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AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH  
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Candidate's Number

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

## WRITTEN EXPRESSION

Morning Session, Wednesday, 26th July, 1967

Time allowed : Two hours

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TEST BOOKLET. TO BE HANDED IN WITH YOUR ANSWER SHEET

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### GENERAL INFORMATION AND INSTRUCTIONS

#### THE TESTS

This paper contains six tests.

#### TIMING

The following table shows the maximum time you should spend on each test before going on to the next one :

| <u>Test</u> | <u>Suggested time</u> |
|-------------|-----------------------|
| 1           | 15 minutes            |
| 2           | 15 minutes            |
| 3           | 25 minutes            |
| 4           | 15 minutes            |
| 5           | 15 minutes            |
| 6           | 35 minutes            |

If you finish any test in less than the recommended time, go straight on to the next test. If you finish the whole paper before time is up, you may go back and work on any of the tests.

#### WORKING AND ANSWERING

##### Tests 1 and 2

Work carefully through the questions in the order in which they appear.

Do not waste time on any one question ; if necessary go on to the next question and come back to the difficult ones later.

If you think you know an answer, give it, even if you are not certain that you are correct.

Rough work for Tests 1 and 2 should be done in this Test Booklet.

Answers to Tests 1 and 2 are to be given on the front page of the Answer Booklet.

##### Tests 3, 4, 5 and 6

Instructions for these tests are printed in this Test Booklet. Write each composition in the ruled space provided for that particular test in the Answer Booklet. If you wish you may use the blank spaces in the Answer Booklet and on the back page of this Test Booklet to plan these compositions. Where a suggested length is given for a composition, this is for your guidance, and compositions will not be penalized merely because they differ from the suggested length.

Now look through this examination paper and study the instructions for each test but do not start answering until the supervisor tells you to do so.

**Test 1** (*Suggested time : 15 minutes*)

Here is a story about the way a panther broke into a hut in order to rescue her cubs.

The story has been divided into five sections (numbered 1-5) and for each section four alternatives A, B, C, and D are given. Select from the four alternatives the one which you think is best, taking into account the clarity, correctness and appropriateness of expression. Write the letter you have chosen in the box opposite the appropriate number on the front page of the Answer Booklet and also put a circle around the same letter in the set printed beside the box.

1. A. At the very moment when the two indignant hunters were examining the carcass of the cow, the panther was at the cabin door, listening. She could hear quite distinctly the whimpers of her young.  
 B. Just when the two upset hunters were glancing at the dead cow's body, the panther was intently listening at their cabin door. The murmurs of her cubs reached her quite easily.  
 C. Listening at the cabin door, the panther could distinctly make out her cubs' presence. At that time, the two hunters were surveying their dead cow.  
 D. While the panther was at the cabin door listening, the two hunters were indignantly looking at the cow's carcass. The panther could clearly hear her cubs crying.
  
2. A. She tried the heavy door and although it creaked it did not open or break. Then she saw the window which was quite near. Clambering on to her hind legs, she peered through it.  
 B. The heavy door squeaked as she leant against it but she could not break through it. However, near the door there was a window. Standing on her hind legs, she looked through it.  
 C. The door groaned under her weight as she butted it, but she did not succeed in getting in that way. Next noticing a window nearby, she reared on to her hind legs to see through it.  
 D. She pushed against the heavy door till it creaked, but there was no entrance for her that way. Close by was the window. Standing on her hind legs, she stared in.
  
3. A. Her eyes raked the room several times before she discerned her two cubs in a box. This was in a corner. And when the panther saw it she forgot to proceed cautiously.  
 B. At last she saw the two cubs lying in a corner in a box of rags and straw. All her caution vanished.  
 C. A little while later she succeeded in locating her cubs in a corner. They were lying in a box of rags and straw. She immediately threw all caution to the winds.  
 D. Finally, she ascertained that her two cubs were lying in a box of straw and rags. After this she no longer proceeded cautiously.
  
4. A. Reaching the window-sill, she fractured the glass with her head and shoulders and crammed herself through the gap. In leaping to the floor the frame of the window came with her, stuck on her rear legs.  
 B. Having mounted the window-sill, she used her body to break the glass. Then she squeezed through the opening and then jumped to the floor with the frame.  
 C. Climbing on the sill, she shattered the glass with her head and shoulders. She gradually eased herself through the opening but in doing so pulled part of the window with her to the floor.  
 D. Leaping to the window-sill, she dashed her head and shoulders through the glass, and sprang to the floor taking part of the window with her.
  
5. A. She twisted free of this encumbrance, hurried to the box of rags. She collected one of the cubs by the sagging skin of its neck. Then, she jumped through the window with it and deposited it in the long grass behind the barn.  
 B. Writhing free of this, she quickly moved to the box of rags and grabbing one of the cubs by the flabby skin on its neck, lifted it through the window and into the tall grass behind the barn.  
 C. Freeing herself, she darted to the box of rags, snatched up one of the cubs by the scruff of its neck, bounded through the window and carried the cub to the tall grass behind the barn.  
 D. She wriggled free of this hurriedly and ran to the box of rags and straw. Then she picked up one of the cubs by the skin on its neck and took it through the window with her. She hid it in the tall grass behind the barn.

