

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

Friday 4 May 2018 (morning)

1 hour

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**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 what de Beauvoir means when she claims that being female and being a woman are different. [10]
- (b) Evaluate the extent to which de Beauvoir is justified in this distinction. [15]
2. (a) Explain how Freudian psychoanalytic models deny freedom in the concept of the feminine. [10]
- (b) Evaluate the extent to which de Beauvoir’s critique of patriarchy can liberate women. [15]

**René Descartes: *Meditations***

3. (a) Explain how Descartes concludes that information acquired through our senses is unreliable. [10]
- (b) Evaluate the claim that it is not through the senses that we know truth, but through the intellect. [15]
4. (a) Explain Descartes’s theory of mind. [10]
- (b) Evaluate the claim that by possessing a mind we can gain certainty. [15]

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

5. (a) Explain Philo’s ideas about the relationship between “reasons” and “motives” for belief in God. [10]
- (b) Evaluate the relationship between “reasons” and “motives” for a belief in God. [15]
6. (a) Explain the difficulty evil represents for human understanding of God. [10]
- (b) To what extent does the existence of evil represent a significant problem for belief in God? [15]

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

7. (a) Explain Mill’s denial of the right of people to exercise coercion over the opinion and expression of others. [10]
- (b) Evaluate Mill’s denial of people’s coercion of the opinion and expression of others. [15]
8. (a) Explain Mill’s arguments in relation to the claim that his doctrine contains important lessons for modern multicultural societies. [10]
- (b) Evaluate the claim that Mill’s doctrine contains important lessons for modern multicultural societies. [15]

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

9. (a) Explain the account of the development of morality from the earliest period to Nietzsche’s own time. [10]
- (b) Evaluate the account of the slave revolt as being the defining event for modern morality. [15]
10. (a) Explain Nietzsche’s account of the role of guilt in the development of human culture. [10]
- (b) Evaluate Nietzsche’s account of guilt. [15]

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

11. (a) Explain Nussbaum’s argument that the best way to achieve your own well-being is understood in terms of capabilities. [10]
- (b) Evaluate the concept of a capability as the best approach to improving the well-being of individuals. [15]
12. (a) Explain Nussbaum’s moral case for extending the scope of the capabilities approach from successful nations to other nations. [10]
- (b) Evaluate the argument that a nation state has the duty to promote the happiness of citizens other than its own. [15]

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

13. (a) Explain Ortega’s claim that skepticism is not a state of mind, but an acquisition that has been formed with effort, as the most demanding of philosophies. [10]
- (b) Evaluate the extent to which skepticism is a demanding philosophy. [15]
14. (a) Explain Ortega’s claim that the “thinker” should resort to certain precautionary defences as a social figure, because of the negative reaction of the populace. [10]
- (b) Evaluate the role of the philosopher as a dangerous one. [15]

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

15. (a) Explain the account of the Form of the Good given in the Simile of the Sun. [10]
- (b) Evaluate Plato’s account of the Form of the Good. [15]
16. (a) Explain the desirability of the state being run by the philosopher-ruler. [10]
- (b) Evaluate the desirability of rule by the philosopher. [15]

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

17. (a) Explain the claim that there is a moral demand in the practice of giving. [10]
- (b) Evaluate the claim that there is a moral demand in the practice of giving. [15]
18. (a) Explain the distinction Singer makes between necessary and unnecessary personal spending. [10]
- (b) Evaluate the distinction Singer makes between necessary and unnecessary personal spending. [15]

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

19. (a) Explain Taylor’s claim that authenticity is a justifiable moral ideal. [10]  
(b) Evaluate Taylor’s justification that authenticity is a worthy moral ideal. [15]
20. (a) Explain the parallels between art and the concept of the self in Taylor’s argument on authenticity. [10]  
(b) Evaluate the parallel between art and the concept of the self in Taylor’s argument for authenticity. [15]

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

21. (a) Explain the relationship between Heaven and Earth. [10]  
(b) To what extent is awareness of the breath of life on Earth essential to our harmonious existence? [15]
22. (a) Explain why learning should be banished and knowledge discarded. [10]  
(b) Evaluate the claim that cognition is the “original sin”. [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain Zhuangzi’s use of nature to teach the art of living. [10]  
(b) Evaluate the role of nature for the flourishing of the individual. [15]
24. (a) Explain the account of the genuine human being (*sage – sheng ren*). [10]  
(b) Evaluate the account of the genuine human being (*sage – sheng ren*). [15]
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