



22145602



**PHILOSOPHY
HIGHER LEVEL AND STANDARD LEVEL
PAPER 2**

Thursday 8 May 2014 (morning)

1 hour

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer one question.
- The maximum mark for this examination paper is *[30 marks]*.

In your answer you are expected to:

- *argue in an organized way using clear, precise language, which is appropriate to philosophy, and demonstrate an understanding of the author’s specific terminology*
- *show an understanding of the specific demands of the question*
- *give references to the ideas and arguments presented in the text*
- *present appropriate examples providing support for your overall argument*
- *identify and analyse counter-arguments*
- *provide relevant supporting material, illustrations and/or examples*
- *develop a critical evaluation of the ideas and arguments of the text*
- *offer a clear and philosophically relevant personal response to the position expressed by the author.*

Answer **one** question. Each question is worth [30 marks].

Bhagavad Gita

1. Explain and discuss the concept of spiritual enlightenment as the ultimate good.
2. Explain and discuss the nature of duty or *dharma*.

Confucius: *The Analects*

3. Evaluate the relationship between the individual practising *li* (ritual) and achieving harmony.
4. Explain and discuss how familial relationships provide guidance for good government.

Lao Tzu: *Tao Te Ching*

5. Evaluate the claim that understanding the *Tao Te Ching* might be inspirational and constructive for modern society.
6. “*Tao* is not an entity, substance, God, abstract notion, or anything conceptualized. *Tao* is a metaphysical symbol which directly denotes nature itself in terms of the spontaneity of the world and man.” Discuss and evaluate.

Plato: *The Republic*, Books IV–IX

7. Explain and discuss the claim that the individual’s virtue, rather than knowledge, is the most important element for the basis of an ideal state.
8. Explain and discuss the claim that justice is primarily a matter of internal harmony.

René Descartes: *Meditations*

9. Evaluate the claim that in relying on God to underwrite the reliability of human cognition Descartes is guilty of circular reasoning.
10. Evaluate Descartes’s claim that “the method of doubt” helps us distinguish those ideas that are unshakeable from those that at first glance appear to be unshakeable.

John Locke: *Second Treatise on Government*

11. Evaluate the claim that “No man’s labour could subdue or appropriate all, nor could his enjoyment consume more than one small part; so that it was impossible for any man to entrench upon the right of another or acquire to himself a property to the prejudice of his neighbour”.
12. Evaluate the claim that parents have power over their children because of their “duty, which is incumbent on them, to take care of their offspring during the imperfect state of childhood”.

John Stuart Mill: *On Liberty*

13. Explain and discuss the idea that we may only use coercion to defend either ourselves or others from harm.
14. “This distinction between sanction and persuasion, between coercion and free choice, ultimately between rules of law and rules of opinion, is at the very centre of Mill’s understanding of liberty.” Discuss and evaluate.

Friedrich Nietzsche: *The Genealogy of Morals*

15. Explain and discuss the view that Nietzsche’s account of the origins of morality gives increased responsibility to individuals for their moral lives.
16. Explain and discuss Nietzsche’s account of asceticism.

Bertrand Russell: *The Problems of Philosophy*

17. Evaluate the arguments in support of the sense-data theory of perception.
18. Explain and discuss Russell’s account of induction.

Hannah Arendt: *The Human Condition*

19. Explain and discuss the relationship between the public and the private realm.
20. Evaluate Arendt’s view that the function of the faculty of promising is to master the basic unreliability of humans who can never guarantee today who they will be tomorrow, and that is the price human beings pay for freedom.

Simone de Beauvoir: *The Ethics of Ambiguity*

21. Evaluate the claim that it is inconsistent of de Beauvoir to hold both that values are human creations and that there are absolute evils, such as lynching, rape and torture.
22. Evaluate de Beauvoir’s claim that “to will oneself free is also to will others free”.

Charles Taylor: *The Ethics of Authenticity*

23. Explain and discuss the importance of differentiating between manner and matter for authenticity to exist.
24. Explain and discuss the extent to which there is an “eclipse of ends” through instrumental reason.