

Philosophy 3
0790

GENERAL CERTIFICATE OF EDUCATION BOARD

General Certificate of Education Examination

JUNE 2024

ADVANCED LEVEL

Subject Title	PHILOSOPHY	
Paper No./Title	Paper 3	(Critical Thinking)
Subject Code No.	0790	

Duration: Three Hours

Candidates are required to answer **FOUR** questions, choosing **TWO** questions from each section.

Each essay question shall be marked according to the following criteria:

- *Coherence and organization of material;*
- *Clear presentation of the problematic;*
- *Identification and development of the Thesis, Antithesis, Synthesis and Conclusion, as prescribed.*

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

Read the passage below and answer the questions that follow:

Colonization is the worst experience Africa has ever had. If Africa is not developed today then either Africa is the cause or the colonial masters are guilty. Some African countries today are underdeveloped entities given that some African countries are victims. Either natives fought and died or they allowed their resources to be exploited. There is no doubt that some Europeans are racists; and if some are, it only proves that all of them could be racist. Thus, the future of Africa lies in her hands. While some analysts blame the west for all the problems Africa faces, others think that the African problem of the past just like today is that Africans don't read and thus are not aware of their rights and the need to fight for human equality. The future lies then in the hands of the youths, though some youths are not serious citizens

Questions

- (a) From the passage:
- (i) Identify a categorical proposition with both terms undistributed. (1 mark)
 - (ii) Given a (i) above as true, what can be inferred of the contradictory of its subaltern? (2 marks)
 - (iii) Contradict the obverse a (i) above (3 marks)
- (b) (i) Identify an enthymematic argument from the passage and state the Order (2 marks)
- (ii) Supply the missing proposition of b(i) and state the form of the syllogism (3 marks)
- (c) (i) Identify a disjunctive proposition from the passage. (1 mark)
- (ii) Using c(i), construct a Modus Ponendo Tollens argument. (3 marks)
- (iii) Why is c(ii) considered an invalid form of the disjunctive syllogism? (2 marks)
- (d) (i) Identify a suitable proposition from the passage and use it to construct a simple destructive dilemma. (3 marks)
- (ii) Evade the dilemma above by escaping between the horns. (3 marks)
- (e) Identify a fallacy from the passage and state how it is committed (2 marks)
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- (a) State the logical relations in the following inferences and determine whether they are valid or illicit:
- (i) No abnormal persons are wise persons, so some unwise persons are not normal persons
 - (ii) Given that some non-men are non-women, it follows that some non-men are not non-women (2 x 2 marks)
- (b) Using 'students' as minor term, 'learners' as middle term and 'scholars' as major term:
- (i) Construct an argument that commits the fallacy of undistributed middle with an O-proposition as its minor premise
 - (ii) Construct a second order enthymeme from b (i) above. (2 x 3 marks)
- (c) State the fallacies committed in arguments below:
- (i) Aristotle's Traditional Logic is unquestionable because he was the greatest ancient Greek logician.
 - (ii) "I noticed that you are the labour prefect of the school. I will expect you to tell students to wash my car if you want to secure a good pass in my exams".
 - (iii) The superb quality of her character can be demonstrated by the fact that I have never heard a word spoken against her. (3 x 3 marks)



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(d) Given that A,B,C are true while X,Y,Z are false, compute the truth values of the following statements:

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

(3 x 2 marks)

3. (a) Given that p: "students work hard", q: "the results are good" and r: "parents are proud" symbolise the following statements and represent on truth tables:

(i) If students do not work hard, then it is not the case that the results are good and parents are not proud

(ii) Either students work hard and parents are proud or students do not work hard and parents are not proud

(iii) Students do not work hard and parents are not proud, only if the results are good.

(3x 3 marks)

(b) Determine if the following statement forms are tautologies, contradictions or contingent sentences.

- (i) $(\sim A \bullet B) \vee (B \vee A)$
- (ii) $(p \bullet q) \supset (q \bullet p)$
- (iii) $\sim (p \vee q) \equiv (q \vee p)$

(3 x 2 marks)

(c) Test the validity of the following arguments using the short truth table method

(i) $(A \bullet B) \vee (C \bullet D)$
 $\sim (A \bullet B) / \therefore \sim (C \bullet D)$

(ii) $\sim (B \bullet C) \supset \sim (D \bullet E)$
 $D \bullet E / \therefore B \bullet C$

(2 x 3 marks)

(d) Using the key provided, symbolise the following:

- (i) He who is a thief is a killer. (Tx: x is a thief; Kx: x is a killer)
- (ii) Every dog is not a cat. (Dx: x is a dog; Cx: x is a cat)

(2 x 2 marks)

OR

(a) (i) What is a valid argument form? State an example.

(2 marks)

(ii) State the operative principle behind the affirming and denying modes of the hypothetical syllogism.

(3 marks)

(iii) Explain how the principle in a(ii) above works in each case

(2 x 2 marks)

(b) Explain what the following concepts mean

- (i) Tautology
- (ii) Contingent sentence
- (iii) Contradictory sentence

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(2x3 marks)

(c) (i) State the difference between a valid and a sound argument

(ii) In your opinion, which argument has convincing power? Justify your answer

(2x2.5 marks)

(d) (i) In predicate logic symbolisations, why do we consider universal propositions as hypothetical?

(ii) The existential quantifier is used, though not exclusively, for particular propositions.

Explain why.

(2x2.5 marks)



Turn Over

SECTION TWO: PHILOSOPHICAL PROBLEMS

4. Can an individual be morally excused for his or her act committed in ignorance? **(25 marks)**
5. The state enhances individual liberty. Discuss this assertion. **(25 marks)**
6. "God is that than which nothing greater can be thought". Evaluate this assertion by St. Anselm. **(25 marks)**

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