



SCOTTISH EDUCATION DEPARTMENT

SCOTTISH
LEAVING CERTIFICATE
EXAMINATION

EXAMINATION PAPERS

1956



EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

1956

PRICE 12s 6d NET



SCOTTISH EDUCATION DEPARTMENT—1956

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1. STATUTORY INSTRUMENTS

(a) Primary and Secondary Education

- The Schools (Scotland) Code, 1950, S.I. 1950, No. 915, S.62. 6*d.* (7½*d.*).
- The Schools Registration (Scotland) Rules, 1951. S.I. 1951, No. 569, S.29. 4*d.* (5½*d.*).
- The Pupil's Progress Record (Scotland) Rules, 1951. S.I. 1951, No. 694, S.33. 6*d.* (7½*d.*).
- The School Leaving Record (Scotland) Rules, 1951. S.I. 1951, No. 896, S.52. 3*d.* (4½*d.*).

(b) Further Education

- The Central Institutions (Scotland) Recognition (No. 1) Regulations, 1950. S.I. 1950, No. 1757, S.123. 1*d.* (2½*d.*).
- The Further Education (Scotland) Code, 1952. S.I. 1952, No. 2201, S.114. 3*d.* (4½*d.*).
- The Regional Advisory Councils for Technical Education (Scotland) Order, 1955. S.I. 1955, No. 1160, S.61. 2*d.* (3½*d.*).

(c) Bursaries and Scholarships

- The Education Authority Bursaries (Scotland) Regulations, 1953. S.I. 1953, No. 1123, S.97, 6*d.* (7½*d.*).
- The Supplemental Allowances (Scottish Scholars at English Universities) Regulations, 1949. S.I. 1949, No. 318, S.43. 1*d.* (2½*d.*).
- The Supplemental Allowances (Scottish Scholars at English Universities) (Amendment No. 1) Regulations, 1950. S.I. 1950, No. 466, S.34. 1*d.* (2½*d.*).
- The Education (Scotland) Fund Bursaries Regulations, 1950. S.I. 1950, No. 1014, S.77. 1*d.* (2½*d.*).
- The Education Authority Bursaries (Scotland) (Amendment No. 1) Regulations, 1955. S.I. 1955, No. 1301, S.124. 3*d.* (4½*d.*).

(d) Teachers: Training, Salaries and Superannuation

- Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools, 1931. S.R. & O., 1931, No. 180, S.20. 5*d.* (6½*d.*).
- Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools (Scotland) (Amendment) Minute, 1940. S.R. & O., 1940, No. 1728, S.83, 2*d.* (3½*d.*).
- Training of Teachers (Scotland) Regulations, 1947. S.R. & O., 1947, No. 128, S.5. 1*d.* (2½*d.*).
- Training of Teachers (Scotland) Regulations, 1949. S.I. 1949, No. 1909, S.129. 2*d.* (3½*d.*).
- The Teachers' Pensions (National Insurance Modifications) (Scotland) Regulations, 1948. S.I. 1948, No. 944, S.67. 3*d.* (4½*d.*).
- The Superannuation (Civil Servants and Teachers) (Scotland) Rules, 1950. S.I. 1950, No. 820, S.55. 3*d.* (4½*d.*).
- The Superannuation (Teaching and Local Government) (Scotland) Rules, 1951. S.I. 1951, No. 292, S.11. 6*d.* (7½*d.*).
- The Superannuation (Teaching and Health Education) (Scotland) Rules, 1951. S.I. 1951, No. 1355, S.71. 3*d.* (4½*d.*).
- The Superannuation Scheme for Teachers (Scotland), 1952, Approval Order, 1952. S.I. 1952, No. 464, 1*s.* 3*d.* (1*s.* 4½*d.*).
- The Superannuation Rules for Teachers (Scotland), 1952. S.I. 1952, No. 567, S.20. 6*d.* (7½*d.*).
- The Superannuation (Teaching and Public Boards) (Scotland) Rules, 1952. S.I. 1952, No. 2149, S.109. 6*d.* (7½*d.*).
- The Teachers' Pensions (National Service) (Scotland) Rules, 1952. S.I. 1952, No. 518, S.17, 3*d.* (4½*d.*).
- The Teachers (Special Recruitment) (Scotland) Regulations, 1952. S.I. 1952, No. 660, S.27, 3*d.* (4½*d.*).
- The Training of Teachers (Scotland) (Amendment No. 7) Regulations, 1953. S.I. 1953, No. 1121, S.96. 2*d.* (2½*d.*).
- The Teachers' Salaries (Scotland) Regulations, 1954. S.I. 1954, No. 403, S.41. 1*s.* (1*s.* 1½*d.*).
- The Teachers' Salaries (Scotland) (Amendment No. 1) Regulations, 1955. S.I. 1955, No. 458, S.48. 1*s.* (1*s.* 1½*d.*).
- The Teachers' Salaries (Scotland) (Amendment No. 2) Regulations, 1955. S.I. 1955, No. 1301, S.124. 3*d.* (4½*d.*).

