

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

Wednesday 7 November 2018 (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 idea of bad faith. [10]  
(b) Evaluate the degree to which a woman can bring about good faith. [15]
  
2. (a) Explain the idea that “woman can be emancipated only when she can take part in creative work (production)”. [10]  
(b) Evaluate the degree to which women can enter into the economic system in their own right. [15]

**René Descartes: *Meditations***

3. (a) Explain Descartes’s argument for dualism. [10]  
(b) Evaluate Descartes’s argument for dualism. [15]
  
4. (a) Explain Descartes’s causal argument. [10]  
(b) Evaluate Descartes’s causal argument. [15]

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

5. (a) Explain Philo’s argument of the resemblance of the universe to an animal or organic body. [10]  
(b) To what extent do you agree with Philo’s argument? [15]
  
6. (a) Explain Cleanthes’s claim that “religion, however corrupted, is still better than no religion at all”. [10]  
(b) To what extent do you agree with Cleanthes’s claim? [15]

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

7. (a) Explain Mill’s views on individual liberty and social improvement. [10]  
(b) To what extent do you agree with Mill’s views on individual liberty and social improvement? [15]
8. (a) Explain Mill’s use of specimens to show the application of the two maxims. [10]  
(b) Evaluate Mill’s use of specimens to show the application of the two maxims. [15]

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

9. (a) Explain Nietzsche’s concept of the “master morality” and “slave morality”. [10]  
(b) Evaluate Nietzsche’s view that slave morality has triumphed. [15]
10. (a) Explain the relationship between the ascetic ideal and *ressentiment*. [10]  
(b) To what extent do you agree with the relationship established by Nietzsche? [15]

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

11. (a) Explain Nussbaum’s claim that “the Capabilities Approach can be provisionally defined as an approach to comparative quality-of-life assessment and to theorizing about basic social justice”. [10]  
(b) To what extent do you agree with Nussbaum’s claim? [15]
12. (a) Explain the moral role that nations have in the context of Nussbaum’s account of the requirements of global justice. [10]  
(b) Evaluate Nussbaum’s account of the requirements of global justice. [15]

**Turn over**

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

13. (a) Explain the nature and development of the “thinker”. [10]  
(b) Evaluate Ortega’s view of the nature and development of the “thinker”. [15]
14. (a) Explain Ortega’s views of skepticism. [10]  
(b) Evaluate Ortega’s claim that the skeptic is “the seeker and scrutinizer of truths”. [15]

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

15. (a) Explain Plato’s claim that “in all of us, even in good men, there is a lawless wild-beast nature”. [10]  
(b) Evaluate the role played by desires and appetites in the emerging of the tyrannical man. [15]
16. (a) Explain Plato’s claim that those “who see the many just, and not absolute justice, and the like, – such persons may be said to have opinion but not knowledge”. [10]  
(b) To what extent do you agree that opinion is not knowledge? [15]

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

17. (a) Explain Singer’s view that we should give more of our income to help the poor. [10]  
(b) Evaluate Singer’s ideas on donating more of our income to help others. [15]
18. (a) Explain the psychological reasons that prevent us donating even though the cost is minimal. [10]  
(b) Evaluate the difficulty in developing a spontaneous attitude towards giving. [15]

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

19. (a) Explain Taylor’s view that we should support a “culture of authenticity”. [10]  
(b) Evaluate the “culture of authenticity” as a worthy ideal. [15]
20. (a) Explain Taylor’s concept of instrumental reason. [10]  
(b) Evaluate Taylor’s concept of instrumental reason. [15]

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

21. (a) Explain the role that the opposites play in the process towards knowledge and wisdom. [10]  
(b) Evaluate the process towards knowledge and wisdom. [15]
22. (a) Explain the claim that “he who holds onto the Way seeks no excess and can grow old”. [10]  
(b) Evaluate whether the Way is feasible in modern times. [15]

**Zhuangzi: *Zhuangzi***

23. (a) Explain Zhuangzi’s metaphorical story of the ox. [10]  
(b) Evaluate how the story of the ox reflects Zhuangzi’s epistemology. [15]
24. (a) Explain the fish-bird story. [10]  
(b) Evaluate the concept of spontaneity and freedom suggested in the fish-bird story. [15]
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