Test 2—Vocabulary (Suggested time : 15 minutes)

In the passage below a certain word, or a group of words, has been underlined and numbered. You are to replace each such underlining with a single word of approximately the same meaning.

Next to each question in the Answer Booklet, a letter or letters of the required word are given and the number of additional letters is indicated by short lines — — —.

Example (i) It was taken for granted that we had adequate knowledge of the project.  
(i)

A seven letter word beginning with "A" and having approximately the same meaning as the underlined phrase, is ASSUMED. The remaining letters are therefore printed in the Answer Booklet. This has been done for you. If you make a mistake, cross out your answer and print your new answer above it. PRINT YOUR ANSWERS IN BLOCK CAPITALS.

But what patients find quite unintelligible<sup>1</sup> is the apparently ingrained unwillingness<sup>2</sup> of even the kindest hospital officers to tell them anything—especially about the nature and probable course of their illness or about its implications for their family and business affairs. Besides throwing into disorder<sup>3</sup> the life that must go on outside the hospital, this professional mystery-mongering can hardly fail to hinder<sup>4</sup> the patient's recovery. In the general practitioner's surgery he has usually been treated as a reasonable<sup>5</sup> and trustworthy<sup>6</sup> being with a valid<sup>7</sup> interest in his own health, but once restricted<sup>8</sup> to hospital he is regarded simply as a "gastric", empty<sup>9</sup> of mind and will. It may be that hospital physicians and surgeons are trained not to make use of the patient's active help, but to rely on the evidence of their own senses, and therefore wish to give the patient's mind no chance to muddle<sup>10</sup> or distort that evidence. What they fail to realize<sup>11</sup>, however, is that nothing short of a general anaesthetic can render ineffective<sup>12</sup> an active mind; it can only be enlisted or made hostile<sup>13</sup>. Nothing is more calculated to discourage<sup>14</sup> a patient, to weaken<sup>15</sup> his trust<sup>16</sup> in his treatment, and to keep him seething with powerless<sup>17</sup> rage<sup>18</sup> than to be fobbed off with empty words of encouragement<sup>19</sup> and pacifying<sup>20</sup> lies when he wants to know and co-operate.

**Test 3 (Suggested time : 25 minutes)**

Read the following short passage.

“Invention of the plough brought many innovations in working the land. A still wider gap was created between higher and backward civilizations, since the larger agricultural output gained from the plough not only encouraged a growth in population but also allowed the formation of reserves over and above the quantities absorbed in local consumption. The reserves were available for export and the promotion of trade, which led to a general increase in wealth and to a higher standard of life.”

Here are two summaries giving the main points of the passage and arranged so that the meaning of the original is clear to anyone reading either of the summaries :

*Example A.—*

INVENTION OF THE PLOUGH

1. Effects of increased productivity

- (i) population growth.
- (ii) export of surplus production developed trade.
- (iii) accumulation of wealth and higher living standards.

2. Result

Greater disparity between civilizations.

*Example B.—*

EFFECTS OF INVENTION OF PLOUGH

1. Innovations in land use by higher civilizations.

2. Their advantage over backward-civilizations increased by :

- (i) population growth ;
- (ii) development of trade by export of surplus products ;
- (iii) consequent higher living standards.

These are of course only two of the possible ways of summarizing the passage above.

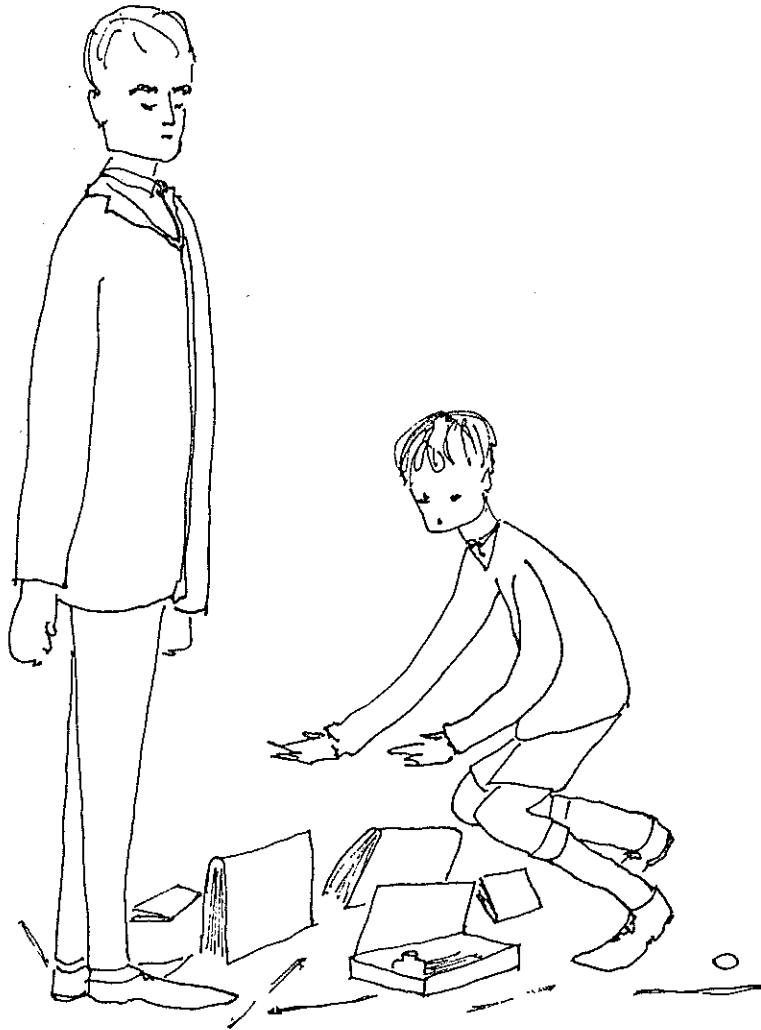
Read the longer passage which follows and summarize it in orderly note form, including all the important points given in the passage. You are required to construct one summary only.

