

Australian Council for Educational Research (ACER)

ACEReSearch

Commonwealth Senior Scholarship
Examination

ACER Archives

7-28-1966

Comprehension and interpretation (humanities) 1966

ACER

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



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

Recommended Citation

ACER. (1966). Comprehension and interpretation (humanities) 1966. Australian Council for Educational Research. <https://research.acer.edu.au/csse/27>

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.

--	--	--	--	--	--

COMPREHENSION AND INTERPRETATION

HUMANITIES

Multi-Aptitude Batteries - 26(a)
 LIBRARY (29)
 AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH
 UNIT 11, HAWTHORN, E. 2,
 VICTORIA.

UNIT I

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

UNIT II

13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	

UNIT III

28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	and
54	and

55	
56	

UNIT V

57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	

UNIT VI

69			
70			
71			
72			
73			
	X	Y	
74			
75			
76			
77			
78			
79			
80			
81			
82			
83			
84			
85			
86			
	X	Y	Z
87			
88			
89			
90			

Afternoon Session
Thursday, 28th July

Candidate's Number

--	--	--	--	--	--

COMMONWEALTH SECONDARY SCHOLARSHIPS

EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1967-68

**COMPREHENSION AND INTERPRETATION
(HUMANITIES)**

Afternoon Session, Thursday, 28th July, 1966

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 90 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 will be required to select one answer from four or five alternatives, and to indicate your choice by writing the appropriate **number** (1, 2, 3, 4 etc.) on your Answer Sheet.

In other cases you may be asked to select more than one alternative. In such cases you will show your answer by writing two or three numbers.

CHANGING AN ANSWER

If you wish to change an answer, cross it out and write your new answer beside it. Make quite clear which answer you finally choose.

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 (12 questions).

The following passage compares slum areas in South Africa and India. Read it carefully, and then answer questions 1-12 below.

I have seen slums in South Africa that looked like a disease of the earth, with the rusted tin and boxwood shanties rotting where they stood. But still they have seemed human habitations, with children making the movements and noises of children, with an essentially human resistance in the flash of a newly washed white sheet seen through a doorway or the violence of a woman's stride across the street. In India I saw slums that were like some disease of humanity itself . . . There seemed to be no movement in them apart from that which I and my companions made ; we might have been walking through a series of photographs. I remember especially one gaunt old woman who was leaning against the doorway of her shack and whose huge eyes did not flicker as we wandered past, hardly a yard from her face. These were people who seemed to have given up living while they were still alive.

Questions 1-7.

Examine carefully each of the statements (1-7) below and, using only the information given in the above passage, write in the appropriate space on your Answer Sheet :

- 1 if the author of the passage would AGREE with the statement.
- 2 if the author of the passage would DISAGREE with the statement.
- 3 if the passage contains no information concerning the statement.

1. Poverty is found in both South Africa and India.
2. In both South Africa and India non-whites are probably poor.
3. Slum dwellers in India resist poverty.
4. Poverty in South Africa and India results from complex social and economic conditions.
5. Slum dwellers in South Africa have retained their humanity in the midst of poverty.
6. Overpopulation has greatly increased the number of slums in India.
7. There is a vitality in the South African slums which is lacking in the Indian ones.
8. Which of the following is the most accurate statement of the underlying attitude of the passage?
 - 1 Poverty and human degradation are inevitable and so must be accepted.
 - 2 Poverty develops the finer qualities in human character as it presents a challenge.
 - 3 Poverty has no effect on the essential human qualities and so is relatively unimportant.
 - 4 Poverty tends to degrade humanity unless it is resisted.
9. Which one of the following best describes the attitude of the old woman ?
 - 5 acceptance
 - 6 apathy
 - 7 resentment
 - 8 aloofness

10. The phrase *disease of humanity itself* (underlined) suggests

- 1 that slums are susceptible to disease in the same way as humans are.
- 2 that people who live in slum areas are more likely to become diseased.
- 3 that poverty has produced decay in the inhabitants as well as in the slums.
- 4 that slums are like diseased people.

11. The phrase *series of photographs* (underlined) is used to convey a sense of

- 5 stillness.
- 6 quietness.
- 7 unreality.
- 8 objectivity.

