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

Monday 8 November 2021 (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) 

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 [10]
- (b) [15]
2. (a) Explain de Beauvoir’s idea that woman is not the only *Other* in society. [10]
- (b) Evaluate de Beauvoir’s idea that woman is not the only *Other* in society. [15]

**René Descartes: *Meditations***

3. (a) Explain Descartes’s thesis that there exists a “substantial union”, or a “thorough mixing together of mind and body”. [10]
- (b) Evaluate Descartes’s thesis that there exists a “substantial union”, or a “thorough mixing together of mind and body”. [15]
4. (a) Explain Descartes’s *cogito*. [10]
- (b) Evaluate Descartes’s *cogito*. [15]

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

5. (a) Explain Demea’s claim that the “*a priori* argument lets us prove the infinity of God’s attributes”. [10]
- (b) Evaluate Demea’s claim that the “*a priori* argument lets us prove the infinity of God’s attributes”. [15]
6. (a) Explain Cleanthes’s claim that “religion, however corrupted, is still better than no religion at all”. [10]
- (b) Evaluate Cleanthes’s claim that “religion, however corrupted, is still better than no religion at all”. [15]

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

7. (a) Explain the role of belief in Mill’s views on protecting free discussion. [10]  
(b) Evaluate the role of belief in Mill’s views on protecting free discussion. [15]
8. (a) Explain Mill’s Harm Principle. [10]  
(b) Evaluate Mill’s Harm Principle. [15]

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

9. (a) Explain Nietzsche’s view of *ressentiment* as the hostility that the slaves had for the masters. [10]  
(b) Evaluate Nietzsche’s view of *ressentiment* as the hostility that the slaves had for the masters. [15]
10. (a) Explain Nietzsche’s view of the relationship between science and the ascetic ideal. [10]  
(b) Evaluate Nietzsche’s view of the relationship between science and the ascetic ideal. [15]

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

11. (a) Explain Nussbaum’s use of Vasanti’s story. [10]  
(b) Evaluate Nussbaum’s use of Vasanti’s story. [15]
12. (a) Explain the role of Aristotelian thought in Nussbaum’s capabilities approach. [10]  
(b) Evaluate the role of Aristotelian thought in Nussbaum’s capabilities approach. [15]

**Turn over**

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

13. (a) Explain Ortega y Gasset’s claim that “language is something not created by the individual but something that is found by him”. [10]
- (b) Evaluate Ortega y Gasset’s claim that “language is something not created by the individual but something that is found by him”. [15]
14. (a) Explain Ortega y Gasset’s claim that “at any given moment we are in possession of only a limited number of cumulative views of reality”. [10]
- (b) Evaluate Ortega y Gasset’s claim that “at any given moment we are in possession of only a limited number of cumulative views of reality”. [15]

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

15. (a) Explain the relationship between the Forms and the world of objective reality. [10]
- (b) Evaluate the relationship between the Forms and the world of objective reality. [15]
16. (a) Explain the relationship between the nature of the Good and the soul. [10]
- (b) Evaluate the relationship between the nature of the Good and the soul. [15]

[Source: Oxford World’s Classics: Plato: *Republic*, Robin Waterfield (ed.) © Oxford University Press.]

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

17. (a) Explain Singer’s claim that those who are financially comfortable should give five percent of their annual income. [10]
- (b) Evaluate Singer’s claim that those who are financially comfortable should give five percent of their annual income. [15]
18. (a) Explain Singer’s view that there are times when our obligation to others is equal to or greater than our obligation to our own family. [10]
- (b) Evaluate Singer’s view that there are times when our obligation to others is equal to or greater than our obligation to our own family. [15]

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

19. (a) Explain Taylor’s notion of self-determining freedom. [10]  
(b) Evaluate Taylor’s notion of self-determining freedom. [15]
20. (a) Explain how Taylor’s idea of the self unites individual autonomy with commitment to community. [10]  
(b) Evaluate how Taylor’s idea of the self unites individual autonomy with commitment to community. [15]

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

21. (a) Explain Lao Tzu’s claim that the *Tao* is unknowable. [10]  
(b) Evaluate Lao Tzu’s claim that the *Tao* is unknowable. [15]
22. (a) 

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 [10]  
(b) 

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 [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain the idea of Chaos (*Hundun*). [10]  
(b) Evaluate the idea of Chaos (*Hundun*). [15]
24. (a) 

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 [10]  
(b) 

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 [15]

## References:

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- 5–6. Hume, D. (1779). *Dialogues Concerning Natural Religion*. United Kingdom: Penguin Books, Limited.  
[https://www.google.co.uk/books/edition/Dialogues\\_Concerning\\_Natural\\_Religion/mlAJAAAAQAAJ?hl=en&gbpv=0](https://www.google.co.uk/books/edition/Dialogues_Concerning_Natural_Religion/mlAJAAAAQAAJ?hl=en&gbpv=0).
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- 9–10. *The genealogy of morals* by Friedrich Wilhelm Nietzsche, New York : Boni and Liveright, 1887.
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