

Philosophy 3
0790

CAMEROON GENERAL CERTIFICATE OF EDUCATION BOARD

General Certificate of Education Examination

JUNE 2017

ADVANCED LEVEL

Subject Title	PHILOSOPHY
Paper No./Title	3 (Problem-Solving and Analysis)
Subject Code No.	0790

Three hours

Candidates are required to answer FOUR questions, choosing three questions from Section One and One question from Section Two. Each question carries 25 marks.

You are reminded of the necessity for good English and orderly presentation in your answers.

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SECTION ONE: LOGIC

1. Read the passage below and answer the questions that follow:

The debate about religious freedom in school was passionate. It was more a debate of one's position than one of rational justification. If a few moments of prayer is created in school, and if it is dangerous to non-religious children, then there will be religious intolerance. Certainly, the Constitution provides grounds for tolerance for religious practices, but this should not mean imposing views on others who do not share them. A majority of people think that if such imposition persists, then there will be intolerance, which is evidently an element of irrationality.

None but fanatics can be irrational persons. Since Mr. Nyama, the principal, persisted with the imposition and was seen as irrational, it follows that all those who persist will be considered as irrational persons.

Questions

- (a) Using the proposition: "No irrational persons are fanatics":
 (i) Give the contradictory of its subaltern. (2 marks)
 (ii) Give the inverse of the proposition derived in a (i) above. (4 marks)
- (b) Using the terms: "religious practitioners" as minor term, "fanatics" as middle term, and "dangerous" as major term:
 (i) Construct an AOO-2 syllogistic argument. *Some dangerous are fanatics* (3 marks)
 (ii) Test the validity of b (i) above by the Venn Diagram Technique. (3 marks)
 (iii) Construct the Second and Third Order Enthymeme from b (i) above. (4 marks)
- (c) (i) Using a suitable proposition in the passage as major, construct a Simple Constructive Dilemma. (3 marks)
 Refute c (i) above by "Escaping between the horns". (3 marks)
- (d) Demonstrate the Fallacy of Composition from the passage. (3 marks)

2. (a) Using the terms: "vineyard", "gardens" and "orchards" as major, minor and middle terms respectively:
 (i) Construct an OAO-3 argument.
 (ii) Test the validity of a (i) above by means of the Venn Diagram Technique.
 (iii) Construct the argument in a (i) above into the Third Order Enthymeme. (3 x 3 marks)
- (b) Using the minor term in a (i) above:
 (i) Give the contradictory of the converse of its contrapositive. (5 marks)
 (ii) Given that the conclusion of a (i) is False, state the truth values of its Subcontrary and Contradictory, respectively. (2 marks)
- (c) Using the proposition: "If people are spiritually moved, then they will speak in tongues; and if they are possessed, then they scream":
 (i) Construct a Complex Constructive Dilemma.
 (ii) Refute the dilemma in c (i) above, by "Taking it by the horns".
 (iii) Using the minor premise in c (i) above, construct a valid Modus Tollendo Ponens. (3 x 3 marks)

3. (a) Put the following syllogisms into valid standard-forms, making sure that each of the propositions is in optimum logical form:
 (i) Thinking beings are rational; Only rational creatures are human beings; Human beings are thinking beings. (3 marks)
 (ii) Truck-pushers often own taxis; Truck-pushers are always hardworking; Most persons who work hard own taxis. (3 marks)

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- (iii) State the Mood Names and Figures of a (i) and a (ii) respectively. (2 x 2 marks)
- (b) Given that A, B and C are True statements, and X, Y and Z are False statements, which of the following are True?

- (i) $(A \vee C) \supset (X \cdot \sim Y)$
 (ii) $(B \supset Z) \equiv (A \vee \sim B)$
 (iii) $(Y \vee B) \supset (A \cdot C)$

(3 x 3 marks)

- (c) Using the variables p, q, r and s, symbolize each of the following statements:

- (i) If students work hard, then they will succeed in their exams; and if the principal does not recruit good teachers, then the results will be poor. $(P \supset q) \cdot (\sim r \supset s)$
 (ii) Either Mbah is a businessman or Akum is a carpenter, but their parents are not educated. $(P \vee q) \cdot \sim r$
 (iii) Manjong will play football if and only if his parents are farmers. $P \equiv q$

(3 x 2 marks)

4. (a) Using the truth tables, determine which of the following statement-forms are Tautologous, Contingent, or Self-Contradictory:

- (i) $p \supset (q \supset r)$
 (ii) $(p \vee q) : (q \equiv \sim p)$
 (iii) $(\sim p \cdot \sim q) \equiv (p \vee q)$

(3 x 3 marks)

- (b) Translate the following into logical notations of propositional functions using the suggested annotations:

