



Victorian Certificate of Education 2002

PHILOSOPHY

Written examination

Monday 18 November 2002

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** on page 6.
- 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.

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**

Write brief answers.

Question 1

- a. What does Sartre mean by his claim that existence precedes essence? 3 marks
- b. What reasons does he give for this claim? 2 marks

Question 2

- a. Why does Callicles think philosophy is suitable for a young person, but not for an older one? 3 marks
- b. How does Socrates defend philosophy? 2 marks

Question 3

- a. Which **three** of the following does Aristotle include in his conception of eudemonia?
- i. friendship
 - ii. activity of the soul
 - iii. great wealth
 - iv. virtue
 - v. beauty
- b. Outline **one** of the kind of lives Aristotle rejects. Give **one** of his reasons for rejecting it. 3 marks
- 2 marks

Question 4

- a. In *The Phaedo* what does Socrates say happens to the soul after death? 2 marks
- b. According to Socrates, why is it important to have a 'pure soul'? 3 marks

Question 5

- a. What does passing the Turing Test mean? 1 mark
- b. Outline **two** potential objections to the Turing Test that Turing raises. For each of these objections, state **one** response made by Turing. 4 marks

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

‘What nature approves and sanctions . . . is this: the only authentic way of life is to do nothing to hinder or restrain the expansion of one’s desires, until they can grow no longer.’

Callicles in Plato, *Gorgias*

- a. What desires does Callicles identify as virtues? 3 marks
- b. Outline an argument that Socrates uses to counter Callicles’ claim in the quote above. 6 marks
- c. Compare and evaluate Callicles’ view of the good life to Nietzsche’s view. 6 marks

Question 2

‘Our states of consciousness differ . . . And if quality of consciousness matters, then anything which alters consciousness in the direction of unselfishness, objectivity and realism is to be connected with virtue.’

Iris Murdoch, *The Sovereignty of Good*

- a. What argument does Murdoch use to justify the role of art as a means to virtue? 5 marks
- b. What similarities, if any, can you make between Sartre and Murdoch in their positions on
 - i. the origin of moral values
 - ii. responsibility to others
 - iii. the role of emotions in moral decisions.6 marks
- c. Who do you think has the better guide for a moral life, Sartre or Murdoch? Why? 4 marks

Question 3

‘The European disguises himself *in morality* because he has become a sick, sickly, crippled animal, who has good reasons for being ‘tame’, because he is almost an abortion, an imperfect, weak and clumsy thing . . .’

Nietzsche, *The Joyful Wisdom*

- a. According to Nietzsche, what is responsible for man becoming ‘... a sick, sickly, crippled animal’? 3 marks
- b. Why is Nietzsche excited by the claim that God is dead and what does he say about the role of religion in moral systems? 8 marks
- c. From your description in part **b.**, what conclusions can you make about Nietzsche’s attitude toward social responsibility? 4 marks

SECTION B – continued

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Question 4

‘We know that man is made for the stars, created for the everlasting, born for eternity. We know that man is crowned with glory and honour, and so long as he lives on the low level he will be frustrated, disillusioned and bewildered.’

Martin Luther King, *What is a Man?*

- a. Plato’s view of human nature is that we all have a material body and an immaterial mind. Does King agree or disagree with this view? Give reasons for your answer.
3 marks
- b. Outline Martin Luther King’s description of Man. What does Martin Luther King mean when he states that Man ‘lives on the low level . . .’?
6 marks
- c. Do you think that Martin Luther King is justified in using religion as a source of moral values? Why?
6 marks

Question 5

‘Pleasure is our first and kindred good. It is the starting point of every choice and aversion, and to it we come back, inasmuch as we make feeling the rule to judge every good thing.’

Epicurus, *Letter To Menoeceus*

- a. What does Epicurus mean by pleasure?
3 marks
- b. Outline at least three important pieces of advice given by Epicurus to Menoeceus on leading the good life.
7 marks
- c. Does Epicurus’ advice provide a good guide to leading a good moral life in today’s society? Give reasons for your answer.
5 marks

END OF SECTION B

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

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

Question 1

The view known as dualism holds that the mind (or soul) and the body are two different things, though they may be somehow related. Outline and critically evaluate one or two arguments for dualism.

OR

Question 2

Outline **and** evaluate (a) Armstrong's particular version of materialism, and (b) his arguments in support of materialism.

OR

Question 3

To what extent does science give us knowledge? Answer with reference to the views of at least **two** of the following: Plato, Newton, Popper and Kuhn.

30 marks

Assessment Criteria

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*

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*

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*

END OF QUESTION BOOK