12. Select from the following words the one which most accurately describes the style of the passage :

- 1 detached
- 2 curt
- 3 graphic
- 4 imaginative

GO STRAIGHT ON TO NEXT PAGE.

UNIT II (15 questions)

Light verse can derive its humour from many different sources. Some of these are suggested by the categories listed below. You are an editor preparing an Anthology of Light Verse, and it has been decided that the anthology will have **five sections**, as follows :

- 1 THE TONGUE IN THE CHEEK The humour lies in the IMPLICATIONS, in what is left unsaid.
- 2 THE STING IN THE TAIL .. The humour lies in the UNEXPECTEDNESS of the conclusion.
- 3 THE FLY IN THE OINTMENT .. The humour lies in the lighthearted, IRREVERENT approach to the solemn or serious. This section includes Parody—the irreverent imitation of a poem, or style of poetry.
- 4 THE CUCKOO IN THE BATHTUB The humour lies in the sheer ABSURDITY, in nonsense for its own sake.
- 5 MY WORD The humour lies in the unusual or surprising USE OF WORDS, rhymes etc., or in the double meanings of words.

For each of the following examples of light verse, place on your Answer Sheet the **number** corresponding to the section of the anthology in which you would place it. Note that some of them are straightforward, while some of them derive their humour from more than one source. Your task in the latter case is to classify them according to the **main** source of their humour.

13. Oh ! dewy was the morning upon the first of May,
And Dewey was The Admiral down in Manila Bay,
And dewy were the Spaniards' eyes—those orbs of black and blue,
And dew we feel discouraged ? I dew not think we dew !
14. There was a young girl in the choir
Whose voice rose higher and higher,
Till one Sunday night
It rose quite out of sight,
And they found it next day on the spire.
15. I put my hand upon my heart
And swore that we should never part—
I wonder what I should have said
If I had put it on my head.
16. There was an old man from Darjeeling
Who boarded a bus bound for Ealing.
He saw on the door :
'Please don't spit on the floor',
So he stood up and spat on the ceiling.
17. People who live in Chateaux
Shouldn't throw tomateaux.
18. Beneath this stone, a lump of clay,
Lies Arabella Young,
Who on the 24th of May
Began to hold her tongue.

19. The common cormorant or shag
Lays eggs inside a paper bag ;
The reason you will see no doubt
It is to keep the lightning out.
But what these unobservant birds
Have failed to notice is that herds
Of wandering bears may come with buns
And steal the bag to hold the crumbs.
20. Solomon McTavish lies in this ground.
Don't jingle money when walking around.
21. I sprang to the rollocks and Jorrocks and me,
And I galloped, you galloped, he galloped, we galloped all three . . .
Not a word to each other ; we kept changing place,
Neck to neck, back to front, ear to ear, face to face ;
And we yelled once or twice, when we heard a clock chime,
'Would you kindly oblige us. *Is that the right time ?*'
As I galloped, you galloped, he galloped, we galloped, ye galloped,
They two shall have galloped ; *let us trot.*
22. When England's multitudes observed with frowns
That those who came before had spoiled the towns,
'This can no longer be endured' they cried,
And set to work to spoil the countryside.
23. If you would have success, young man,
And earn the fattest fees,
Then study all you can, young man,
At the universities !
You may not learn a lot, young man,
But you'll get there—by degrees.
24. Billy, in one of his nice new sashes,
Fell in the fire and was burned to ashes ;
Now, although the room grows chilly,
I haven't the heart to poke poor Billy.
25. O bards of rhyme and metre free
My gratitude goes out to ye
For all your deathless lines—ahem !
Let's see now . . . What IS one of them ?
26. I had a duck-billed platypus when I was up at Trinity,
With whom I soon discovered a remarkable affinity.
He used to live in lodgings with myself and Arthur Purvis,
And we all went up together for the Diplomatic Service.
27. Little drops of water,
Little grains of sand,
Make the milkman happy
And the grocer bland.

UNIT III (27 questions)

The five passages printed below present the views of *five different people* on the problems of racial prejudice. Read each carefully and then, using the information contained in it, answer the questions on each passage.

