



INTERNATIONAL BACCALAUREATE

Language B Pilot Project

English B

Cand. ref. no.

Higher Level

Monday 3 May 1993 (morning)

up to 3 hours

This paper contains 3 Sections - Section 1, Section 2 and Section 3

Section 1 - Text-Handling - contains 3 texts (Text A, Text B and Text C)

Text A is called 'Do we really understand other cultures?';

Text B is called 'A Survey of Student Attitudes';

Text C is called 'Review of the novel "Neuromancer" by William Gibson (317 pages)'.

Section 1 also contains 60 questions on these 3 texts.

All answers to this Section must be given on the OMR form in pencil.

Important: for some questions, only 'A', 'B' or 'C' are possible answers.

You are advised to spend about 1 hour on Section 1.

Section 2 - Chart-Filling - contains questions on Text B and Text C from Section 1.

You should complete the chart containing questions about these 2 texts.

You are advised to spend about 30 minutes on Section 2.

Section 3 - Follow-Up Writing - contains a choice of questions relating to the topics dealt with in Section 1.

You are advised to spend about 1 hour 30 minutes on Section 3.

You can write and make notes anywhere on this question paper.

SECTION 1 - TEXT-HANDLING

TEXT A

DO WE REALLY UNDERSTAND OTHER CULTURES?

Once, at a subway station in Tokyo, a young French couple offered to show me the way to a nearby university. They, it turned out, were doing academic work there. As we walked, I asked how Japan felt to them. Very different, very strange, they agreed. But, I said, so often the Japanese insist that it is America, not Japan, which is the real stranger in the international community – that Japan is much like Europe. Husband and wife both shook their heads, amazed and amused. In America, they said, they felt more or less at home. But Japan, they said, is a whole different world.

For all that divides America from Europe today, the Old World and the New have in common the problem of Japan. We are staring the Japanese in the face and we are deeply unsure what to think and do – unsure, even, what we see. Their corporations both impress and frighten us. Their social discipline strikes us as both admirable and chilling. What about their business networks (keiretsu): are they ruthless cartels or beneficent mutualism? The famed government bureaucracies. Are they suave and efficient, or fragmented and rivalrous to the point of collective irrationality? And the society itself – what exactly are we dealing with? A capitalist democracy? Or something which is – well, different?

Searching for an answer, I burrowed deep into Japan. In an office building coloured violently blue, I entered the inner chamber of the Japanese industrial revolution, and there encountered the figure of Yasunari Hirata, a high-tech industrialist who had built his father's conveyor-belt company into a leading producer of industrial robots. He said nothing of profits or markets; his people expressed contempt for financial analysts ("bean counters") and business school graduates. All he talked about was his desire to build better robots every year. Every year, a better machine. He spoke of the company as his offspring. Strange – yet how like the aspiring American industrialists of Henry Ford's day!

In a wooded country town I sat drinking tea with the mayor, who was proudly at work on a local redevelopment project. To finance it, he relied on the long arm of the ruling Liberal Democratic Party.

The Party and its bureaucracy in Tokyo controlled the money, the patronage, the favours; powerful lobbies controlled the party and made deals to keep newcomers out. Strange, this one-party democracy with its many tentacled Liberal Democrat octopus, reaching even the tiniest country towns. Yet how like the Chicago political machine of the 1950's.

Again and again, in Japan, I felt the familiar reach out from the interior of the strange. I now believe that no business executive or political leader can hope, any longer, to grasp Japan without understanding that behind the very foreign surface is a startling, familiar interior.

We foreigners see mystery in Japan, perhaps, because the place is so frustrating. To enter any Japanese social system you must first get past the sign on the front door, which invariably says "By introduction only". If you want to know how the business climate is for outsiders in Japan, meet Kochan the master sushi-chef. He hides his fish so that he can refuse service to strangers. When a customer walks in without the proper introduction, Kochan shakes his head and claims, absurdly, that he is fresh out of everything.

