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International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

**PHILOSOPHY
STANDARD LEVEL
PAPER 1**

Monday 6 May 2013 (afternoon)

1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Section A: answer one question.
- Section B: answer one question.
- The maximum mark for this examination paper is *[60 marks]*.

In your answers you are expected to:

- *argue in an organized way using clear, precise language, which is appropriate to philosophy*
- *demonstrate knowledge and understanding of appropriate philosophical issues*
- *analyse, develop and critically evaluate relevant ideas and arguments*
- *present appropriate examples providing support for your overall argument*
- *identify and analyse counter-arguments*
- *provide relevant supporting material, illustrations and/or examples*
- *offer a clear and philosophically relevant personal response to the examination question.*

SECTION A

*Answer **one** question from this section. Each question in this section is worth [30 marks].*

Core Theme: What is a human being?

1. Read the following passage and develop your response as indicated below.

The 21st century is unprecedented in providing the possibility of complete escape ... it offers the alternative of being “nobody”, a persistent passive recipient of sensation. The “nobody” world offers a here-and-now immediacy and sensory power that, for many, is the conscious context of many of their waking hours.

Normally we learn to empathize from real conversations where we rehearse eye contact and learn to interpret body language and how and when to give someone a hug. We then progress to reading novels and understanding how differently people can see the world, how they feel and interpret the actions of others. However, in screen activities, such as in video games, the same insights are not so readily available: after all, this is a world of outward movement rather than inner feelings.

(We) are perhaps heading towards a much weaker sense of identity by engaging in a world where we are the passive recipient of senses and where there is no fixed narrative of past and future but an atomized thrill of the moment. One could even suggest that the constant self-centred readout on Twitter belies a more childlike insecurity, an existential crisis. Similarly, the rising obsession to be seen by others, to live your life through the eyes of others, suggests a fragile sense of identity that needs instant and continuous feedback.

[Source: *You and Me: the Neuroscience of Identity* by Susan Greenfield (Notting Hill Editions, 2011)]

Write a response (of approximately 800 words) in which you:

- identify a central philosophical concept or philosophical issue in this passage that addresses the question, “what is a human being?”
- investigate **two** different philosophical approaches to the philosophical concept or philosophical issue you identified
- explain and evaluate the philosophical concept or philosophical issue you identified.

2. Look at the following picture and develop your response as indicated below.



[Source: "Creation" directed by Jon Amiel, © 2009 Recorded Picture Company]

Write a response (of approximately 800 words) in which you:

- identify a central philosophical concept or philosophical issue in this picture that addresses the question, "what is a human being?"
- investigate **two** different philosophical approaches to the philosophical concept or philosophical issue you identified
- explain and evaluate the philosophical concept or philosophical issue you identified.

SECTION B

Answer *one* question from this section. Each question in this section is worth [30 marks].

Optional Theme 1: Grounds of epistemology

3. Evaluate the claim that having a justified true belief is not sufficient for having knowledge.
4. Evaluate the sceptical view that until we have answered all questions about all aspects of the world we cannot be said to have knowledge of any aspect of the world.

Optional Theme 2: Theories and problems of ethics

5. To what extent should individuals and their actions be held accountable for the economic life of their communities, for example, distribution of wealth?
6. Evaluate the claim that we have a moral obligation to try to be happy.

Optional Theme 3: Philosophy of religion

7. Explain and discuss the nature of religious experience.
8. Explain and discuss the nature of faith in a Higher Being.

Optional Theme 4: Philosophy of art

9. Evaluate the claim that an experience of art is not just an aesthetic experience, it is also a moral and political experience.
10. Evaluate the claim that any interpretation of art must include the intention of the artist.

Optional Theme 5: Political philosophy

11. Evaluate the claim that the justice of a society’s rules and practices (for example, the definition and regulation of property, the division of labour, gender relations, and political and economic competition) depends both on its treatment of those who are not citizens or authorized residents, and its impact on the interests of past and future persons.

12. Evaluate the claim that democracy is impossible without equality between the genders.

Optional Theme 6: Non-Western traditions and perspectives

13. With reference to at least one of the non-Western traditions you have studied, explain and discuss the moral obligations individuals have to themselves and others.

14. With reference to at least one of the non-Western traditions you have studied, explain and discuss what are the limits of authority in personal and social contexts.

Optional Theme 7: Contemporary social issues

15. Evaluate philosophically the extent to which technological progress enhances or limits the possibility of living a better life.

16. Evaluate philosophically the extent to which we are entitled to practise civil disobedience and political protest.

Optional Theme 8: People, nations and cultures

17. Evaluate the extent to which the development of cultural identity is dependent on tradition.

 18. Explain and discuss the possible criteria used in making judgments about cultural inferiority and/or superiority.
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