the prisoners represent?

2 marks

- b. i. According to Plato, when people have emerged from the cave and seen the sun, what should they do then?

- ii. State two problems Plato expects them to face.

1 + 2 = 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*

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

Socrates: ‘Because the upshot is that good things aren’t the same as pleasant things, and bad things aren’t the same as unpleasant things either. You see, we can lose one pair simultaneously, but not the other, and that means they’re different. How could things which are good be the same as things which are pleasant, then? How could bad things and unpleasant things be the same?’

(Plato, *Gorgias*, 497d)

- a. Why does Socrates claim that ‘good things aren’t the same as pleasant things’?

3 marks

- b. Describe the example that Socrates uses to make Callicles change his mind and agree that there is a difference between good and bad pleasures.

3 marks

- c. Outline Callicles' argument that nature and convention are 'invariably opposed to each other'.

5 marks

- d. How might Martin Luther King respond to Callicles' argument about nature and convention?

4 marks

Question 2

- a. In Book I of the *Nicomachean Ethics*, Aristotle considers the claims that the good life is one of pleasure, of honour, of virtue and of money-making. Briefly outline his objections to each of these claims.

4 marks

- b. Outline Aristotle's argument that the good life involves fulfilling our function. What is this function and what is his argument for it?

5 marks

- c. Critically evaluate Aristotle's arguments concerning our function.

6 marks

ii. Evaluate these reasons.

6 + 5 = 11 marks

b. According to Epicurus, what role does philosophy play in bringing about happiness and who should study philosophy?

4 marks

Question 4

Nietzsche: 'The great problems all demand *great love*, and it is only the strong, round, secure spirits, those that have a solid basis, that are qualified for them.'

(Nietzsche, *The Gay Science*, Book 5, Section 345)

- a. i. Briefly state two of the 'great problems' that Nietzsche raises in Book 5.

- ii. According to Nietzsche, whose task is it to examine such problems?

2 + 2 = 4 marks

- b. Briefly outline the critical comparisons that Nietzsche makes between religion and the natural sciences. Are these valid?

5 marks

- c. Who do you think provides a better guide to a good life, Nietzsche or Murdoch? Why?

6 marks

Question 5

‘So, in the bright realm of values, we have no excuse behind us, nor justification before us. We are alone, with no excuses.’

(Sartre, *Existentialism is a Humanism*)

- a. For Sartre, where do values come from? Use an example to illustrate your answer.

[illegible]

6 marks

- [illegible]

Total 45 marks

Criterion 2	<i>analysis of the central arguments about the good life as developed in the texts</i>
Criterion 3	<i>evaluation of the central arguments about the good life as developed in the texts</i>
Criterion 4	<i>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</i>
Criterion 8	<i>use of evidence and reasoning to develop arguments and support conclusions</i>

TURN OVER

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

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

Question 1

What is the mind? Outline and critically compare the answers to this question which are either given or implied by **two** of the following: Plato (*Phaedo*), Descartes, Turing and Armstrong.

OR

Question 2

Outline and evaluate the argument Popper uses to distinguish science from pseudoscience. Critically discuss whether this distinction results in science being superior to pseudoscience.

OR

Question 3

Outline Kuhn's view on the nature of scientific progress. Critically discuss how Plato would respond to the relevant elements of Kuhn's view.

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
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[illegible]

[illegible]

END OF QUESTION AND ANSWER BOOK

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.