

- ✓5. Explain how you would establish whether the standard of living in Australia has risen in the last 15 years and account for the main factors which could have altered the standard of living.
6. Explain carefully the effects of a reduction in the inflow of foreign capital on Australia's
- capacity to import; and
 - prospects of economic growth.
- How might these effects be overcome?
- ✓7. Explain the main economic effects of the Australian immigration programme since 1947 on the size and composition of the work force and on economic development.
8. What would you regard to be the main similarities and differences in the factors behind the development of manufacturing in Australia in the twenty years before and the twenty years after the Second World War?
- ✓9. How would you measure changes in a country's terms of trade? Explain the effects a favourable movement in the terms of trade on
- the balance of payments;
 - the general price level;
 - the standard of living.
- Illustrate your answers wherever possible from Australian experience.

MATRICULATION EXAMINATION—1965

ENGLISH EXPRESSION

Time allowed: Three hours

Answer FIVE questions

1. Composition (400-500 words). Select one of the topics set out below:
- The British Commonwealth today is nothing but a mass of contradictions.

- In the mad rush of mechanized living we have lost the ability to laugh at ourselves.
- Fashion is merely a manifestation of the herd instinct.
- Childhood in retrospect is a jumble of golden dreams and unhappy experiences. Drawing on your reading and your own life which of these would you say predominate?
- Someone from the past would find much to admire in our contemporary society; yet everywhere beneath the surface it has faults.
Discuss this in the light of your own experience and your reading.
- Are we really a nation of sportsmen?
- How may we account for the popularity of violence in modern entertainment?
- Your education: has it really satisfied you?

—[36 marks]

2. State in brief outline the arguments advanced in the following passage. Then show where the reasoning is sound or unsound.

I wish to point out some of the dangers of introducing a free nationalized Health Service. I believe it to be an example of State intrusion into what should be a private domain. My opposition is not political, for I maintain that it would be bad, in different ways, for everyone concerned.

Acceptance of State help—charity spread wide and thin—could not fail to destroy independence and self-reliance in all who take advantage of it, and would eventually create a community of "all-age pensioners", sheltered from infancy onwards. We set high value on what we ourselves pay for, and there is much to admire in the man who can survey his life and say, "I paid my way".

It may turn out, too, that the promised care and welfare will be as ineffective and humiliating as that which we now bestow on old-age pensioners; a system devised and run by a government board is likely to be hedged around with a thicket of schedules, directives and restrictions. No patient could expect to have the individual, personal relationship he now has with his private, family doctor.

For the medical practitioner, the scheme will bring overwork and frustration. Much of his time will be wasted attending to the trivial ailments of those who will be able, as of right, to crowd into the surgery at any time, knowing that the treatment will cost them nothing.

Medicine is one of the few professions with a high code of ethics and a tradition of devoted service to mankind; and can we sincerely believe that the doctor, who will become a government official, will retain the respect—and the prestige—that he has now?

Then there is the question of doctors' salaries. Nowadays some of them can earn incomes appropriate to the years of costly study and to the skill, the long hours and the supreme importance of their work. It is simply a mistake, however, to suppose that all doctors, especially in the earlier years of practice, are wealthy. The administrative costs of a nationalized service are bound to be so great that very many doctors will earn much less. Now it is easy to be high-minded about money if you already have plenty of it, and when you are talking about other people's earnings; and if anyone is inclined to treat this matter lightly, I invite him to consider calmly what would happen if nationalization produced sizeable wage-cuts in any other occupation.

It is said that private practice might continue, alongside the nationalized service, for those who prefer the present ways: the well-off could consult their well-paid private doctors. But those who could afford to by-pass the scheme and pay for themselves would also pay—through taxation—part of the medical fees of those who like to get much for nothing. Accordingly, I contend that the scheme is unjust and undesirable.

