

AI Report

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Untitled Document - 8/21/2026

The term 'natural philosophy' predates the current use of the natural sciences, also referred to as the empirical sciences.

Empirical science has historically developed out of philosophy, or, more precisely, natural philosophy.

Humanity's psychic interaction with nature certainly predates civilization and historical records.

Philosophical and especially non-religious ideas about the material world date back to Ancient Greece.

These thoughts began even before Socrates, who moved from his philosophical contemplations on nature to the reflection of man, primarily within the political branch of philosophy.

Aristotle argued through the philosophical prism that the world people live in is strictly ordered, and everyone's behavior can be predicted (Keck 377).

Aristotle introduced the concept of categories into perspective, which are the main types or categories of being.

Aristotle singled out ten such categories: essence, quality, quantity, relation, action, suffering, place, time, possession, and position.

His theory closely intertwines the concepts of philosophy and biology, considering the world from a creative and scientific point of view.

In the late 1880s and early 1890s, Frege worked on the development of new theories about the nature of language, functions, and other related concepts.

Even though his education and early mathematical work focused mainly on geometry, Frege's late research became more focused on deductive logic.

His study gave Aristotle's theory a more solid foundation and a new direction with more room for creativity (Walker and Reck 478).

Specifically, it proposed more flexible rules of deduction, a method of thinking in which a particular situation is logically derived from a general idea and concepts.

The functioning of the deductive process of cognition is always based on valid practical data and the search for a bigger picture.

Frege identified and discerned many failures of traditional logic and gave it a new start.

Both inductive and deductive approaches use empirical methods, scientific knowledge, and logical connections to expand and strengthen any theory, including Aristotle's natural philosophy.

The difference is that the inductive method consists of transitions from smaller links to a general deep representation.

For example, the fundamental ideas about modern capitalism consist of many theories obtained as a result of scientific generalization of the historical experience of the development of capitalist society over the past century (Charnysh et al. 177-178).

This is an illustration of the inductive method, while the deductive mechanism works vice versa.

The concept of capitalism can lead to many other smaller links and fragments of the bigger vision.

High Human Impact ● ● ● ● ● High AI Impact

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.