**LEARNINGGUILD**

**CERTIFICATE**

**IN**

**REASONING AND EXPRESSION**

**WRITTEN EXAMINATION**

MARCH 2016

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 two 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. 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. All our work is fully garanteed, all suberbs covered.
2. I’d like our girls to think about the choices they have to make and to not compromise, their choices are unlimited.
3. The mental health issues suffered by these people is well documented.
4. The proscutor asked the jury “how did Mr Ross’ claims sit with their common sense?”
5. The other barrister told the court that just because the defendent brought an axe did not mean he was responsible for Mr Alton’s death.
6. Its broad secondary education that matters: people imbue too much status in the final score.
7. They said that the fund was launched to enable survivers to go to Rome to bear witness to the evidence Cardinal Pell will give.
8. That property includes four, fully leased rectangle buildings, each of about 3300 square metres, and which return a total annual income of more than a million dollars.
9. Befitting a bachelor of commerce student, this slightly built footballer has done his numbers.
10. He said that the political machinations about negative gearing were yet to have an effect on the market.
11. Having driven it in a demanding environment, this open top car is not only a convertible in the way it operates, but also in character.
12. People who stored their bottles or jars of sauce in polystyrene crates were crushed when *The Age* stopped being publishing as a broadsheet in 2013, because the pages used to fit nicely on top.

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

(Recommended time: 15 minutes.)

Write out the following passage inserting appropriate capitals and punctuation. (Do not change the wording at any point.) Use underlining for the title of a book, and a pair of double inverted commas for quoted or imagined remarks, but a pair of single ones to refer to a word.

it really is of importance writes john stuart mill in chapter three of on liberty 1859 not only what men do but what manner of men they are that do it men there certainly refers to both male and female human beings among the works of man he goes on which human life is rightly employed in perfecting and beautifying the first in importance surely is man himself imagine the ridicule someone would be likely to incur why rightly do you think if he or she said one of my main aims is to perfect and beautify myself yet if a heterosexual man said I want to make myself a man that a woman could admire and trust as a husband would that be ridiculed so the questions arise is there any way of stating a widely applicable aim for human beings that will not seem at all narcissistic and are mill’s two remarks a good start

[The remarks quoted from Mill

are in the fourth paragraph.]

**3. EXPLANATION AND COMMENT**

(Recommended time: 30 minutes.)

In Britain in 1965, a book was published called ***Eighteen Plus: Unity and Diversity in Higher Education***. Instead of the word ‘higher’, the word ‘university’ or ‘tertiary’ or, in the United States, ‘college’ is often used in front of ‘education’, but with the same meaning. It is the education whose first complete level is (in an institution) the one that ends with qualifying for a bachelor’s degree.

The book’s editor was Dr Marjorie Reeves of Oxford. The third paragraph of her Intro-duction includes the eight sentences (from pp. 12 & 13) that are printed below. The fourth and last paragraph begins “To a large extent the discussions in this book revolve round this dilemma and the ways of resolving it.” So Dr Reeves sees these eight sentences as presenting a matter about which plenty of thinking needs to be done. Read them in relation to what is set for you on the page opposite, and then write your answers. In some cases, there is an indication of a suitable length for an answer. The normal maximum mark for each answer is indicated in brackets.

We need a proper concept of higher education in its unity. It forms a distinct and radical experience for the student; it plays a decisive role in society. There is an important distinction to be drawn between *higher* education and *further* education. In stressing the unity of higher education we are drawing a line which separates it sharply from other forms of continuing education. But here at once we find ourselves in a dilemma. For in order to penetrate its special problems we must think deeply about this special category of persons undergoing this special educational experience. Yet the last thing we wish to do is to draw a permanent line of distinction between these persons and the rest. On the one hand, their distinguishing experience is only valid if it sends them back into society with a warmer desire to understand and to belong, but, on the other, we have failed unless it is a really distinctive experience.

1. In a sentence or two say what stage of education you have reached. You might, for example, say “I have recently begun Year 12.”

(–)

1. Give two examples each (actual or imagined) of typical cases of **further education** on the one hand and **higher education** on the other. (Abbreviate if you wish to ‘FE’ and ‘HE’.)

(4 marks)

1. Explain in general terms, accompanied by illustrations, what you take to be the difference between genuinely higher education and further education.

(Write about 80 words: 8 marks)

1. Explain why you think Dr Reeves and her colleagues did not at all want “to draw a permanent line of distinction between [participants in higher education] and the rest”.

(Write about 60 words: 6 marks)

1. Respond with care to the objection “But from Dr Reeves’s own words we can see there just is such an indelible line.”

(Write about 60 words: 6 marks)

1. Explain the meaning of TWO of the following words as they are used here:

* the noun ‘concept’ (in the first sentence)
* the adjective ‘radical’ (in the second)
* the noun ‘dilemma’ (in the fifth)
* the adjective ‘valid’ (in the last).

(3 marks for each of two)

**4. FACTORS AND ARGUMENTS**

(Recommended time: 30 minutes.)

Imagine that the following is the text of a letter by a man named Sam to a newspaper editor, and that it’s prompted by actual recent reports in the Australian press that, when men seek the flexibility that would allow them to do some of their paid work at home, either for a while or long-term, they don’t have the likelihood of permission that women now widely do, and that what success they do have brings with it less chance of the kind of promotion they might reasonably hope for. **Explain why you do or do not regard the case that Sam presents here as, entirely or substantially, a sound one.** It is suggested that you write about 350-400 words, gaining specificity and economizing on words by referring to any particular paragraph from Sam in such a way as ‘In P2’, etc. Don’t seek to put your answer in a form suitable for a letter of your own.