—[20 marks]

3. Candidates are expected to answer a question on each of the three books they have studied.

Answers should be kept to one or two paragraphs; up to about 150 words will be regarded as a satisfactory length for each answer.

Personal Opinion

- (a) State one of the "personal opinions" in this book which irritated you or particularly pleased you. Who was the writer, and why did you react to it in the way you did?

Or,

Here are some statements taken from various essays in this book. Select any one of them, say where it comes from, and show how the writer has developed this particular idea in the essay as a whole.

- (i) It is the condition of the white man's rule that he shall spend his life in trying to impress the "natives", and so in every crisis he has got to do what the "natives" expect of him.
- (ii) Australia is one of the most democratic and egalitarian countries that the world has ever seen.
- (iii) You are confronted with a momentous choice: you may regard life either as the general adventure, or the general burden.
- (iv) There is no longer any excuse for a scientist who has not developed a social conscience.
- (v) The artist wants to *communicate*, whereas the photographer or waxwork sculptor only wants to *describe*.

Looking at Life

- (b) Restate in your own words the views of some contributor to this collection on one of the following subjects:

- (i) capital punishment
- (ii) American youth
- (iii) Indonesia's future
- (iv) disposal of radio-active waste
- (v) space travel as described in recent science fiction.

Or,

Several contributors to this book have written about aspects of education in Great Britain. What are some of the points made in these essays that you would regard as being equally true of education in Australia?

Father and Son

- (c) What was the importance of one of the following in the life of the growing boy:
- (i) his mother's illness and death
 - (ii) his early association with the sea
 - (iii) his public baptism as one of the "saints"?

Or,

For what qualities of character does the son continue to respect his father, despite all the differences of belief and temperament that develop between them?

The Getting of Wisdom

- (d) Laura's immaturity is often revealed in her relationships with other people. Show how this is so by reference to one of the following:
- (i) her meeting with Bob
 - (ii) her feelings towards Mr. Shepherd
 - (iii) her friendship with Evelyn.

Or,

Many of Laura's unhappy moments at school arise from a fear that she might be thought inferior to the other girls.

Describe an incident in which her unhappiness is caused in this way. —[18 marks]

4. Make a précis of the following passage in not more than 90 words:

To deal responsibly with science involves complete understanding. For only through understanding can we master and control what we discover. Our aim, in education, should therefore not be simply to learn everything there is to learn, but to assimilate that knowledge we gain, to bend it to our human purpose and to live in quiet and fertile possession of it. I speak in this way because none of us is unaware of the perils we have incurred by the sweeping advances of scientific knowledge. Modern science is perhaps the most powerful instrument that men have yet forged for themselves in their long common adventure. And, because of its

power, it is capable—like other achievements of mankind in the past—of creating conditions in which many of the fairest and most precious things in life are withered and destroyed. It is a weapon that can only too easily be turned against the dignity of Man. I refer here, not only to the deadly sharpening, by science, of weapons of war, but to the gradual encompassing of our lives by machines, the replacement of skilled hands by material devices, the impoverishment of all that is personal and individual that could occur as we move into an age whose achievements are more and more technological and material.

These, I hope, are words of warning rather than of prophecy. But it is well to remind ourselves that modern science is our own creation; it is for us to ensure that we remain its master and do not become its servant.

(257 words)

—[14 marks]

5. (a) Show by any method you please (e.g. by definition, or brief indication of essential difference in meaning, or use of words in a sentence) the difference in meaning between the words in any four of the following pairs:

eccentricity and madness
 praise and adulation
 delinquent and criminal
 ancient and primeval
 respectful and deferential
 science and technology.

- (b) Each of the following words contains elements of Latin or Greek. Choose two of these words, use each in a sentence which helps to indicate its meaning, and give the basic meaning of the elements from which the word is derived (e.g. Australia now imports an increasing number of cars from Japan; from *in* and *carry*):

biology
 retentive
 prelude
 supervise
 apathy
 subscription.

—[12 marks]