

7-30-1969

## Written Expression 1969

ACER

Follow this and additional works at: <http://research.acer.edu.au/csse>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

### Recommended Citation

ACER, "Written Expression 1969" (1969).  
<http://research.acer.edu.au/csse/14>

This Assessment is brought to you by the ACER Archives at ACEReSearch. It has been accepted for inclusion in Commonwealth Senior Scholarship Examination by an authorized administrator of ACEReSearch. For more information, please contact [repository@acer.edu.au](mailto:repository@acer.edu.au).

School Number

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Candidate's Number

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH  
FREDERICK STREET, HAWTHORN  
VICTORIA, 3122

COMMONWEALTH SECONDARY SCHOLARSHIPS

EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1970-71

# WRITTEN EXPRESSION

Morning session: Wednesday 30 July 1969

Time allowed: two hours

---

TEST BOOKLET TO BE HANDED IN WITH YOUR ANSWER BOOKLET

---

## GENERAL INFORMATION AND INSTRUCTIONS

This booklet contains the instructions for four tests.

It is suggested that you spend approximately 30 minutes on each test, but a particular test may take you more or less time than this. However, it is important that you spend some time on each of the four tests.

It is expected that you will be able to complete your answers in the two hours and that you will probably have time to go over your work and make any alterations which you feel would improve it.

Write each of your answers in the separate booklet, in the ruled space provided for that particular test. No writing is to be done in this instruction booklet. Any planning or rough work should be done in the blank space provided in the answer booklet for each test.

Be careful to **start** each of your answers on the correct page:

Test 1 on **page 2**      Test 3 on **page 10**  
Test 2 on **page 6**      Test 4 on **page 14**.

In marking your essays, the correctness of your expression will be taken into account. However, particular credit will be given for clear, lively, vivid and appropriate presentation of material.

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: 30 minutes)*

Sand—grit—dust.

Between toes, fingers—under nails—in cupboards and on shelves.

Draw on your own experience to create an impression of sand, of grit, of dust.

## TEST 2

*(suggested time: 30 minutes)*

Towns or cities mean different things to different people. Four different reactions are given in the material below and on the opposite page. Study this material, comparing these reactions with your own.

Little boxes on the hillside,  
Little boxes made of ticky-tacky,  
Little boxes, little boxes,  
All the same.

There's a green one, and a pink one,  
And a blue one and a yellow one,  
And they're all made out of ticky-tacky,  
And they all look just the same.

And the boys go into business  
And marry and raise a family,  
And they all get put in boxes, little boxes,  
All the same.



JOHN BRACK

One of the fascinations of a large city is the immense variety of human activities taking place behind the seemingly anonymous and endlessly undifferentiated rows of houses. One will repeatedly find oneself walking down a street, perhaps late in the evening, and wondering what may be going on under the bright lights showing through a line of drawn curtains. The facades of the houses cannot tell us, proclaiming nothing but an architectural conformity to the tastes of some group that may not even inhabit the street any longer.

When you're all alone,  
and life is making you lonely,  
you can always go—DOWNTOWN.

When you've got worries,  
all the noise and the hurries  
seem to help, I know—DOWNTOWN.

Just listen to the music of the  
traffic in the city,  
linger on the sidewalk,  
the neon lights are pretty.  
How can you lose?

The lights are much brighter there,  
you can forget all your troubles,  
forget all your care,  
so go—DOWNTOWN.

It will be great when you're  
DOWNTOWN,  
No finer place for sure  
DOWNTOWN,  
Everything's waiting for you.

Write about what towns or cities mean to you.

### TEST 3

(suggested time: 30 minutes)

Read the following extract from *The Observer*, 5 January 1969.

#### DEATH EVERY 45 MINUTES

Washington: 4 January

A fiercely argued debate here on the psychological impact on viewers of television violence has confronted the public with this information:

That the average American between his second and sixty-fifth year spends 3,000 entire days (nearly nine years of his life) simply sitting watching TV;

That by the time a five-year-old child in the United States enters kindergarten, he has already spent more time learning about the world from the family TV set

than is spent by a BA student in a classroom throughout his college years; That what both the adult and the child are watching all this time are programmes containing (according to a recent average week) an incident of violence every 14 minutes and a killing every three-quarters of an hour.

