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Philosophy
Higher level and standard level
Paper 2

Monday 18 November 2019 (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 the role of childhood in shaping a woman's identity. [10]
(b) Evaluate the view that a woman's identity is shaped by her childhood. [15]
2. (a) Explain de Beauvoir's discussion of whether women are subjects or objects. [10]
(b) To what extent is the woman an object and the man a subject? [15]

René Descartes: *Meditations*

3. (a) Explain the importance of doubt as a methodological tool. [10]
(b) To what extent do you agree with the idea that Descartes's doubt is a solid, rational and methodological tool? [15]
4. (a) Explain the link between God's existence, power, goodness and the impossibility of deception. [10]
(b) Evaluate the link between God's existence, power, goodness and the impossibility of deception. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) Explain the empirical nature of Cleanthes's design argument. [10]
(b) Evaluate Cleanthes's design argument. [15]
6. (a) Explain Philo's position that "a total suspense of judgement" is the best response to religious systems. [10]
(b) Evaluate Philo's position that "a total suspense of judgement" is the best response to religious systems. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s argument for the freedom to express an opinion. [10]
(b) Evaluate Mill’s claim that no opinion should be suppressed. [15]
8. (a) Explain Mill’s argument for regarding democracy with suspicion, because it could be seen as a “tyranny of the majority”. [10]
(b) Evaluate Mill’s claim that democracy can be seen as a “tyranny of the majority”. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain Nietzsche’s concept of punishment. [10]
(b) Evaluate Nietzsche’s concept of punishment. [15]
10. (a) Explain Nietzsche’s view on the origin of the value of “good”. [10]
(b) Evaluate Nietzsche’s view on the origin of the value of “good”. [15]

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

11. (a) Explain Nussbaum’s views on the utilitarian approach to measuring quality of life in a nation. [10]
(b) Evaluate Nussbaum’s views on the utilitarian approach to measuring quality of life in a nation. [15]
12. (a) Explain the role of education within the capabilities approach. [10]
(b) Evaluate the role of education within the capabilities approach. [15]

Turn over

Ortega y Gasset: *The Origins of Philosophy*

13. (a) Explain Ortega’s view of the origin of the profession of philosophy. [10]
(b) Evaluate Ortega’s view of the origin of the profession of philosophy. [15]
14. (a) Explain Ortega’s idea that philosophy allows us “to discern the persistent existence of two worlds, the manifest world and the latent or supra-world”. [10]
(b) Evaluate Ortega’s idea that philosophy allows us “to discern the persistent existence of two worlds, the manifest world and the latent or supra-world”. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain Plato’s view of justice in the soul and the state. [10]
(b) Evaluate Plato’s view of justice in the soul and the state. [15]
16. (a) Explain Plato’s view of democracy. [10]
(b) Evaluate Plato’s view of democracy. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s basic argument about donating money to charities that are engaged with reducing poverty. [10]
(b) Evaluate Singer’s basic argument about donating money to charities that are engaged with reducing poverty. [15]
18. (a) Explain Singer’s concern that our fair share really is all that each of us is obliged to do. [10]
(b) Evaluate Singer’s concern that our fair share really is all that each of us is obliged to do. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain how the *Three Malaises* affect our understanding of authenticity. [10]
(b) Evaluate the extent to which the *Three Malaises* affect our understanding of authenticity. [15]
20. (a) Explain the importance of a dialogical life for truly authentic behaviour. [10]
(b) Evaluate the importance of a dialogical life for truly authentic behaviour. [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain the claim that “The *Tao* (Way) that can be told is not the eternal *Tao*”. [10]
(b) Evaluate the claim that “The *Tao* (Way) that can be told is not the eternal *Tao*”. [15]
22. (a) Explain the distinction between “good” and “evil” that emerges in the *Tao Te Ching*. [10]
(b) Evaluate the distinction between “good” and “evil” that emerges in the *Tao Te Ching*. [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain Zhuangzi’s use of metaphors and allegories as a method. [10]
(b) Evaluate Zhuangzi’s use of metaphors and allegories as a method. [15]
24. (a) Explain the claim that “if the Way is made clear, it is not the Way”. [10]
(b) Evaluate the claim that “if the Way is made clear, it is not the Way”. [15]
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