Comprehension and interpretation (humanities) 1967

ACER
### COMMONWEALTH SECONDARY SCHOLARSHIPS
EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1968-69

**COMPREHENSION AND INTERPRETATION**

**HUMANITIES**

#### UNIT I

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT II

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT III

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>and</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>E</td>
<td>H</td>
<td>J</td>
<td>K</td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT IV

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT V

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>T</td>
<td>R</td>
<td>W</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT VI

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Afternoon Session
Thursday, 27th July

TURN OVER TO BACK OF THIS PAGE FOR UNITS VII TO XII
<table>
<thead>
<tr>
<th>UNIT VII</th>
<th>UNIT IX</th>
<th>UNIT XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>68</td>
<td>89</td>
</tr>
<tr>
<td>47</td>
<td>69</td>
<td>90</td>
</tr>
<tr>
<td>48</td>
<td>71</td>
<td>91</td>
</tr>
<tr>
<td>49</td>
<td>72</td>
<td>92</td>
</tr>
<tr>
<td>50</td>
<td>73</td>
<td>94</td>
</tr>
<tr>
<td>51</td>
<td></td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT VIII</th>
<th>UNIT X</th>
<th>UNIT XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>53</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>56</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>57</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>59</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMONWEALTH SECONDARY SCHOLARSHIPS
EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1968–69

COMPREHENSION AND INTERPRETATION
(HUMANITIES)

Afternoon Session, Thursday, 27th July, 1967

Time allowed: 2 hours

TEST BOOKLET. TO BE HANDED IN WITH YOUR ANSWER SHEET.

INSTRUCTIONS TO CANDIDATES

In this test you are required to study printed and pictorial material and to answer questions based on this material. There are 100 questions to be answered in two hours. You will obtain the best possible score if you observe the following points:

1. Work carefully through the questions in the order in which they are given.
2. Do not waste time. If, after making a genuine effort, you find a question too difficult, go on to the next question and come back to the difficult ones later.
3. If you think you know an answer give it, even if you are not certain that you are correct.

ANSWERING

In most cases you are required to select an answer from a number of choices and to indicate your answer by—

(a) printing the appropriate letter in the box on your answer sheet; and

(b) putting a circle around the appropriate letter.

For example, if your answer is choice D you would mark your answer sheet as follows:

\[ \boxed{D} \quad A \quad B\quad C\quad \boxed{D} \quad E \]

If you wish to change an answer, put a cross through both the letter in the box and the circle you have made previously. Then print your new answer in or near the box, and circle the letter which indicates your new answer.

\[ \boxed{\times} \quad B \quad A\quad \boxed{B} \quad C\quad \boxed{\times} \quad E \]

There is one question in which you are asked to choose two alternatives. In this case you will show your answer by printing and circling two letters on your answer sheet.

Questions 82–85 are to be recorded on your answer sheet in a different manner. Special instructions for these questions are given at the appropriate place in the examination paper.

Make any notes or calculations on the Test Booklet. Give only your answers on the Answer Sheet.

NOW look through this examination paper but do not start writing until the supervisor tells you to do so.
UNIT I—(Questions 1–5)

Read the following news report, and then answer the questions which follow:

Unpalatable Man

One of man’s earliest ancestors, says Anthropologist Louis Leakey, was a puny creature named *Kenya-pithecus africanus* that inhabited the earth 20 million years ago. Bones that Leakey found in his native Kenya are the basis of this conclusion. But they also raise a troubling question. How did the weakling those bones belonged to ever survive his hostile environment? He would have been no match for faster and more powerful carnivorous beasts, such as the forebears of lions and leopards, and man did not begin making weapons capable of warding off attacks from big cats until about 2,000,000 years ago.

The answer, Leakey has been telling audiences on his current U.S. speaking tour, may be simply that predatory animals cannot stomach man unless they are desperately hungry. "Nature endowed us, like the shrews," he says, "with something of either a nasty taste or smell."

Back in Kenya, Leakey has seen hungry lions walk through camps past sleeping, defenceless men to stalk and kill nearby antelope. On the rare occasions when they do kill a man, he says, they merely sniff at his body and walk away in disgust with nary a taste. He also notes, that the big cats feast on baboons but generally disdain chimpanzees, which are closer relatives of man and presumably give off their version of the manlike odour that these predators find so unattractive. "To this odour," Leakey believes, "we owe our survival. Man is not cat food."

1. Anthropologist Louis Leakey claims to have found evidence that:
   A. an early race of prehistoric men lived in Kenya.
   B. Kenya was the home of the first prehistoric man.
   C. the prehistoric man he has discovered walked on all fours.
   D. the prehistoric man he has discovered was more like a baboon than a human.

2. Leakey anticipated the criticism that:
   A. there were no prehistoric men earlier than 2,000,000 years ago.
   B. he could not tell that some bones were 20,000,000 years old.
   C. *Kenya-pithecus africanus* would be too small and weak to drive off carnivorous wild animals.
   D. only later did *Kenya-pithecus africanus* learn to make weapons strong enough for self defence.
3. Leakey defends his theory by claiming that:
   A. the prehistoric lions and leopards would have had a lot of other animals to eat and would not have worried *Kenyapithecus africanus*.
   B. modern lions and leopards do not like eating humans, so probably prehistoric ones didn’t either.
   C. there were no lions and leopards 20,000,000 years ago.
   D. the smell of humans annoys lions and makes them attack.
   E. prehistoric lions and leopards were, like prehistoric men, small and weak.

