

LEARNINGGUILD

CERTIFICATE

IN

REASONING AND EXPRESSION

WRITTEN EXAMINATION

MARCH 2008

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) Many parent's are faced to the dilemma of where to educate their children.
- b) Whatever you do, don't become one of those sad losers who only hangs out with your old high-school friends.
- c) Are we going to become a country crippled by naval gazing?
- d) Just because something is different, does not mean you have to say the word no.
- e) He said that the asylum seekers may not have had the oppertunity to confidently put their case prior to their claim being rejected.
- f) If the king married Mrs Simpson, the cabinet of prime minister Stanley Bruce would have resigned and resulted in a damaging General Election.
- g) "What I'm interested in" said the judge "is you answering the questions your asked".
- h) Constant pressure and resultant weariness militated against her desire to stay with that company.
- i) Mark Nicholas is a man with a wonderful ability to find words under pressure and who is able to speak in sentences.
- j) The currant events at Victoria Police are out in the open – unlike 20 years ago.
- k) The judge remarked that despite George Williams had many health problems, he managed to traffick drugs "quite well".
- l) There is several hurdles to young people saving enough to buy their dream home.

2. INSERTION OF PUNCTUATION, ETC.

(Recommended maximum time: 15 minutes)

Write out the following passage, inserting punctuation, capitals, and apostrophes as required. **Divide it into two paragraphs, adding a short note to justify your division.** Do not make any changes to the wording of the passage.

lets take seriously the question whether we should try to change the nature of election campaigns their ugly aspects can be summed up in four words cost debts promises rhetoric given all the urgent needs at home and abroad how can all the millions poured into campaigns of the present sort be justified once elected politicians enter upon office knowing that their wealthy supporters expect a pay off unrealistic promises amounting often to bribery are thrown around candidates travel constantly to one meeting of the faithful few others are interested after another theyre cheered for their speeches but seldom properly challenged those last two words offer a clue to what is needed we should expect of candidates that they repeatedly submit to questions from panels of three or four people including experts as platos socrates makes so clear it is futile to be eloquent if you cannot deal with difficulties and give relevant answers to questions

3. EXPLANATION AND COMMENT

(Recommended maximum time: 30 minutes)

Here is a section, headed “Putting backgrounds back into leadership”, from the final chapter, called “Ways of Leading in the New Corporate World”, of a book entitled *New Faces of Leadership*, by Amanda Sinclair and Valerie Wilson of the Melbourne Business School, part of the University of Melbourne. The book was published in 2002 by Melbourne University Press [now Publishing], whose permission to use this section is acknowledged. Writing in a country into which, as with the United States and Britain, there has been extensive immigration, the authors say on p.vii: “If there is a single conclusion we took from our work it is the need to locate an appreciation of difference and diversity in a much wider, and deeper, context.” In such a context, they use the word ‘border-crossing’ with a wide range of meaning, including but not confined to immigration.

Read these three paragraphs and then do as directed on the opposite page.

It doesn’t seem such a radical idea to argue that people’s backgrounds – childhoods, families, early career – might be important ingredients in the leaders that they become. Yet it is a very uncommon emphasis in the management and leadership literature which more often takes the leader as a ‘given’ and sets about ‘topping’ him or her ‘up’ with the latest in leadership skills and knowledge – whether they be emotional intelligence or techniques of balanced scorecard reporting.

Analysis of personal backgrounds is often rejected, with some justification, as being overly deterministic: condemning or applauding the person on the basis of circumstances which happened to them rather than recognising the role of individual determination and ability in shaping what they become. It is important to emphasise that the events themselves don’t create a leader. We are not saying that unless you’ve had a border-crossing experience, for example, you won’t have what is needed for leadership. Rather, it is what the leader makes of these experiences that is critical.

Further, if organisations want to build these new leadership capabilities they may well want to put a new value on experiences in crossing borders and managing differences. Although this may mean placing different emphases in their recruitment and promotion, it may also mean encouraging existing managers to look again at their own backgrounds and to build new learning from a fresh understanding of their own experiences and how it has shaped who they are. The leadership we are describing here is not static but is always work-in-progress. Gaining new insights from analysing one’s past actions and understanding better the impinging constraints and opportunities is the stuff of leadership learning itself. We argue that in leaving backgrounds out of the picture much of traditional leadership development work ignores a vital and rich repository of learning.

- i. Explain and comment on the use of the word 'radical' in the first line.

OR

Explain the two words 'deterministic' and 'determination' as they are used in the second paragraph. How is it that these two English words have come to be used with such apparent divergence of meaning?