- (i) All students who study Mathematics are resourceful. Therefore, some students who study Mathematics are resourceful. (Sx : x is a student; Mx : x is study Mathematics; Rx : x is resourceful)
 (ii) All professors are intelligent persons. No criminals are intelligent persons. Consequently, some criminals are not professors. (Px : x is a professor; Ix : x is a intelligent person; Cx : x is a criminal)
 (iii) All journalists are critical persons. Some critical persons are not lucky. Therefore, some journalists are not lucky. (Jx : x is a journalist; Cx : x is critical person; Lx : x is lucky)
 (iv) If anything is a human, then it is not everlasting. So, no zombies are creatures. (Hx : x is a human; Ex : x is everlasting; Zx : x is a zombie) $\neg(Hx \supset \sim Zx) : \neg(Zx \cdot Cx)$
 (v) If anyone is both a teacher and a businessman, then he cannot be very serious. Teachers are either serious or are businessmen. Hence, businessmen are not teachers. (Sx : x is a student; Mx : x is a mechanic; Dx : x is a driver)

(5 x 2 marks)

- (c) Use the short truth-table to prove the validity or invalidity of the following:

- (i) $p \supset (q \cdot r)$
 $p \cdot r$ $\therefore \sim q$

- (ii) $A \supset C$
 $B \supset D$
 $\sim C \vee \sim D$ $\therefore \sim A \vee \sim B$

- (iii) $\sim(S \cdot H)$
 $(\sim S \cdot \sim H) \supset \sim U$ $\therefore \sim U$

(3 x 2 marks)

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SECTION TWO: TEXTUAL STUDIES / ANALYSIS

Sub-Section One: **RÉNÉ DESCARTES: Meditations on First Philosophy**

5. Read the following passage and answer the questions below:

"Yet to bring this about I will not need to show that all my opinions are false, which is perhaps something I could never accomplish. But reason now persuades me that I should withhold my assent no less carefully from opinions that are not completely certain and indubitable than I would from those that are patently false. For this reason, it will suffice for the rejection of all these opinions, if I find in them some reason for doubt. Nor therefore need I survey each opinion individually, a task that would be endless. Rather, because undermining the foundations will cause whatever has been built upon them to crumble of its own accord, I will attack straightaway those principles which supported everything I had once believed.

Surely whatever I had admitted until now as most true I received either from the senses or through the senses. However, I have noticed that the senses are sometimes deceptive; and it is a mark of prudence never to place our complete trust in those who have deceived us even once.

But perhaps, even though the senses do sometimes deceive us when it is a question of very small and distant things, still there are many other matters concerning which one simply cannot doubt, even though they are derived from the very same senses..."

Questions

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| (a) | Give the central theme and the logical articulations of the text above. | (5 marks) |
| (b) | Explain the following: | |
| | (i) "opinions that are not completely certain and indubitable." | (4 marks) |
| | (ii) "the senses are sometimes deceptive". | |
| (c) | What provoked Descartes to proceed in a doubt? State two reasons. | (4 marks) |
| (d) | State and briefly explain the first two Rules of Method that Descartes thinks could prevent him from being deceived? | (4 marks) |
| (e) | In what ways did Descartes' critical approach affect his contemporaries? | (3 marks) |
| (f) | How relevant is the Cartesian attitude to Philosophy today? | (5 marks) |

Sub-Section Two: Unseen Text

6. Read the following passage and answer the questions below:

The utilitarian morality does recognise in human beings the power of sacrificing their own greatest good for the good of others. It only refuses to admit that the sacrifice is itself a good. A sacrifice which does not increase or tend to increase the sum total of happiness, it considers as wasted. The only self-renunciation which it applauds is devotion to the happiness, or to some of the means of happiness of others, either of mankind collectively or of individuals within the limits imposed by the collective interests of mankind.

I must again repeat what the assailants of utilitarianism seldom have the justice to acknowledge, that the happiness which forms the utilitarian standard of what is right in conduct is not the agent's own happiness but that of all concerned. As between his own happiness and that of others, utilitarianism requires him to be as strictly impartial as a disinterested

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and benevolent spectator. In the golden rule of Jesus of Nazareth, we read the complete spirit of the ethics of utility. "To do as you would be done by", and "to love your neighbour as yourself", constitute the ideal perfection of utilitarian morality.

John Stuart MILL: Utilitarianism

Questions

- (a) State the main theme and give the logical structure of the passage above. (5 marks)
- (b) Explain the following:
- (i) "greatest good for the good of others";
 - (ii) "To do as you would be done by". (4 marks)
- (c) Why does the author think that the individual should act as an impartial, disinterested and benevolent spectator? (3 marks)
- (d) Do you think Utilitarianism can be related to Christian Ethics in any way? (4 marks)
- (e) In what ways does Mill's morality differ from that of Plato? (4 marks)
- (f) Do you find the Utilitarian moral principles practicable in today's society? (5 marks)
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