4. The nature and content of the report suggest that the writer has:
   A. presented a biased survey of Leakey’s argument.
   B. given an objective and comprehensive summary of Leakey’s argument.
   C. added ideas of his own to help strengthen Leakey’s argument.
   D. selected for presentation only the most entertaining aspects of Leakey’s argument.

5. Which one of the following best describes the style of the report?
   A. evocative
   B. academic
   C. popular
   D. detached
   E. lyrical
UNIT II—(Questions 6–11)

Read the following passage carefully, and then answer questions 6–11 below:

This is a snail shell, round, full and glossy as a horse chestnut. Comfortable and compact, it sits curled up like a cat in the hollow of my hand. Milky and opaque, it has the pinkish bloom of the sky on a summer evening, ripening to rain. On its smooth symmetrical face is pencilled with precision a perfect spiral, winding inward to the pinpoint centre of the shell, the tiny dark core of the apex, the pupil of the eye. It stares at me, this mysterious single eye—and I stare back.

Now it is the moon, solitary in the sky, full and round, replete with power. Now it is the eye of a cat that brushes noiselessly through long grass at night. Now it is an island, set in ever widening circles of waves, alone, self-contained, serene.

How wonderful are islands! Islands in space, like this one I have come to, ringed about by miles of water, linked by no bridges, no cables, no telephones. An island from the world and the world's life. Islands in time, like this short vacation of mine. The past and the future are cut off, only the present remains. Existence in the present gives island living an extreme vividness and purity. One lives like a child or a saint in the immediacy of here and now. Every day, every act, is an island, washed by time and space, and has an island's completion. People, too, become like islands in such an atmosphere, self-contained, whole and serene; respecting other people's solitude, not intruding on their shores, standing back in reverence before the miracle of another individual.

6. The author's purpose in this passage is primarily to:
   A. describe the shell and her island.
   B. make us understand her views.
   C. evoke in us some sense of her own emotion.
   D. analyse her own reactions to the island.
   E. retire into a private world from which the reader is excluded.

7. The last sentence has been omitted from the passage. Which of the following is it most likely to be?
   A. "An island is a lonely place."
   B. "The past is more important than the future."
   C. "A man without a cause is an empty shell."
   D. "We are all islands—in a common sea."
   E. "No man is an island unto himself."

8. The general feeling which the author is seeking to express in this passage could best be described as:
   A. love.
   B. power.
   C. harmony.
   D. desire.
   E. fear.

9. This feeling is more specifically expressed as one of:
   A. kinship with nature.
   B. sadness for lonely people.
   C. desire to help others find contentment.
   D. a sense of her own unimportance in the world.
   E. antagonism towards other people.
10. A legitimate objection to the style of this passage is that it is:
   A. prosaic.
   B. obscure.
   C. detached.
   D. evocative.
   E. sentimental.

11. Which of the following is most likely to be the title of another book by the same author?
   A. “Molluscs of the South Pacific”
   B. “Listen! The Wind”
   C. “Headhunters of the Coral Sea”
   D. “A Walk on the Wild Side”
UNIT III—(Questions 12–22)

Examine the cartoon below, and then answer the questions which follow:

Questions 12–15

12. The figure in the centre of the cartoon is a symbol of:
   A. self-determination.
   B. passive resistance.
   C. self-denial.
   D. emergent nationalism.
   E. the poor of Asia.

13. The figure on the left of the cartoon represents:
   A. America.
   B. feminism.
   C. India.
   D. European influence.
   E. gentleness.

14. The figure on the right of the cartoon represents:
   A. male dominance.
   B. Russia.
   C. aggression.
   D. China.
   E. industrialization.

15. What are the two figures on the platforms doing?
   A. Arguing with each other.
   B. Pleading each with the other to understand his point of view.
   C. Antagonizing the central figure.
   D. Seeking to influence the seated figure.
   E. Directing their comments at the reader.
Here is a passage presenting a point of view which is related to, but not identical with, the point of view presented in the cartoon. Read it carefully, and then answer questions 16–20 which follow:

To the intellectuals who remember or have learnt of the poverty, corruption, and weakness that characterized China before its Communist revolution, the new China cannot but seem an impressive material success, even if the means by which that success was attained are considered disreputable, and to the Indian masses, in village or city, the new China must loom as an intimidating power all the more awesome for being Asian. The debate over means and ends may captivate the intellectuals, but it can be argued not unreasonably that a starving peasant, hopeless of ever changing his condition through the slow and distant processes of the Indian (democratic) government, finds such discussion finally meaningless. He wants food and security, perhaps too a feeling of cultural pride, and if he cannot find them under one system of authority, he will turn to another. The very power China so closely represents may arouse fear and hostility; but may it not also arouse envy and even imitation? Both China and Japan, in their very different ways, have taken from Western culture, alien and repugnant, what they could not defeat. Success, as the history of nationalism irresistibly records, is infectious; and success is concerned (however regrettable this may be) with ends far more than with means. The traditional Hindu attitude of submission need not disappear because the traditional caste hierarchy does; it may be utilized by Communism on the left (or by militant communalism on the right, to avoid such an alternative) as a re-enforcement of its authority.