(e) Grant Regulations

- Educational Development, Research and Services (Scotland) Grant Regulations, 1946. S.R. & O., 1946, No. 1267, S.53. 1*d.* (2½*d.*).
- The Central Institutions (Scotland) Grant Regulations, 1947. S.R. & O., 1947, No. 2221, S.78, 2*d.* (3½*d.*).
- The Education Authorities (Scotland) Grant Regulations, 1948. S.I. 1948, No. 961, S.89, 2*d.* (3½*d.*).
- The Education (Scotland) Miscellaneous Grants Regulations, 1948. S.I. 1948, No. 2767, S.202, 1*d.* (2½*d.*).
- The Residential Special Schools and Orphanages (Scotland) Grant Regulations, 1948. S.I. 1948, No. 2768, S.203. 1*d.* (2½*d.*).
- The Further Education (Voluntary Associations) (Scotland) Grant Regulations, 1952. S.I. 1952, No. 2202, S.115. 3*d.* (4½*d.*).

SCOTTISH EDUCATION DEPARTMENT

SCOTTISH
LEAVING CERTIFICATE
EXAMINATION

EXAMINATION PAPERS

1956

EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

The Scottish Leaving Certificate Examination is held annually by the Scottish Education Department. In 1956 it commenced on Monday, 5th March.

For information as to the purpose and scope of the Examination, and as to the conditions on which pupils (of Scottish schools) may be presented, reference should be made to the Department's circular 30 (1955), dated 29th Sept. 1955. (Price 1s. 3d.; post free 1s. 4½d.)

Note:—Further copies of the Ordnance Survey map extract used in the Higher Geography First Paper may be purchased direct from the Ordnance Survey Office, Leatherhead Road, Chessington, Surrey.

CORRIGENDA

- 10 Geography, Higher I, question 4 (ii) : read " (i) " instead of " (a) ".
- 39 German, Higher I, question 1 (b), 5th line : read " und " instead of " uund ".
- 47 Spanish, Higher II(a), Aural Comprehension, " Instructions to Candidates" paragraph 6 : read " phrase " instead of " phase ".
- 52 Gaelic, Lower (b), question 1, 10th line : read " agus " instead of " adgus ".
- 53 Gaelic, Higher I(a), question 2, 12th line : read " b'fhaisge " instead of " b'faisge ".
- 61 Russian, Higher II(a), Aural Comprehension, passage to be read to candidates, 7th paragraph, 5th word in 1st line : read прислонил instead of прислонид ; 8th paragraph, 2nd word in second line : read круглые instead of кругдые ; and the last word in this paragraph should read оуереди instead of оуреди.
- 67 Italian, Higher I, question 1 (a), 18th line : read " la " instead of " a ".
-

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE—(FIRST PAPER—COMPOSITION)

Tuesday, 6th March—9.30 A.M. to 10.30 A.M.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Write an appropriate title at the head of your composition.

