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رُوجع ومطابق للأصل اليوم ويُطبع على مسؤولية اللجنة الفنية ،

ح14 ARAB REPUBLIC OF EGYPT {277} ث.ع.ج / أول
Ministry of Education
General Secondary Education Certificate Examination, 2014
{ First Session – New System }
Philosophy & Logic Time: 3 Hours

الفلسفة والمنطق { باللغة الإنجليزية } { الأسئلة في صفتين }
تنبيه مهم : يسلم الطالب ورقة امتحانيه باللغة العربية مع الورقة المترجمة .
الإجابات المتكررة عن أسئلة الصواب والخطأ لن نعدر ويتم تقدير الإجابة الأولى فقط .

FIRST: PHILOSOPHY

Answer the following questions:

Question (1): (Compulsory) (12 Marks)

A. Determine the role of education in reforming the society at ROUSSEAU.
B. Moral sense at SHAFTESBURY holds its punishment within itself. Illustrate, giving an example.
C. Society determines moral values according to the positivist socialists. Illustrate, giving your opinion.
D. Ethical behaviour cannot be achieved in the life of the person secluded from the society at MISKAWAYH. Discuss.

Question (2): Answer ONLY THREE of the following: (9 Marks)

A. Determine the source of moral obligation according to utilitarianism.
B. Show three characteristics of ethics law at KANT.
C. The virtue of justice is a combination of all virtues at AL GHAZALI. Justify your answer.
D. Philosophers of liberty rely on psychological evidence to support their position in the problem of freedom. Illustrate, giving your opinion.

Question (3): Choose ONLY THREE of the following and say whether they are true or false, giving reasons: (9 Marks)

A. Freedom of willful act at HUME is real freedom.
B. According to SARTRE, the responsibility of choice and worry are correlative.
C. KANT based ethics on absolute orders.
D. Virtues are characterized by mediation and moderation at MISKAWAYH.

بقية الأسئلة في الصفحة الثانية

ح14 - 2 - تابع {277} ث.ع.ج / أول

SECOND: LOGIC

Answer the following questions:

Question (4): (Compulsory) (12 Marks)

A. In the light of what you have studied, determine the most important characteristics of mathematical proposition.
B. Science is a method of thinking. Illustrate, giving an example.
C. The Rhetorical persuasion differs from the logical approach. Illustrate, giving an example.
D. Precise observation and objectivity are two difficult things to be achieved in humanitarian sciences. Discuss.

Question (5): Answer ONLY THREE of the following: (9 Marks)

A. Mention the conditions of experience of the traditional induction method.
B. Identifiers are of particular importance in the mathematical system. Illustrate, giving an example.
C. Differentiate, by giving an example, between the hypothesis of traditional induction method and contemporary scientific one.
D. Critical thinking is important in solving problems. Analyze this statement. (Only three points)

Question (6): Choose ONLY THREE of the following and say whether they are true or false, giving reasons: (9 Marks)

A. Mathematical confiscation is a case accepted by mathematicians without a proof.
B. Market idols at BACON are mistakes made by the individual as a result of his / her habits and intentions.
C. The perfect induction depends on examining a sample that is similar to the phenomenon researched.
D. Visibility and credibility are among the standards of critical thinking.

انتهت الأسئلة

الدرجة العظمى (٦٠)
الدرجة الصغرى (٣٠)
عدد الصفحات (٨)

جمهورية مصر العربية
وزارة التربية والتعليم
امتحان شهادة إتمام الدراسة الثانوية العامة
لعام ٢٠١٤ م
نموذج إجابة [الفلسفة والمنطق (بالإنجليزية)]

[٢٧٧]
الدور الأول
(نظام حديث)

Model answer to philosophy

Answer to Question (1) (Compulsory) (4 × 3 = 12 Marks)

a) The role of education in the reform of society at "Rousseau" :

"Rousseau" decided that education is the primary mean to strengthen freedom for the individual, which can eliminate the immoral community and vices of civilization, especially human morality which is good by nature. Urbanization; however, corrupted and shackled human morality by community, and the function of education is the re-composition of these individuals in the same natural atmosphere in which the primitive man lived, then, we can secure that their morality is back to normal good indigenous and that it increases their sense of freedom. Therefore, "Rousseau" called in his educational doctrine for the freedom of the child in the exercise of behavior and in the gain of experience, and made the first step in the upbringing of the child begin at the natural stage that takes the child away from all intended industrial impact. As for the rest of the stages of education, they make sure the individual is accustomed to depending on him/herself, to create a human being who can feel a sense of true freedom. **B. 1 Ch. 2. page 19 (3 Marks)**

