**LEARNINGGUILD**

**CERTIFICATE**

**IN**

**REASONING AND EXPRESSION**

**WRITTEN EXAMINATION**

MARCH 2015

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). To make it easier for examiners to write legible 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 quite all** of the following sentences contain one or (usually) 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. On the one hand, you should in each case ask yourself “Does this sentence, considered as a piece of written English, need correction because of errors or awkwardness?”. On the other, you should make no unnecessary changes.

1. He has urged anyone with any connecting to the club to rally around each other.
2. I’d love for journalists to ask the fans, who are watching at home, what did the spectacle look like.
3. He thought that he was neither charged nor convicted of anything, so what was there to declare?

d) Didn’t he ate an onion like it was an apple?

1. She asked is it true the industry tends to over promise and under deliver?
2. Comparitive religions are studied from year 10, becoming more complex in years 11 and 12.
3. Next weeks hydrant testing will not have a significant effect on building users, however building users may wish to know.
4. Were there to be serious discontent among the students, that would militate against free and open discussion.
5. I am a benefitter of negative gearing and I say abolish it.
6. If I had of worked in that job to rule, would it be finish yet?
7. Libraries are not so much popular with the modern youth who consider its a sheer wastage of time.

l) My definition of entreprenurship is someone who can breathe shape and reality to a vision.

**2. INSERTION OF PUNCTUATION, ETC.**

(Recommended time: 15 minutes.)

Write out the following passage with suitable punctuation and capital letters. Indicate with single inverted commas that a word or set of words is being **written about** **rather than** **used**, and with double that a set of someone’s remarks is being **quoted**.

the basic idea behind the phrase absent minded professor is a very old one plato has socrates say of the kind of person who occupies himself with philosophy it has escaped his notice not only what his next door neighbour does but almost even whether hes a human being or some other creature thats followed immediately by a marvellous statement about the philosopher he takes the trouble to seek out and enquire into what on earth a human being is and what it befits such a nature in contrast with others to bring about or have as its state that plato allowed the philosopher such extreme absent mindedness is regrettable in fact attentiveness to human beings in their variety and to those who take note of others situations and often to help them as for example the good samaritan did is one main way in which we learn of the possibilities of human nature whether for good or for ill

[The remarks referred to occur at 174ab in the *Theaetetu*s, one of the dialogues written in the 4th century BCE by Plato.]

**3. EXPLANATION AND COMMENT**

(Recommended time: 30 minutes.)

The two paragraphs below are part of the conclusion of a book by Ms C.V.Wedgwood, published in 1961, entitled *Thomas Wentworth: First Earl of Strafford 1593-1641*. The English Civil War between Royalists and Parliamentarians began in 1642, but the King, Charles I, who had seldom called the Parliament to meet, had very reluctantly and sadly consented in the previous year to its demand for the execution of Wentworth, whom it regarded as having served the King’s interests to the detriment of the people’s in a manner that amounted to treason. Read the two paragraphs with reference to what is asked of you on the opposite page about words or sets of words in the second paragraph, and then write your answers.

Looking back on him Clarendon said: “It was his misfortune to be of a time wherein very few wise men were equally employed with him, and scarce any whose faculties and abilities were equal to his”; and Laud wrote him a bitter epitaph: “He served a mild and gracious Prince, who knew not how to be, or be made great.”

But Wentworth’s tragedy was as much of his own making. Charles might have been made great by a minister who knew how to handle him. The lesser men who “were equally employed” with Wentworth would have hindered less and helped more had his gift been for bringing out the best, and not the worst, in his colleagues. There was nothing easy about this strong, demanding man. He met opposition with obstinacy or force, rarely with persuasion. He could not be indifferent to criticism or patient with stupidity; he could not accept and work with men as he found them. He was for ever railing against those human frailties, errors and follies which have to be accepted because they cannot be changed, and from which he himself was by no means so free as he liked to believe.

1. Explain the use of the word ‘easy’ in the sentence “There was nothing easy about this strong, demanding man”, drawing upon that sentence and at least one other. What other adjective or adjectives might be used to convey a similar meaning?
2. How could the last two sentences help a person who did not know the verb ‘rail’ to understand ‘He was for ever railing’? What set of words could be used instead of ‘for ever railing against’ to communicate the same or a similar meaning?
3. Ms Wedgwood writes of “those human frailties, errors and follies which have to be accepted because they cannot be changed”. Write about 100 words to give at least two examples of what she might have had in mind.
4. Ms Wedgwood also writes of a “gift … for bringing out the best, and not the worst, in his colleagues”. Write about 150 words about someone, actual or imagined, in a position of leadership, explaining with at least two examples how he or she gives evidence of having that gift or skill.

**4. FACTORS AND ARGUMENTS**

(Recommended time: 30 minutes.)

