

LEARNINGGUILD
CERTIFICATE
IN
REASONING AND EXPRESSION
WRITTEN EXAMINATION

MARCH 2009

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 a few 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) Ultimately however, it is the roll of companies not Governments to take the day to day risks.
- b) Such a training group, with three whole teams being included, would have been almost unthought of when the club begun.
- c) Before the operation, she had to brace herself for the fact that she may not see out the year.
- d) Coaches travel from Melbourne to Mansfield for about \$28 one way, which takes three hours.
- e) Unlike previous failures by his team-mates, the Australian Captain took the catch.
- f) Borrowers tend to grow a personal relationship and dependance on their lender in this fringe lending market.
- g) Half of all colleges and universities are planning making fewer – often, many fewer – hires.
- h) This is not esoteric: just difficult and therefore demanding.
- i) Peter Siddle made today an impression, just like always.
- j) Mr Ross' son commonly nicknamed our star, made it clear he was not going to discuss about any forecasts of the business' future.
- k) There are two barriers to including generic skills in the timetable, the first is: how do you define them and the second is assessment.
- l) That pair of seven-year-olds' was virtually inseperable.

2. INSERTION OF PUNCTUATION, ETC.

(Recommended maximum time: 15 minutes)

Write out the following passage, inserting punctuation (including brackets and a hyphen), capitals, an apostrophe, underlining for a book-title, and inverted commas (single for a word or pair of words that is directly written about, double for a quotation or a direct question). **Do not make any changes to the wording of the passage.**

study is hard work by william h armstrong has plenty of good advice there is however a sentence in it that is badly written the three basic tools of education are he says 1 time 2 books and 3 teachers tools is inappropriate there time is a dimension of education teachers are its guides lets say instead that the main means of education are four questions reading or listening and note making further thought and revision and discussion the first and the last are often neglected we need to ask to what questions is this chapter or this lecturer giving answers and also have i sufficient reason to be satisfied with those answers and what other questions need to be raised john stuart mill warned against relying on experience alone there must he wrote be discussion to show how experience is to be interpreted in many cases we could replace the word experience there by an author or a lecturer

3. EXPLANATION AND COMMENT

(Recommended maximum time: 30 minutes)

In the book *Dissenting Forbears* (1988), Neville Brown described many of the ancestors and relatives of his cousin John Maynard Keynes, the famous economist, on the maternal side of the latter's family. One was their uncle, a lawyer named Kenneth Brown (1879-1958), who was a distinguished solicitor. Here are three extracts from Neville Brown's account of Kenneth Brown. Read them in relation to the questions on the opposite page, and then answer the questions.

.... Kenneth was a great lawyer, incredibly thorough and hard-working. He once said to me "You do everything you can possibly think of in preparing a case, knowing that the other side will do so too: then you do something more and you win." More cases are lost through poor preparation than through poor pleading, and his briefs were masterpieces. He preferred to fight cases before juries because he said a judge might have got out of bed the wrong side, or have a bee in his bonnet, but not so all twelve good men and true.

Kenneth believed that when a client came to him in distress and put himself in his hands, his only duty was to that client. He agreed with Dr Johnson that "A lawyer has no business with the justice or injustice of the cause which he undertakes, unless his client asks his opinion, and then he is bound to give it honestly. The justice or injustice of the cause is to be decided by the judge." His propensity to become emotionally involved when somebody was being oppressed or bullied did not quite square with this. He used to say, rather sadly, "The Law is open to all – like the Savoy", and would have welcomed the advent of Legal Aid.

I do not know who contributed to his obituary in *The Times* of 4 June, 1958, but the appreciation was, I think, exact. It read: "As a legal consultant he was the embodiment of shrewdness, informed by a wide knowledge of law and a deep insight into human nature. But few realized that behind the professional façade – on occasion formidable – frequently genial – there was a passionate hatred of oppression and injustice, an unusual measure of compassion for the weak and a rare strain of emotional warmth."

[Slight modifications have been made to these extracts. The letter c in the word 'façade', a French word adopted into English, has been given its mark, called the cedilla, which indicates that the sound is to be /s/. The book was published by Phillimore and Co. Ltd, of Chichester, Sussex, England, in 1988. The first and second extracts are from p.138, the third from p.141.]

(These questions are related to the three extracts in reverse order.)

- i.** Explain the meaning of ONE of the two nouns ‘shrewdness’ and ‘façade’, as it is used in the third extract, and give an actual or imagined example of showing shrewdness or of having a façade.
- ii.** The Savoy, named by Kenneth Brown in the second extract, is an expensive London hotel. If a reader did not know that, how could he or she tell, from the last two sentences of this extract, that it must be something of that kind?
- iii.** Explain the importance of the word ‘all’ in its relation to what follows and what has come before in the sentence in the first extract beginning with the words ‘He preferred to fight cases’.
- iv.** What do you think is meant by the first metaphor used in that sentence about a judge’s imagined state? What do you think is meant by the second?
- v.** Explain briefly why you do or do not think that in some kinds of cases it is or might be better to have a verdict given by a judge (perhaps assisted by advisers) than to have it given by a jury.