The value attached to the question is shown in brackets after the question.

Write a composition of **about three foolscap pages in length** on any **one** of the following subjects :—

- (a) A description of **one** of the following :—a general shop in a village ; a general store in a city ; a smiddy ; a garage ; an aerodrome ; a bus station ; a public library.
- (b) Memories of a glorious summer (1955).
- (c) The school subjects which you expect to be most useful to you.
- (d) The advantages of joining a club, society, or other youth organization.
- (e) Write as vividly as you can a story suggested by the following quotation :—

“ Hame cam his guid horse
But never cam he.”

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE

(SECOND PAPER—INTERPRETATION, LANGUAGE, AND LITERATURE)

Tuesday, 6th March—11.0 A.M. to 1.0 P.M.

All candidates should attempt **FOUR** questions, namely, questions No. 1 and 2 and any **TWO** of the others.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

1. The death of Nelson was felt in England as something more than a public calamity ; men started at the intelligence and turned pale, as if they had heard of the loss of a dear friend. An object of our admiration and affection, of our pride and of our hopes, was suddenly taken from us ; and it seemed as if we had never till then known how deeply we loved and revered him. What the country had lost in its great naval hero, the greatest of our own and of all former times, was scarcely taken into the account of grief. So perfectly indeed had he performed his part, that the maritime war after the battle of Trafalgar was considered at an end : the fleets of the enemy were not merely defeated, but destroyed ; new navies must be built, and a new race of seamen reared for them, before the possibility of their invading our shores could again be contemplated. It was not, therefore, from any selfish reflection upon the magnitude of our loss that we mourned for him ; the general sorrow was of a higher character. The people of England grieved that funeral ceremonies, and public monuments, and posthumous rewards were all which they could now bestow upon him whom the King, the Legislature, and the nation alike would have delighted to honour ; whom every tongue would have blessed ; whose presence in every village through which he might have passed would have waked the church bells, have given school-boys a holiday, have drawn children from their sports to gaze upon him, and " old men from the chimney corner " to look upon Nelson ere they died. The victory of Trafalgar was celebrated, indeed, with the usual forms of rejoicing, but they were without joy ; for such already was the glory of the British navy through Nelson's surpassing genius, that it scarcely seemed to receive any addition from the most signal victory that ever was achieved upon the seas ; and the destruction of this mighty fleet, by which all the maritime schemes of France were totally frustrated, hardly appeared to add to our security or strength, for while Nelson was living to watch the combined squadrons of the enemy we felt ourselves as secure as now, when they were no longer in existence.

Robert Southey.

Read through the passage printed above and then answer the following questions on it, using as far as possible your own words :—

- (a) Express in your own words the meaning of each of the following phrases **as they are used in the passage** :—*an object of our admiration and affection* (line 3) ; *selfish reflection* (line 12) ; *receive any addition* (line 24) ; *the maritime schemes of France* (line 26). (8)
- (b) Give the meaning of each of the following words **as they are used in the passage** :—*contemplated* (line 12) ; *Legislature* (line 16) ; *signal* (line 24) ; *frustrated* (line 26). (4)
- (c) Why was the death of Nelson felt as " more than a public calamity " (lines 1 and 2) ? (4)
- (d) From what danger had Nelson delivered his country ? Why did the danger seem to have been removed for a long time ? (4)
- (e) What would the ordinary people have done to honour Nelson, if he had survived the battle ? (4)
- (f) What was left for the nation to do to honour him after his death ? (4)
- (g) Why was the rejoicing for Trafalgar " without joy " (line 22) ? (4)
- (h) Quote **two** phrases which show the writer's high estimate of Nelson as an admiral, and **one** phrase which indicates that he lived in Nelson's day. (8)

