

Philosophy: reconstruct, test and revise

Supported preparation only; actual school choices and assessed work remain
separate

Premises and personhood: method

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A premise gives a reason; a conclusion is the claim those reasons aim to support. Validity concerns whether true premises would guarantee the conclusion.

Soundness also requires true premises. A definition of personhood must be argued for and tested, not assumed from everyday wording.

Arguments, identity and personhood: source representation

Original source / task evidence

Task: "All persons can communicate verbally; this individual cannot communicate verbally; therefore this individual is not a person." Evaluate without applying a harmful label to a real person.

Separate what is stated from the interpretation.
Premises and personhood

Original fictional task source; not an authentic selected work.

Premises and personhood: worked case

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Task: “All persons can communicate verbally; this individual cannot communicate verbally; therefore this individual is not a person.” Evaluate without applying a harmful label to a real person.

Identify the evidence before reading the model.

Premises and personhood: reasoning

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The argument has the valid denying-the-consequent form if the first premise is accepted. The premise is highly contestable: temporary inability to speak is a counterexample to using verbal performance as a necessary condition.

A valid form does not establish soundness.

Premises and personhood: your transfer

Premises and personhood: your transfer

Propose consciousness as a personhood criterion and identify a difficulty in applying it.

Pause and give an individual answer with reasons.

Premises and personhood: transfer review

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A consciousness criterion can link personhood to experience, but its necessity, sufficiency and meaning need argument. Temporary unconsciousness challenges a momentary test, and other minds raise evidential problems.

Distinguish the concept from a performance proxy and consider a defensible revision.

Options and prescribed text preparation: method

Options and prescribed text preparation: method

Reconstruct an argument in its strongest defensible form before objecting. Separate a textual claim from your inference, cite a precise passage in the actual selected work and examine a relevant objection.

The school's option and prescribed text cannot be chosen by a generic worksheet.

Ethical reasoning and textual interpretation: source representation

Original source / task evidence

Original argument: "A promise gives others reason to rely on us; avoidable breach defeats that reliance; therefore we normally ought to keep promises." Find a qualification and an objection.

Separate what is stated from the interpretation.
Options and prescribed text preparation

Original fictional task source; not an authentic selected work.

Options and prescribed text preparation: worked case

Options and prescribed text preparation: worked case

Original argument: “A promise gives others reason to rely on us; avoidable breach defeats that reliance; therefore we normally ought to keep promises.” Find a qualification and an objection.

Identify the evidence before reading the model.

Options and prescribed text preparation: reasoning

Options and prescribed text preparation: reasoning

Normally allows exceptions. A harmful promise or conflicting obligation challenges an unconditional duty, but not necessarily the qualified claim.

Explain whether the justification is reliance, consequences or another principle.

Options and prescribed text preparation: your transfer

Options and prescribed text preparation: your transfer

A promise conflicts with preventing serious harm. Revise the original argument without abandoning reasons.

Pause and give an individual answer with reasons.

Options and prescribed text preparation: transfer review

Options and prescribed text preparation: transfer review

A qualified duty can hold when keeping the promise does not conflict with a weightier justified obligation. Explain why reliance still matters and how harm is assessed, then address whether the exception is too broad.

A qualification needs a principle, not permission to break any inconvenient promise.

Stimulus and philosophical analysis: method

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A non-philosophical stimulus starts an issue; analysis must develop reasons, objections and judgement.

Describing a film or image is not yet a philosophical argument.

From stimulus to philosophical inquiry: source representation

Original source / task evidence

Task: an original image depicts a robot completing a conversation. Form an issue about mind and analyse one inference.

Separate what is stated from the interpretation.
Stimulus and philosophical analysis

Original fictional task source; not an authentic selected work.

Stimulus and philosophical analysis: worked case

Stimulus and philosophical analysis: worked case

Task: an original image depicts a robot completing a conversation. Form an issue about mind and analyse one inference.

Identify the evidence before reading the model.

Stimulus and philosophical analysis: reasoning

Stimulus and philosophical analysis: reasoning

Ask whether successful conversation is sufficient for consciousness. Behaviour supplies evidence of performance, while the inference to subjective experience requires an argument.

An objection can question whether simulation establishes experience; a reply can ask what evidence is available for other minds.

Stimulus and philosophical analysis: your transfer

Stimulus and philosophical analysis: your transfer

Is successful conversation a necessary or sufficient condition for consciousness in the proposed argument?

Pause and give an individual answer with reasons.

Stimulus and philosophical analysis: transfer review

Stimulus and philosophical analysis: transfer review

The original inference treats it as sufficient: successful conversation would establish consciousness. A necessary-condition claim would instead say consciousness requires that capacity.

Neither implication follows automatically from the other; give relevant objections to the one actually proposed.

HL unseen text and normative bridges: method

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For an unseen text, identify its question, premises, conclusion and method, then evaluate what it is doing philosophically.

Descriptive accuracy does not automatically establish a normative decision rule.

Philosophy and contemporary issues: source representation

Original source / task evidence

Task: “The new algorithm is more accurate, so it should make every decision.” Supply the missing assumption and evaluate it.

Separate what is stated from the interpretation.
HL unseen text and normative bridges

Original fictional task source; not an authentic selected work.

HL unseen text and normative bridges: worked case

HL unseen text and normative bridges: worked case

Task: “The new algorithm is more accurate, so it should make every decision.” Supply the missing assumption and evaluate it.

Identify the evidence before reading the model.

HL unseen text and normative bridges: reasoning

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The argument assumes accuracy always outweighs accountability, rights and other values. Challenge that priority with a case where explanation or appeal matters; acknowledge that accuracy can still have substantial value.

Keep the interpretation within the supplied evidence.

HL unseen text and normative bridges: your transfer

HL unseen text and normative bridges: your transfer

Rewrite the algorithm conclusion to incorporate accountability without ignoring accuracy.

Pause and give an individual answer with reasons.

HL unseen text and normative bridges: transfer review

HL unseen text and normative bridges: transfer review

Use the system for a specified decision class only where relevant validation, explanation, appeal and human accountability meet justified standards. Accuracy can support this conditional recommendation but cannot by itself override every right or value.

Test the revised premises and exceptions.

Check yourself

Independent retrieval

A policy produces more total benefit but burdens a small group. Reconstruct two arguments and identify the normative premise each requires.

Write your reasoning before comparing it with the methods and limits taught in this lesson.