Questions 16–20

16. In this passage the author shows most sympathy for the position of:
   
   A. the Indian Government.
   B. China.
   C. the Indian intellectual.
   D. the Indian peasant.

17. According to the author, the most significant difference between the masses of India and its intellectuals in their attitude to China is that:

   A. the masses consider China more powerful than the intellectuals do.
   B. the intellectuals are aware of China's historical background, the masses are not.
   C. the masses are most impressed by the fact that the Chinese, like the Indians, are Asians; the intellectuals do not consider this to be important.
   D. the intellectuals find the methods used to attain China's present power at least debatable; the masses are not concerned with them.
   E. the masses do not think of others whereas the intellectuals do.

18. Which two of the following factors does the author of the passage appear to consider most crucial to the situation?

   A. India's traditional caste hierarchy
   B. the "new" China
   C. India's present government
   D. the position of the Indian masses
   E. the opinions of the intellectuals
   H. the influence of Western culture
   J. the history of nationalism
   K. militant right-wing communalism
19. The author's attitude to Communism in India in this passage is most accurately summed up as one of:

A. thoughtful argument that the influence of Chinese Communism could be a powerful factor in India's future development.
B. forceful insistence that Communism will inevitably dominate Indian politics.
C. tentative suggestion that the new China is an influence in India which should not be overlooked.
D. eager acceptance of the power of China and its influence in India.
E. indifference, since he himself is neither Indian nor Asian.

20. "In the recent border struggle between India and China, Communist strength was made agonizingly apparent while the Indian army and civil administrators frequently appeared both ineffective and inefficient."

To which of the following of the author's statements does this add most weight?

A. "The debate over means and ends may captivate the intellectuals but a starving peasant finds such a discussion finally meaningless."
B. "The very power that China so closely represents may... also arouse envy and even imitation."
C. "Both China and Japan have taken from Western culture what they could not defeat."
D. "The traditional Hindu attitude... may be utilized by Communism on the left (or by militant communalism on the right...)."

Questions 21 and 22

These questions require you to refer to both the passage and the cartoon.

21. Which one of the following is referred to in the passage, but is not represented in the cartoon?

A. Indian intellectuals
B. China
C. Indian democracy
D. Indian masses
E. hunger

22. Which one of the following do the passage and cartoon both suggest as part of the attitude of the Indian masses?

A. indifference to other sections of the community
B. hostility to the leaders of the community
C. determination to fight for their survival
D. a concern with ends rather than with means
UNIT IV—(*Questions 23–27*)

Below are five comments on current world issues. In each case select from the four alternatives (A, B, C, D) the one which best sums up the meaning of the comment.

23. "Australia is an Asian country but her past marches ahead of her present."
   A. An increased quota of Asian migrants into Australia could only benefit Australia.
   B. War in Asia threatens Australian security and she must ally herself with the U.S. for present and future defence.
   C. Australia's historical links with Europe inhibit her now in her dealings with her Asian neighbours.
   D. Cultural exchanges with Asian countries would greatly benefit present Australian attitudes.

24. "Sharpeville is not in South Africa. It is at the end of the High Street, just beyond the espresso bar."
   A. The threat of revolution is always imminent.
   B. Coffee bar patrons are the same sort of people in South Africa as anywhere else.
   C. Racial discrimination and violence can be found universally.
   D. Teenage gangs are not exclusively a South African problem.

25. "The winds of change in Asia are caused by European chickens coming home to roost."
   A. Underdeveloped nations cannot be forced into democratic forms of government.
   B. The unrest in Asia today can be traced to attitudes developed during the period of European dominance.
   C. The development of a poultry industry could alleviate food shortages in Asia.
   D. European aid and technology are essential for the economic development of Asia.

26. "Although the tensions in today's world are primarily ideological between East and West and racial between Negroid and Caucasian, the fundamental tension tomorrow will be one of living standards between North and South."
   A. Communism in Africa and Latin America poses, in the long-term viewpoint, the real threat to the democracies of Europe and North America.
   B. The politically right wing "white" races are increasingly incurring the enmity of the left wing "coloured" races because of their much higher standard of living.
   C. The future will see a lining up of North America, Russia, and Western Europe against the less prosperous Afro-Asian nations.
   D. Regardless of race and creed the world will split into two camps—the affluent north and the indigent south.

27. "The past twenty years have clearly demonstrated one principle for imperialists—that dams, schools and steel mills cannot buy off the ballot-box. The higher the bid, the quicker the sale is closed—against the imperialist."
   A. In these days dominating a colony by armed force is less effective than ruling by the popular support which can be won through economic aid.
   B. The age of imperialism is over. Within a few decades there will be no colonies and no foreign rulers.
   C. Economic development of a colony by its colonial ruler serves only to encourage demands for self-determination.
   D. Imperialist nations are losing their colonies because they have all made the same mistake—too little economic aid, too late.
UNIT V—(Questions 28–36)

On the opposite page, and on page 12 are a series of maps. Questions 28–33 (on this page) refer only to the maps on the opposite page. When you have done them, turn over and answer the questions on the next set of maps.

Examine Maps 1 and 2 carefully and then answer questions 28–33.

28. You will notice that Map 2 has been divided into six rectangular sections. These six sections can be identified by letters as follows:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>H</td>
</tr>
</tbody>
</table>

In which section of Map 2 (A, B, C, D, E, or H) is the port area shown on Map 1 located? Print and circle the letter of your choice on your answer sheet.