b) Moral sense at "Shaftesbury" carries its punishment in its interior: Moral sense bears in the folds of the same esoteric moral to its owner. So, when I act morally, this is compatible with the moral sense which can bring me a sense of psychological comfort and inner satisfaction. Unlike this, it causes me psychological distress and inner pain. For example, the love of cleanliness which looks like the love of the good intended in the doctrine of the moral sense, if someone asked me: why do you avoid being dirty when you are away from people? I will then answer that I love cleanliness itself and my nose abhors sniff filth - if he said to me: suppose you have severe cold and your nose cannot smell the perfumes, I will then answer once I see myself dirty, I will become annoyed and will try to be clean in order to feel comfortable - if he said: suppose you are in a very cold place in which you cannot see your body at all, in addition to your previous inability to smell, I will answer that in this case I'm still alienate from filth because my inner sense that I am dirty will cause me aversion, distress and disgust. (The student can mention another example of his own evidence that is logically acceptable).

(One mark for the example and two marks for the explanation)

B. 2 Ch. 1 page 32

c) The society defines the moral values at social positivists:

The student who comments that the basic values and moral virtues as duty, cooperation, chastity and purity, ..etc. are not innate to the individual and do not arise in the life of a vacuum, but rather the fruits appear as a result of certain conditions in the community in which the individual lives in all its forms (family, district, school, worketc.) which results in the moral values in the concept not being absolute, but it is relativity which differs from one society to another according to the different conditions of these communities, virtue in a community may be a sin in another community; and good behavior here may be evil behavior there as it is determined by each community according to its own circumstances. The proponents of this French social school assure that the rate of morality does not mean its demise or deterioration. Because this is an expression of the true reality of human

society on one hand, and because of that the different meaning of goodness as an example from one community to another does not mean the absence of goodness completely, but it is present in various different meanings.

(For any logically justified answer, the student can get the total mark in this question) B2. Ch1. Page 29 (3 Marks)

d) Miskawayh sees that achieving Ethical behavior in a person's life isolated from society is difficult:

If the student agreed with Miskawayh and justified that the good moral behavior is based on the mental strength of a human being cannot be achieved and does not appear in the life of the individual isolated from the group, but that individual should be a member in the community, in order to describe his behavior with morality and virtue or with immortality and lack of virtue and that man is civilian and social by nature as Miskawayh thinks. Islam, also, is a social mental religion that rises as much as combining Muslims in prayers, pilgrimage and reconstruction of the earth and compassion among members of the community. So, moral behavior does not appear except in the social life and does not appear in the life of the monk or the ascetic isolated from the group. In addition, the basic virtues as chastity, courage, wisdom and justice which their appearance is associated with the presence of the individual in society and determined by the individual's relations with others.

(For any logically justified answer, the student can get the total mark in this question) B2. Ch2. Pages 41, 42 (3 Marks)

The answer to question (2): (3 × 3 = 9 Marks)

(The student has to answer only three)

a) The source of moral obligation at utilitarianism:

The results of the act are the source of moral obligation: utilitarianism thought that the moral value of an act is determined by its results, i.e. in the penalty which results in the practice of the act. Thus, penalties of acts are the source of moral obligation. For example, if the penalty of doing a certain action is punishment, pain and damage, I will avoid repeating this act while I tend to practise other acts, which penalties will be a reward and pleasure and benefit back to me. In addition, the human at utilitarianism is looking, by nature, for pleasure and utility and he is selfish by nature. For this reason, he increases the practising acts, which their penalty will be a reward for him, and keeps away from acts which their penalty will be a punishment for him. This means that the source of moral obligation boomerang to sanctions of acts and those in turn bounce to check the extend of pleasure and benefit. **(B2. Ch1. Page 27)**

b) The characteristics of moral law from the standpoint of Kant:

(Three points are enough)

- 1- The moral law or the Kant duty is perfect and absolute because it stems from the human mind and is compatible with its nature.
- 2- The mental moral law is strict, does not allow any exceptions in the moral life, and is not linked to the changing individual experiences.
- 3- The moral law is required by itself and is not a mean to achieve other goals such as gaining benefit or pleasure.
- 4- The moral law is not conditional on any condition; otherwise, it will lose attribute moral and will deviate from the principles of absolute mind.
- 5- The moral law assumes the availability of free will in a human who willingly chooses his

moral actions and without that freedom, behavior will not be moral. Freedom at "Kant" is a mean condition for the establishment of true morality. **B2. Ch1. Page 36**

c) The virtue of justice is a combination of all virtues at AL Ghazali:

Al Ghazali thinks that justice is a combination of all virtues and injustice is a combination of all vices, and when the human being gains virtues and gets rid of vices, this is due to the moderation of the strength of lust and anger and their obedience to mind and Shara. This moderation gets the two sides, either by divine giving and innate perfection so that the human is born good mannered and perfected mind, or by gaining this morality by struggling and practicing sport and to urge one to work which the required moral needs. In addition, gaining these good manners, as Al Ghazali sees, sometimes is innately and sometimes is by habitually beautiful acts and sometimes by watching those who act beautifully and accompany them. For this reason, El Emam sees that a good example and companionship are among the factors that help man to acquire virtues and cure of vices. And, seeking to acquire virtues is a goal which mind and Shara call for. In order to achieve this goal, man has to resist his desires, where desires are reprehensive not good.

B2. Ch2. Page 48

d) A student who supports the philosophers of liberty in referring to psychological guide can answer as follows:

We feel inside ourselves that we control our actions generally and guide them according to our desires. In addition to knowing that we have the free will to make us choose something and don't choose something else. The inner sense of freedom, which one can't deny because it serves as an intuitive and is self-evident and not in need of proof. What confirms our inner feeling of freedom as individuals is that we ascribe to other individuals in all their actions and make them bear the responsibility of the results, because we are very certain that they have exercised such acts freely without any obligation or force, and hence they bear the responsibility alone and in all this first and obvious assuming that the human has the free will and feels its reality inside himself.

(The student can give another opinion by acceptable logical evidence)

(B1. Ch 2. page 16)

The answer to question (3): (3 × 3 = 9 Marks)

(The student has to answer only three)

(One mark on judgment and two marks on reasoning)

a) Freedom of voluntary action at "Hume" is real freedom:

(The statement is false)

Because "Hume" decided the mechanism of human acts and do not occur as a result of the existence of free will to choose, but it is subject to the conditions of the body, perception and the outside world. He believes that voluntary mental acts cannot be the engine of the members of the material organs in the body, but it is the product of the activity of the body and the senses. Alleged freedom of a willful act is in fact a mechanical and natural work that is controlled by obvious events. A necessary connection; therefore, exists between the motives on one hand and acts on the other and that knowledge of these motives enables us to predict the actions and control them and; hence, there is no free will but there are necessary relationships between the motives and actions which lead to inevitable results of human behavior.

(B1. Ch1. Page 14)

b) The responsibility of choice and worry are correlative at "Sartre":

(The statement is true)

Because the freedom of an individual to choose a particular act, that will be associated with bearing responsibility, usually leads to anxiety and fear from the results of this choice and that responsibility. This is like a commander who will take a free decision to attack with his army on the enemy, and then he bears the responsibility of this decision and its consequences which may be a victory or a defeat. Therefore, anxiety accompany responsibility but in different rates. "Sartre" decides that this anxiety is normal in the life of the free man in charge and it is not intended to be a diseased anxiety. He says that the anxiety which we mean here is not the concern, which leads to submissiveness and inaction, but the simple concern that is known to all those who born responsibility one day. Thus, the human throughout his life is still living in constant worry as long as he is free to choose and bear the responsibility of his choice. **(B1. Ch2. Page 22)**

c) "Kant" based ethics on absolute orders:

(The statement is true)

Because orders that fit to form moral acts are absolute because they devoid of any condition and are required to stem from the same mind so, they are alone moral facts such as: not telling lies and to always tell the truth. But according to Kant's point of view, the orders related to a certain condition are not ethical. **(B2. Ch1. Page 35)**

d) Virtues are characterized by mediation and moderation at "Miskawayh":

(The statement is true)

Because virtue at "Miskawayh" compromise between the two parties vilified so, the four basic virtues between vices are as follows: **the virtue of chastity**: a compromise between bulimia and lethargy (i.e., lack of desires) **the virtue of courage** a compromise between coward-ness and recklessness **the virtue of wisdom**: a compromise between extravagance and gawk. **The virtue of justice** a compromise between injustice and bearing injustice.