Write your answer on Page 3 of the Answer Booklet.

“Chinese society at the beginning of this period was still a purely feudal one in the political and economic meaning of the word. It included three main classes : aristocracy, peasants, and slaves. The main concerns of the nobles were sacrificial ceremonies and warfare. The land belonged to them, but of course the princes of the several feudal states claimed rent and *corvée*\* from their aristocracy. The peasants were hereditary tenants of the fields they tilled ; this tenancy could not be sold nor transferred to others. They had to pay dues to the aristocracy in grain, cloth, and labour. Actually their life was not far better than that of the slaves. The latter were mostly prisoners of war or their descendants ; they had two main functions, household work and the tilling of the fields. But the intensive farming of northern China, with its horticultural aspects, was not conducive to a real slave economy, like that developed in Italy in late republican times.

The wars of the fifth-third centuries B.C. caused a progressive impoverishment and decay of the aristocracy, as well as a considerable diminution of the hereditary slaves. Aristocracy as such ceased to exist and their lands passed into the possession of new social elements, rich peasants and merchants. Land was and remained for a long time the only effective form of investment. Thus people disposing of large amounts of cash invested it in land ; and not being able or willing to cultivate such large areas themselves, they let it out to tenants at a high rent. The owners kept on their estate some members of the family to supervise their tenants, but themselves usually lived in the nearest town. Lesser cultivators became clients and protégés of the big land-owners. The latter enjoyed not only the prestige and influence conferred upon them by their wealth, but even functioned *de facto* as tax collectors. These wealthy proprietors became gradually the centre of all social, political, and educational life ; bureaucracy was mostly drawn from their ranks, since only men of substance could afford the means for imparting to their sons the education and training needed for passing the state examinations successfully. Thus Han society revolved around the two poles of the rich land-owners and of the mass of the tenants.”

(\* *corvée* = forced labour performed by a vassal for his lord.)

**Test 4—Conversation** (*Suggested time : 15 minutes*)

Write the conversation, between the two people in the above picture, on page 5 of your Answer Booklet. Your answer should be between half a page and one page in length.

**Test 5—Explanation** (*Suggested time : 15 minutes*)

Imagine that you are writing for a school magazine a short article to be read by children about to transfer from the top class of a primary school to a secondary school.

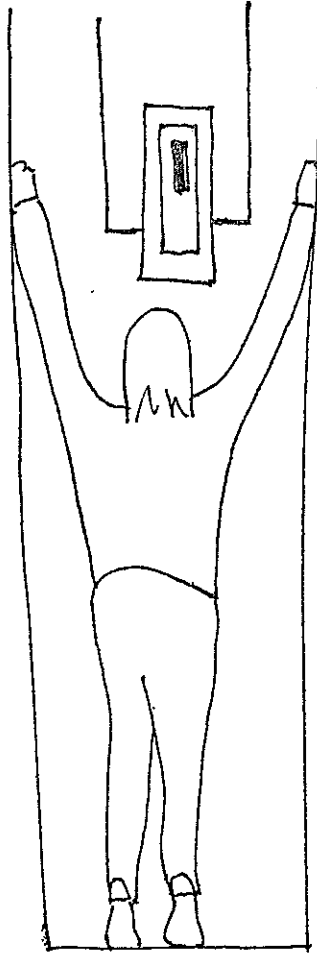
In their school, they are used to having all their lessons in their own class-room with only one teacher.

Your task is to explain to them the usual secondary school organization which makes use of different teachers for different subjects and requires the use of special rooms for some subjects.

Do not forget that your article is supposed to be written for children about to leave primary school.

Write your answer, which, if possible, should not exceed one page in length, on page 7 of your Answer Booklet.

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**Test 6** (*Suggested time : 35 minutes*)

Use the picture above, which you may interpret in your own way, as the basis for a piece of creative writing. This may take the form of a story, description or reminiscence for which the picture could serve as an illustration, or may take any other form you wish.

In judging it, effectiveness and accuracy of expression will be taken into account, as well as the extent to which you succeed in sustaining the interest of the reader. Write your answer on pages 9 and 11 of your Answer Booklet.

(Suggested length—about 350 words.)