2. (a) Rewrite the following passage in direct speech :—

He told us that he had never doubted our courage. What he had heard that day, however, made him question the wisdom of our plan. He asked if we understood how eager and well trained our opponents were. (4)

- (b) Write a formal letter to the editor of a school magazine, **either** praising some new feature which he has introduced, **or** complaining that some school activity has not been mentioned in the last issue. Your letter should not exceed 10 lines. (6)

3. Choose **one** of the following pairs of characters from Shakespeare's plays. Show how the good or ill fortune of the first character of the pair depends on the second :—

Antonio and Portia ; Olivia and Viola ; Celia and Rosalind ; Brutus and Antony ; Ophelia and Hamlet ; Banquo and Macbeth ; Caliban and Prospero. (10)

4. Tell briefly the story of any narrative poem which you have studied. Point out an example of vivid description in the poem, quoting a few lines in illustration. (10)

5. Select from a novel with which you are familiar any character whom you particularly like or admire. Tell what happens to the character in the book. (10)

6. Illustrate, with reference to one essay which you have read, how the writer amuses the reader and at the same time expresses his opinion on serious or important subjects. (10)

7. If you were helping to stock a school library, what kind of book, other than fiction or works of reference, would you try to include ? What particular book would be your first choice, and why ? (10)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

HIGHER GRADE—(FIRST PAPER (a)—COMPOSITION)

Tuesday, 6th March—9.30 A.M. to 10.30 A.M.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Write an appropriate title at the head of your composition.

The value attached to the question is shown in brackets after the question.

Write a composition of about three foolscap pages in length on any one of the following subjects :—

- (a) “Crabbed Age and Youth
Cannot live together.”

Discuss from your own experience and observation some of the subjects on which the views of the older generation differ from those of the younger.

- (b) Describe your adventures (real, or founded on fact, or purely imaginary) in **one** of the following :—a forest fire ; a fire at sea ; a shipwreck ; the exploration of a cave ; a dangerous journey by aeroplane.
- (c) A critical account of the best item that you have heard recently on the radio or that you have seen at the cinema or on television.
- (d) Do you approve of any kind of corporal punishment in or out of school ?
- (e) Drawing your illustrations from such developments as hydro-electric schemes, atomic science in warfare, automation in industry, etc., discuss wherein scientific advance may give reasonable cause for regret to some section of the community. (35)

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NORTH CAROLINA LEAVING CERTIFICATE EXAMINATION

Answer

1. The first part of the question is about the definition of a function.

2. The second part of the question is about the domain of a function.

3. The third part of the question is about the range of a function.

4. The fourth part of the question is about the graph of a function.

5. The fifth part of the question is about the inverse of a function.

6. The sixth part of the question is about the composition of functions.

7. The seventh part of the question is about the properties of functions.

8. The eighth part of the question is about the continuity of functions.

9. The ninth part of the question is about the differentiability of functions.

10. The tenth part of the question is about the extrema of functions.

11. The eleventh part of the question is about the asymptotes of functions.

12. The twelfth part of the question is about the limits of functions.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

HIGHER GRADE—(FIRST PAPER (b)—INTERPRETATION AND LANGUAGE)

Tuesday, 6th March—11.0 A.M. to 12.40 P.M.