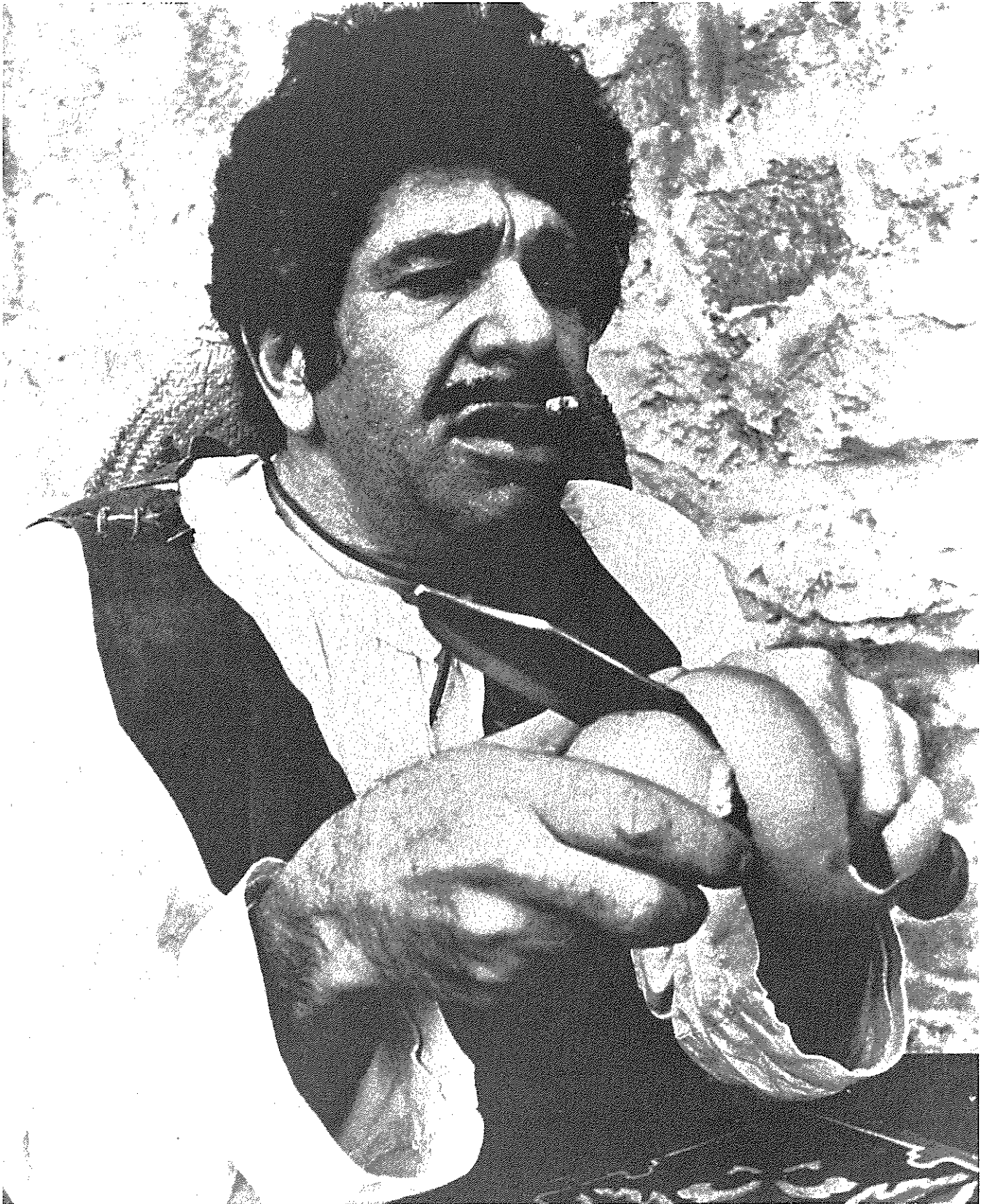
These staggering facts have emerged from evidence presented to the National Commission on the Causes and Prevention of Violence.

Express your reaction to and opinions on the issues presented in this newspaper report as clearly and coherently as you can.

## TEST 4

(suggested time: 30 minutes)

Look at the picture below. Imagine that you have seen and talked to this man. Describe him so that your reader will know how he looked and acted.



### ACKNOWLEDGEMENTS

Malvina Reynolds: *Little Boxes*

Time (April 5, 1969): *The Man*

Peter Berger: An extract from *Invitation to Sociology*

Tony Hatch: *Downtown*

John Brack (Courtesy of the trustees of the National Gallery, Victoria): *5 o'clock, Collins Street*