- ii. Briefly indicate and illustrate three different kinds of experiences that might be called, in the broad sense in which the authors use the word, border-crossing. (Write no more than about 100-150 words.)

- iii. Discuss the following reaction to this passage: "When I'm next interviewed, whether for promotion or for a new job, I hope the interviewers are sensible enough to concentrate entirely on my skills and my references, and not to try to probe at all into my 'background' or my response to it." (Write about 200 words.)

4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes)

Fred, let us suppose, is a sports journalist, and this is a short article of his. Read it and then write answers to **i** and **ii** below (an appropriate length would be around 200-250 words on each). You may find it convenient to refer to particular paragraphs as P1, P2, etc.

Sometimes I'm asked whether there should be any rules at all, in any sport, against verbal abuse of a player by other players.

Three words and a saying come to mind: 'wimp', 'loud-mouth', and 'character-forming', and "Sticks and stones may break my bones, but words will never hurt me."

Any sportspeople who take that saying seriously will not let themselves be wimps, weaklings who can't take abuse. In fact the abuse will be character-forming for them: they'll be all the stronger for it. After a while, the persistent abusers will realize that they're not acting sensibly, but becoming loud-mouths with more sound than substance, and they'll shut up.

Where do you draw the line, anyway? Are you expecting umpires or referees to penalize people for saying about someone as he or she comes in "We'll soon get rid of this one"?

Should sportspeople be told they mustn't swear at their opponents? Swearing is common in almost all walks of life, and children know most of the swearwords anyway, so we shouldn't worry about a supposed effect on them.

Let's be realistic and recognize that the entertainment that is modern professional sport (and isn't that the only sport that people really care about, the sport they want us journalists to tell them about?) depends on crowd-pulling publicity. People are really interested by tales of how one player abuses another, maybe wittily. It's all grist to our mill, and we know the readers lap it up. Who wants sport to be a matter of mere statistics?

Above all, let's recognize that sportspeople are fallible human beings under great pressure, and stop telling them to be some sort of moral example to the rest of us.

- i.** Discuss some of Fred's particular arguments, saying why you do or do not regard them as providing good reasons for a negative answer to the question he presents in P1.
- ii.** Preferably with some reference to one or more sports and countries with which you are familiar, give and defend your own answer to that question.

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) “Of course we sometimes (only sometimes) drink to get drunk: what’s wrong with that?” What leads some people to adopt that attitude? Is it foolish?
- B) “How do you bring up children to be honest except by explaining to them that ‘honesty is the best policy’?” Discuss, with attention to the question what it is to be honest.
- C) “It’s childhood that determines whether a person has or lacks confidence.” Discuss.
- D) Consider the advantages and disadvantages there may be, for a child between two and four, of being frequently looked after by one or more grandparents and going as frequently to a child-care centre.
- E) “In general, in secondary education, a good textbook is more valuable than a good project.” Discuss, with reference to particular areas of work.
- F) A says “Employers simply shouldn’t expect their staff to do unpaid overtime.” B replies “It’s not as simple as that.” Discuss.
- G) “A Chief Executive Officer (CEO) needs above all to be single-minded, and in business that means focusing on profit, ‘the bottom line’.” Discuss.
- H) What **criteria** do, or would, you apply to the question whether Hillary Clinton would make a better President of the United States than Barak Obama, or *vice versa*? Does the application of those criteria yield an answer, in your view, to that question?
- I) What appear to be the advantages and disadvantages of each if we compare the system of government in the United States with the “Westminster” system as it exists in Britain and Australia?
- J) What are two or more meanings attached to the noun ‘liberal’? Explain in what sense, if any, of that noun you would call yourself a liberal.
- K) Write enough about someone other than yourself to show why you would be glad to read, or perhaps to write, a biography of that person.

- L) Describe a recent theatrical performance, or film, with attention to both strengths and weaknesses.
- M) “I would not want to be a professional sportsperson, even if I were good enough.” Explain why that is or is not your own attitude.
- N) Explain why you do or do not think that the extent of personal debt in your country is dangerous for that country.
- O) What can your country best do to assist some others to respond to climate change?
- P) To what extent is the pharmaceutical industry corrupting the practice of medicine?
- Q) Explain why you do or do not consider that there are circumstances under which one person, A, should be legally permitted to help another, B, to die.
- R) How much does it matter that China has a high rate of capital punishment and little freedom of expression? Should the Beijing Olympics be made an occasion of protest?
- S) Explain to someone without your experience some of the satisfactions and some of the irksome features of your profession, line of work, or course of study.
- T) Write about some aspects of youth hostelling or backpacking as you have experienced them.