This is the polite lie: the newcomer's welcome in Japan. Foreigners who run into it leave feeling bitter about Japan's "closedness", about Japan's conspiracy against foreign products and foreign people. What they too rarely understand is that Japan's social and economic systems conspire not against foreigners, but against newcomers. Japanese society presents itself as a thicket of obstacles to new entry, for foreigners and Japanese alike. Japan is the insiders' paradise, the stakeholders' dictatorship. If you are an insider, you are blessed as a few citizens of any country in the world. But if you are a newcomer, whether foreign or Japanese, the case is different. God help the newcomer, for the Japanese won't.

Adapted from: Jonathan Rauch "The Outnation: A Search for the Soul of Japan"

SCANNING.

The first test items will help you to get a general idea of the three texts. The questions are easy but you will have to go quickly through all the texts to find the answers.

Write your answers on your OMR form, putting a line across A if the answer is in Text A, across B if it is in text B and across C if it is in Text C. Choose only one of the letters.

Example: Where can we find this topic?
Attitudes to people from other countries.

A B C D (This topic is in Text A.)

Now, in which of the 3 texts (A, B or C) can we find a mention of each of these topics?

- 1 The use of robots in industry.
- 2 Studying foreign languages.
- 3 The tradition of the Western film.
- 4 The atmosphere in school.
- 5 The society of the future.
- 6 An uncooperative waiter.
- 7 The relationship between man and machine.
- 8 Attitudes towards teachers.

FACT-FINDING. Here are some questions about Text A, 'Do we really understand other cultures?'

Look for the answers in the text and answer each question by putting a line across the corresponding letter on the OMR form.

Example: We are told that the French couple ...
A thought Japan was much like Europe.
B understood Japanese industry.
C did not feel at home in Japan.
D understood Americans well.

A B C D (C is the best answer.)

- 9 The countries said to have much in common are ...
 A Europe and America.
 B Japan and Europe.
 C France and America.
 D America and Japan.
- 10 The Japanese industrialist's main objective was ...
A greater profitability.
B to achieve total perfection.
C improved production measures.
D better marketing methods.
- 11 The Japanese political system is described as a ...
A one-party democracy.
B benevolent dictatorship.
C 1950's American system.
D capitalist democracy.
- 12 Which of these is least welcome in Japanese society?
A Any foreigner.
B The long-term outsider.
C The unwelcome insider.
D The new arrival.

- 13 To the foreigner, Japanese society seems ...
A frightening.
B rigidly-structured.
C very limited.
D full of mystery.

TRUE/FALSE QUESTIONS ON TEXT A.

Please read each statement and mark your OMR form:

- A when it is TRUE according to the text, that is, you can find evidence which supports it;
B when it is FALSE, that is you have evidence disproving it in the text;
C when it is QUESTIONABLE, you cannot find evidence either to support or disprove it.

Example: The French couple felt quite at home in America.

A B C D (C is correct as there is no evidence on this point.)

- 14 Japanese people are polite to foreigners.
- 15 A Japanese chef is invariably happy to provide service.
- 16 Most foreigners mis-understand Japanese society.
- 17 Rewards for understanding Japanese society are small.
- 18 The writer's aim is to help people to understand Japan.

QUESTIONS ABOUT THE LANGUAGE USED IN TEXT A.

- 19 CARTELS (see paragraph 2) are ...
A groups of card players.
B business associations.
C financial analysts.
D industrial producers.
- 20 DEALS (see paragraph 5) are ...
A bank loans.
B profitable investments.
C packs of cards.
D private agreements.
- 21 The chef said he _____ sushi fish.
A already had some
B did not like
C no longer had any
D had some fresh
- 22 She was smart _____ brilliance.
A after the style of
B instead of
C without any
D to the point of

TEXT B

A SURVEY OF STUDENT ATTITUDES

In a recent survey of attitudes, school pupils were asked these 4 questions about school:

Enthusiasm?

In the morning, on your way to school, are you usually –

- Very happy 2%
- Fairly happy 52%
- A bit happy 29%
- Not happy at all 11%
- (No response 2%)

And what makes you feel happy?