Passage A (the writer of this passage is a negro)

I discovered that I did not want my son ever to feel toward me as I had felt toward my own father. He had died when I was eleven, but I had watched the humiliations he had to bear, and I pitied him. But was there not, in that pity, however painfully and unwillingly, also some contempt? For how could I know what he had borne? I knew only that I was his son. However he had loved me, whatever he had borne, I, his son, was despised. Even had he lived, he could have done nothing to prevent it, nothing to protect me. The best that he could hope to do was to prepare me for it; and even at that he had failed. How can one be prepared for the spittle in the face, all the tireless ingenuity which goes into the spite and fear of small, unutterably miserable people whose greatest terror is the singular identity, whose joy, whose safety, is entirely dependent on the humiliation and anguish of others?

28. Which one of the phrases below most nearly describes the feeling that the writer had for his father?

- 1 Compassionate resentment.
- 2 Anxious concern.
- 3 Restrained anger.
- 4 Confused uncertainty.
- 5 Painful disgust.

29. Which one of the five phrases listed in Question 28 most nearly describes the writer's feelings about the treatment of negroes?

30. Which one of the five items listed below does the writer suggest as the principal motive underlying racial intolerance?

- 6 Pleasure from injuring others.
- 7 Fear of coloured races.
- 8 The misery of human existence.
- 9 The need for reassurance about one's self-importance.
- 0 The absence of any other means of protecting society from contamination by coloured races.

31. The writer had a feeling of contempt for his father because :—

- 1 his father had shown him no love.
- 2 his father had done nothing to protect him from insult.
- 3 he (the writer) was despised for his inherited colour.
- 4 his father was a coward.
- 5 he had watched his father being humiliated.

32. The most important device whereby the author obtains his effect in this passage is :—

- 6 the use of long words.
- 7 metaphor (the use of vivid comparisons).
- 8 inversion (the reversing of the normal word order).
- 9 repetition.
- 0 rhetorical questions (the use of questions not requiring an answer).

Passage B

After a careful investigation of the results of a great number of tests, Garth, an American professor of experimental psychology, comes to the conclusion that "differences so far found in the intelligence of races can be easily explained by the influence of nurture and of selection"; that those races which appear from the tests to be inferior have never been properly educated; and that to some extent their low scores are due to their resistance to the European social life by which they are surrounded. This resistance, he says, may not be a sign of inferiority, but the reverse. He says, finally, "any disposition on our part to withhold from these, or similar, races, because we deem them inferior, the right to a free and full development to which they are entitled is simply making false excuses for actions which are based on race prejudice; and such an attitude is inexcusable in an intelligent populace."

Questions 33-37.

Examine carefully the statements below on the basis of the information given in the passage, and classify each according to whether it is :

- 1** simply a restatement of factual information (not an opinion or conclusion) given in the passage.
- 2** an opinion (as distinct from an observed fact) with which Professor Garth would be likely to AGREE.
- 3** an opinion with which Professor Garth would be likely to DISAGREE.
- 4** a statement which cannot be classified as **1**, **2**, or **3** because there is insufficient evidence in the passage to enable you to be certain.

33. Coloured races are not entitled to the benefits of a proper system of education.

34. Some races score lower on tests of intelligence than other races.

35. Intelligent people should not be prejudiced towards other races.

36. Racial prejudice is excusable in unintelligent people.

37. Over a period of years Professor Garth investigated differences in the intelligence of many races.

38. Which one of the five statements below best expresses the substance of the second sentence (underlined) ?

- 5** The greater the resistance shown to European social life, the greater the intelligence of one race compared to all other races.
- 6** People who obtain low scores on intelligence tests do not participate in European social life.
- 7** Europe is decadent.
- 8** Ability to resist imposition of alien customs is possibly a sign of higher intelligence.
- 9** Intelligence in non-European races may be indicated by the extent to which they dislike European social customs.

Passage C

The first essential to the success of any nation, and particularly of any democracy, is a national unity of mind. Its citizens must be *one people* . . . they must have common instincts and racial and national purpose. Any class, race, or group of people which is permanently antagonistic to the spirit and purpose of the nation has no place in a democracy. The negro, so far in the future as human vision can pierce, must always remain in a group *unable* to be a part of the American people. His racial inferiority has nothing to do with this fact ; the unfitness applies equally to all alien races and justifies our attitude toward Chinese, Japanese, and Hindus. No amount of education can ever make a white man out of a man of any other color. It is a law on this earth that races never can exist together in complete peace and friendship and certainly never in a state of equality.