May I remind some recent complainers about men’s unlikelihood of getting the permission that women often get to work at home that there’s an old adage “You can have too much of a good thing”? How true! It’s true about ice cream, and about exercise, so how true it is about allowing staff to work (if work they really do) at home!

It’s only fair-minded to recognize that a mother with a little child may need to be at home or in hospital with her child when that child is unwell. So an employer ought to say: “Sure, you show me how you can get some of your valuable work done, and done well, away from here, and we’ll agree that you can be away for a while.” But what man is going to be in such a position?

It’s not easy for a company to succeed and go on succeeding in what’s often a fiercely competitive environment. How vital it is for a boss to have his best people spatially close to him, so that he can say on the phone “Come in here straightaway and tell me what you think or know about this.” No messing around, no delays, and sometimes revealing visual or spoken clues to whether the full story is emerging.

The very fact that men don’t conceive, bear or suckle children makes it obvious that by and large it’ll be men, through their continu-ity of service and their lack of domestic responsibilities, who will get to the front. That’s a fact of life: you could almost say a biological fact. So a man shouldn’t be surprised, let alone outraged, if his boss says to him: “Well, maybe we could arrange something for a while, but it won’t help you when it comes to promotion.”

Women’s nature is different from men’s: they’re not so narrowly competitive. A normal man likes to divide his week clearly: forty hours or so (maybe partly on the train) with his mind on the job, and evenings and weekends with his family. That makes sense, and there’s a long tradition behind it.

**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. Make a start on the two questions raised at the end of the passage set in Section 2, being careful to consider reasons for and against any views you put.
2. Using the distinction drawn by Marjorie Reeves in the passage set in Section 3, describe two courses that you engage in now, or would like to engage in, one in further education and the other in higher. What in particular do you, or would you hope to, find valuable in these courses, and what weaknesses need to be guarded against by the teacher(s)?
3. Suppose that, for example in a café or on a farm or in a tuition agency, you are employing at least ten people. What guidelines do you give yourself as an employer – what Do’s and Don’ts? (Among other things, consider the question of flexibility of workplace and hours of work that is at issue in Section 4.)
4. How would you explain the famous statement in Shakespeare’s Sonnet CXVI “Love is not love which alters when it alteration finds”? Discuss the objection “But that’s obviously quite unrealistic.”
5. Explain some different uses of the word ‘discipline’. Why is it worth remembering that the similar Latin word ‘*disciplina*’ (a noun) is derived from the verb ‘*discere*’, meaning to learn?
6. Discuss several parts of this sentence recently quoted from the Principal of a secondary school: “At [this school], we know that we develop sensational young women, because we understand that education isn’t about knowledge transfer any more, education is about skill development, character development and vision.”
7. “Ideally both at home and at school, a child or teenager needs to discover and never to obscure the wonder of the fact that we humans have the **capacity to make choices,** for what we take to be good reasons, and to follow through on them. That’s the best defence against any pressure or inclination to get drunk or take drugs.” Discuss, with reference to objections you have or can imagine to anything in those two remarks.
8. Take just one area of study (for example Indonesian, or physics) which you have engaged in over several years, and describe the persons and/or the materials that have helped you in that study. Consider also whether anything that could have been remedied has hindered you in it.
9. Supposing that you had the ability to make a success of it in a particular sport you enjoy, explain why you would or would not like to be a professional sportsperson.
10. In an article by Sarah Boseley in *The Guardian Weekly* dated 19-25 February 2016, there are on the one hand these remarks: “Obesity-related conditions cost the NHS [the British National Health Service] over £6bn a year and rising. The diabetes bill is £9bn more”, followed by a quotation from Simon Stevens, the chief executive in England: “It’s not just the wellbeing of people in this country and our children, but … also the sustainability of the NHS itself.” On the other, she gives the view of a London GP, Sir Sam Everingham, that “all children should be taught cooking throughout their school career, and they need to run about much more”, and includes his citing of “the primary school [in Stirling, Scotland] that cut its obesity rate to zero by instituting a one-mile run – or walk – every day for all staff and pupils.” With some reference to these remarks, discuss how in your view the incidence of obesity could practicably be reduced in the country you know best, or one you know very well.
11. In what specific ways could public transport in your city, suburb or region be improved?
12. Describe and give examples of the kind or kinds of music prominent in your life now and/or in the past. Explain your delight in it or in them.
13. A says: “Without pressure we wouldn’t get things done.” B replies: “We’re not as lazy as that implies, and pressure is a very dangerous thing.” Discuss, with reference to actual and/or imagined examples.
14. Calling them A and B, compare and contrast two friends of yours.
15. Suppose you are asked to name three people from the past about whom especially you would like there to be biographies in a new school or public library. Seek to justify your choices.
16. “Whether for students or for the general public, a library should be a **comfortable** place, with sofas for example.” Discuss, and say what special features you think a library can valuably have.
17. “Simple food is best, preferably brought from not far away.” What considerations favour, and what go against, that view? What is your conclusion?
18. Describe a sporting match, or a theatrical performance, that you especially remember, with attention to what was unusual about it.
19. Describe and explain the importance of a particular discovery or invention.
20. Explain why you do or not consider that the Learningguild exam would be better if it **required** acquaintance with one or more set books. Supposing that there were to be one or more set books, which would you propose, and why, and how would you test acquaintance with it or them?