Questions 29–33

Considering the evidence of Maps 1 and 2 only, for each of the statements 29–33 below, print on your answer sheet the appropriate letter (A, B, C, or D) according to whether the evidence:

A. shows the statement to be TRUE.

B. gives some SUPPORT to the statement, but is insufficient to show it to be true.

C. shows the statement to be FALSE.

D. suggests the statement is UNLIKELY to be true, but is insufficient to show it to be false.

29. The area of land in Map 1 is less than the area of land in Map 2.

30. The people who live in this area depend on a simple agricultural economy.

31. One of the main exports from the port on Map 1 is chemicals.

32. The river is tidal at least as far upstream as the port area.

33. The main port of the area shown in Map 2 is situated upstream.
Questions 34–36

These questions are based on Maps 3 and 4 (opposite page) only.

There was an interval of four years between the surveys of Maps 3 and 4.

34. On Map 4 you will see four townships which have been identified by letters. Which one of these four locates the township shown on Map 3?

T
R
W
S

35. Which one of the following directions describes the location of the higher land on Maps 3 and 4?

A. North
B. South
C. South-west
D. South-east

36. Of the changes which appear to have occurred in the interval of four years, which one of the following is certainly true?

A. The drainage of the area has been improved.
B. The area of pasture has been increased.
C. The course of the river has been straightened.
D. Transport facilities have been extended.
UNIT VI—(Questions 37–45)

This unit consists of two passages related to the planning of new towns. Answer the questions on each passage, then answer questions 43–45 which refer to both passages.

Passage 1—(Questions 37–39)

The industrialists are free to build where they like. Naturally they prefer to be close to markets, and unless tied to a coal deposit or other source of raw material they will always settle in the metropolis, the centre of administration and political lobbying. From his own point of view the industrialist is fully justified in preferring to remain near the big city. Labour is plentiful, ancillary services are available, costs of distribution are minimized, and the product can be made available to the consumer at the lowest possible cost, that is, at the lowest possible cost to the entrepreneur. But another set of costs has to be considered, that is, social costs. Up to the present social costs have been almost entirely ignored, and because it is cheaper to the industrialist to build in the capital, the public authorities, acting on the assumption that private enterprise is always right, have strained every nerve to provide the power, housing, transport, sewers and other services that the industrialist needs, despite the cost. In terms of social values, the disadvantage of overconcentration of industry and population is two-fold. In the first place it adds to the congestion of traffic, the loss of time in travel to work and delivery of goods, and the costs of remedial town planning measures that will sooner or later become essential. In the second place by concentrating in one centre the population which could otherwise be located in three or four cities suitably located throughout the State, it deprives rural areas of services which could otherwise be readily available to them.

37. By “social costs” the author of Passage 1 means the cost:

A. of entertaining.
B. of ancillary services.
C. to the community.
D. to the public authorities.

38. The author of Passage 1 suggests that “social costs” have been largely ignored by public authorities because:

A. the cost is the most important factor for the purchaser.
B. public authorities believe private enterprise knows what is best.
C. public authorities believe social values are unimportant.
D. the industrialist must have power, housing, transport, sewers and other services.

39. The writer implies that the “social costs” can be minimized by:

A. reduction of time spent in travel.
B. decentralization of industry.
C. provision of additional ancillary services.
D. easing traffic congestions.
Passage 2—(Questions 40–42)

When people talk of "new towns" they are usually referring to deliberately planned projects of some size, which include not only the building of houses, but provision for, and active encouragement of, industry to provide an adequate number and range of jobs for the town's inhabitants, plus a certain minimum range of services and amenities . . . The New Towns Act of 1946 empowered the government to set up and finance Development Corporations which would themselves have the power to acquire and hold land, to carry out the necessary building and letting operations and to operate electricity or gas undertakings and so on. The corporations were simply publicly-financed developers charged with making their development an economic proposition. The guiding lines of common policy were that each completed town should be fairly small, around 50,000, and that it should provide a balanced industrial and social structure. This was interpreted to mean that it should reflect the main occupational and social character of the whole country: not that it should have its "quota" from the national structure of so much heavy industry, so much metal manufacture, food processing, boots and shoes, etc., but that as between general manufacturing and the so-called "service" industries (distribution, public utilities, professional service), it should reflect the national structure . . . On the matter of physical planning within the towns there is general agreement that the town of 50,000 should be divided into units of three, five or seven thousand, and these units should be the basis of provision of primary schools, day-to-day shopping facilities and other frequently used services. In Aycliffe, for example, they have decided that 2,000 people form a "natural social unit"; such a population will provide enough infants for one nursery school; shops are thus within walking distance for a woman with a pram; and the unit provides a neat round for one milkman.

40. The division of the New Towns into "natural social units" is most adequately described as an attempt to provide:

A. enough infants for a nursery school.
B. a neat round for one milkman.
C. all local services necessary to its residents.
D. schools and shopping facilities.

41. As outlined in Passage 2, the New Towns can best be described as examples of:

A. decentralization of industry and population.
B. centralization of industry and population.
C. a number of "natural social units".
D. planned and integrated communities.