Answer all four Questions.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

1. Different metals have been made use of by different nations for buying and selling. Those metals seem originally to have been made use of for this purpose in rude bars, without any stamp or coinage. The use of metals in this rude state was attended with two very considerable inconveniences ; first, with the trouble of weighing, and secondly, with that of assaying* them. In the precious metals, where a small difference in the quantity makes a great difference in the value, even the business of weighing, with proper exactness, requires at least very accurate weights and scales. The weighing of gold, in particular, is an operation of some nicety. In the coarser metals, indeed, where a small error would be of little consequence, less accuracy would, no doubt, be necessary. Yet we should find it excessively troublesome if every time a poor man had occasion either to buy or sell a farthing's worth of goods, he was obliged to weigh the farthing. The operation of assaying is still more difficult, still more tedious ; and, unless a part of the metal is fairly melted in the crucible, with proper dissolvents, any conclusion that can be drawn from it is extremely uncertain. Before the institution of coined money, however, unless people went through this tedious and difficult operation, they must always have been liable to the grossest frauds and impositions ; and instead of a pound weight of pure silver, or pure copper, might receive, in exchange for their goods, an adulterated composition of the coarsest and cheapest materials, which had, however, in their outward appearance, been made to resemble those metals. To prevent such abuses, to facilitate exchanges, and thereby to encourage all sorts of industry and commerce, it has been found necessary, in all countries that have made any considerable advances towards improvement, to affix a public stamp upon certain quantities of such particular metals as were in those countries commonly made use of to purchase goods. Hence the origin of coined money, and of those public offices called mints ; institutions exactly of the same nature with those of the stamp-masters of woollen and linen cloth. All of them are equally meant to ascertain, by means of a public stamp, the quantity and uniform goodness of those different commodities when brought to market.

Adam Smith.

* assaying = determining the quality or purity of metal in an ore or alloy.

Read through the passage printed above, and then answer the following questions on it :—

- (a) Explain briefly but clearly the meaning of the following phrases **as they are used in the passage** :—

in this rude state (lines 3-4) ; *with proper exactness* (line 7) ; *an operation of some nicety* (line 9) ; *an adulterated composition* (lines 19-20). (8)

- (b) Give the meaning of the following words **as they are used in the passage** :—

dissolvents (line 15) ; *tedious* (line 17) ; *liable* (line 17) ; *impositions* (line 18) ; *facilitate* (line 22) ; *ascertain* (line 29) ; *uniform* (line 29) ; *commodities* (line 30). (8)

- (c) Give (i) one word to replace "*in their outward appearance*" (lines 20-21), and (ii) one word to replace "*that have made any considerable advances towards improvement*" (lines 23-24). State what part of speech each of your suggested words is. (3)

- (d) Why should the weighing of precious metals be a more exacting operation than the weighing of coarser metals ? (3)

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- (e) Explain in your own words (i) the difficulties attending trading transactions before the introduction of coined money, and (ii) the improvements effected by the introduction of coined money. (6)
- (f) Make a general analysis of the sentence (lines 11-13), beginning, "*Yet we should find*". Name each clause and state its relation. (3)
- (g) Suggest a suitable title for the passage. (2)
- (h) Make a summary of the passage, bringing out the main points of the argument as clearly and concisely as possible. (Your summary should not exceed 130 words.) (14)

2. Combine the following statements into a well-knit paragraph, making as skilful a use of subordination as you can :—

I passed along the western side of the lake—the ground was easier along that side—I had got about half-way—I expected to see the plains—I had already seen the plains from the opposite mountains—it was not to be so—the clouds rolled up to the very summit of the pass—the clouds did not overlip the pass on to the side—I had come by that side—I soon found myself enshrouded by a cold thin vapour—the vapour prevented my seeing more than a very few yards in front of me—I came upon a large patch of old snow—I could distinctly trace the half-melted tracks of goats—there had been a dog following them. (8)

3. Convert the following passage from direct to indirect speech :—

Addressing the citizens on behalf of his dispirited followers, Jason said, "Surely you are the children of Poseidon, and the masters of the sea; and we are but poor wandering mariners, worn out with thirst and toil. Give us but food and water, and we will go on our voyage in peace." (4)

4. Construct suitable sentences to show clearly the meaning of any **three** of the following phrases :—

to throw down the gauntlet; the writing on the wall; mushroom growth; Herculean task; set the Thames on fire; the open sesame. (6)

Faint, illegible text covering the majority of the page, likely bleed-through from the reverse side.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

HIGHER GRADE—(SECOND PAPER—LITERATURE)

Tuesday, 6th March—2.0 P.M. to 3.30 P.M.

