

LEARNING GUILD
CERTIFICATE
IN
REASONING AND EXPRESSION
WRITTEN EXAMINATION

MARCH 2013

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. Put a given name and your family name at the top right of each sheet you use. **Write the whole or the earlier part of your answer to any section on the page that has that section's number.** Use the back of a sheet for a second page and for any other even page of an answer. Write in ink (preferably black) and not pencil. To make it easier for examiners to write legible detailed comments on your pages, leave clear the margins at left and right and the space at the foot of the page.

1. CORRECTION

(Recommended 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 are necessary for the avoidance of errors and awkwardness.**

- a) Unlike sport, she said to me, those running big businesses have much power.
- b) I can't understand why would we be ashamed of or want to get rid of wrinkles or life lines?
- c) Make decision about economy crisis is main priority for government.
- d) What's needed at the moment, is some decision making and then get on with it.
- e) It was late morning on Wednesday when it began to dawn on him that his time as the states premier may be up.
- f) I don't see Australian companies as having anywhere near at this point the competency as US based companies.
- g) So few prosecutions is stunning given the resauces the US government have devoted to intelligence.
- h) They wanted to see how passengers sat in differant parts of a plane faired in a crash-landing.
- i) She rebutted Jim's claim but could not refute Shirley's statistical argument.
- j) Youll use up 20 per cent more energy watching tv than lying in bed.
- k) Bobby had an eye for footballers like horse trainer's show at the yearling sales.
- l) The playground is suited to children of all ages to slide, climb, run and jump till their hearts content and includes a giant fish shaped platform.

March 2013

2. INSERTION OF PUNCTUATION, ETC.

(Recommended time: 15 minutes.)

The following passage contains two quotations. In the version you make, show where each quotation begins and ends by using double inverted commas, and, for the whole passage, provide the initial capitals and the punctuation you think appropriate. Underline the title of the book mentioned. Do not make any changes to the wording.

in 2005 the year in which he turned eighty three the
australian medical researcher basil hetzel published
chance and commitment his autobiography in it he sums
up his approach to public health the ecological model
human biology environment lifestyle and health services
is basic to the work of all medical graduates whether in
scientific research or medical practice later he writes with
particular reference to young adults of the high social
approval of heavy drinking the promotion of drinking and
the custom of the shout as part of a masculine image the
set of phrases there combined deserves to be given
prominence in educational institutions so that the
fundamentally personal and even moral question of how
we are to react to these features of a widespread lifestyle
can be faced and discussed are we prepared to marry or
partner someone who has it do we want it for ourselves

3. EXPLANATION AND COMMENT

(Recommended time: 30 minutes.)

Anthony Toomer Porter (1828-1902) was as a young man a rice planter in South Carolina, USA, and owned slaves. He decided in 1851 to become a Christian minister and sold his slaves as a group to a man he trusted so that they could stay together and not be cruelly treated. He became a chaplain and in the Civil War (1861-5) was with the Confederate side, for which the rallying cry was “States’ Rights”, though for many the crucial right was to retain the “peculiar institution”, slavery. In his autobiography *Led on! Step by Step* (1898), Porter writes about a crisis in his life soon after the end of that war. Provide the explanation and comment asked for on the following page after you have carefully read this passage.

... There was nothing but blank despair, and my heart failed me. I said, “Napoleon was right; God was on the side of the strongest battalions.” The question of right was after all a mere question of might, and such a God could not command my love or obedience. The thought that a cause in which Robert E. Lee and Stonewall Jackson, such men, such eminent Christian men, had drawn their swords, should fail, made life worthless, and I folded my hands and wished to die.

It was thus that my religious and intellectual outlook was changed.

I had always been fond of history, and had a large collection of historical works; so for many weeks I went early every morning up to a room by myself and read until past midnight, scarcely going to meals. My dear wife did all she could to cheer and rouse me; for my mental depression almost broke her heart. I read a long list of English history, Michelet’s *France*, Lamartine’s *History of the Girondists*, Motley, Prescott, Gibbon’s *Rise and Fall*, and finally Grote’s *Greece*. I simply devoured the books and read with lightning speed. My edition of Grote is in twelve volumes. I finished the book after twelve o’clock one night, when I got on my knees, and thanked God for the lesson I had learned.

I went down to our chamber. My wife was sleepless, and going up to her bed, I took her hand and said: “Wife, I have been a great fool; I have been throwing away my faith in God, my interest in life, my duty to you and our children, under a great delusion. The records of history show that every great nation has been baptized in blood, that failure does not mean wrong in the defeated, but the results have always thrown the people forward. Had we succeeded, slavery, which we hated, would have been perpetuated with the sentiment of the world against us. It would have been a cankering sore in our body politic; it would have been a source of continual strife between the United States and the Confederacy; this would have made a standing army in each government a necessity. This would have revolutionized the form of our respective governments, and in fifteen more years we would have been engaged in a war of extermination, for one side or the other

March 2013

would have to be masters of this continent. God has permitted the wrath and ignorance of men to work His will. But freed from the incubus of slavery, I believe there is a future for this dear Southland yet, and I am going to do all I can to make it. I was, and am still, true to the lost cause; but I am not going to hug a corpse and carry it about with me; I am too young for that; I am just thirty-seven years old and I have you, our two children and our adopted daughter, to make a future for, and God helping me, I am going to do it.”