42. The New Towns reflect the national structure by:

A. having the same proportion of heavy industry, metal manufacture, and food processing as the rest of the nation.
B. providing an adequate number and range of jobs for the town's inhabitants.
C. having the same general balance of industry as the rest of the nation.
D. having a full range of services available for the inhabitants.
Questions 43–45 are based on both passages.

43. With which one of the following comments on the New Towns scheme would the writer of Passage 1 be most likely to agree?

The New Towns scheme is:

A. unjustified government control of labour and population.
B. a justified attack on private enterprise and uncontrolled industrialists.
C. an attempt to lower the neglected “social costs” of centralization.
D. economically unsound because industrialists should be free to build where they like.

44. Which of the following features of the New Towns scheme would the writer of Passage 1 be least likely to support?

A. the decentralization of industry and population
B. the setting up of “natural social units”
C. the attempt to provide “a balanced industrial and social structure”
D. the setting up of “Development Corporations” to operate the scheme

45. The writer of Passage 1 sets out four reasons why industrialists prefer to remain near a large city (fourth sentence). Which one of these reasons is least likely to be satisfied by the New Towns scheme?

A. a plentiful supply of labour
B. the availability of ancillary services
C. the minimizing of distribution costs
D. the cost to the consumer
UNIT VII—(Questions 46–51)

In the course of a study of the wedding rites of Polynesian islanders, you come across an interpretation in one book which differs markedly from the interpretation offered in another. In order to help you decide which is more likely to be reliable, you collect some information about the authors. The following statements, each of which can be assumed to be correct, are what you found. Considering each statement separately, print on your answer sheet:

A. if the statement would incline you to **ACCEPT** this author's interpretation.

B. if the statement would incline you to **DISCARD** this author's interpretation.

C. if the statement would incline you to treat this author's interpretation **WITH CAUTION**, but not to discard it.

D. if the statement is **NOT DIRECTLY CONNECTED** with the author's interpretation on this issue.

46. This author is Professor of Anthropology at a leading university.

47. This author is a well known atheist.

48. This author's work has often been used as supporting evidence by other anthropologists.

49. The interpretation offered by this author is still being debated in the anthropological journals.

50. A Professor of Anthropology at a leading university has pointed out inconsistencies inherent in this author's interpretation.

51. This author has done a great deal to popularize anthropology.
UNIT VIII—(Questions 52–67)

Below are five examples of poetry, each one typical of certain characteristics of the age in which it was written. On the basis of these examples, and of their distinctive characteristics, you are to classify each of the other examples (questions 52–67) A, B, C, D, or E according to the following classification:

A. SEVENTEENTH CENTURY (METAPHYSICAL) .. If they* be two, they are two so
As stiff twin compasses are two,
Thy soul the fixt foot, makes no show
To move, but doth if the other do.
* "they" refers to the souls of the poet and his beloved.

B. EIGHTEENTH CENTURY (AUGUSTAN) .. A little Learning is a dangerous thing;
Drink deep, or taste not the Pueran spring:
There shallow draughts intoxicate the brain,
And drinking largely sobers us again.

C. EARLY NINETEENTH CENTURY (ROMANTIC) As when upon a trance’d summer-night,
Those green-robed senators of mighty woods,
Tall oaks, branch-charmed by the earnest stars,
Dream, and so dream all night without a stir.

D. LATER NINETEENTH CENTURY (VICTORIAN) Death closes all: but something ere the end,
Some work of noble note, may yet be done
Not unbecoming men that strove with Gods.

E. TWENTIETH CENTURY (MODERN) .. Shall I say, I have gone at dusk through narrow streets
And watched the smoke that rises from the pipes
Of lonely men in shirt-sleeves, leaning out of windows? . . .

I should have been a pair of ragged claws
Scuttling across the floors of silent seas.

Questions 52–67

52. I love to see the old heath’s withered brake
Mingle its crimped leaves with furze and ling,
While the old heron from the lonely lake
Starts slow and flaps his melancholy wing;

53. Thou canst not every day give me thy heart;
If thou canst give it, then thou never gavest it:
Love’s riddles are, that though thy heart depart,
It stays at home, and thou with losing savest it.

54. ’Tis easy to resign a toilsome place
But not to manage leisure with a grace;
Absence of occupation is not rest,
A mind quite vacant is a mind distressed.

55. Therefore all seasons shall be sweet to thee,
Whether the summer clothe the general earth
With greenness, or the redbreast sit and sing
Betwixt the tufts of snow on the bare branch
Of mossy apple tree . . .

56. Big Mister Little,
Lonely mister,
Wanders in the wonder of wind and water
And winter sprung into spring.
57. Though harmony through all their numbers flowed,
And genuine wit its every grace bestowed,
Nor genuine wit, nor harmony, excuse
The dangerous sallies of a wanton Muse:

58. I have met them at close of day
Coming with vivid faces
From counter or desk among grey
Eighteenth-century houses.

59. Yet 'neath a curtain of translucent dew,
Bathed in the rays of the great setting flame,
Hesperus, with the blast of Heaven, came,
And lo! Creation widened in man's view.

60. If thou be'st ice, I do admire
How thou couldst set my heart on fire;
Or how thy fire could kindle me,
Thou being ice, and not melt thee.

61. But count the reach of my desire
Let this be something in Thy sight:
I have not, in the slothful dark,
Forgot the Vision and the Height.