- You will be seeing your friends again 69%
- Your studies are interesting 45%
- You like the school atmosphere 28%
- It's better than being at home 12%
- You will meet your boy/girl friend .. 9%
- Your teachers are kind 9%
- (No response 1%)

Your school subjects?

Are there any subjects which undermine your self-esteem? If so, which are they?

- Physics, Chemistry 39%
- Mathematics 38%
- Foreign Languages 22%
- Your own Language ... 21%
- History, Geography ... 20%
- Economics 14%
- Environmental Studies . 14%
- Physical Education 11%
- None 10%

What are you not happy about?

- Your teachers are unpleasant to you 36%
- The atmosphere is not nice 34%
- School work takes up too much time and stops you enjoying yourself 33%
- On the whole, you are happier at home 22%
- Your studies are boring 22%
- You can't stand being treated as a child 13%
- (No response 2%)



AND NOW SOME FACT-FINDING QUESTIONS ON TEXT B, 'A SURVEY OF STUDENT ATTITUDES'.

Answer these questions in the same way as you have answered the Fact-Finding questions on Text A.

- 23 Students like school life mainly because of ...
 A the atmosphere of the school.
 B the kindness of the teachers.
 C the friendship of the other students.
 D their interest in their studies.
- 24 Which of these subjects most discourage the students?
 A Economics and Environmental Studies.
 B History and Geography.
 C Physical Education.
 D Physics and Chemistry.
- 25 _____ much prefer being at home.
 A The majority of the students
 B 12% of the students
 C None of the students
 D 22% of the students
- 26 What do many students feel about their teachers?
 A The teachers are unsympathetic.
 B The students are treated like adults.
 C Teachers are kind to the students.
 D They teach their subjects well.
- 27 The majority of students say they are ...
 A Very happy.
 B Quite happy.
 C Not happy.
 D Very unhappy.

ANSWER A (TRUE), B (FALSE), C (QUESTIONABLE).

- 28 Students are broadly content with their life at school.
- 29 More students find their studies boring than interesting.
- 30 Chemistry is more enjoyable than Physics.
- 31 Sciences are more popular than the Humanities.
- 32 Teachers are low in the students' popularity order.

THE FOLLOWING ARE LANGUAGE QUESTIONS ABOUT TEXT B.

- 33 In this text, ATMOSPHERE (see table 2: 'And what makes you feel happy?') describes ...
 A the air quality of the school.
 B how the buildings are designed.
 C the attitude of the teachers to the pupils.
 D the feeling between the people in a school.
- 34 The words NO RESPONSE (see table 1: 'Enthusiasm') show that some students ...
 A were not present during the survey.
 B did not feel happy at school.
 C did not answer that question.
 D refused to answer that question.
- 35 Daniel _____ being spoken to like that.
 A intends to
 B stands for
 C can't help
 D can't stand
- 36 Work stops students _____ games.
 A to play
 B playing
 C when they
 D from

TEXT C

Review of the novel "Neuromancer", by William Gibson (317 pages).

Science fiction dissects for us the muscles of culture at work, just as advertisements embody the muscles of social values. Grand claims, these, but both Science Fiction and the business of advertising are, in a sense, innocent genres: both are governed by simple efficiency – "Does it entertain? Does it sell?" As such, they are unselfconscious in the way they use life. Neither is respectable, neither has an 'intellectual reputation' to lose, so both can honestly reflect the way contemporary society thinks. And must, or they won't sell.

The novel deals with a 21st Century world dominated by a global computer web – 'the matrix' – in which the great powers (multinational companies, apparently, not nations) defend their interests against anyone with a computer terminal. Gibson's trick is to create a landscape out of this immensity of abstract information. Imagine a colossal video-game, in three dimensions, directly projected into your brain, and you'll get the vision. Case, the hero if there is one, is a computer maestro: one of the small elite who can dominate the complexities of the matrix – the "cowboys and rustlers", the console outlaws whose cultural ancestors, as the language suggests, lie in the Western.

