

General Paper - Collection of passages for discussions 2021

1. *Read the passage below and answer the questions which follow:*

A younger generation has been calling attention to itself again. These crises in the public appraisal of the young used to occur at longer intervals; now, with acceleration of social changes, they appear with increasing frequency. Some of us remember the jazz Age; this was followed by the lost generation; now we are in a state of alarm about the silent Generation.

I have been given an article on "The Younger Generation" which appeared in the Time Magazine on November 5, 1951, and have been asked to comment on it. There I read that these young people "do not issue manifestoes, make speeches, or carry posters...do not want to go into the Army...Their ambitions have shrunk...They want a good secure job....either through fear, passivity, or conviction, they are ready to conform.....They are looking for a faith."

All this I recognize. I propose that we read the manifestations differently.

The jazz age preceded and accompanied the First World War. The lost Generation was the generation that did not know what to do with its new liberties. The young generation of today is facing the too-long delayed task of consolidating its liberty and of impressing upon it a design, a meaning, and a focus. No wonder they strike us as silent.

An even greater task rests on their shoulders. They are fashioning the twentieth century man. They are called upon to illustrate what the Germans call a "life-style" for our times. The silent generation holds its tongue because it cannot both explore itself and explain itself.

The first charge against these young people is **apathy**. They do not fling themselves into cause; they are not easily moved to enthusiasm; the expression on their faces is impassive, is "dead pan".

But I know where they learned this impassivity. They learned it at home, and from adolescents, guarding themselves against their parents. In all my reading I have discovered no age in which there was so great a gulf between parents and child. A seismic disturbance has taken place in the home. Within forty years America has **ceased to be a patriarchy**; it is moving towards a matriarchy but has not yet recognized and confirmed it. There is nothing wrong

with a matriarchy; it does not **connote** any emasculation of men, it is merely a shift of balance. These young people grew up in the fluctuating tides of **indeterminate authority**. A father was no longer held to be, ex officio, wise and unanswerable. The mother had not yet learned the rules of supporting and circumscribing her new authority. Father, mother and children have had daily to improvise their roles. This led to a constant emotion racket in the air. The child either learned a silent self-containment or **fell into neurosis**.

The second charge is that they "aim low"-they want a good secure job. The article in time says that, as far as their domestic life is concerned, they look forward to a "**sub -urban idyll**"

What they want at all cost is not to find themselves in "false situation". Life is full of false situations, especially American life today. The most frequent and glaring of them is incompetence in high places. My generation saw a great deal of this in government, the army, in culture and education. This generation is not impressed by any vested authority whatever. And their freedom to judge authority is accompanied by their willingness to be judged. Their caution **reposes** upon their unwillingness to exercise ant authority or responsibility for which they don't feel themselves to be solidly prepared and adequate. They hate the false and they shrinks from those conspicuous roles which all but inevitably require a certain amount of it.

I have said that the Silent Generation is fashioning the twentieth century man. It is not suffering and bearing forward a time of transition, it is figuring forth a new mentality.

In the first place, these young people will be the first truly international men and women. Compared to them my generation was **parochial**. Their experience and their reading-their newspapers as well as their textbooks-have impressed upon them that the things all men hold in common are more important and more productive than the things which separate them.

For instance, we went to war against and among foreigners and "enemies." That attitude was narrow; henceforward all wars are civil wars. This generation goes forward not to punish and destroy, but to liberate oppressed and misguided brothers. The army authorities go into anxious huddles over the **unabashed candour** with which young men can be heard exploring ways of avoiding military service.

Today these young people are interested in the nature of belief itself. Some of us in the previous generations hurled ourselves into social reform and social revolution; we did it with a personal passion that left little room for deliberation and long-time planning. This generation is silent because these changes cannot for argument but for **rumination**. These young people are setting new patterns for the relation of the individual to the society about him. Members of this generation exhibit a singular insistence on wishing to be appraised for themselves alone.

[Slightly edited from an article by Thornton Wilder in Contemporary American Prose]

QUESTIONS:

- a) Suggest a suitable title to the passage. **(02 marks)**
- b) What charges does the writer bring against the silent generation?
(04 marks)
- c) According to the passage, what is meant by "*A seismic disturbance has taken place in the home*"?
(04 marks)
- d) In not more than **120** words, summarize what the writer considers to be the characteristics of the young generation as given in the passage.
(10 marks)
- e) Explain the meaning of the following words and expressions as used in the passage:
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| (i) apathy | (02 Marks) |
| (ii) ceased to be a patriarchy | (02 Marks) |
| (iii) connote | (02 Marks) |
| (iv) indeterminate authority | (02 Marks) |
| (v) fell in neurosis | (02 Marks) |
| (vi) sub –urban idyll | (02 Marks) |
| (vii) reposes | (02 Marks) |
| (viii) parochial | (02 Marks) |
| (ix) unabashed candour | (02 Marks) |
| (x) rumination | (02 Marks) |