39. As stated in the passage, the author's main objection to coloured races is that they :

- 1 are inferior to white people.
- 2 do not have common instincts.
- 3 are antagonistic to whites, and therefore dangerous.
- 4 are not capable of being educated.
- 5 form an alien group which destroys the unity of the nation.

40. The author of Passage C writes as if he is :

- 6 offering a tentative argument for the reader's consideration.
- 7 completely confident that his attitude to negroes is right.
- 8 working out a solution to the question of the position of negroes in America.
- 9 confident of the reader's critical interest in the material he is presenting.
- 0 presenting a factual statement on the position of the races in America.

41. An assumption underlying the fifth sentence (underlined) is that :

- 1 there is nothing wrong with negroes.
- 2 all races have the right to be different.
- 3 attitudes to other races should be justified.
- 4 the racial inferiority of negroes is indisputable.
- 5 Chinese, Japanese, and Hindus are all equal.

42. Which one of the following policies would the author of Passage C be likely to support most enthusiastically?

- 6 Removal of immigration restrictions to allow the entry of highly educated coloured immigrants.
- 7 Reduction of the amount of income tax paid by white Americans.
- 8 Enlargement of army forces stationed in South-east Asia.
- 9 Restriction of the right to vote to people born in America only.
- 0 Confinement of all Indians to reservations.

Passage D

It has been shown that living things develop by a natural process called the "survival of the fittest". This means that those living things which are most efficient in living and superior in characteristics live longer and spread more widely over the globe than their less successful brethren. The operation of this natural law can be seen in the strength of the tiger, the speed of the deer and the camouflage of the chameleon.

As in the animal world, so is it with the human species. Those humans possessing superior characteristics, those characteristics which lead to success in life, gather to themselves the fruits of wealth and power to which their outstanding endowments entitle them. Only the best survive, the weak and poor are lost. So human society develops, continually progressing and becoming more efficient. There is little need then to mourn inequalities in human existence, to deny the right of some to rule, the duty of others to serve. Behind the manifestation of human racial superiority and inferiority one can discern the marvellous machinery by which nature ensures that the human race rises to higher and higher levels of existence.

43. Which one of the following statements is a conclusion which is not supported by the arguments advanced in Passage D ?
- 1 The longer the life span of a nation, and the more widely it is dispersed over the globe, the greater is that nation's superiority.
 - 2 The progress of human society depends on the inequality of human races.
 - 3 The dominance of certain races over others is both inevitable and right.
 - 4 There is little variation in ability and success among individuals of the same race.
 - 5 The poorer nations of the world are obliged to serve the wealthier ones.
44. Which one of the following statements is best supported by the argument advanced in Passage D ?
- 6 Strength, speed and the ability to change colour are characteristics of the human species.
 - 7 White people are not superior to other races.
 - 8 A negro of superior characteristics will receive rewards consistent with his abilities.
 - 9 Most weightlifters are wealthy.
 - 0 The brutality of one race to another contributes to the progress of human society.
45. The author of Passage D can most accurately be described as arguing by
- 1 contrasting the success of superior peoples with the poverty of inferior peoples.
 - 2 proving human beings and animals are alike.
 - 3 assuming that the process of development of humans and animals is parallel.
 - 4 presenting factual material from which the reader may draw his own conclusions.
 - 5 offering a series of unfounded assertions from which he draws a series of conclusions.

Passage E

Before proceeding with this discussion, I must insert a few paragraphs to dispose of a common fallacy which one often hears privately even in the North. This is to the effect that it has been clearly established that a coloured student on the average is inherently inferior to a white student. No such generalization has been established, and in my view the difficulties in obtaining evidence that would validate or, for that matter, clearly negate such a position are virtually insurmountable. However, it has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement. Anyone who thinks they do not, simply has not visited widely among American schools.