[p.57f; the last paragraph break has been put in by the examiner;
Gibbon’s book was called *The History of the Decline and Fall
of the Roman Empire.*]

- i) Someone might say, concerning *devoured* and *delusion* (to be found close to the last paragraph break), “*Devoured* means the same as *read fast*, and *delusion* the same as *mistake*.” Reply to that in two sentences or a little more.
- ii) Explain the word *cause* in the fifth-last line, and give another example of a cause, in the same sense of the word.
- iii) Explain what you think to be the value of this passage as an historical document. (Write about 150 words.)
- iv) Without overlapping your answer to iii, in about 150-200 words identify and briefly discuss any constituent(s) of this passage that you consider worth thinking about.

4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes.)

Here are three passages, occurring in consecutive paragraphs, from the sixth of the discourses he gave in Ireland in 1852 which were subsequently included by John Henry Newman (1801-90) in the famous *The Idea of a University*. It is to be noted that, when he gave these lectures, the movement to admit women to universities had not begun in Britain or Ireland. Read the passages and meet the requirements set out below.

- A) When a multitude of young men, keen, open-hearted, sympathetic, and observant, as young men are, come together and freely mix with each other, they are sure to learn one from another, even if there be no one to teach them; the conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day.
- B) Here then is a real teaching, whatever be its standards and principles, true or false; and it at least tends towards cultivation of the intellect; it at least recognizes that knowledge is something more than a sort of passive reception of scraps and details; it is a something, and it does a something, which never will issue from the most strenuous efforts of a set of teachers, with no mutual sympathies and no intercommunion, of a set of examiners with no opinions that they dare profess, and with no common principles, who are teaching or questioning a set of youths who do not know them, and do not know each other, on a large number of subjects, different in kind, and connected by no wide philosophy, three times a week, or three times a year, in chill lecture rooms or on a pompous anniversary.
- C) Few indeed there are who can dispense with the stimulus and support of instructors, or will do anything at all if left to themselves. And fewer still (though such great minds are to be found), who will not, from such unassisted attempts, contract a self-reliance and a self-esteem, which are not only moral evils, but serious hindrances to the attainment of truth.
- i) Explain why it might be held that C is inconsistent with A and B, and why you would agree or disagree that it is.
 - ii) “Newman’s descriptions are unfairly loaded, in favour of one aspect of the residential Oxford he had known and against what he considers to be defective.” Explain why you do or do not altogether agree with that objection. (Write about 100-150 words, with reference to some of those descriptions.)
 - iii) “In more moderate but still vivid prose, we can and should draw on the concerns Newman expresses here to construct a (quite complex) ideal of what a good education requires.” If you don’t agree, explain why; if you do, make a start at presenting such an ideal. (Write about 200 words.)

March 2013

5. ESSAY

(Recommended 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) Set yourself a specific topic related to what is quoted or said in the passage set in Section 2, and discuss it with some reference to opinions different from your own.
- B) Which areas of history have you found it particularly valuable to study? Give illustrations of that value.
- C) “Nothing more can be done about corruption in public or commercial life than to increase the likelihood of detection and the penalties.” Discuss.
- D) “We have private hospitals, so why not private prisons?” Discuss.
- E) “Many people who now have their private cars would benefit from being hirers rather than owners of cars.” What reasons might be given for that view? Do you think that such hiring rather than owning should be widely recommended?
- F) Explain why you frequently read a local paper OR a particular magazine. What are among the features that make a good one of that kind?
- G) “It’s foolish to go in for, or expose young men to, a sport that has a considerable risk of causing such injury to your brain or some other part of your body that you are seriously impaired in later life.” Discuss that view with reference to two or more sports of which you have some knowledge.
- H) If there is a sport or form of exercise that you regularly engage in and enjoy, explain to a person unfamiliar with it why that is so.
- I) “People talk rather scornfully of ‘book-learning’, but there are no better ways of studying than gradually to become thoroughly familiar, entirely or largely by your own efforts, with a really good book.” Give some examples of books known to you that might be proposed for such study, and consider that view.
- J) “Serious study”, says A, “is a lonely business.” “Nonsense!” replies B. “You can make it fun with plenty of discussion.” Give and defend your own view, with attention to both of those.
- K) Should schools be held largely responsible for the health of their students?
- L) On what grounds is it claimed that some occupations should be reserved for men? Explain why you do or do not accept the claims you mention.

- M) “Our own unconscious bias”, says Virginia Hausegger in the Melbourne newspaper *The Age* (8 March 2013), “feeds foolish but deep-rooted notions that a woman’s role is to support, while men lead.” Discuss.
- N) It is said that in Australia fewer men and women of ability and experience outside politics are interested in becoming a politician than used to be the case. Why might that be so, in Australia or in any other country? How could the prospect of ten or more years in politics be made more attractive?
- O) “Social cohesion is more important than liberty to say whatever you like.” Discuss this view first in general and then with reference to more than one country.
- P) “Our need is not for more people with degrees, but for more people of intelligence and versatility.” Discuss.
- Q) In what ways can advances in science be made more accessible to the general public?
- R) How important is it to bring people of different generations together? Give illustrations of how that can best be done.
- S) “People are rightly coming to doubt the value of spending much or any time on Facebook or Twitter.” What do you think?
- T) A surprising journey.