Passage 2

Management education gained new academic stature within US Universities and **greater respect** from the outside during the 1960's and 1970's. Some observes attribute the **competitive superiority** of US Corporations to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel Prize in Economics for his work in decision theory. And the popularity of business education continued to grow. Since 1960, the number of master's degrees awarded annually has grown from under 5,000 to over 50,000 in the 1980's and the MBA has become known as the passport to the good life.

By the 1980's however, US Business Schools faced critics who charged that learning had little relevance problems. Some went so far as to blame Business Schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is the Business Schools must be either unnecessary or **deleterious** because Japan does so well without them. Underlying this argument is the idea that management ability cannot be taught; one is either born with it or must acquire it over years of practical experience. A second argument is that Business Schools are **overtly** academic and theoretical. They teach **quantitative models** that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value on the short term and 'bottom line' targets, while neglecting longer term development criteria.

In summary, some business executives complain the MBA's are the incapable of handling day to day operational decisions, unable to communicate and motivate people, and unwilling to accept responsibility for the follow-up on implementation plans.

In contrast to the expansion and development of business education in the United States and more recently in Europe, Japanese Business School graduates no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid of 1970's and it **still boasts** the only two year masters programme. The absence of Business Schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian College taught administrative skills as early as 1870. By 1900, Japan wholeheartedly accepted Western education systems. Japan

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- (a) Suggest an appropriate title to the passage.
- (b) According to the passage, what criticism was advanced against US Business Schools in the 1980's?
- (c) In a paragraph of about 100 words, summarize what has made Japanese Corporations highly successful.
- (d) Explain the meaning of the following words/expressions as used in the passage.
 - (i) 'greater respect'
 - (vi) 'still boasts'
 - (ii) 'competitive superiority'
 - (vii) 'Socialization of newcomers'

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| (iii) | 'deleterious' | (viii) | 'Born out of experience' |
| (iv) | 'overtly' | (ix) | 'orienting' |
| (v) | 'Quantitative models' | (x) | 'harmony' |

Passage 3

The power of nations might have been measured in battleships and coal especially at the beginning of the last century. In this century, it is as likely to be graduates. There has been unprecedented global **surge** in the numbers of young people going to university. Among the developed OECD countries, graduation rates have almost doubled since the mid – 1990's.

Inextricably linked with this expansion has been another phenomenon – the globalization of universities. There are more universities operating in other countries, recruiting students from overseas, setting up partnerships, providing online degrees and teaching in other languages than ever before.

It is no simply a case of western universities looking for new markets. Many countries in the Middle East and Asia are deliberating seeking overseas universities, as a way of **fast forwarding** a research base. In Qatar, the purpose – built education city now has branches of eight overseas universities, with more to follow. Shanghai is set to be another **magnet** for international campuses.

"This global network is the way of the future," says John Seaton, president of New York University.

"There is a world view that universities, and the most talented people in universities, will **operate beyond sovereignty**. Much like in the renaissance in Europe, when the talent class and the creative class travelled among the great idea capitals, so in the 21st Century, the people who carry the ideas that will shape the future will travel among the capitals."

Mr. Sexton sets out a different kind of map of the world, in which universities, with bases in several cities, become the hubs for the economies of the future, "**Magnetizing talent**" and providing the ideas and energy to drive economic innovation.

Universities are also being used as flag carriers for national economic ambitions -driving forward modernization plans.

For some, it has been a spectacularly fast rise. The Pohang university of science and technology in South Korea was only founded in 1986 – and is now in the top 30 of the **Times Higher's** global league table, **elbowing past** many ancient and venerable institutions.

It also wants to compete on an international stage so the university has decided that all its graduate programmes should be taught in English rather than Korean.

Government want to use universities to upgrade their workforce and develop hitech industries.

“Universities are being seen as key to the new economies, they are trying to grow the knowledge economy by building a base in universities,” says professor Altbach.

Families, from rural China to Eastern Europe, are also seeing university as away of helping their children to get higher – paid jobs. A growing middle class in India is pushing an expansion in places.

Universities also stand to gain from recruiting overseas. This international trade is worthy at least \$50 billion a year, the **Lion's share** currently being claimed by the US. Even the poorest Ivy league university in US will have an endowment bigger than the gross domestic product of many Africans countries.