The treatment, however, is more to do with Clint Eastwood than with John Wayne, and much more subtle than either. 'Neuromancer's' world is complex: brutal and brilliant by turns, where you need punk panache and street-wise cunning.

The book is valuable because it is a highly sophisticated treatment of the processes of coalescence and metamorphosis. It is to do with the symbiosis of man and machine, a concept which has intrigued this century back to Marcel Duchamp. Unlike a great deal of science-fiction, its central prediction is probably accurate – that information technology will create a world-wide matrix of data.

The theoretical basis, and much of the hardware, already exists. Within our lifetimes, we will have access to something like a sum total of human knowledge. Above all, Gibson suggests, this tidal wave of ideas will demand attention because developing technology will make the presentation of knowledge insistent and unavoidable.

Consequently, 'Neuromancer' depicts a culture that functions something like a metal-crusher, that absorbs a jumble of separate entities and compresses them into a neat block of contorted forms. Gibson's characters are formed out of a jumble of cultural references, not just because that makes for an entertaining read in the 1980's, but because his 21st Century inevitably functions that way. And the book is comprehensible, and valid, because we are already living with (in?) the embryo of such a society.

Science Fiction, like all fiction, deals with worlds which have never existed – but might. In judging it, I would propose four key questions to lay open the value of a given Science Fiction novel:

- 1 Does it illuminate the future?
- 2 Does it illuminate present choices about the future?
- 3 Does it illuminate the perennial practical problems of living?
- 4 Does it illuminate, like fairy-tales, fundamental myths that people live by?

In the case of 'Neuromancer', my answer to all four questions would be 'yes': it embodies the society of the present in order to evoke a possible society of the future.

AND NOW SOME FACT-FINDING QUESTIONS FROM TEXT C, 'A REVIEW OF THE NOVEL "NEUROMANCER" BY WILLIAM GIBSON (317 PAGES)'.
 37 This passage is taken from a ...

- A science fiction book.
 B critique of modern literature types.
 C review of a science fiction book.
 D book by William Gibson.
- 38 What is the main focus of the book?
 A The importance of the Western film culture.
 B The languages of science and advertising.
 C How man dominates the machine.
 D A world ruled through a network of computers.
- 39 The author's treatment of the topic recalls the ...
 A culture of the Western film.
 B complexities of video games.
 C novels of the 19th Century.
 D 20th-century science fiction approach.
- 40 What fundamental relationship is dealt with?
 A The interdependence of language and culture.
 B The close bond between man and the machine.
 C The influence of industry on governments.
 D Man's influence over events.
- 41 We should be able to understand the message of this book about the 21st Century because ...
 A it is written in clear scientific language.
 B we are already experiencing some of the events.
 C the use of computers is widespread.
 D Gibson is a great writer.

AND NOW SOME TRUE/FALSE QUESTIONS ON TEXT C. AS BEFORE, ANSWER A (TRUE), B (FALSE), C (QUESTIONABLE).

- 42 Science fiction is both respectable and intellectually reputable.
- 43 The hero of the book, Case, resembles Clint Eastwood to a certain extent.
- 44 It is likely that most people in the 21st Century will own computers.
- 45 Science fiction deals with an improbable world.
- 46 The 'Neuromancer' meets the four judgement criteria described in the passage.

THE FOLLOWING ARE LANGUAGE QUESTIONS ON TEXT C.

- 47 What is the MATRIX? (see paragraph 2)
 A The coalition of important countries.
 B The software used in computer programmes.
 C A group of famous writers.
 D A network of powerful companies.
- 48 What do you think SYMBIOSIS means? (see paragraph 4).
 A Man's control of the environment.
 B Entities depending on each other.
 C The importance of human knowledge.
 D Cultural similarities.
- 49 The language of advertising has no great reputation _____.
 A in losing.
 B as a loser.
 C to lose.
 D which to lose.
- 50 Applications will not be accepted _____ registered.
 A on being
 B in spite of being
 C unless they have been
 D without they have been

'READING BETWEEN THE LINES'.

