

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

Wednesday 8 November 2017 (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 de Beauvoir’s idea that it depends on the human being to establish “the reign of liberty in the midst of the world of the given”, therefore “men and women should unequivocally affirm their brotherhood”. [10]
- (b) Evaluate de Beauvoir’s idea that it depends on the human being to establish “the reign of liberty in the midst of the world of the given”. [15]
2. (a) Explain de Beauvoir’s discussion of the psychoanalytical point of view. [10]
- (b) Evaluate de Beauvoir’s discussion of the psychoanalytical point of view. [15]

**René Descartes: *Meditations***

3. (a) Explain Descartes’s view of the intellect and the will. [10]
- (b) Evaluate whether the intellect and the will can be sources of error. [15]
4. (a) Explain Descartes’s claim that we are driven to believe that “the star is not greater than the flame”. [10]
- (b) Evaluate the extent to which the intellect has to distrust the senses. [15]

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

5. (a) Explain Demea’s *a priori* argument for the necessary existence of God. [10]
- (b) To what extent is Demea’s argument above weakened by subsequent objections? [15]
6. (a) Explain Philo’s suggestion that there are four circumstances of evil which encompass most human misery. [10]
- (b) To what extent is Philo’s understanding of evil convincing? [15]

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

7. (a) Explain how Mill allows the flourishing of the individual. [10]  
(b) Evaluate the effectiveness of Mill’s approach to the flourishing of the individual. [15]
8. (a) Explain why Mill was so opposed to social conformity. [10]  
(b) Evaluate the value of social non-conformity. [15]

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

9. (a) Explain Nietzsche’s account of guilt. [10]  
(b) Evaluate Nietzsche’s account of the relationship between guilt and the origins of morality. [15]
10. (a) Explain how Nietzsche gives individuals greater responsibility for morality. [10]  
(b) Evaluate the view that Nietzsche gives individuals greater responsibility for morality. [15]

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

11. (a) Explain how “what each person is able to do and to be” can be a measure of a nation’s development. [10]  
(b) To what extent does a nation’s development affect the individual? [15]
12. (a) Explain what duties a government has to fulfil for a capabilities approach to be enacted and successful. [10]  
(b) Evaluate the claim that without government direction a capabilities approach will not be achievable. [15]

**Turn over**

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

13. (a) Explain Ortega’s idea of freedom as projection and realization of possibilities. [10]  
(b) Evaluate Ortega’s idea of freedom as projection and realization of possibilities. [15]
14. (a) Explain Ortega’s view of the relation between philosophy and its history. [10]  
(b) Evaluate Ortega’s account of the relation between philosophy and its history. [15]

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

15. (a) Explain the relationship between universals and particulars as depicted in Plato’s world of Forms. [10]  
(b) Evaluate why, in relation to the theory of Forms, Plato regards our senses as inadequate for the acquisition of knowledge. [15]
16. (a) Explain Plato’s simile of the Ship in Book VI of the Republic. [10]  
(b) Evaluate Plato’s approach to democracy. [15]

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

17. (a) Explain how Singer rejects relativism as a response to the demand to donate to those in need. [10]  
(b) Evaluate the claim, “I don’t know where I’d set it, but I would not let many kids die so my kids could live”, as a response to Singer’s inclusion of who is in need. [15]
18. (a) Explain what Singer describes as the “common objections to giving” and how he meets those “common objections”. [10]  
(b) Evaluate Singer’s second premise for his main argument, “If it is in your power to prevent something bad from happening, without sacrificing anything nearly as important, it is wrong not to do so.” [15]

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

19. (a) Explain Taylor’s claim that “our identity requires recognition by others”. [10]  
(b) Evaluate the relationship between authenticity and recognition. [15]
20. (a) Explain Taylor’s view of the “culture of narcissism”. [10]  
(b) Evaluate the consequences of the “culture of narcissism”. [15]

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

21. (a) Explain the concept of the Sage in the *Tao*. [10]  
(b) Evaluate the claim that in the *Tao*, the Sage, like nature, treats everything impartially. [15]
22. (a) Explain the theme of water in the *Tao*. [10]  
(b) Evaluate the claim that the theme of water in the *Tao* is essentially a metaphor for an attitude toward life. [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain Zhuangzi’s metaphor of the butcher and the knife. [10]  
(b) To what extent is the achievement of a mastery not a guarantee of wisdom? [15]
24. (a) Explain Zhuangzi’s view of morality in relation to Ruist and Mohist ideas. [10]  
(b) To what extent might Ruist and Mohist ideas be considered dangerous? [15]
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