The status of the U.S system has been **bolstered** by the link between its research and developing hitech industries. Icons of the internet age such as Google and Facebook grew out of US campuses.

“Developed economies are already highly dependent on universities and if anything that reliance will increase,” says the UK's universities minister, David Willets.

Technology, much of it hatched on university campuses, is also changing higher education and **blurring** national boundaries. Online services give public access to lectures from more than 800 universities and more than 300 million have been downloaded.

Questions:

- (a) Suggest an appropriate title for this passage. (02 marks)
- (b) (i) "This global network is the way of the future." What is the "global network" referred to? (03 marks)
- (ii) State any **three** things that are involved in the global network referred to. (03 marks)
- (c) In not more than 140 words, summarise the reasons for the increasing number of graduates in this century. (12 marks)
- (d) Explain the meaning of the following words and phrases as used in the passage:
- (i) surge. (02 marks)
- (ii) fast forwarding. (02 marks)
- (iii) magnet. (02 marks)
- (iv) operate beyond sovereignty. (02 marks)
- (v) magnetizing talent. (02 marks)
- (vi) elbowing past. (02 marks)
- (vii) venerable. (02 marks)
- (viii) the Lion's share. (02 marks)
- (ix) bolstered. (02 marks)
- (x) blurring. (02 marks)

Passage 4

I feel that this award was not made to me as a man, but to my work – a life's work in the agony and sweat of the human spirit, not for glory and least of for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it **commensurate** with the purpose and significance of its origin. But I would to do the same with the acclaim too, by using this moment as **a pinnacle** from which I might be listened to by the young men and women already dedicated to the anguish and travail, among whom is already that one who will someday stand where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even hear it. There are no longer problems of the spirit. There is only one question: when will I be blown up? Because of this , the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the **basest of all things** is to be afraid; and teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the universal truths lacking which any story is **ephemeral and doomed** – love and honour and pity and pride and compassion and sacrifice. Until he does so, he **labours under a curse**. He writes not out of love but of lust, of defeats in which nobody loses anything of value, and **victories without hope**, and worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he learns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last **ding-dong of doom has clanged** and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures **has an inexhaustible voice**, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is **his privilege to help man endure** by lifting his heart, by reminding him of

the courage and honour and hope and pride and compassion and pity and sacrifice which have been the glories of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Questions

a) Suggest an appropriate title for this passage (02 marks)

b) What does the writer mean by:

- i) 'a life's work in the agony and sweat of the human spirit' in the first paragraph? (03 marks)
- ii) 'I decline to accept the end of man' in the fourth paragraph? (03 marks)

c) In a paragraph of not more than **120 words**, summarize the main ideas articulated in the passage. (12 marks)

d) Explain the meaning of the following words and expressions as used in the passage: (20 marks)

- i) 'commensurate'
- ii) 'pinnacle'
- iii) 'our tragedy today'
- iv) 'basest of all things'
- v) 'ephemeral and doomed'
- vi) 'labours under a curse'
- vii) 'victories without hope'
- viii) 'ding-dong of doom has clanged'
- ix) 'has an inexhaustible voice'
- x) 'his privilege to help man endure'

Passage 5

"If it looks like a duck, walks like a duck, it's a social construct of a duck". Men and women look unlike, walk unlike, talk unlike. They differ in who is more **competitive**, single-minded and risk-taking; who is more likely to climb the Everest, drive too fast, become President of the United States, commit a murder, or win a Noble prize, in what triggers their sexual jealousy, exotic fantasies, status envy.

Differences such as these are universal, **transcending cultures**, class, societies, across the modern world, and in every known record back through time. Above all, there are differences that any student of evolutionary theory could predict and explain, and yet it has been said that so-called "gender" differences are just a social construct, a mere cultural artifact, as **arbitrary**, unwarranted and pointless as pink for girls and blue for boys (and, of course, vastly more invidious)- and therefore, when it comes to explaining male-female differences, an evolutionary understanding is irrelevant or marginal. I hope to show how a Darwinian analysis is fundamental and indispensable, and why to reject it is a mistake both scientifically and programmatically.

Let's begin with the invention of formal sex, at least a billion years ago. For a sexual reproducing organism, reproductive investment divides into competing for mates and caring for offspring. Originally, the two sexes invested equally in these tasks.

However, this arrangement turns out to be unstable. Very soon, sex cells had diverged. The total investment of the two sexes remained equal. Nevertheless, some organisms produced sex cells that were small, numerous, and low in nutrients, each of which was cheap and mobile - sperm: sperm-bearers had thus specialized somewhat in competing for offspring. Other organisms produced sex cells that were large, egg bearers had thus specialized somewhat in caring for offspring. Now once, that divergence has opened up, it becomes self-reinforcing: competing into caring.