All candidates should attempt **THREE** questions, namely, question No. 1 and **ANY TWO** of the others.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

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All candidates should attempt **THREE** questions, namely, question No. 1 and **ANY TWO** of the others.

1. (a) "In his comedies Shakespeare blends fun derived from comic situations with fun created by the revelation of absurdities in character." Discuss this statement with special reference to any **one** of Shakespeare's comedies.

Or

(b) "Although in Shakespeare's tragedies it is true that the innocent are involved in the fate of the guilty, yet the moral of the plays is unmistakable—evil-doing never escapes punishment." Discuss this view with reference to any **one** of Shakespeare's tragedies.

Or

(c) "Shakespeare was his own scene-painter and electrician." From the plays of Shakespeare that you have read, show, with illustrative quotations and references, how he suggests locality and creates atmosphere. (20)

2. (a) What seem to have been some of the amusements of different classes of society in Chaucer's day? Draw your illustrations from *The Prologue* to *The Canterbury Tales*.

Or

(b) Choose any **one** of *The Canterbury Tales* and say whether the chief interest and charm lie in the story as story, in the characterization, in the humour, or in the reflections and comments by the way. (N.B.—*The Prologue* should not be mistaken for a Tale.) (15)

3. "Plot, Character, Setting, and Dialogue—a novel must have all four ingredients in some measure; but its main interest may be concentrated on only one of them." Choose any novel you please and discuss what is the source of its main interest. (15)

4. Write a critical appreciation of any **one** of the following:—(a) the odes of Keats or (b) the songs of Burns or (c) the sonnets of Wordsworth or (d) the dramatic lyrics of Browning. Your answer should show knowledge of at least **two** of the poems chosen. (15)

5. State briefly how any **one** of these writers has interested you by his essays:—

Addison; Lamb; Stevenson; Chesterton; Lynd.

Give, in outline, the matter of one particular essay which you regard as a good example of the author's style. (15)

6. *Lycidas*; *The Rape of the Lock*; *The Deserted Village*; *On the Receipt of my Mother's Picture out of Norfolk*; *The Lady of the Lake*; *Christabel*; *Adonais*; *The Lady of Shalott*; *The Scholar Gipsy*; *The Hound of Heaven*; *The Everlasting Mercy*.

Select any **one** of the above poems; explain briefly but clearly the interest of its subject-matter and its form, and show in what way the poem is characteristic of its writer or its period. (15)

7. Early or Late Victorian Middle-Class Society ; Street Life in London ; The Fascination of the Far East ; Scientific Romance ; Romantic Scenes of Scottish History ; Scenes of South African Colonial Life ; Rural Life in Southern England ; Industrial Life in Central England.

Name an outstanding novelist whom you associate with any **one** of the above themes ; give the name of **one** novel which touches upon the chosen theme ; then give in outline the plot of that novel. (15)

8. "The Border Ballads show their mastery of the tragic note in events of the real human life of their day, but they are no less powerful in the realm of fairy, of magic and of the eerie." Name **two** Border ballads, one in each of the categories mentioned above, and show, with the aid of illustrative quotation, wherein they appeal to you. (15)

9. (a) "A good biography is more than the life of any man : it is a mirror of his age." How far do you consider this statement to be true of any biography you have read recently ?

Or

(b) From your acquaintance with a major prose work which you have read in school, show how the writer has succeeded in presenting his material clearly. (N.B.—A novel or a personal essay should not be regarded as a major prose work, for the purposes of this question.) (15)

10. Suppose you have been asked to suggest for inclusion in a bedside book, due to be published shortly, a verse passage, a prose passage, and a brief excerpt, either in verse or in prose, from a play. Indicate the passages you would recommend, name the respective authors, and give reasons to justify your choice. (15)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

LOWER GRADE

Wednesday, 7th March—9.30 A.M. to 12 NOON

All candidates must attempt **FIVE** questions, viz., **Section 1** and **FOUR** other questions selected from any part or parts of the paper.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

Section 1 (to be attempted by all candidates)

(See separate sheet provided for this section.)

