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Philosophy

Higher level and standard level

Paper 2

22 October 2024

Zone A morning | 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 understanding of transcendence. [10]
(b) Evaluate de Beauvoir’s understanding of transcendence. [15]
2. (a) Explain how de Beauvoir uses reciprocity as a vehicle for change. [10]
(b) Evaluate how de Beauvoir uses reciprocity as a vehicle for change. [15]

René Descartes: *Meditations*

3. (a) Explain how the claim “I am, I exist” leads to an understanding that I am a thinking thing. [10]
(b) Evaluate how the claim “I am, I exist” leads to an understanding that I am a thinking thing. [15]
4. (a) Explain Descartes’s account of the cause of error. [10]
(b) Evaluate Descartes’s account of the cause of error. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) Explain Hume’s critique of the cosmological argument for the existence and nature of God. [10]
(b) Evaluate Hume’s critique of the cosmological argument for the existence and nature of God. [15]
6. (a) Explain Hume’s claim that religious belief needs to be supported by experiential evidence. [10]
(b) Evaluate Hume’s claim that religious belief needs to be supported by experiential evidence. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s view that, however true an opinion may be, if it is not fully discussed, it will be held as a dead dogma. [10]
- (b) Evaluate Mill’s view that, however true an opinion may be, if it is not fully discussed, it will be held as a dead dogma. [15]
8. (a) Explain Mill’s application of the “harm principle” to issues he believed to be of concern in his contemporary society. [10]
- (b) Evaluate Mill’s application of the “harm principle” to issues he believed to be of concern in his contemporary society. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain the importance of the creditor-debtor relationship in Nietzsche’s account of morality. [10]
- (b) Evaluate the importance of the creditor-debtor relationship in Nietzsche’s account of morality. [15]
10. (a) Explain Nietzsche’s claims about God(s) and atheism. [10]
- (b) Evaluate Nietzsche’s claims about God(s) and atheism. [15]

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

11. (a) Explain Nussbaum’s reasons why the Capabilities Approach differs from utilitarianism. [10]
- (b) Evaluate Nussbaum’s reasons why the Capabilities Approach differs from utilitarianism. [15]
12. (a) Explain the claim that endorsement of the international human rights movement is not a subordination of non-Western cultures to a Western ideology. [10]
- (b) Evaluate the claim that endorsement of the international human rights movement is not a subordination of non-Western cultures to a Western ideology. [15]

José Ortega y Gasset: *The Origin of Philosophy*

13. (a) Explain the role of religion in the origin of philosophy. [10]
(b) Evaluate the role of religion in the origin of philosophy. [15]
14. (a) Explain Ortega y Gasset’s assertion that “nothing truly human can be permanent”. [10]
(b) Evaluate Ortega y Gasset’s assertion that “nothing truly human can be permanent”. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain Plato’s view of education. [10]
(b) Evaluate Plato’s view of education. [15]
16. (a) Explain Socrates’s view that the life of the just person is happier than that of the unjust. [10]
(b) Evaluate Socrates’s view that the life of the just person is happier than that of the unjust. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s rejection of moral relativism. [10]
(b) Evaluate Singer’s rejection of moral relativism. [15]
18. (a) Explain the relationship between human nature and giving in Singer’s work. [10]
(b) Evaluate the relationship between human nature and giving in Singer’s work. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain the claim that “modern freedom was won by our breaking loose from older moral horizons”. [10]
- (b) Evaluate the claim that “modern freedom was won by our breaking loose from older moral horizons”. [15]
20. (a) Explain the claim that individualism can result in the opposite condition of depending on new modes of conformity. [10]
- (b) Evaluate the claim that individualism can result in the opposite condition of depending on new modes of conformity. [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain Lao Tzu’s view that knowledge should be abandoned. [10]
- (b) Evaluate Lao Tzu’s view that knowledge should be abandoned. [15]
22. (a) Explain the claim that “the Tao never acts, yet nothing is left undone”. [10]
- (b) Evaluate the claim that “the Tao never acts, yet nothing is left undone”. [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain Zhuangzi’s idea of transformation or change. [10]
- (b) Evaluate Zhuangzi’s idea of transformation or change. [15]
24. (a) Explain Zhuangzi’s use of animals in stories and analogies. [10]
- (b) Evaluate Zhuangzi’s use of animals in stories and analogies. [15]
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