Accordingly, the **divergence** widens generation down to evolutionary time, escalating even to such flagrant excesses as peacock versus peahen-he investing prodigiously in competition, she corresponding in child care.

In human beings the divergence is more modest. It, nevertheless, cleaves but species into two. Although the differences originate in reproductive strategies, they permeate our psychology, our priorities, emotions, hopes and desires.

Consider, for example sexual jealousy. Darwinian theory predicts that male jealousy will focus heavily on sexual infidelity (because of uncertainty of paternity) whereas female jealousy will focus more on emotional involvement (because that could signal loss of resources), and this is what has indeed been found. In one study, eighty – five (85) percent of women said that emotional infidelity would upset them more, whereas forty (40) percent only of men said it was **corroborated** using physiological measure of stress. This has been replicated in several cultures and or considers attitudes to virginity. Darwinians expect a sex difference, reflecting the difference in parental certainty. This was strikingly borne out of psychological differences (covering thirty –seven (37) cultures in six (6) continents)

Universally, men valued women's virginity more than women valued men's cultural differences make an impact. However, they merely shift the extent to which people value virginity for example, in Indonesia and Iran, but very in Finland and Sweden. Universally, too, women preferred husbands older than themselves; but there was not a single society in which men wanted older wives. This difference reflects women's evolved preference for men with status (because status could deliver resources for dependent off springs) and men's preference for women with high reproductive potential. For the same reason, women universally tended to value men's financial prospects (resources in modern guides) more than men valued women's; and men universally care more about women's physical attractiveness than vice versa.

Or take **homicide** rates as another example, they vary vastly from place to place and over time; compare, for example, Iceland and Miami early in the 20th century, where the rates were respectively less than one per million of the population a year and 1,1000 per million. But the sex difference is **invariant**; and it is massive. About sixty- five (65) percent or more of all murderers are men, mostly young men. This faithfully reflects the Darwinian expectation as to when male - male status competition will be most intense.

Now, turn to the Guinness Book of records and see how even the most recondite aspects of life reflect that same competitiveness – and lengths that males will dare all limits in order to win. Overwhelmingly, it is men that hold the records for

“the most” or “The first” or “The greatest...,” however, apparently pointless the pursuit. Men are more obsessive collectors - most notoriously of trains spotted, but also of well, almost everything’ they constitute the majority of serious collectors even of such traditionally “women’s things”. Women own objects for

sentimental reasons but men tend to collect them for their status or utility. It's no surprise to discover that women are more likely to buy classical recordings to enjoy the music, men to complete the set; and, from gambling to ballooning to motor - racing, to Russian roulette to failing to apply sun block lotion, men are more ready to take risks!

Telling psychological sex, differences emerge as early in children's play. Boys opt for formal games, with a definite outcome that allows them to be declared the winner; they quarrel repeatedly over the rules, with apparent enjoyment, and are better than girls at competing with friends. Girls prefer unstructured play, without rules and goals or winners and losers; and they **waive formalities** in favour of consensus. Even among one-olds, girls are less willing to leave their mothers; boys are more independent, exploratory, and active. At just 20 months, girls choose dolls and kitchen toys whereas boys choose construction and transport toys – not, of course, through **innate preferences** for specific toys, but because of what the toys offer.

"So what's new?" I have heard critics cry. "Men preferring younger women? Darwinians have merely "discovered" what we all knew already." However, we don't all know this already. Results such as these **fly in the face** of the social construction of gender." Why such universality, such robustness? Why divergence at such an early age? Why do male-female differences show up even across huge cultural, economic, social, political, religious and historical divides? By contrast, evolutionary scientists have not only found these results they have also explained them. The theory of natural selection both predicts that such differences will exist and provides a scientific understanding of why they do.

Questions:

- a) Suggest a suitable title for the passage. (2 marks)
- b) "If it looks like a duck, walks like a duck, quacks like a duck, it's a social construct of a duck". Explain what you understand by this statement in the context of the passage. (3 marks)
- c) In about 100 words summarize Darwin's analysis of the relationship between men and women. (15 marks)
- d) Explain the meaning of the following words and phrases as used in the passage:
 - i) competitive (2 marks)
 - ii) transcending cultures (2 marks)

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| iii) arbitrary | (2 marks) |
| iv) divergence | (2 marks) |
| v) corroborated | (2 marks) |
| vi) homicide | (2 marks) |
| vii) invariant | (2 marks) |
| viii) waive formalities | (2 marks) |
| ix) innate preferences | (2 marks) |
| x) fly in the face | (2 marks) |