

© International Baccalaureate Organization 2021

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2021

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2021

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

Philosophy
Higher level and standard level
Paper 2

Thursday 13 May 2021 (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) [10]
- (b)

Questions removed for copyright reasons

 [15]
2. (a) [10]
- (b) Evaluate de Beauvoir’s view on women’s creative activities. [15]

René Descartes: *Meditations*

3. (a) Explain Descartes’s argument regarding the distinction between “what pertains to [the mind ... and] what is to be referred to the body”. [10]
- (b) Evaluate Descartes’s argument regarding the distinction between “what pertains to [the mind ... and] what is to be referred to the body”. [15]
4. (a) Explain the relationship between faith and reason according to Descartes. [10]
- (b) Evaluate the relationship between faith and reason according to Descartes. [15]

David Hume: *Dialogues Concerning Natural Religion*

5. (a) Explain Philo’s and Demea’s views about knowing the nature of God. [10]
- (b) Evaluate Philo’s and Demea’s views about knowing the nature of God. [15]
6. (a) Explain Pamphilus’s conclusion that the views of Cleanthes are the most convincing. [10]
- (b) Evaluate Pamphilus’s conclusion that the views of Cleanthes are the most convincing. [15]

John Stuart Mill: *On Liberty*

7. (a) Explain Mill’s idea of individuality. [10]
(b) Evaluate Mill’s idea of individuality. [15]
8. (a) Explain Mill’s idea of religious liberty. [10]
(b) Evaluate Mill’s idea of religious liberty. [15]

Friedrich Nietzsche: *The Genealogy of Morals*

9. (a) Explain the role the ascetic ideal plays in determining moral values. [10]
(b) Evaluate the role of the ascetic ideal in the origins of morality. [15]
10. (a) Explain the role that ancestor worship plays in the origins of morality. [10]
(b) Evaluate the role that ancestor worship plays in the origins of morality. [15]

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

11. (a) Explain how the *human capabilities approach* gives dignity to the individual. [10]
(b) Evaluate how the *human capabilities approach* gives dignity to the individual. [15]
12. (a) Explain the view that nations have a moral role in ensuring equality and justice in other nations. [10]
(b) Evaluate the claim that nations have a moral role in ensuring equality and justice in other nations. [15]

Ortega y Gasset: *The Origin of Philosophy*

13. (a) Explain Ortega’s account of the unity of philosophy. [10]
(b) Evaluate Ortega’s account of the unity of philosophy. [15]
14. (a) Explain the relationship of *dialectical series* to philosophical progress. [10]
(b) Evaluate the relationship of *dialectical series* to philosophical progress. [15]

Plato: *The Republic*, Books IV–IX

15. (a) Explain Plato’s claim that philosophers are lovers of truth. [10]
(b) Evaluate Plato’s claim that philosophers are lovers of truth. [15]
16. (a) Explain how philosophers qualify to be rulers in the state. [10]
(b) Evaluate the argument that philosophers should rule. [15]

Peter Singer: *The Life You Can Save*

17. (a) Explain Singer’s view of the common objections to giving. [10]
(b) Evaluate Singer’s view about the possible objections to giving. [15]
18. (a) Explain Singer’s claim that “no principle of obligation is going to be widely accepted unless it recognizes that parents will and should love their own children more than the children of strangers”. [10]
(b) Evaluate Singer’s claim that “no principle of obligation is going to be widely accepted unless it recognizes that parents will and should love their own children more than the children of strangers”. [15]

Charles Taylor: *The Ethics of Authenticity*

19. (a) Explain Taylor’s view that it is individualism that makes authenticity trivial. [10]
(b) Evaluate Taylor’s view that it is individualism that makes authenticity trivial. [15]
20. (a) Explain Taylor’s view of fragmentation. [10]
(b) Evaluate Taylor’s view of fragmentation. [15]

Lao Tzu: *Tao Te Ching*

21. (a) Explain the nature of the opposites in the *Tao*. [10]
(b) Evaluate the nature of the opposites in the *Tao*. [15]
22. (a) Explain the metaphor of the everlasting durability of Heaven and Earth. [10]
(b) Evaluate the metaphor of the everlasting durability of Heaven and Earth. [15]

Zhuangzi: *Zhuangzi*

23. (a) Explain Zhuangzi’s claim that one should not try to master knowledge. [10]
(b) Evaluate Zhuangzi’s concept of knowledge. [15]
24. (a) Explain Zhuangzi’s depiction of governance. [10]
(b) Evaluate Zhuangzi’s depiction of governance. [15]

References:

3. *The Method, Meditations, and Selections from the Principles of Descartes*, translated by John Veitch (Edinburgh and London: William Blackwood and Sons) 1879.
18. From Peter Singer, *The Life You Can Save*, © and available for free download from www.thelifeyoucan-save.org.