4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes)

Here is part of an imagined speech at a meeting where the subject is community health. Let us suppose that the speaker is named Bill. Read it and then write answers to the questions below.

Let's not go for any unrealistic policies, ones aimed at any big changes in people's behaviour. Every wife and mother knows that if you want to modify the eating habits of a husband or children you have to do it at the margins, so that they hardly notice that they're eating less of something.

Most Australians, like most Americans, are going to want a good deal of salt with their food, a fair bit of fat, and quite a lot of alcohol. We should help them not to go to extremes, and to recognize the danger signals of tiredness and obesity when they occur, and then to cut back.

It's the same with exercise: not many people are willing to tire themselves out with exercise, and the sensible course is to recommend a walk most days.

I think the term 'preventive medicine', with its suggestion that doctors can actually prevent illness, should be abandoned. They can give advice when it occurs, but let's not think of a doctor as a kind of coach, an adviser on what to eat and drink and how to exercise. Most doctors would be no good at that anyway.

Barbecues, drinking in pubs, and party-going are a large part of the Australian way of life, and no one participates with a view to becoming healthier. But you health-fanatics can relax: we don't spend all our lives in those activities, do we? You're so prone to exaggerate.

- i. What is Bill's basic recommendation, expressed in neutral terms?
- ii. Explain, with reference to particular paragraphs, why you think Bill has given several good reasons for that recommendation, or only one or two, or none at all. (You may like to use the abbreviations 'P1', 'P2', etc.)
- iii. If you were writing about the promotion of health in your own city or district, what main policies would you recommend, and how would you support them?

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 can a person of, say, 18 to 30 feel confident today about his or her future?” Discuss, with particular reference to your own country and, if you wish, to one other.
- B) It has often been maintained that part of a government’s responsibility is to protect the businesses that citizens conduct, by such measures as subsidies, or tariffs on imports. What objections have been raised to that protection, and under what kinds of circumstances, if at all, should a government provide it?
- C) What is the proper role of government in relation to the building and design of houses in areas where destructive bushfires have occurred or might occur?
- D) Explain why you do or do not consider that there should be a basic wage, and a regular payment to those who, trying if they can to get paid work, are for a long time without it. If your answer is that there should be one or both of these, how should its level be determined?
- E) “If only we really chose our clothes to suit the weather, we could make great savings of electricity, or other means of heating, in homes, schools, universities, libraries and workplaces generally.” Discuss, with reference to two or three of those areas.
- F) A says: “The wise person saves for what he really wants to buy, and/or for those he really wants to help.” B replies: “Then your ‘wise person’ is doing nothing to keep people in jobs.” Discuss.
- G) Present and begin to consider two very different answers that have been and are given to the question “Is evolutionary theory entirely compatible with belief in a purposive and entirely good Creator?”.
- H) “In religion, it’s behaviour, not belief, that matters most.” Discuss.
- I) Explain why you would say of some book, play or film that it has considerably influenced your thinking about how to live your life.
- J) “The customer is always right.” What meaning is intended by that slogan? How far, if at all, is it valuable in any TWO areas you choose from industry, banking, retail, and education?

- K) “Just as in training in your sport, so also in study you need to go hard at it, and yet not too hard.” Consider some specific illustrations that might be given with this statement, and discuss it.
- L) Lindsay Tanner, a Minister in the Australian Government, has recently said, looking back on his own time as a student at the University of Melbourne (about eight years from 1974, with a great deal of extracurricular activity), that in those years “the tyranny of continuous assessment” [was] nothing like [it has] been in recent times”.* Why do you think the increase has occurred? Why does he regard it as a tyranny? Explain why you do or do not think that there should be much less continuous assessment.
- M) What do you especially remember about your primary (elementary) education? In what ways, if any, might it have been better?
- N) Recently Geraldine Doogue, in an ABC radio interview, asked a historian, Inga Clendinnen, whether in some situations people should think less about their history. The latter replied that they needed more history. The two women were using the noun ‘history’ in different ways. What did each mean by the word? How would each explain what she had in mind? In some countries in particular, could one reasonably agree with both of them?
- O) Suppose that you are a bank manager, and are given considerable discretion in relation to lending money for house purchase. What principles would you act upon, and make known, and how would you explain and defend them?
- P) “There should be far more public transport, both by rail and on roads, and far more use of it.” Discuss, giving examples you think to be realistic.
- Q) In some libraries, fiction for juniors (say those under the age of fourteen) is in a separate and easily-located section, but non-fiction for them is not, but kept with non-fiction for adults. Explain why you think that this does or does not matter, and consider the relative importance for children of fiction and non-fiction. Mention some specific examples or types.
- R) “I don’t feel much affinity with people who are not of my generation.” What factors lead people to say that? Is a society unhealthy if many of its members would say it?
- S) What forms of community have you experienced, or do you think would be practicable, wherein people of different nationalities living in your city or region do really (or would really) get to know, respect and assist one another?
- T) “Let’s have more genuine discussion on radio and television, and less of the persistent and prominent interviewer.” Explain to what extent, if at all, you agree.

* The University’s publication *Voice*, 9 March - 12 April 2009, p.10f.