46. Which one of the following statements is the most accurate summary of the author's major point ?
- 1 Before any decision can be made about the relative merits of coloured and white students, a great deal of research is needed.
 - 2 The clearest evidence we have on the argument over the merits of white and coloured students is about the influence of environmental forces.
 - 3 Widespread visits to American schools would disclose that there are many brilliant coloured students.
 - 4 If coloured students were given the benefit of similar community and family backgrounds they would do just as well as white students.
 - 5 Success is more dependent on community and family background in the case of a coloured student than it is in the case of a white student.
47. Which one of the following statements would the author of Passage E be most likely to agree with ?
- 6 A child's scholastic success depends on his own intrinsic ability.
 - 7 The ability of a child from a poor area can never be fully developed at school.
 - 8 The American education system does not cater adequately for children from different backgrounds.
 - 9 Success at school is determined by the quality of the teaching.
 - 0 A child's colour will determine to a large extent his degree of academic success.
48. The major appeal of the writer of Passage E is to the reader's
- 1 prejudices on racial issues.
 - 2 loyalty to his own racial group.
 - 3 ability to think about the material presented.
 - 4 emotional involvement in the subject discussed.
 - 5 interest in American schools.

Questions on All Five Passages

Questions 49–54 require you to refer to all or some of the passages already looked at. Here are the passages again, all together, to make it easier for you to refer to them in answering these questions.

Passage A (the writer of this passage is a negro).

I discovered that I did not want my son ever to feel toward me as I had felt toward my own father. He had died when I was eleven, but I had watched the humiliations he had to bear, and I had pitied him. But was there not, in that pity, however painfully and unwillingly, also some contempt? For how could I know what he had borne? I knew only that I was his son. However he had loved me, whatever he had borne, I, his son, was despised. Even had he lived, he could have done nothing to prevent it, nothing to protect me. The best that he could hope to do was to prepare me for it; and even at that he had failed. How can one be prepared for the spittle in the face, all the tireless ingenuity which goes into the spite and fear of small, unutterably miserable people whose greatest terror is the singular identity, whose joy, whose safety, is entirely dependent on the humiliation and anguish of others?

Passage B

After a careful investigation of the results of a great number of tests, Garth, an American professor of experimental psychology, comes to the conclusion that “differences so far found in the intelligence of races can be easily explained by the influence of nurture and of selection”; that those races which appear from the tests to be inferior have never been properly educated; and that to some extent their low scores are due to their resistance to the European social life by which they are surrounded. This resistance, he says, may not be a sign of inferiority, but the reverse. He says, finally, “any disposition on our part to withhold from these, or similar, races, because we deem them inferior, the right to a free and full development to which they are entitled is simply making false excuses for actions which are based on race prejudice; and such an attitude is inexcusable in an intelligent populace.”

Passage C

The first essential to the success of any nation, and particularly of any democracy, is a national unity of mind. Its citizens must be *one people* . . . they must have common instincts and racial and national purpose. Any class, race, or group of people which is permanently antagonistic to the spirit and purpose of the nation has no place in a democracy. The negro, so far in the future as human vision can pierce, must always remain in a group *unable* to be a part of the American people. His racial inferiority has nothing to do with this fact; the unfitness applies equally to all alien races and justifies our attitude toward Chinese, Japanese, and Hindus. No amount of education can ever make a white man out of a man of any other color. It is a law on this earth that races never can exist together in complete peace and friendship and certainly never in a state of equality.

Passage D

It has been shown that living things develop by a natural process called the “survival of the fittest”. This means that those living things which are most efficient in living and superior in characteristics live longer and spread more widely over the globe than their less successful brethren. The operation of this natural law can be seen in the strength of the tiger, the speed of the deer and the camouflage of the chameleon.

As in the animal world, so is it with the human species. Those humans possessing superior characteristics, those characteristics which lead to success in life, gather to themselves the fruits of wealth and power to which their outstanding endowments entitle them. Only the best survive, the weak and poor are lost. So human society develops, continually progressing and becoming more efficient. There is little need then to mourn inequalities in human existence, to deny the right of some to rule, the duty of others to serve. Behind the manifestation of human racial superiority and inferiority one can discern the marvellous machinery by which nature ensures that the human race rises to higher and higher levels of existence.