You are invited to speak at an inter-school meeting to discuss questions about school uniform, in relation to **schools whose students range from Year 7 to Year 12** (and so most are aged 11-18). Representatives will be there from schools that have it and from ones that don’t. You realize that, since you are to be the second speaker, you’ll have to show that you have understood what the first has had to say, and respond to it. Let’s suppose the first speaker is a man named Jim, and that he’s kindly given you a summary (below) of what he’s going to say. Write your own two-part summary, in full sentences, of what **you** are going to say, in which (i) in about 250 words you consider **to what extent, if at all, Jim has given a sound argument** in support of his claim, and (ii) in about 100 words you then present **some thoughts of your own** on the question of school uniform.

The great mistake people make concerning school uniform (I’ll say SU) is to think that it’s an all-or-nothing affair. I’m going to persuade you, I hope, that even if we have SU for Years 7 to 10, it should not be imposed at all on Years 11 and 12.

The very fact that we start using the phrase ‘young adults’ of boys and girls once they get to about 16 (even ‘teenagers’ sounds wrong for them) conveys how **different** they are from their juniors. Puberty with its worries is over; interests have changed; these young adults are more like university students than like the kids in Year 7.

You don’t show much respect for their maturity if you insist that they get into SU just like their juniors. You do respect it if you expect them to come with basically the same choice of their own clothes as the teachers have: indeed, by so doing you’ll enable them to feel less distant from those teachers.

Some of you probably remember or know about the old days when some of the Year 12 students were called prefects and some House Captains, and actually had considerable responsibility for discipline, leadership and morale, and (as in an army!) wore SU with a special badge. But isn’t that responsibility what we pay teachers to have? Why burden the poor students with all that? They’re too immature anyway to make the decisions that are sometimes necessary.

What about the idea of “pride” in showing by your clothes that you belong to a particular school? That makes sense for kids, but not for older students, who have other priorities and want to be seen as young **adults**.

Why should a boy or girl of 18 (eighteen!) have to wear clothes of a different kind on a tram from the neat but casual dress of a friend of the same age who’s left school? The very idea of SU for seniors strikes me as part of a craze for conformity that a thoughtful person recognizes as groundless and harmful.

**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.

1. Why do you think the writer of the passage at Section 2 calls “marvellous” a particular statement put into the mouth of Socrates? Explain why you agree or disagree, and make a start on the enquiry there presented.
2. “The greatest value of history, as the passage at Section 3 suggests, is that it enables us to study human beings of many different kinds.” How far do you agree? Consider, in relation to that statement, some examples of historical study.
3. Look back on the secondary stage of your education (or your experience of it so far) and describe what you regard as especially valuable and, if you wish, some aspect(s) of it that you would prefer to have been different.
4. How valuable were or are **ceremonies** in your school or university, actually or potentially? Explain why you do or don’t think that ceremonies matter.
5. “Let’s face it: STEM subjects – science, technology, engineering, mathematics – are the key ones in any country’s education or research.” How far do you agree with that? State and consider a different view.
6. What is your considered view of the insistence in much of Islam that women should in public cover almost all of their bodies? Defend that view of yours against objections.
7. At what age, if any, should children or young people be encouraged to question their own or their family’s presuppositions? Defend your view against objections.
8. “Fruit and vegetables, nuts and bread – we need and should want little more as food than that.” Discuss.
9. “We should make it one of our aims to consume as few pharmaceutical products as possible.” Discuss.
10. How can we be undeterred by criticism without being impervious to it? (Attend to examples actual and/or imagined.)
11. “A wonderful stretch of grass” (OR bushland, or forest, or water). Identify ONE place that, for you, fits one of these descriptions, and write about it for someone entirely unfamiliar with it.
12. A says: “I think a community in which people commonly greet strangers they encounter one-with-one, and are ready to chat with them, for example at a railway station or even in a train, or out walking, is better in that respect than one in which such a practice is almost unknown.” B replies “That’s both old-fashioned and intrusive.” Explain how far you agree or disagree with these two comments.
13. “… microbreaks are no less important than an annual week at the beach.”\* What do you take that to mean? Explain why you agree or disagree. What for you makes a good microbreak?
14. “The life of the highly civilized world depends on status symbols. Take degrees, for example.” Discuss.
15. In what circumstances is it now reasonable to require that penalty rates are paid for particular hours or days of work? Give examples, and consider objections to your view.
16. Should it be an offence to put graffiti on others’ property? If not, how should it be regarded?
17. “Gain all you can, save all you can, give all you can” is said to have been John Wesley’s advice to some of his Christian followers, called Methodists, in 18th-century Britain. How far do you think it is good advice?
18. “Multiculturalism is good, but not enough.” Why might a reasonable person say that? Explain why you would or would not agree.
19. To get nearer to balancing the budget, while also maintaining essential services, what does Australia need (or any country known to you in a similar situation)? Higher taxes on the wealthy? A higher level for a goods and services tax? And/or something else? Defend your view against at least one objection.
20. A says: “We dress to impress and to conform.” B replies: “Absurd, really, isn’t it?” “Not at all”, A retorts. With those remarks in mind, write about the ways (plural!) in which you and some others dress.

\* Oliver Burkeman, *The* *Guardian Weekly*,

13-19 March 2015, p.45.