62. Pains, reading, study are their just pretence,
And all they want is spirit, taste, and sense.
Commas and points they set exactly right,
And 'twere a sin to rob them of their mite.

63. And therefore her decrees of steel
Us as the distant Poles have placed,
(Though love's whole world on us doth wheel)
Not by themselves to be embraced.

64. has anybody seen
an us out there
wandering wondering
anywhere?

65. No stir of air was there,
Not so much life as on a summer's day
Robs not one light seed from the feathered grass
But where the dead leaf fell, there did it rest.

66. So to address our spirits to the height,
And to attune them to the valiant whole,
That the great light be clearer for our light,
And the great soul the stronger for our soul.

67. Love, of this clearest, frailest glass,
Divide the properties, so as
In the division may appear
Clearness for me, frailty for her.
UNIT IX—(Questions 68–77)

On the left you will see reproductions of two paintings, labelled respectively 1 and 2, which show the different reactions of two artists to the same material. Look carefully at the two paintings, and then answer questions 68–77 which follow. Questions 68–71 refer to painting 1, questions 72–73 refer to painting 2, and questions 74–77 require you to consider both paintings to answer them.

Questions on Painting 1 only

68. Which of the following has the artist made most use of in gaining his effect in this picture?
   A. variations in light and shade
   B. solid rectangular shapes
   C. contrasting curves
   D. repetition of circular forms

69. The source of light in the picture is most probably:
   A. back, centre.
   B. top, centre.
   C. front, left.
   D. back, left.
   E. cannot be determined.

70. The major concern of the artist in this picture has apparently been to:
   A. present a balanced design.
   B. paint without respect to exterior reality.
   C. reproduce the recollection of an emotion.
   D. reproduce as faithfully as possible what he has actually seen.
   E. explore the tension between ideas and feeling.

71. Which one of the following statements is most directly applicable to this painting?
   A. The function of art is to hold a mirror up to nature.
   B. The artist is creating a language for himself, to communicate with himself and not with others.
   C. Distortion is meant to stand for the transfiguration which artists impose on the exterior world so as to intensify it.
   D. Ancient art and thought were in some sort linear, leisurely; modern art is active, determined, compact.
   E. The artist shows a capacity for invention which is used to explore his ideas of the world about him.
Questions on Painting 2 only

72. This picture was most probably intended to:
   A. explore an idea.
   B. show different types of arches.
   C. experiment with light and shade.
   D. improve on the external appearance of the aqueduct.

73. Which one of the following is the artist least concerned with in painting 2?
   A. the presentation of a balanced design
   B. painting without respect to exterior reality
   C. reproducing an impression
   D. painting the scene as most people would see it
   E. showing the significance of acute observation

Questions involving BOTH paintings

Questions 74–77 are to be recorded on your answer sheet in a different manner.

On your answer sheet there are two columns, labelled 1 and 2, referring to Paintings 1 and 2 respectively.

Below is a series of statements, each of which could apply to Painting 1 only; to Painting 2 only; to both paintings; or to neither painting. For each of the statements 74–77 below, print in the appropriate column:

A. if the statement APPLIES to the particular painting.
   X. if the statement does NOT apply to the particular painting.

E.g. (i) The artist has signed his name on this painting.

The correct answer to this question would be recorded on your answer sheet thus:

```
1 2
X A
```

74. The subject material in the painting has been simplified and modified in order to achieve a more expressive form.

75. The individual shapes in the painting have been presented with a three-dimensional effect.

76. The essential methods of the artist are intuitive and sensational.

77. All the shapes in the painting are of a similar solidity.
UNIT X—\textit{(Questions 78–80)}

Read the following news report, and then answer the questions which follow:

\textbf{How to Behave Underground, or Subways Are Not for Sleeping}

For 4,600,000 passengers a day, the New York City subway system offers the world’s longest ride. Last week, to make that ride pleasant, the Transit Authority issued a list of 39 new, delicately detailed rules regulating the behavior of passengers both on trains and in stations, and for good measure, on buses as well.

To judge from some of the rules, the city’s subway riders are not only surly but strange. Among the prohibited activities: riding on the roof, waving a flag, making a speech, bringing aboard dirty clothing or bedding (subways are not for sleeping). Also forbidden: holding a meeting, singing, dancing or playing a musical instrument, and changing into a bathing suit in a station rest room. The rules may be ticklers but they are no joke: violators face $25 fines and ten days in gaol.

78. Which one of the following rules, if quoted, would be \textit{inconsistent} with the tone of the report?

Passengers are not allowed to:

A. prevent the train crew from blowing a whistle.
B. eat food which requires the use of a knife and fork.
C. throw confetti at the driver while the train is between stations.
D. prevent a blind person from bringing a guide dog into the train.
E. cause a pet monkey to interfere with the ticket office.

79. The rule you have selected in question 78 is inconsistent with the tone of the report because:

A. it contains nothing which we could see as funny.
B. it is so ridiculous that nobody would behave that way anyhow.
C. it is already dealt with by one of the rules quoted in the passage.
D. the wording is different in form from that of the rules quoted.
E. it is an inappropriate subject about which to make rules.

80. The way in which this report is written could best be described as:

A. sarcastic.
B. whimsical.
C. aggressive.
D. comprehensive.
UNIT XI—(Questions 81–88)

Below is a cartoon from a British newspaper which comments on the performance of Mr. Wilson, the British Prime Minister. Look at it carefully, then answer questions 81–88 which follow.