Sometimes we say something which we do not literally mean. Here is an example:

Peter says to Helen, "That was a great film."
Helen replies, "You can say that again!"

Literally, Helen has given Peter permission to repeat what he has just said. Actually, she is agreeing with him. Read the following and mark the option A, B, C or D which gives this sort of hidden meaning.

- 51 "I don't suppose you could send it to me, could you?"
What I really mean is ...
A You can't send it.
B You don't want to send it.
C You're supposed not to send it.
D Would you please send it?
- 52 "You seem to be having some difficulties." What am I suggesting?
A Can I help you?
B That is very difficult.
C You don't know how difficult that is.
D How difficult is it?
- 53 "Delighted - I'll be there at nine, then!" What she's saying is that she is ...
A going to arrive on time.
B going to arrive late.
C got another appointment.
D happy to accept the invitation.
- 54 Jane says, "Look, John, you've already phoned me twice this morning." Jane is telling John ...
A to stop phoning so often.
B that she will soon return his call.
C to phone in the afternoon.
D she is pleased that he has phoned.
- 55 If I say to my friend, "Wouldn't you rather go to the cinema," I am suggesting that ...
A I don't want to go to the cinema.
B I would really prefer going to the cinema.
C he should go somewhere else.
D I don't like cinemas.

QUESTIONS ON ALL 3 TEXTS.

To answer the next questions, you will need to refer to all three texts in this question-paper.

- 56 Which text deals with a literary topic?
A Text A.
B Text B.
C Text C.
- 57 Which two texts deal with interpersonal relationships?
A Texts A & B.
B Texts B & C.
C Texts A & C.
- 58 Which two texts have an industrial element in their themes?
A Texts A & C.
B Texts B & C.
C Texts A & B.
- 59 Which two texts refer to aspects of American culture?
A Texts A & B.
B Texts B & C.
C Texts A & C.
- 60 Which text is most directly concerned with Science?
A Text A.
B Text B.
C Text C.

SECTION 2 - CHART-FILLING

Here are two tasks to test your understanding of the text structures. Answer in short phrases only.

TEXT C: 'A review of the novel "Neuromancer" by William Gibson (317 pages)'

The main theme of the novel is...	
The 'matrix' is...	
The hero has mastered...	
The central relationship described is between...	
What fears do you have about the future use of computers?	

TEXT B: 'A survey of student attitudes'

The objective of the researchers was...	
The pupils' best relationships were with...	
The pupils' worst relationships were with...	
In general, students were...	
Name one way in which schools could help unhappy students.	

SECTION 3 – FOLLOW-UP WRITING

Essay 1

Write about two pages on the topic you choose from the two below.

You should spend about 1 hour on planning and writing Essay 1.

EITHER

You have read about the situation people can encounter when they come into contact with people of a different culture. In the case described, we have seen the challenges facing French and American people in Japan. Imagine you have to go to a country with a different culture from your own – how would you prepare yourself; how would you cope with the cultural challenges; how far do you think you would enjoy the experiences?

OR

The 'Neuromancer' gives a possibly alarming picture of how the collection of massive information could give enormous power to people controlling a giant computer network. First, give examples of how technology can change the world for better and for worse. Secondly, say how far you think technology should be controlled for the good of mankind.

Essay 2

You should spend about 30 minutes on Essay 2.

HERE IS A TABLE FROM TEXT B, "A SURVEY OF STUDENT ATTITUDES":

What are you not happy about?	
• Your teachers are unpleasant to you	36%
• The atmosphere is not nice	34%
• School work takes up too much time and stops you enjoying yourself	33%
• On the whole, you are happier at home	22%
• Your studies are boring	22%
• You can't stand being treated as a child	13%
(No response	2%)

You can see from the table that students have to face several problems in their school day. Using information from this table, write a short talk you are going to give to your teacher and classmates describing 3 of the problems students have to face. Suggest how the school could help in overcoming these problems.