

DIRECTOR OF TRAINING, HASI - L A

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FINAL HCA EXAM

HCO BOARD OF REVIEW

NOTE TO EXAMINER

This final exam is based on the materials of Scientology; the end goal of its administration is to discover whether the examinee's command of the theory and practice of the subject is sufficiently professional in caliber for us to turn him loose on cases that an HCA level auditor could be expected to handle successfully, in confidence that he will have more successes than failures. The exam comprises two parts: oral, designed to test the student's practical command of the elements of auditing, and written, designed to test his grasp of and ability to apply theory to livingness.

The marks on the oral exam are FAILED, POOR, FAIR, GOOD, EXCELLENT. The examiner must himself be an excellent auditor. We want on the part of the student a demonstration of good ARC, an impression of good order and precise handling of the pc and the MEST of the session and session environment; a good auditing presence and certainty of attitude with regard to processes, the subject and the pc; and a good knowledge of and application of some basic process commands and the TRs. A merely mechanical, rote handling of these would be marked POOR or lower. A student scoring POOR or lower should not be passed under any circumstances, no matter how well he does on the theory section. THE ORAL EXAM COUNTS FOR 60% OF THE FINAL GRADE.

The marks on the written exam are numerical, total 100. Passing is 75%. It is possible for a student to miss the first three questions (comprising the Logics, Pre-Logics, and Axioms) completely, and by scoring perfectly on the remainder of the written test to get a barely passing mark. There is some emphasis on ingenuity and the ability actually to put Scientology data into application; a student having data by rote with no understanding, or with low understanding of the subject would fail miserably. Conversely, someone with an understanding of the subject should pass it well. THE WRITTEN EXAM COUNTS FOR 40% OF THE FINAL GRADE. (The number in parenthesis, brackets, following the questions indicate the number of points scored for a perfect answer of that question. Imperfect answers receive partial credit insofar as they are to any degree correct.)

It is not possible to cover the whole of Scientology exhaustively in one examination of this length; consequently, the questions have been drawn up rather as a representative sampling whose handling will give us a fair idea of the student's ability and state of ARC with the subject and its terminals.

PART A: ORAL EXAM - PRACTICE - COUNTS 60% TOWARD FINAL MARK

1. Have examinee start and end an auditing session. PURPOSE: To judge smooth handling of two-way communication with a pc.
2. Have EX handle an ARC break; a cognition; an origination.
3. Have EX deliver the auditing commands of Tone 40 8-C with intention.
4. Have EX deliberately break one item of the Auditor's Code and handle the resulting ARC break smoothly and well. Examinee must announce which items of code he is going to break to examiner, then proceed to violate that exact item, and repair break.
5. Have EX give, with good maintenance of applicable TRs, the exact auditing commands of CCH-1, 2, 3, 4, with proper acks. (CCH 1, 2 Tone 40--3, 4, formal).

The examiner will judge the ability of the examinee to actually audit by scoring him on his command of the environment and session and pc; his certainty of attitude; use of the TRs; ARC with the pc and auditing presence in general. Grades are EXCELLENT, GOOD, FAIR, POOR, FAILED.

PART B: WRITTEN EXAM - THEORY - COUNTS 40% OF FINAL

1. Write out in full one (1) of the Pre-Logics in its exact Scientology wording. Paraphrase it in your own words. Give an example of it in action. (3)
2. Write out in full two (2) Logics. Then put each in your own words and give an example of each, relating it to life. (6)
3. Write out in full five Scientology Axioms. Then restate each in your own words. Then give one example of a situation in life which illustrates the working of each Axiom (one example per Axiom.)
4. Define EVALUATION and give an example of it. (3)
5. Define INVALIDATION and give an example of it.
6. Define SCIENTOLOGY ENGRAM and give an example of it. (3)
7. Define SECONDARY and give and give an example of one. (3)
8. Define LOCK and give an example of one. (3)
9. Explain briefly Q & A. Give an example of an auditor's Q & Aing with a PC. (3)
10. Explain briefly and accurately why entering order into a case brings about a flying-off of confusion. (3)
11. Explain briefly why an auditor should be precise, accurate and overt in his dealings with a pc. (3)
12. What is the realest thing to you in Scientology since you encountered this subject: How did it become real to you? (3)
13. Give an example of some life activity on that part of people. Now name the Dynamics which might apply to this example, showing in each instance why each mentioned Dynamic applies to it. (3)
14. Locate someone you know on the KNOW-TO-MYSTERY scale. Explain why this person belongs where your estimation places him. In other words, what can you observe about him that leads you to place him where you do? (3)
15. What action with regards to children can you expect of a person at 1.5? What precisely will a 1.1 do with a communication you have asked him to forward to another? What precisely will a person at 2.3 do if given a post of responsibility in an organization? (3)

16. Write out a statement that would be effective if you were to make it to a person who resonated on the eatingness band to whom you were trying to sell an automobile.  
Write out a statement that would attract the attention of a person who resonated at mystery who you were trying to interest in Scientology. (3)
17. Given a person low on the effect scale, what would his probably reaction be on hearing that Russia had dropped an atomic bomb on Iran, killing 300,000 people? What would be the probably reaction of this person be on scratching himself while shaving? Explain your answers in terms of the effect scale.(3)
18. What is a second postulate? Give an example from life. (3)
19. Which comes first, remembering or forgetting? Why? (3)
20. Why is it necessary to handle a pc's present-time problem? Explain in terms of attention, present-time environment, auditing environment, and the communication formula. (4)
21. Is duplication really necessary? Answer yer or no, and justify your answer in terms of communication. (3)
22. Define ABERRATION in your own words. When is an action on the part of a person to be considered aberrated? (3)
23. In terms of solutions and the dynamics, formulate a simple method which you could use to estimate an individual's probable chances of success in a given enterprise. (2)
24. What would you do if you were auditing a pc on a thinkingness process and you didn't know just how he was executing the auditing command? (2)
25. Why should the detailed investigation of a pc's originations be confined to research? (2)
26. How does a VALENCE differ from a deliberately mocked-up beingness? (2)
27. In terms of the reality scale what phenomena would you expect to observe on the part of a child who had been given a new bicycle as he grew progressively familiar with it? (3)
28. How does having something differ from holding a deed of title to it? (3)
29. If you were to instruct an HCA course, what item of Scientology data would you concentrate on as being the most important for your students to understand? Why? (2)
30. What part of your present life could you bring more order to? How could you go about this? (2)

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LRH:MP:DF  
to all Academies