

**LEARNINGGUILD**  
**CERTIFICATE**  
**IN**  
**REASONING AND EXPRESSION**  
**WRITTEN EXAMINATION**

**MARCH 2007**

Time allowed: half an hour for reading the paper and making notes upon it, and two-and-a-half hours for writing answers. Times recommended for each section are based on the assumption that the initial half-hour has been well used. Paper for writing answers will be distributed at the end of that half-hour. **Begin each of the five sections on a new sheet, with a given name and your family name at top right.** Within a section, in order to save paper, use the back of a sheet for an even page of an answer. To make it easier for examiners to write legible detailed comments on your pages, you are asked to maintain margins at left and right, and to leave about nine lines at the foot of each page.

## 1. CORRECTION

(Recommended maximum time: 15 minutes)

**Most but not all** of the following sentences contain one or more errors in one or more of the following eight categories: grammar, punctuation and spelling; use or non-use of apostrophes, capitals and inverted commas; word-order and choice of word(s). Where you consider a sentence correct, just put 'Correct' after writing the sentence's letter; where you consider one to be incorrect, **write out in full** a correct version of it, making no more changes than necessary. **(Read again the first sentence above, noting carefully the range of types of errors.)**

- a) He will be on full pay, is my understanding.
- b) The impact, that this remarkable leader had on Australian football, can never be underestimated.
- c) The whole interview process has become so clinical, personality is refrained from shining through.
- d) In any interview, including in Universities there are phrases you are guaranteed of hearing.
- e) The distinction between a person's being a Shia or a Sunni is constently emphasized.
- f) When your in the throws of passion, any passion, is not the best time to make decisions.
- g) It is hard for employes to balance huge workloads and equally as enormous family responsibilities.
- h) On my behalf, I'm uneasy about whether student border's habits would be too iritating?
- i) The head of department has learnt to manage people like she wants to be managed.
- j) His professors' testimonials will mitigate Dr Jones's disappointment.
- k) Do not sit, stand, walk, touch or stick fingers in or on moving belt.
- l) Whomever voters judge wins this shoot-out will be important to the election debate.

## 2. INSERTION OF PUNCTUATION, ETC.

(Recommended maximum time: 15 minutes)

The following paragraph is related to 1969 and the beginning of the Nixon Administration in the United States. It was also the year in which Katherine Graham became publisher of the newspaper *The Washington Post* as well as being President of The Washington Post Company. The paragraph comes from p.434 of her autobiography, *Personal History* (Vintage Books, New York 1998). Write it out, punctuating it and inserting capitals, an apostrophe, underlining as the equivalent of italics, hyphens (there are three in the original), and, around the quotations, double inverted commas. (In the original, double inverted commas are used around each of **four** sets of quoted words.) Do not make any other changes to the text.

a reaction to nixon came in the form of the biggest antiwar rally ever held in washington when asked for his response to it nixon said he had been watching football a reaction that the post compared to marie antoinettes let them eat cake the following week vice president agnew selected the post for particular attention saying in a speech that we were an example of a trend toward monopolization he was not recommending the dismemberment of the washington post company he emphasized but merely pointing out that the public should be aware that these four powerful voices he counted our all news radio station along with the post newswk and our television stations harken to the same master when i first heard his allegation that all the branches of the company answered to one voice mine i was flabbergasted at such a lack of understanding

### 3. EXPLANATION AND COMMENT

(Recommended maximum time: 30 minutes)

The following is an extract from an essay by C.P.Snow on Sir Winston Churchill, the British Prime Minister for most of the Second World War, which lasted from 1939 to 1945. Read it with reference to what is asked of you on the opposite page, and then write your answers.

Churchill had a very powerful mind, but a romantic and unquantitative one. If he thought about a course of action long enough, if he conceived it alone in his own inner consciousness and desired it passionately, he convinced himself that it must be possible. Then, with incomparable invention, eloquence and high spirits, he set out to convince everyone else that it was not only possible, but the only course of action open to man. Unfortunately, the brute facts of life were not always so malleable. ....

[The] obsessive quality [of his temperament], which often distorted his judgment and led him into errors, was also the force which drove him into the cardinal achievement of his life. Judgment is a fine thing: but it is not all that uncommon. Deep insight is rarer. Churchill had flashes of that kind of insight, dug up from his own nature, independent of influences, owing nothing to anyone outside himself. Sometimes it was a better guide than judgment: in the ultimate crisis when he came to power, there were times when judgment itself could, though it did not need to, become a source of weakness.

When Hitler came to power, Churchill did not use judgment, but one of his deep insights. This was absolute danger, there was no easy way around. *That* was what we needed. It was a unique occasion in our history. It had to be grasped by a nationalist leader. Plenty of people on the left could see the danger: but they did not know how the country had to be seized and unified.

Not many men in conservative England had such insight. Churchill had. ....