81. Which one of the following best describes Mr. Wilson's initial approach as it is seen by the cartoonist?
   A. resolution  
   B. lack of forethought  
   C. efficient attack  
   D. brute force

82. The cartoonist's approach to his subject can best be described as:
   A. whimsical.  
   B. analytical.  
   C. satirical.  
   D. impartial.

83. In the cartoon, Wilman sees TUC, Rhodesia, and our role in this world as:
   A. opportunities for further success.  
   B. a chance to enhance the prestige of his government.  
   C. obstacles which he can overcome.  
   D. tasks which are increasingly beyond his capacity.  
   E. situations in which he is facing opposition.

84. The cartoonist sees TUC, Rhodesia, and our role in this world as:
   A. opportunities for further success for Mr. Wilson.  
   B. chances to enhance the prestige of the British Government.  
   C. obstacles which Mr. Wilson can overcome.  
   D. tasks which are increasingly beyond Mr. Wilson's capacity.  
   E. situations in which Mr. Wilson is facing opposition.
85. Which one of the following contributes least to the change in the appearance of Wilman in the series of drawings?

A. the size of the mouse
B. the size of Wilman
C. Wilman’s cloak
D. the size of type Wilman’s comment is made in
E. the way Wilman smokes his pipe

86. The most important function of the mouse in this series of drawings is to:

A. express and confirm the growing doubt as to whether Wilman can effectively deal with the matters shown in the cartoon.
B. represent the strength of the support Mr. Wilson can rely on from his electorate for each of his statements.
C. express the cartoonist’s sympathy with Wilman’s feelings, thus strengthening their impact on the reader.
D. provide the humour in an otherwise politically barbed cartoon.
E. sum up for the reader the cartoonist’s personal reaction to each of Wilman’s statements.

87. Which one of the following is the most accurate interpretation of the meaning of the cartoon?

A. Mr. Wilson refuses to face the implications of his attitudes to major issues both at home and abroad.
B. Mr. Wilson is increasingly unable to cope with each successive issue shown in the pictures.
C. The more clearly defined the issue is the more Mr. Wilson fumbles in his handling of it.
D. The cartoonist criticizes Mr. Wilson for the way he approaches TUC, Rhodesia and Britain’s role in this world.

88. There is a humorous relationship between the last picture of the series and what Wilman says in the first picture of the series. This depends primarily on:

A. a change in Wilman’s attitudes.
B. a double meaning in the words Wilman uses.
C. the size of the mouse.
D. the nature of the problem Wilman is facing.
E. the expression on Wilman’s face.
UNIT XII—(Questions 89–100)

Here is a passage (the paragraphs of which have been lettered a, b, c, d) which presents an unusual and highly individual point of view on the subject of killing and cruelty. It was written by a Japanese who was a prisoner of the British during World War II. Read the passage carefully, and then answer questions 89–96 which follow.

Passage 1

(a) I believe that there is no universal standard for measuring degrees of cruelty. What determines the degree of cruelty of an act is the type of culture or structure of a society and not any universal values or moral standards. Europeans are free to criticize other people by their own standards but I believe that it is not necessary for us to adopt or imitate their standards.

(b) I doubt whether we Japanese can really understand the Europeans’ attitude towards the animals they raise. They take care of their pigs. Pigs are important food. To take care of live-stock and to slaughter them does not present any contradiction . . . . In Europe dealers in hides and leather or butchers often had respectable places in society.

(c) But since no one, whether European or Asian, enjoys killing living beings, Europeans had to find a way of justifying their acts. It seems to me that Christianity worked out such a justification. Animals were created by God for a human purpose: to be used by human beings and to be eaten by them. I believe that Christianity is the religion in which the most rigorous distinction is made between human beings and all other creatures.

(d) Once people become accustomed to making this rigorous distinction and disregard the fact that the distinctions between men and other animals are often subtle and graded (what right do we have to assume that apes or dogs are more like beetles or worms than we are like apes?), people seem to develop a strange psychological mechanism which enables them to react to different kinds of living beings in completely different ways. Sometimes this rigorous distinction between human beings and animals created for human use seems to be drawn in different places in order to justify irrational attitudes. Difference of religion or difference of the colour of the skin have often caused certain people to be treated as animals rather than as human beings. Once they are regarded as somehow not properly “human” in the way that European Christians are, a miserable fate awaits them. People do not seem to feel the same kind of pangs of conscience when they kill or wound them. They can kill these “half-human” beings with the same indifference and cold-bloodedness with which they slaughter their animals.

Questions on Passage 1

89. According to the writer of this passage, the degree of cruelty of an act is determined by:

A. universal moral standards.
B. European Christianity.
C. attitudes to the slaughter of animals.
D. social and cultural factors.

90. To the Japanese, the behaviour of Europeans appears inconsistent in that they:

A. draw a distinction between human beings and other creatures.
B. both care for their animals, and slaughter them.
C. profess to be Christians while practising slaughter.
D. treat certain people as animals rather than as human beings.
91. If we were told, in a footnote to paragraph (b), that several traditional Japanese dishes, such as sukiyaki, are meat dishes, and that beef from the Kobe district is much prized for its succulence, then it is reasonable to infer from paragraph (b) that:

A. the Japanese are vegetarians.
B. the Japanese are conscious hypocrites.
C. in Japan butchers are regarded as socially "inferior".
D. the Japanese import all their meat from abroad.