Passage E

Before proceeding with this discussion, I must insert a few paragraphs to dispose of a common fallacy which one often hears privately even in the North. This is to the effect that it has been clearly established that a coloured student on the average is inherently inferior to a white student. No such generalization has been established, and in my view the difficulties in obtaining evidence that would validate or, for that matter, clearly negate such a position are virtually insurmountable. However, it has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement. Anyone who thinks they do not, simply has not visited widely among American schools.

Questions 49–54.

In each of these questions you are required to choose one of the five passages (or one or two of the five authors) as your answer. You are to record your answer on the Answer Sheet by writing the number (or numbers) corresponding to your choice, as set out below :

- 1** Passage A (or the author of Passage A)
- 2** Passage B (or the author of Passage B)
- 3** Passage C (or the author of Passage C)
- 4** Passage D (or the author of Passage D)
- 5** Passage E (or the author of Passage E)

49. Which one of the five authors is the most likely to have been a professional novelist?
50. Which one of the five authors is the most likely to have been an official of the Ku Klux Klan?
51. Read the last sentence of Passage C. Which one of the other authors (**1, 2, 4, 5**) would be most likely to agree with this view?
52. Which one of the five passages is the most objective (that is, most free from personal opinion and feeling)?
53. Which TWO of the the authors assume the inferiority of certain races?
54. Which TWO of the authors most specifically oppose the notion of the intrinsic inferiority of certain races?

UNIT IV (2 questions)



VIETNAMESE TWINS

—Reprinted by courtesy of *The Australian*

55. The point of view that the cartoonist wishes to express is that :

- 1 The Vietnam problem is insoluble.
- 2 America must pursue a policy of war in Vietnam, though it would prefer peace.
- 3 America is being forced into escalating the Vietnam war against its will.
- 4 Australian troops should not be sent to Vietnam.
- 5 There is a conflict in the aims of American policy towards Vietnam.

56. To appreciate the caption or title, we must be aware that :

- 6 Some people in Vietnam want war, others want peace.
- 7 Individuals joined together at birth are called Siamese twins.
- 8 The Vietnamese people are divided into Communists and Buddhists.
- 9 Twins are very common in Vietnam.
- 0 Vietnam is divided into two parts—North and South.

UNIT V (12 questions)

RICHARD CORY

Whenever Richard Cory went down town,
 We people on the pavement looked at him :
 He was a gentleman from sole to crown,
 Clean favoured, and imperially slim.

And he was always quietly arrayed,
 And he was always human when he talked ;
 But still he fluttered pulses when he said,
 " Good-morning," and he glittered when he walked.

And he was rich—yes, richer than a king—
 And admirably schooled in every grace :
 In fine, we thought that he was everything
 To make us wish that we were in his place.

So on we worked, and waited for the light,
 And went without the meat, and cursed the bread ;
 And Richard Cory, one calm summer night,

.....
 —Edward A. Robinson.

The final line of the above poem has been omitted. For *each* of the following possible concluding lines (57–67), mark on your Answer Sheet the appropriate number to indicate whether the line displays :

- | | | | | |
|----------|------------------------------------|----|----|---|
| 1 | <u>FAULTY RHYME</u> | .. | .. | It does not fit the rhyme pattern of the poem. |
| 2 | <u>FAULTY RHYTHM</u> | .. | .. | It does not fit the rhythm pattern of the poem. |
| 3 | <u>LACK OF MEANING</u> | .. | .. | It fits the requirements of rhyme and rhythm, but makes the last stanza meaningless. |
| 4 | <u>UNSUITABLE STYLE</u> | .. | .. | It fits the requirements of rhyme, rhythm, and meaning, but is not in keeping with the style of the poem. |
| 5 | <u>NONE OF THESE FAULTS</u> | .. | .. | It satisfies the technical requirements of rhyme, rhythm, style and meaning. |

57. Lonely and friendless, went to bed.
58. Held up the local bank and took to flight.
59. Emblazoned glades where verdant roses bled.
60. Confessed to us the lonely life he led.
61. Encountered a robber who smashed in his head.
62. Soared heav'nwards through realms where angels tread.
63. Went home and put a bullet through his head.
64. Recalled his lonely state, and cursed his plight.
65. To Hades' stygian gloom was banishèd.
66. Took no notice what the gossips said.
67. Got very unhappy because he had no friends, he said.

