

Philosophy
Higher level and standard level
Paper 2

Thursday 17 November 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 de Beauvoir’s claim that the body “is the instrument of our grasp upon the world, a limiting factor for our projects”. [10]
(b) Evaluate the extent to which biology affects the structure of society. [15]
2. (a) Explain de Beauvoir’s view of the formation of the adolescent girl. [10]
(b) Evaluate the role of males in this process. [15]

René Descartes: *Meditations*

3. (a) Explain Descartes’s method of establishing certainty. [10]
(b) To what extent does Descartes’s method of establishing certainty succeed? [15]
4. (a) Explain Descartes’s ontological argument for the existence of God. [10]
(b) Evaluate this argument in its attempt to establish the existence of God. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) With reference to the standpoints of Cleanthes, Philo and Demea, explain skepticism regarding religious matters. [10]
(b) Evaluate skepticism regarding our natural wonderment about order throughout the universe. [15]
6. (a) Explain the discussion on the existence of vast amounts of seemingly pointless evil. [10]
(b) Evaluate the claim that the existence of widespread horrendous evil in the world makes the existence of a supremely good, knowing, and powerful deity impossible. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s support for freedom of opinion and belief. [10]
(b) Evaluate Mill’s belief that to suppress an individual’s opinion and belief is to deprive the individual, and his/her society, of the chance to develop. [15]
8. (a) Explain Mill’s Harm Principle in its account of the limit of society’s authority over the individual. [10]
(b) Evaluate Mill’s Harm Principle in its account of the limit of society’s authority over the individual. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain Nietzsche’s use of the term “*ressentiment*”. [10]
(b) Examine the relation between “*ressentiment*” and the different types of moralities. [15]
10. (a) Explain Nietzsche’s view that human beings have begun to feel bad about their instincts. [10]
(b) Evaluate Nietzsche’s understanding of instincts. [15]

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

11. (a) Explain Nussbaum’s dual purpose of achieving social justice and assessing quality of life in the Capabilities Approach. [10]
(b) Evaluate the problems in arguing the Capabilities Approach as a method of ensuring social justice. [15]
12. (a) “As an international team of both Western and non-Western researchers..., we have been aware of a raging debate about the alleged value imperialism involved in universalism...” Explain the issue of cultural diversity with the Capabilities Approach. [10]
(b) Evaluate the claim that the Capabilities Approach is a form of “value imperialism”. [15]

Turn over

Ortega y Gasset: *The Origins of Philosophy*

13. (a) Explain Ortega’s metaphor of the pyramid with reference to the unity of philosophy. [10]
(b) Evaluate the metaphor in relation to the philosophical past. [15]
14. (a) Explain Ortega’s view of freedom as a stage in philosophy. [10]
(b) Evaluate Ortega’s view that even a “life symbolized by the cornucopia” is not secure. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain how the allegory of the Cave provides an illustration of the points made in the directly preceding simile of the Divided Line. [10]
(b) Discuss Plato’s use of analogy. [15]
16. (a) Explain what the philosopher is and what the attributes of the philosopher are. [10]
(b) Evaluate Socrates’s view that philosophers should rule. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s analogical argument of Bob and the Bugatti. [10]
(b) Evaluate Singer’s hypothetical situation of the actions of people in the real world. [15]
18. (a) Explain how Singer challenges the objections of giving to charity to reduce poverty. [10]
(b) Evaluate Singer’s claim that the moral imperative is to give and improve the human condition. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain Taylor’s view of personal authenticity. [10]
(b) Evaluate Taylor’s view of authenticity. [15]
20. (a) “[With regards to (re)appropriating the modern turn inward] the right path to take is neither that recommended by straight boosters, nor that favoured by outright knockers”. Explain Taylor’s use of “boosters” and “knockers”. [10]
(b) Discuss to what extent Taylor succeeds in mediating a path between these two extremes (“boosters” and “knockers”). [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain the relationship of spontaneity to both Life and *Tao*. [10]
(b) Evaluate the claim that one should accept life as a series of natural and spontaneous changes. [15]
22. (a) Explain how the conformity to social order corrupts humans. [10]
(b) Evaluate the claim that if society’s role diminishes, human life becomes simple and full of harmony and contentment. [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain the resolution of duality by the “True Man”. [10]
(b) To what extent does Zhuangzi’s “True Man’s embodiment of opposites” reflect his skepticism? [15]
24. (a) Explain Zhuangzi’s metaphor in the “butterfly story”. [10]
(b) To what extent does this metaphor engage with the identification of “self” or “I”? [15]
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