(B2. Ch2. Pages 40)

The Model answer to Logic

The answer to question (4) (compulsory):

(4 × 3 = 12 Marks)

a) The most important characteristics of mathematical proposition:

- 1- Mathematical proposition is an analytical express a foregone conclusion: mathematical propositions are analytical propositions; therefore, the carried in this case does not add to the theme a new reality. These propositions are described as a foregone conclusion. So, the sincerity of mathematical proposition depends on lack of contract between both sides as the following **(1 + 1 = 2)**
- 2- Mathematical proposition reflects the logical necessity: this means that the second part of the proposition is needed logically from the first half so when we agree with Euclid that the place is a flat surface, this needs that, logically, all angles of a triangle equals 180. So, here we cannot put in our consideration whether the place is actually flat surface or not. Therefore, a mathematical deduction is a formal deduction and we can say that mathematical proposition reflect the formal logical necessity. **(3 marks)**

Ch1. pages. 59, 60

- b) Science is a method of thinking:** science is a way of thinking and research. What distinguishes the man of science from the other is to follow the scientific method of interpretation of natural phenomena. This is because the topics discussed by scientists are different. One scientist does his research on the planets of the sky, another on the layers of

the earth , another on plant , another on animals and so on. All these are scientists although the topics of their researches are different, what made all of them scientists is the approach they followed in research not the material they used and the laws they found as long as science basically is an approach in thinking and research so any human being can be the owner of scientific thinking in his daily life as long as his mind was organized and got facts by accurate viewing and experience and connected them all under one principle to be interpreted. For example, when you saw the leaves of plants wet and a lot of water and mud in the road and wetting rose on people's clothing and concluded that it was raining for not long, your thinking was then scientific. **(3 marks) (Ch2. Page 65)**

(If the student gives any other example, He/She can get the mark)

- c) **The Rhetorical persuasion differs from the logical approach:** The Rhetorical persuasion is: every attempt, verbal or written, to convince someone to think or want or do something without providing valid reasons for this belief or act or that desire but is trying to arouse the belief or desire or act through the power of words only used. For example, the letters from commanders to their soldiers to succeed in the battle and gain victory over their enemies, which describes those enemies by the worst qualities as cowardice, ignorance and pride, and their defeat is possible by the toughest soldiers .Attempts of persuasion here used intimidation and manipulation of words and the ability on the emotional influence. The logical approach; however, depends on the logical argument namely: (a group of issues, one of them as a result and the rest as introductions to support the result) and the logical argument consists of an introduction or more and a result and the logical argument recall the cash abilities of the individual and his conscious mind.

AN example of a logical argument:

M1: using cars destroys the environment.

M2: reducing using cars reduces the destruction of the environment.

M3: we must do what we can to protect the environment.

N: we must use less cars

(The student can give another acceptable logical example)

(One and a half marks on Rhetorical persuasion and one and a half marks on logical approach) (Ch3. Pages 85, 86)

- d) **Precise observation and objectivity are two difficult things to be achieved in humanitarian sciences.**

A student who agrees on this statement answers that it is difficult for humanitarian sciences to be subjected to precise observation. This is because man is a human being who can feel and think unlike natural sciences so it is difficult to be subjected to scientific observation due to the reason that once he feels that he is the subject of observation, his behavior will become different from the normal disposition pursued in his daily life and this is what makes the results inaccurate.

The objectivity: it is difficult to be achieved in humanitarian sciences: because it is difficult for the researcher to give up his emotions and personal whims, and even if the researcher could commit to neutrality and objectivity and can't guarantee to find a substantive response from individuals and groups who hold them, because of their intellectual attitudes and their social and political purposes .Man is a purposeful creature who works to reach certain goals and has the ability to make choices which help him to modify his behavior. Therefore, the subject of humanitarian sciences is affected by man's will and decisions. **(Ch2. Page 77)**

(The student can mention another logical and acceptable answer)

(One and a half marks on observation and one and a half marks on objectivity)

The answer to question (5): (3 × 3 = 9Marks)

(The student has to answer only three)

a) The conditions of experience of traditional induction method :

- 1-When you perform the experiment, you should take care of every small and big thing to reveal about the experience not only the fundamental points, because care directed by the researcher to small things that may seem trivial are sometimes repeated as a result of the search.
- 2-The performer of the experience must understand the technical methods used in a correct way and should be aware of its borders and know exactly what precision that can be reached in each of these methods.
- 3-The investigator should always be cautious of the results of the experiment and not reject the hypothesis, because the experiment did not prove its accuracy and; moreover, do not forget for a moment that experimentation, like any other search methods, is not infallible from wrong. And the inability to prove the hypothesis by experimental methods is not a sufficient proof that this hypothesis is wrong. **(Ch2. Page 73)**

b) Identifiers are important in mathematical system: because they are a set of concepts and perceptions of particular importance in mathematical system so the man of mathematics is keen that they should have specific meanings from the start so, the first thing the mathematician should do is to define these concepts precisely so that no ambiguity may happen in its meaning .The format for each of these has its own definitions of mathematics. Euclidean geometry, for example, deals with dots, lines, triangles and circles. The definition of these mathematical concepts is important for this geometry. No one can argue with the mathematician in his definitions and all that we have is that he should adhere to this definition which he offers and not to change it unless we alerted of it.