68. Which one of the lines (57–67) do you consider provides the *best* conclusion to the poem ? (Write the *number* of the line on your Answer Sheet.)

UNIT VI (22 questions)

The film *Ben Hur*, by nature of its great length, scope and cost of production attracted unusual attention when first released in Australia during 1960. Opinions of its merits varied greatly as the three reviews that follow show. Study each of them carefully, and then answer the questions on it.

Film Critic X

This composite picture is a fresco made up of lions chewing Christians, thunder storms raging near Calvary, robes, healed lepers, Roman armies on the march, amphitheatres, and Nero with his thumbs down.

It is a tale of the vengeance sought by Ben Hur on the man who enslaved his innocent family and himself. It encompasses five or six years, his service in the galleys, and his return across sand and sea to his slave girl, to the land of Judea and to the once prosperous House of Hur.

William Wyler, director of the three and a half hours colossus, has tried valiantly to make it more than eye-holding but empty spectacle. Yet if there is one thing the Gargantuan Hollywood will never learn, it is that spiritual experience can never be deeply or intimately communicated when surrounded by miles of screen space and lashings of extras clutching spears. While the Hollywood spectacle comes off, the period drama of individuals, and the matters of the spirit, are not so easily depicted as real. The further back the cinema goes in history, the harder it is to be fully authentic.

On the other hand, taken simply as a moral story of the evil and futility of violence, *Ben Hur* probably fares better, though it is difficult to decide how much is included for violence's sake. Mr. Wyler appears drunk with blood; maimed bodies, severed limbs and leprosy loom large through his picture. Literally rivers of blood flow through it. He has spared us none of the horror and brutality of the time.

I would say that *Ben Hur* is most emphatically not a film for young children. Even an adult may feel, when he comes out, that he has been spending ten rounds in the ring with a heavyweight champion.

69. The reaction of Film Critic X to the film is best described as one of

- 1 impatience.
- 2 prejudice.
- 3 intolerance.
- 4 caution.
- 5 disapproval.

70. The reviewer uses the term "the Gargantuan Hollywood" to

- 6 suggest the extravagant nature of American film productions.
- 7 indicate a detailed knowledge of the Hollywood scene.
- 8 disapprove of the financial structure of the movie industry.
- 9 question the integrity of William Wyler.

Here is the second review of the film :

Film Critic Y

I went to see *Ben Hur* in a state of anxiety and caution. The production has been described variously as "the costliest movie ever made" and "the most ambitious project ever undertaken by any film company anywhere."

The gross extravagance of so many Hollywood epics has so often overwhelmed a valid tale that I have become a very wary critic.

Ben Hur is a staggering experience, and the physical and mental exhaustion is part of the experience during three hours 37 minutes of abundant spectacle. Parts are bluntly gruesome and distressing, certainly not suitable for the young and squeamish.

Yet there is simplicity in the story of a prince of Judea, who resists the designs of the Roman conquerors to subjugate the people of his land. It is not violence for melodramatic effect only. There are sequences which have their own importance and place in the basic plot. The religious theme is never dissipated by the graphic Biblical scenes. This is due as much to the intelligence and restraint of William Wyler as his skill in directing "the most ambitious project ever undertaken."

71. Which of the following statements best sums up Y's opinion of *Ben Hur* ?

- 1 spectacular and gruesome.
- 2 surprisingly impressive if uneven in quality.
- 3 ambitious and grossly extravagant.
- 4 exhausting both physically and mentally.

72. Film Critic Y went to see *Ben Hur* "in a state of anxiety and caution" because

- 5 it was the costliest movie ever made.
- 6 it was physically and mentally exhausting.
- 7 parts of it were bluntly gruesome and distressing.
- 8 it was the most ambitious project ever undertaken by a film company.
- 9 the extravagance of a Hollywood 'epic' often destroys a potentially good story.

