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

Thursday 9 May 2019 (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 account of biology’s influence on a female’s experience of inequality between the sexes. [10]  
(b) Evaluate de Beauvoir’s view that biology does not establish a “fixed and inevitable destiny” for a woman. [15]
2. (a) Explain de Beauvoir’s account of the role of work in establishing “the independent woman”. [10]  
(b) Evaluate de Beauvoir’s account of the role of work in enabling the woman to gain independence. [15]

**René Descartes: *Meditations***

3. (a) Explain the concept of substance dualism in the context of Descartes’s argument on indubitable knowledge. [10]  
(b) Evaluate the concept of substance dualism in the context of Descartes’s argument on indubitable knowledge. [15]
4. (a) Explain the claim that error originates not from the intellect, but from the extent of the will. [10]  
(b) Evaluate the claim that error originates not from the intellect, but from the extent of the will. [15]

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

5. (a) Explain the discussion between Cleanthes and Philo over the difference between true religion and organized religion. [10]  
(b) Evaluate Philo’s argument that organized religion is destructive. [15]
6. (a) Explain Demea’s arguments concerning the existence of God. [10]  
(b) Evaluate one or more of Demea’s arguments concerning the existence of God. [15]

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

7. (a) Explain Mill’s understanding of the individual within society in terms of individual liberty. [10]  
(b) Evaluate the development of the individual within society in terms of individual liberty. [15]
8. (a) Explain the issues Mill identifies with conformity. [10]  
(b) Evaluate Mill’s critique of conformity. [15]

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

9. (a) Explain Nietzsche’s claim that “we need a critique of moral values, and we must first question the very value of these values”. [10]  
(b) Evaluate Nietzsche’s claim that “we need a critique of moral values, and we must first question the very value of these values”. [15]
10. (a) Explain Nietzsche’s claim that “we are unknown to ourselves, we knowers – and with good reason, because we have never sought ourselves”. [10]  
(b) Evaluate Nietzsche’s idea that we do not know ourselves. [15]

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

11. (a) Explain the claim that “no society that pursues equality can avoid curtailing freedom in very many ways”. [10]  
(b) Evaluate the relationship between equality and freedom in Nussbaum’s *capabilities approach*. [15]
12. (a) Explain the claim that “poverty involves heterogeneous failures of opportunity”. [10]  
(b) Evaluate the relationship between poverty and opportunity. [15]

**Turn over**

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

13. (a) Explain Ortega’s use of history in articulating philosophy’s fundamental task. [10]  
(b) Evaluate the role history plays in philosophical activity, according to Ortega. [15]
14. (a) Explain Ortega’s treatment of human freedom in response to the human experience. [10]  
(b) Evaluate Ortega’s account of human freedom. [15]

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

15. (a) Explain the relationship between power and personal sacrifice in the case of rulers. [10]  
(b) Evaluate the relationship between power and personal sacrifice that Socrates asks of the rulers of the ideal city. [15]
16. (a) Explain the relationship between knowledge and reality in the *Analogy of the Divided Line*. [10]  
(b) Evaluate the relationship between knowledge and reality in the *Analogy of the Divided Line*. [15]

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

17. (a) Explain the claim that “extreme poverty is often accompanied by a degrading state of powerlessness”. [10]  
(b) Evaluate the relationship between poverty and powerlessness. [15]
18. (a) Explain the relationship between the “identifiable victim effect” and “the rule of rescue”. [10]  
(b) Evaluate the relationship between the “identifiable victim effect” and “the rule of rescue”. [15]

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

19. (a) Explain Taylor’s use of the term “instrumental reasoning”. [10]  
(b) To what extent does instrumental reasoning contribute to the problems Taylor identifies with modern society? [15]
20. (a) Explain the claim that “at its best authenticity allows a richer mode of existence”. [10]  
(b) Evaluate the claim that “at its best authenticity allows a richer mode of existence”. [15]

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

21. (a) Explain how the Sage embodies *wu wei* (non-action). [10]  
(b) Evaluate the picture of the Sage as an embodiment of *wu wei*. [15]
22. (a) Explain Lao Tzu’s approach to the governing of the state. [10]  
(b) Evaluate Lao Tzu’s approach to the governing of the state. [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain how language shows a relative approach to the world around us. [10]  
(b) Evaluate the role of language in approaching the world as it is presented in Zhuangzi’s text. [15]
24. (a) Explain the idea that “not everything useless to someone is truly useless”. [10]  
(b) Evaluate the idea that “not everything useless to someone is truly useless”. [15]
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