Examples of the definitions given to us by Euclid's geometry: **the point:** Have no parts. **The line:** length without width. **The surface:** has only length and width. **(Ch1. page 60)**

(The student can mention another acceptable logical example)

(One mark for the example and two marks for the explanation)

c) Hypothesis in traditional inductive method differs from the contemporary scientific one:

- 1-Hypothesis in traditional inductive method comes from observations directly, example of the effect of temperature on the metal expansion. But in the contemporary scientific method, it comes from hypothesis or previous laws. The scientist looks at these laws that have been reached from which he can formulate the new formal hypothesis. **Example:** Tour Shelly supposed that air has weight and put pressure on the things exist in it so it has been reached that this hypothesis is one of the laws that explain the water pressure
- 2-It is to validate the hypothesis in traditional inductive method directly by experiments but the formal hypothesis could not be verified directly and can be checked indirectly as we devise specific results ensue logically and mathematically for hypothesis and these results can be verified by observation and experiment, if the results are correct, hypothesis is true.
- 3-Hypothesis in traditional method refers to realistic and tangible objects which can be observed but the formal hypothesis refers to realistic objects which are not subject to sensory perception. The pressure of air and electrons are things that are intangible.

(One and a half marks for induction method and one and a half marks for contemporary method)

(Ch2. Pages 75, 76)

d) The importance of critical thinking in solving problems: (Only three points)

- 1-The individual gains the ability to check and understand and evaluate the different views to reach the optimal solution for the problems.
- 2-The individual gains the ability to discern the strengths and weaknesses of opposing views.
- 3-The individual gains the ability to evaluate conflicting opinions in an objective manner away from the bias and subjectivity.
- 4-Helps the individual to distinguish between correct and incorrect opinions while facing problems or situations which he exposed to.
- 5-The individual gains autonomy in thinking.
- 6-The individual gains the ability to be patient and careful in sentencing.
- 7-The individual gains the ability to ask criticizing questions when discussing a topic or a problem.
- 8-Helps to develop the society and edit it from old customs and traditions.
- 9-Develop the individual's ability to think which is based on the argument and evidence and proof.

(The student can give another acceptable logical answer)

The answer to question (6): (3 × 3 = 9Marks)

(The student has to answer only three)

(One mark on judgment and two marks on reasoning)

- a) Mathematical confiscation is a case accepted by mathematician without a proof.**

(The statement is true)

Because mathematical confiscation is a case accepted by mathematician without a proof not because it is clear in itself but because he wanted to leave it without a proof in order to serve it as basis to prove other cases like mathematical theories and he has to leave it without a proof otherwise he fails to prove any case because the evidence will back down to no end. It is not necessary for confiscation to conform to reality and no one can ask the mathematician about how his confiscation matches with reality because this matter can't be put into account by mathematician and does not affect forfeitures which he assumes. **(ch.1 page 62)**

- b) Market idols at "Bacon" are mistakes made by the individual as a result of his/her habits and intentions:**

(The statement is false)

Because market idols are the mistakes made by the individual as a result of using the language wrongly and as a result of the ambiguity of the language and confused the fact that the human is the one who puts the language and he is able to adopt it as he likes Bacon, however thinks that people believe that their minds controlled the terms which they use and they forgot that words besides, turn back to control their minds and this is what hit the philosophy and sciences with sophism and inertness. **(Ch2. Page 70)**

- c) The perfect induction depends on examining a sample that is similar to the phenomenon researched:**

(The statement is false)

Because the full induction is an examination of all particles of the subject matter that we are considering partially and then we estimate them. If I want to know the number of chairs in the room, I will have to count all the chairs one by one in order to judge according to the number of chairs in the room for example, I can say the number of chairs in the room is 12

and this type is suitable only if the number of members of the phenomenon which we researched is limited such as the number of students in a school or a city or something like that but when the number of individuals is infinite and can't be counted such as particles of natural phenomena, iron parts, plant and animal this kind of induction becomes useless.

(Ch.2 page 67)

d) Visibility and credibility are among the standards of critical thinking:

(The statement is true)

Because clarity is one of the most important criteria of critical thinking as it is the main guide to the other criterion. If the statement is not clear, we can't understand it and we can't understand what the speaker means and therefore it is difficult to judge it in any way. Credibility is also one of the standards of critical thinking and this meant that the statement used is correct or documented fact. Because the statement may be clear but not documented or not true. For example, when I say that eighty percent of Egypt's land is suitable for agriculture and this is not based on formal statistics or documented information. So, this statement which I used is clear and its language is good but it is uncertain and incorrect.

(Ch3. Page 82)

انتهى نموذج الإجابة