73. Select from the following the description which best expresses the difference in style between the two passages :

- 1 X is curt and graphic ; Y is rambling.
- 2 X uses overstatement to achieve his effect ; Y is content with a more straightforward account of his views.
- 3 X is funny ; Y is dull and stodgy.
- 4 X is long-winded and uses big words ; Y says things so you know what he means.
- 5 X is precise and exact in his use of words ; Y is vague and indefinite.

Questions 74–83.

Consider carefully each of the statements below in the light of the two film reviews you have just read. On your Answer Sheet you will find two columns, marked respectively X and Y. For each of the statements (74–83) below, place in each column the appropriate number to indicate whether :

- 1 the particular critic would be likely to AGREE with the statement.
- 2 the particular critic would be likely to DISAGREE with the statement.
- 3 there is insufficient evidence in the particular review to enable you to make a decision.

NOTE.—You must place a number in each column, making a separate decision for each of the two critics (X and Y) on each of the statements.

74. The direction of the film was skilful and sensitive.
75. *Ben Hur* should be shown to adults only.
76. The religious significance of the story is lost among the spectacle.
77. Overacting spoiled many sequences in the film.
78. The film relies for its impact on violence for its own sake.
79. Watching the film is an exhausting experience.
80. The religious theme of the film is well handled.
81. Large-scale Hollywood productions have often proved unsuccessful.
82. Some parts of the film are melodramatic.
83. The story is not a suitable one for the screen.

Here is the third review of the film :

Film Critic Z

The epic style promises enormous hazards, regardless of the art form which prompts it. So it is with the cinema. The screen has seen many near-flawless dramas of human interest ; but expansion in size and grandiosity have rarely achieved the degree of realism found in the more intimate film. Yet *Ben Hur* is a great film. Vast, indeed magnificent in terms of spectacle, it still remains a story with its roots in human and divine considerations.

William Wyler is a fine director. His masterly restraint is shown in every foot of *Ben Hur*. There are shocks and thrills enough for everyone but nowhere do we find the vulgar assumption "this set cost half a million dollars to erect and by the eternal, you're going to see every square inch of it." *Ben Hur* cost more than any film in cinema history yet its moments of sheer visual pomp scarcely amount to more than 12 per cent. of its running time. The characters come to life and the costume charade merges into a breathing reality.

The Commonwealth Film Censor was generous to *Ben Hur* in that many scenes of rather unnerving cruelty remain exactly as they were filmed. These sequences alone make the film unfit for children.

Summing up, *Ben Hur* is a miniature world in itself and it would be an exacting critic indeed who would not find something in it to notice and admire.

84. The production of *Ben Hur*, in the opinion of Z, involved great risks mainly because of the :

- 1 huge expense involved.
- 2 risks of heavy censorship.
- 3 difficulty of achieving realism.
- 4 over-reliance on spectacular action.
- 5 length of the film.

85. The main reason put forward by film critic Z for his opinion that *Ben Hur* is a great film is that :

- 6 there are shocks and thrills enough for everyone, and the set cost half a million dollars.
- 7 it gives a vivid and realistic portrayal of life in Biblical times.
- 8 William Wyler's direction is masterful and restrained.
- 9 despite its epic proportions, the story retains both human interest and spiritual significance.
- 0 it has moments of sheer visual pomp.

86. Which of the following qualities of the film are emphasized in the advertisement on the opposite page ?

- 1 excitement and grandeur.
- 2 religious theme and spiritual values.
- 3 realism and violence.
- 4 skilful direction and fine acting.
- 5 love story and human interest.



Questions 87-90.

Below are printed some captions which might possibly be used to accompany the above advertisement. On your Answer Sheet you will find three columns, marked respectively X, Y, and Z. For each of the captions (87-90) below, place in each column the appropriate number to indicate whether the particular film review :

- 1 contains information which would support the truth of the caption.
- 2 contains information which would deny the truth of the caption.
- 3 contains no information concerning the caption.

NOTE.—You must place a number in each column, making a separate decision for each of the three film reviews (X, Y, and Z) on each of the captions.

87. Experience a memorable and moving drama.
88. Learn why Wyler ranks among the great film directors.
89. Relive an uplifting spiritual experience.
90. Here is Rome as it really was—brutal and horrifying.

NOW CHECK BACK OVER YOUR ANSWERS.