92. An **unstated** assumption on which the author's argument in paragraphs (c) and (d) is based is that:

A. all Europeans are influenced by Christian teaching.
B. Christianity provided Europeans with a justification for their acts.
C. Europeans are naturally more cruel than Asians.
D. Europeans enjoy killing animals.

93. The author sees Christianity as drawing a rigorous distinction between man and other forms of life. According to the author, one result of drawing this distinction is that it:

A. enables Europeans to draw a further distinction between some human beings and others.
B. causes Europeans to dislike animals.
C. causes Europeans to dislike Asians.
D. allows Europeans to kill other human beings with the full support of their religion.

94. A major **stated** objection to the drawing of this distinction between man and other forms of life is that it:

A. contains a strange psychological mechanism.
B. creates artificial barriers between people.
C. ignores the subtleties and gradations among living things.
D. is an irrational attitude.

95. There is a shift in the writer's reasoning in paragraph (d). Which one of the following best indicates the nature of this shift?

A. Europeans ———> Christians ———> killers
B. Animals ———> non-humans ———> half-humans
C. Killers ———> Christians ———> Japanese
D. Half-humans ———> Japanese ———> Christians

96. Which one of the following expresses the probable **underlying** purpose of the writer in this passage?

A. to explain the customs of Europeans to the Japanese
B. to analyse human attitudes to cruelty
C. to justify the attitudes and actions of Europeans
D. to account for the attitudes of Europeans towards the Japanese
Here is another passage which presents a different, but equally individual, point of view on a similar theme. It was written by a French volunteer on the anti-fascist side in the Spanish Civil War (1937). Read it carefully, keeping in mind the passage you have already read, and then answer questions 97 and 98, which are based on both passages.

Passage 2

I have never seen . . . anyone who expressed, even in private conversation, repugnance or disgust for, or even only disapproval of, unnecessary bloodshed. You talk of fear. Yes, fear has played a part in these killings; but where I was I did not find that it played as large a part as you ascribe to it. Men to all appearances courageous, when dining with friends, would relate with a warm, comradely smile how they killed priests or “fascists”—a word of elastic meaning. I felt that whenever a certain group of human beings is relegated, by some temporal or spiritual authority, beyond the pale of those whose life has a price, then one finds it perfectly natural to kill such people. When one knows one can kill without risk of punishment or blame, one kills; or at least one smiles encouragingly at those who kill. If at first one feels some revulsion, one hides it, stifies it, fearing to seem lacking in virility. There seems to be in this some impulse or intoxication which it is impossible to resist without a strength of mind which I am obliged to consider exceptional, since I have not found it in anyone. On the contrary, I have seen sober Frenchmen whom I had not previously despised—men who of their own accord would never have thought of killing anyone—plunging with obvious relish into that blood-soaked atmosphere. The very aim of the struggle is blotted out by an atmosphere of this kind. Because the aim can be formulated only in terms of the public good, the good of human beings; and human beings have no value . . . . One sets out as a volunteer, with ideas of sacrifice, only to find oneself in a war of mercenaries, with a great deal of unnecessary cruelty thrown in.

Questions 97 and 98

97. The two writers agree on the point that:

A. cruelty is instinctive.

B. cruelty and killing are largely a product of European culture.

C. Christianity has given Europeans a justification for their attitudes to cruelty and killing.

D. attitudes to cruelty and killing are conditioned by social forces.

98. Which one of the following statements from Passage 2 expresses an idea which is basic to the argument put forward in Passage 1?

A. “When one knows one can kill without risk of punishment, or blame, one kills . . . .”

B. “. . . whenever a certain group of human beings is relegated . . . beyond the pale of those whose life has a price, then one finds it perfectly natural to kill such people.”

C. “. . . the aim can be formulated only in terms of the public good, the good of human beings; and human beings have no value . . . .”

D. “There seems to be in this some impulse or intoxication which it is impossible to resist without a strength of mind which I am obliged to consider exceptional. . . .”
Question 99

Here is a third passage, this time by a sixteenth century writer:

Passage 3.

Now... I finde (as farre as I have been informed) there is nothing in that nation that is either barbarous or savage, unless men call that barbarisme which is not common to them. As indeed, we have no other ayme of truth and reason, than the example and Idea of the opinions and customes of the countrie we live in.

99. The argument expressed in Passage 3 is most similar to that expressed in:

A. Paragraph (a) of Passage 1.
B. Paragraph (b) of Passage 1.
C. Paragraph (c) of Passage 1.
D. Paragraph (d) of Passage 1.
E. Passage 2.

Question 100

Here is a section of a poem, the writer of which adopts a moral position towards the problem.

But cursed are dullards whom no cannon stuns,
That they should be as stones;
Wretched are they, and mean
With paucity that never was simplicity.
By choice they made themselves immune
To pity and whatever moans in man
Before the last sea and the hapless stars;
Whatever mourns when many leave these shores;
Whatever shares
The eternal reciprocity of tears.

100. Which one of the following adopts a moral attitude and tone most similar to that of the poet?

A. Paragraph (a) of Passage 1.
B. Paragraph (d) of Passage 1.
C. Passage 2.
D. Passage 3.

NOW CHECK BACK OVER YOUR ANSWERS