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Philosophy

Higher level and standard level

Paper 2

5 May 2023

Zone A afternoon | Zone B morning | Zone C 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 assumption that woman was seen as the weaker sex. [10]
(b) Evaluate de Beauvoir’s assumption that woman was seen as the weaker sex. [15]
2. (a) Explain de Beauvoir’s view of the relationship between property and the status of woman. [10]
(b) Evaluate de Beauvoir’s view of the relationship between property and the status of woman. [15]

René Descartes: *Meditations*

3. (a) Explain Descartes’s distinction between mind and body. [10]
(b) Evaluate Descartes’s distinction between mind and body. [15]
4. (a) Explain Descartes’s claim that God would not deceive him. [10]
(b) Evaluate Descartes’s claim that God would not deceive him. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) Explain the limits of human reason when contemplating the divine. [10]
(b) Evaluate the limits of human reason when contemplating the divine. [15]
6. (a) Explain the objections to Cleanthes’s use of analogy in the argument from design. [10]
(b) Evaluate the objections to Cleanthes’s use of analogy in the argument from design. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s claim that “all silencing of discussion is an assumption of infallibility”. [10]
(b) Evaluate Mill’s claim that “all silencing of discussion is an assumption of infallibility”. [15]
8. (a) Explain Mill’s claim that the interference of the government should be restricted to avoid “the great evil of unnecessarily adding to its power”. [10]
(b) Evaluate Mill’s claim that the interference of the government should be restricted to avoid “the great evil of unnecessarily adding to its power”. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain Nietzsche’s approach to the origin of morality. [10]
(b) Evaluate Nietzsche’s approach to the origin of morality. [15]
10. (a) Explain Nietzsche’s idea that humans would rather will nothingness than not will. [10]
(b) Evaluate Nietzsche’s idea that humans would rather will nothingness than not will. [15]

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

11. (a) Explain the claim that the capabilities approach could become the basis for an ‘overlapping consensus’. [10]
(b) Evaluate the claim that the capabilities approach could become the basis for an ‘overlapping consensus’. [15]
12. (a) Explain the claim that the “focus on capabilities as political goals protects pluralism”. [10]
(b) Evaluate the claim that the “focus on capabilities as political goals protects pluralism”. [15]

Turn over

Ortega y Gasset: *The Origin of Philosophy*

13. (a) Explain Ortega y Gasset’s reflection on the name of philosophy. [10]
(b) Evaluate Ortega y Gasset’s reflection on the name of philosophy. [15]
14. (a) Explain the significance of the past in Ortega y Gasset’s historical account of philosophy. [10]
(b) Evaluate the significance of the past in Ortega y Gasset’s historical account of philosophy. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain how justice in the state can bring benefit to an individual. [10]
(b) Evaluate how justice in the state can bring benefit to an individual. [15]
16. (a) Explain Plato’s view that a genuine philosopher is a “lover of truth”. [10]
(b) Evaluate Plato’s view that a genuine philosopher is a “lover of truth”. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s use of the story of the drowning child in the small pond to talk about global poverty. [10]
(b) Evaluate Singer’s use of the story of the drowning child in the small pond to talk about global poverty. [15]
18. (a) Explain Singer’s claim that “there is nothing new about the idea that we have a strong moral obligation to help those in need”. [10]
(b) Evaluate Singer’s claim that “there is nothing new about the idea that we have a strong moral obligation to help those in need”. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain the claim that “the joint operation of market and bureaucratic state has a tendency to weaken democratic initiative”. [10]
- (b) Evaluate the claim that “the joint operation of market and bureaucratic state has a tendency to weaken democratic initiative”. [15]
20. (a) Explain the claim that “the struggle ought not to be over authenticity, for or against, but about it”. [10]
- (b) Evaluate the claim that “the struggle ought not to be over authenticity, for or against, but about it”. [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain Lao Tzu’s view about how people should acquire knowledge. [10]
- (b) Evaluate Lao Tzu’s view about how people should acquire knowledge. [15]
22. (a) Explain Lao Tzu’s view on legal systems. [10]
- (b) Evaluate Lao Tzu’s view on legal systems. [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain Zhuangzi’s guidance on achieving a nourished (good) life. [10]
- (b) Evaluate Zhuangzi’s guidance on achieving a nourished (good) life. [15]
24. (a) Explain the nature of uselessness for Zhuangzi. [10]
- (b) Evaluate the nature of uselessness for Zhuangzi. [15]