

LEARNINGGUILD

CERTIFICATE

IN

REASONING AND EXPRESSION

WRITTEN EXAMINATION

MAY 2014

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.

- a) As a recipient of endless emails, the commentary/abuse tends to split between one or another of two kinds.
- b) The British have not been as exposed with such art compared to the French, but there was a lot of favourable reviews.
- c) I want the footy to be fun or what's the point?
- d) Commentators would do well to forget what they aren't, such as cheerleaders for a result they reckon's good for Football.
- e) It has almost become a case of: whoever wins the studio vote, wins the argument.
- f) Selling shares in a falling market is the worst time to sell, don't make that mistake.
- g) The Australian tax office urging University students to sort out their super – which if they do will cost it revenue – isn't something I would have expected.
- h) When your sharing a meal at a restaurant dinner, don't have a salad, don't drink and then ask to pay less than others.
- i) Unlike the United States, speech in Australia is very limited.
- j) "Have you asked student counsellors", he said, "whence this policy emerged concerning late submission of essays?"
- k) This form will be considered as evidence for you to gain entry into the course.
- l) Cyclist's light or bright coloured clothes, which are then covered by a dark backpack, is a problem for motorists.

2. INSERTION OF PUNCTUATION, ETC.

(Recommended time: 15 minutes.)

The following passage is taken from near the end of Mavis Thorpe Clark's novel for young people *Pony from Tarella* (Heinemann 1959). Jim and Ivy are a married couple who have adopted a baby girl, Betsy. Sandy, nearly fourteen, has been staying with them for a holiday. He is an orphan who has for almost all his life been in one home or other for such children. Now Jim has told him that they would like to adopt him too.

Clark presents this passage in five paragraphs, four of them much shorter than the other. Write out the passage, also dividing it appropriately into five paragraphs, and provide appropriate punctuation, capital letters and apostrophes, and, for what you take to be quoted speech, pairs of double inverted commas.

Clark puts into italics, for emphasis, just one word. Underline just one word yourself, and briefly explain why you have chosen to emphasize that word.

all three were silent watching the fire betsy had altered the course of
 the lives of these two people this boy would alter it even further four
 now instead of two a wider horizon for them all with the older ones
 sharing the unfolding of the young and the young following the
 pattern that was there before them for sandy even the fire was
 different his fire dye think mr kingsley will give me a job here now he
 asked jim at last when you tell him im going to belong to you if he
 doesn't jim said hell lose his head stockman it was the way jim said it
 that told sandy hed never face problems alone again this man and this
 woman would share them and now bed said ivy who was always
 practical

3. EXPLANATION AND COMMENT

(Recommended time: 30 minutes.)

Below is a paragraph from an article entitled “Drug Dependence” in the 14 November 1968 issue of *The Listener*, the journal long published by the BBC (British Broadcasting Corporation). It is by W.D.M.Paton, who was at that time Professor of Pharmacology at Oxford. Read it in relation to what is asked of you on the opposite page, and then write your answers. Two single words, a pair, and a sentence are here italicized because questions are asked about them.

What can one say about the cost to the individual and to society of such a dependence? I would argue that my dependence on cornflakes implies no major cost to society. It's *theoretically* possible, therefore, that heroin dependence would also imply no major cost. But the *theoretically* possible is not endorsed by experience. One should point first of all to the death-rate among young heroin addicts, which is approximately 20 times the normal for their age. In a year or two of heroin addiction an effect comparable to [that of] a life of heavy smoking is achieved. Secondly, there is a set of almost new diseases – fulminating pneumonia, bacterial endocarditis, skin abscesses and thrombosed veins, and the abnormally high incidence of infectious jaundice in young people due to the carriage of the virus in dirty syringes from one addict to another. It is, in fact, reasonable that lack of medical care should occur in these people because the characteristic effect of the opiates is to make people ‘*care less*’. *One can also point to simple social misery and the social loss of young talent.* Lastly, there is a new, I think insufficiently appreciated point which carries the cost beyond that of the addict himself, and that is the infectiousness of the condition. One study has traced 40 addicts stemming from a single addict. So that I think one has to say that the social and personal cost of opiate addiction is appallingly heavy and that with an incidence of new cases of heroin addiction which is at present between 500 and 600 a year, one is dealing with a major medical emergency. This cost would be *mitigated* if you could cure the addiction, but it is an unhappy fact that the cure-rate is very low.

- i) Explain the meaning of EITHER 'theoretically' OR 'mitigated', as they occur in this passage, and explain what clue to the meaning of the word you choose is given in the sentence, or one of the sentences, in which it occurs.

- ii) Why do you think Paton puts 'care less' into the inverted commas (he uses single ones) of quotation? Describe the state he has in mind in a longer set of words that could complete the sentence after 'make people'.

- iii) Without using any word beginning with 'soci', explain and illustrate, in a few sentences, what Paton means by the whole sentence beginning with 'One can also point'.

- iv) Be specific about what you think can or could practicably be done, by governments, and/or within families, and/or within educational bodies, to minimize the number of those who become drug-addicted, and/or to help them in their efforts to recover. (Write about 200-250 words.)

4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes.)