(*Variety of Men*, p.124f;  
Macmillan, London 1967)

- i) In the first of these paragraphs, Snow uses the words ‘unquantitative’, ‘invention’, and ‘malleable’; in the second, ‘obsessive’ and ‘cardinal’. Explain the meaning of each of **three** of those words as they are used here by him.
  
- ii) At the end of the extract are the phrase ‘on the left’ and the adjective ‘conservative’. Explain the meaning of each, as they are used here by Snow.
  
- iii) In the second paragraph are the two sentences: “Judgment is a fine thing: but it is not all that uncommon. Deep insight is much rarer.” Explain the difference between **judgment** (often called good judgment) and **insight**. Give an example of the possession of each, drawn from your experience and/or your imagination. (Write about 100-150 words.)
  
- iv) What do you think a person can do to **develop** his or her powers of judgment, and his or her capacity for insight? (Again, about 100-150 words would be an appropriate length.)

#### 4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes)

Imagine that a young woman named Mary has written a letter that includes the following paragraphs. Read them with reference to i and ii below, and then write your answers.

In the University of Melbourne's *UniNews*,\* the Vice-Chancellor, Professor Glyn Davis, has written about what he calls "the University's long tradition of ensuring its academic programs remain relevant to students and to their future employers".

There certainly hasn't been a long tradition in universities generally of such explicit reference to employers. But how sensible to give them such prominence. Let's face it: most university students are in a transitional stage between secondary school and the beginning of a career, and they won't be able to get a decent start on that career unless they can impress a potential employer. So the aim of any course ought to be to equip them to impress such people.

Universities used to be full of rhetoric about "discussing the great questions of human life", "learning to think for yourself", "dealing creatively with new-found freedom", and the like. Those things are luxuries if you're not doing the primary thing: fitting yourself for a job that will bring in the kind of income you want. That's what staff should be helping you to do.

There's still too little connection between courses and employment. I reckon that every week employers should be invited in to explain to students what they typically require of the people who work for them. There are still some lecturers who go off into all kinds of tangents: I'd like to see students ready with placards saying "You're supposed to be helping me to get a good job."

I know university staff have to engage in research, but that too should be related to the real world. I think the general approach should be: "If you can't get an employer to fund your research, it's probably a waste of time."

\* 5-19 March 2007

- i) Given the words Mary quotes from Professor Davis, explain why you think he is or is not committed to agreeing with her view. (Write about 50 words.)
- ii) Present fairly a view opposed to Mary's, and then say which view you take, and why. (Write about 300 words.)

**5. ESSAY**

(Recommended maximum time: one hour)

Write on ONE of the following twenty topics, making sure that your essay remains entirely relevant to that topic, is balanced and well-paragraphed, and covers an appropriate range of factors and considerations. Write 500-800 words.

- A) How do you account for the impact made by Al Gore's documentary *An Inconvenient Truth*? What are some policies in relation to environmental protection which you think the government of your country or state should adopt?
- B) Discuss the view that it's best to eat little or no meat.
- C) "Live simply so that others may simply live." What could that mean in practice?
- D) "In many American and Australian suburbs, housing should be denser than it is now." Discuss, with reference to either country or both.
- E) "The US cannot afford to lose in Iraq: what kind of message would that send to terrorists?" Discuss.
- F) Present and discuss several aspects of the government policy at present adopted towards asylum-seekers who have come to your country in unauthorized ways.
- G) In what particular ways might a person who lacked confidence be assisted to gain it?
- H) Is engaging in "virtual reality" just another form of escapism, and harmful for that reason?
- I) Imagine that you have just begun as a journalist or a TV or radio interviewer. By what principles will you seek to guide your work? Give some examples of their application, and refer to difficulties you expect to encounter.
- J) "Honour your father and your mother" is one of the Ten Commandments. What should this honouring involve in our time?
- K) "Education at all stages needs a balance between instruction and exploration." Explain why you do or do not agree, with some reference to what you take to be strengths and/or weaknesses in your own education thus far.

- L) “Students should be assessed by the essays and reports they write, and not by exams of any kind.” How might that view be defended? What could be said against it? What is your own view?
- M) “Secondary schools have rightly abandoned the harsher forms of discipline, but now we have, in many schools, both disorder and actual danger to teachers.” Discuss, with attention to the forms of discipline needed in secondary schools.
- N) What are or could be effective ways of conserving water in your country, and/or some other?
- O) Compare one park you know well with another.
- P) “Professional sport and bad behaviour are virtually inseparable.” Discuss, with reference to policies aimed at showing that they need not go together.
- Q) “Indigenous people, like everyone else, need private property and systems of support that reward effort and discourage idleness.” Discuss.
- R) Present and examine some factors that can lead a person’s standpoint in relation to religion to change.
- S) Discuss the two statements “The family that prays together stays together” and “The family that eats together stays together.”
- T) “Swearing is a way of ‘letting off steam’, and it’s harmless, really.” Discuss.