

**Philosophy**  
**Higher level and standard level**  
**Paper 2**

Tuesday 17 May 2016 (morning)

1 hour

---

**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer both parts of one question. Candidates are advised to allocate their time accordingly. Each part will be distinctly assessed.
- The maximum mark for this examination paper is **[25 marks]**.

Answer **both parts** (a) and (b) of **one** question. Each question is worth [25 marks].

**Simone de Beauvoir: *The Second Sex*, Vol. 1 part 1, Vol. 2 part 1 and Vol. 2 part 4**

1. (a) Explain how a man occupies the role of a subject, and a woman is the other. [10]  
(b) Evaluate the degree to which a woman helps to create herself as the other. [15]
2. (a) Explain why there is no answer to the question “what is a woman?” [10]  
(b) Evaluate the claim that a woman has to allow herself to become a woman. [15]

**René Descartes: *Meditations***

3. (a) Explain Descartes’s justification of the necessity of doubting all things. [10]  
(b) To what extent do you agree with Descartes’s justification of the need to doubt all things? [15]
4. (a) Explain the nature of the human mind according to Descartes. [10]  
(b) To what extent do you agree with Descartes’s claim that there is nothing which is easier for me to know than my mind? [15]

**David Hume: *Dialogues Concerning Natural Religion***

5. (a) According to Philo, explain the role played by experience in coming to conclusions about the existence of God. [10]  
(b) Evaluate Hume’s treatment of experience as the only appropriate route to knowledge of God’s existence. [15]
6. (a) Explain Philo’s attack on the inference of God’s moral goodness through an examination of nature. [10]  
(b) Evaluate Hume’s attack on the inference from observation of the world that God is morally good. [15]

**John Stuart Mill: *On Liberty***

7. (a) Explain Mill’s assertion that the abundance of negative freedom will result in people making wise choices. [10]
- (b) Evaluate the claim that Mill’s positive view of human nature is unrealistic and far too optimistic. [15]
8. (a) Explain why Mill considered individualism to be so important. [10]
- (b) Evaluate the claim that the rights of the individual are to be based on utility. [15]

**Friedrich Nietzsche: *The Genealogy of Morals***

9. (a) Explain the idea of “the will to power”. [10]
- (b) Evaluate “the will to power” as a principle for explaining moral actions. [15]
10. (a) Explain what Nietzsche means by an “awareness of our guilt”. [10]
- (b) Evaluate Nietzsche’s view of guilt. [15]

**Martha Nussbaum: *Creating Capabilities: The Human Development Approach***

11. (a) Explain Nussbaum’s theory of capabilities and its connection to human dignity. [10]
- (b) Evaluate the role of human dignity as a central part in achieving social justice. [15]
12. (a) Explain the cultural, intellectual and traditional roots and sources of Nussbaum’s theory of capabilities according to specific values. [10]
- (b) Evaluate the role played by one or more values according to one or more specific antecedents. [15]

**Ortega y Gasset: *The Origins of Philosophy***

13. (a) Explain Ortega’s view that the most normal channel of information about the historical past is through names. [10]
- (b) Evaluate the strengths and weaknesses of this view. [15]
14. (a) Explain Ortega’s account of the relation between “the two great components of human life – man’s needs and his possibilities”. [10]
- (b) Evaluate the strengths and weaknesses of this account. [15]

**Plato: *The Republic*, Books IV–IX**

15. (a) Explain the idea that the just city is possible if, and only if, virtuous and expert rule by its leaders is possible. [10]
- (b) Evaluate the claim that either philosophers need to become kings or kings need to learn philosophy. [15]
16. (a) Explain the analogy of the divided line as an exemplary case of Plato’s epistemology. [10]
- (b) Evaluate the claim that the kind of reality or being an object has corresponds to the mode of cognition one can have of it. [15]

**Peter Singer: *The Life You Can Save***

17. (a) Explain the role played by philanthropy in Singer’s theory of the creation of a culture of giving. [10]
- (b) Evaluate the claim that people will be more philanthropic if they believe that others are giving more. [15]
18. (a) Explain Singer’s view concerning the care of the children of others. [10]
- (b) Evaluate Singer’s claim that “a mother’s duty is to her own child”. [15]

**Charles Taylor: *The Ethics of Authenticity***

19. (a) Explain what the phrase “horizons of significance” means. [10]  
(b) Evaluate this concept as a necessary element of authenticity. [15]
20. (a) Explain Taylor’s analysis of Weber’s argument that modern life leads us into an iron cage. [10]  
(b) Evaluate Taylor’s response to this argument. [15]

**Lao Tzu: *Tao Te Ching***

21. (a) Explain the claim that when the Uncarved Block has been cut and given names, then one ought to know that it is time to stop. [10]  
(b) Evaluate the consequences of this claim. [15]
22. (a) Explain what is meant by “the best of all rulers is but a shadowy presence to his subjects”. [10]  
(b) Evaluate the qualities of a virtuous ruler. [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain how speech is not just “a blowing of air”, but is related to “the Course” (“the Way” or the *Tao*). [10]  
(b) Evaluate the relation of speech to the *Tao*. [15]
24. (a) Explain the nature of Zhuangzi’s ideal person. [10]  
(b) Evaluate the claim that the true person cannot exist as it is impossible for a person to have a true understanding of the *Tao*. [15]
-