Suppose that you are at an informal gathering in someone's home, and the subject of bullying (in schools and other educational institutions, including those linked to the armed forces, and in factories or businesses) has been discussed for some time. Imagine that a man named Doug then makes the remarks printed below. Explain to him first, with illustrations, the kinds of behaviour you count as bullying, and then **why you agree or disagree** with particular things he has said. (Write about 100 and about 250-300 words respectively.) Don't in this case refer with a number to a particular paragraph; you will be taken to have one in mind if you use such expressions as 'your point about ...'.

I always say "It's no good being unrealistic." Bullying happens; we may not like it, but it happens: it's human nature.

Those who take it upon themselves to tell us how to reason are always saying "Don't exaggerate." Well, I reckon that the problem of bullying is exaggerated. You go to the average school playground: most of the children are playing excitedly, and those who want to sit quietly are doing so, alone or with friends. There's a teacher about, I hope, in case of injury or big fights; how often does he or she come across serious cases of bullying?

To make your way in life, you have to develop a kind of wariness and a kind of toughness. The existence of bullies, when you're young, isn't altogether a bad thing: they lead you to be wary, and, if you are bullied, you can learn to put up with it for a while: it'll only be for a while.

As for those training to be soldiers, sailors or airmen, they certainly have to learn to stand up for themselves, and maybe to organize so that the bully, who's usually just one isolated individual, realizes he'd better stop.

In factories or businesses, no physical hurt is usually involved in the behaviour of so-called bullies. "Hurtful and persistent sarcasm"? Remember the saying "Sticks and stones may break my bones, but words will never hurt me." That's the attitude I'd admire in an employee of mine.

To try to get rid of the kind of "hurtful behaviour" that's now included in bullying would take an employer a great deal of snooping and consultation, and so time which (let's face it) he or she can't afford. There'd be no end to arguments about whether something was so bad, so unreasonable, that a person should be sacked for it.

Let's stop being preoccupied with bullying and be content to spread the message "Cooperate with others and get on with the job."

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) The matter of adoption was straightforward in the imagined case portrayed in the book from which the passage in Section 2 was taken. Write about two matters concerning adoption that can give rise to painful difficulties, and the policies that in your view deserve support.
- B) To what extent can idealism and realism, as attitudes to life, be combined? (Consider particular situations or types of situation.)
- C) Explain why you do or do not consider that the overall health and vigour of the population is much more important than the winning of Olympic medals or the achieving of other sporting triumphs. What are the practical implications of the view you hold?
- D) “Top people expect top incomes, so those who want to hear outstanding musicians or be taught by outstanding teachers must expect to pay accordingly for the privilege.” Discuss, with attention to more than one view.
- E) “Since excellence, by definition, is exceptional, it is futile for schools or universities to say that they pursue excellence: most of their students will not achieve it, just as most of them will not be leaders.” Discuss, with attention to the question what general aims (not just one) a particular kind of educational institution should have.
- F) The University of Melbourne’s motto consists of three words from the Latin poet Horace, translated as “I shall grow in the praise of posterity.” That of the Australian National University also consists of three words from another Latin poet, Virgil, translated as “to find out the causes of things”. Explain why each motto might have been adopted, and say which you prefer and why.
- G) “A reasonable exam is one in which at least 80% of the candidates gain a minimal pass or better.” Explain why you do or do not agree with that as (i) a definition of a reasonable exam, (ii) providing one good criterion for calling an exam reasonable. Unless you take the first view, say what you regard as such criteria. (Bear in mind that, as the exam you are taking illustrates, not every exam is related to a course.)
- H) “**Biography** (and related visual media, where they exist) should play a far more prominent role in the prescribing or guiding of children’s and teenagers’ reading and learning.” Discuss, with reference to particular biographies or films, etc.
- I) Present fairly a case for, and a case against, the compulsory closing at midnight of hotels and other places where alcoholic drinks are served, and give your reasons for preferring one case to the other.

- J) How can customers effectively influence companies not to tolerate unethical practices within them or by their suppliers? Give examples of such practices and of attempts to overcome them.
- K) “People should be free to say or write what they like, provided that” Say how you would complete that sentence, and defend your view with reference to cases on which there is a variety of views.
- L) Explain why you play many times a particular audio or audiovisual recording of a particular performance or speech that you admire. Answer the question that someone might ask: “What do you see in it?”
- M) Say, with reasons and examples, what changes you would like to see in the output of a particular radio or television station.
- N) “People who are obese shouldn’t be blamed for their obesity: blame rather the companies that sell sugary foods and drinks.” Discuss.
- O) “There is often a better alternative to PowerPoint, and its use is often of little help to the speaker.” Discuss with reference to particular situations or types of them.
- P) “Leaders of nations should be much readier than they usually are to attend to the views of neutral and impartial observers.” Discuss, with reference to at least two issues in dispute, why such observers may be little heeded, and what could be done to give them a more effective voice.
- Q) “If we are to be serious about dealing with climate change, we must” Complete that sentence, perhaps making it quite a long (but clear) one, and defend your view against objections.
- R) What, in your job or in your work as a student, gives you special satisfaction? Illustrate your answer with particular examples and explanation for someone unfamiliar with what you do.
- S) A says “We should discipline our emotions so that they are not contrary to reason.” B replies “How repressive that sounds!” A retorts: “Do you want your reason to be in conflict with your emotions?” Discuss some matters that arise here.
- T) “General criteria for a good holiday? No, they’re totally up to the individual.” Discuss, with examples.
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