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Philosophy
Higher level and standard level
Paper 2

Monday 7 November 2022 (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 “men are the Subject and women the Other”. [10]
(b) Evaluate de Beauvoir’s claim that “men are the Subject and women the Other”. [15]
2. (a) Explain de Beauvoir’s view of the biological body. [10]
(b) Evaluate de Beauvoir’s view of the biological body. [15]

René Descartes: *Meditations*

3. (a) Explain Descartes’s use of philosophical doubt in his search for knowledge. [10]
(b) Evaluate Descartes’s use of philosophical doubt in his search for knowledge. [15]
4. (a) Explain Descartes’s reasons for assuming that mind and body are separate and distinct substances. [10]
(b) Evaluate Descartes’s reasons for assuming that mind and body are separate and distinct substances. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) Explain the claim that the Dialogues are about the essence of God rather than God’s existence. [10]
(b) Evaluate the claim that the Dialogues are about the essence of God rather than God’s existence. [15]
6. (a) Explain Philo’s regress objection to the design argument. [10]
(b) Evaluate Philo’s regress objection to the design argument. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s claim that “there should be different experiments of living”. [10]
(b) Evaluate Mill’s claim that “there should be different experiments of living”. [15]
8. (a) Explain Mill’s view about the liberty of children. [10]
(b) Evaluate Mill’s view about the liberty of children. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain Nietzsche’s idea of justice. [10]
(b) Evaluate Nietzsche’s idea of justice [15]
10. (a) Explain Nietzsche’s understanding of the idea of sin. [10]
(b) Evaluate Nietzsche’s understanding of the idea of sin. [15]

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

11. (a) Explain how the capabilities approach applies to the inequality of women. [10]
(b) Evaluate how the capabilities approach applies to the inequality of women. [15]
12. (a) Explain Nussbaum’s use of philosophical influences in her theory. [10]
(b) Evaluate Nussbaum’s use of philosophical influences in her theory. [15]

Turn over

Ortega y Gasset: *The Origin of Philosophy*

13. (a) Explain the significance of the concept of truth in Ortega y Gasset’s account of the origin of philosophy. [10]
- (b) Evaluate the significance of the concept of truth in Ortega y Gasset’s account of the origin of philosophy. [15]
14. (a) Explain Ortega y Gasset’s view that “philosophy begins by bisecting a seemingly single world” and “leaves us with two worlds on our hands”. [10]
- (b) Evaluate Ortega y Gasset’s view that “philosophy begins by bisecting a seemingly single world” and “leaves us with two worlds on our hands”. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain the Form of the Good in relation to living a good life. [10]
- (b) Evaluate the Form of the Good in relation to living a good life. [15]
16. (a) Explain Plato’s distinction between knowledge and belief. [10]
- (b) Evaluate Plato’s distinction between knowledge and belief. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s view about wealth and affluence. [10]
- (b) Evaluate Singer’s view about wealth and affluence. [15]
18. (a) Explain Singer’s view that we have obligations to strangers. [10]
- (b) Evaluate Singer’s view that we have obligations to strangers. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain Taylor’s view of subtler languages. [10]
(b) Evaluate Taylor’s view of subtler languages. [15]
20. (a) Explain Taylor’s critical account of the claim that “a liberal society must be neutral on questions of what constitutes a good life”. [10]
(b) Evaluate Taylor’s critical account of the claim that “a liberal society must be neutral on questions of what constitutes a good life”. [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain the claim that “the *Tao* that can be named, is not the eternal *Tao*” conveys the essence of the entire book. [10]
(b) Evaluate the claim that “the *Tao* that can be named, is not the eternal *Tao*” conveys the essence of the entire book. [15]
22. (a) Explain the virtue of not striving (*wu wei*). [10]
(b) Evaluate the virtue of not striving (*wu wei*). [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain Zhuangzi’s comparison of the fish in the water and the human in Heaven. [10]
(b) Evaluate Zhuangzi’s comparison of the fish in the water and the human in Heaven. [15]
24. (a) Explain Zhuangzi’s response to the question “How is the world to be managed (ruled)?” [10]
(b) Evaluate Zhuangzi’s response to the question “How is the world to be managed (ruled)?” [15]
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