Marks

20

Section 2 (55 B.C. to A.D. 1714)

1. Describe the part played by the Celtic Church in the conversion of Britain to Christianity. 20

2. Write notes on **two** of the following :—Roman forts, King Harold Godwineson, Norman influence on Scotland, Richard Cœur de Lion, James I of Scotland, the Lollards. 20

3. Do you think that the achievements of the Portuguese or of the Spanish voyagers of the late fifteenth and early sixteenth centuries were the more important ? 20

4. Describe the course of the English Reformation in the reign of Henry VIII. 15

Do you consider that England had become a Protestant country by the end of the reign ? 5

or

Describe the course of the Scottish Reformation from the death of James V to the issue of the First Book of Discipline. 20

[TURN OVER

- | | <i>Marks</i> |
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| 5. What were the main social and economic problems in the reign of Elizabeth Tudor and to what extent had they been solved by 1603 ? | 20 |
| 6. What difficulties did James VI and I encounter in dealing with his English parliament ? | 15 |
| State briefly why his Scottish parliament was more compliant ? | 5 |
| 7. Give an account of Cromwell's dealings with Ireland and Scotland. | 20 |
| 8. What changes resulted from the Revolution of 1688-9 either in England or in Scotland ? | 20 |
| 9. Give an account of the colonization of the North American mainland in the seventeenth century. | 20 |

Section 3 (1714 to the present day)

- | | |
|--|----|
| 10. Explain very briefly the rival claims of George I and James Edward Stewart ("The Old Pretender") to the throne of Great Britain. | 5 |
| Give an account of the Rising of 1715, showing why it failed. | 15 |
| 11. What were the causes of the Seven Years' War and how did William Pitt, the Elder, conduct it ? | 20 |
| 12. Nelson or Wellington : which made the greater contribution to victory in the wars against France ? | 20 |
| 13. Give an account of the Tory reforms of the eighteen-twenties. | 15 |
| Mention very briefly the most pressing problems that remained unsolved by 1830. | 5 |
| 14. Give a reasoned justification for the claim that either Gladstone or Disraeli was a great statesman. | 20 |
| 15. Describe Britain's relations with Germany between the issue of the Kruger Telegram (1896) and the outbreak of war in 1914. | 20 |
| 16. Write notes on two of the following :— | |
| (1) The course of the Indian Mutiny. | |
| (2) The career of Mahatma Gandhi. | |
| (3) Australian exploration in the first half of the nineteenth century. | |
| (4) The passing of the Commonwealth of Australia Act and its main provisions. | 20 |

Marks

17. Write notes on **two** of the following :—Walpole's Excise Bill, George Washington, the Scottish iron industry during the Industrial Revolution, Richard Cobden, Giuseppe Garibaldi, the formation of the Labour Party (1900), the Parliament Act (1911).

20

18. **Either** (a) Gibraltar, Malta, Cyprus: what part have these Mediterranean territories played in British history up to 1945?

or (b) What is meant by U.N.E.S.C.O.? Give some account of its work.

or (c) Give an account of the Scottish system of local government at the present day.

20



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

HIGHER GRADE

(FIRST PAPER—BRITISH HISTORY)

Wednesday, 7th March—9.30 A.M. to 12 NOON

All candidates must attempt **FIVE** questions, viz., **Section 1** and **FOUR** questions selected from any part or parts of the paper.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

20 marks are assigned to each question.

Section 1 (to be attempted by all candidates)

(See separate sheet provided for this section.)

Section 2 (55 B.C. to A.D. 1485)

1. To what extent was Roman Britain "Romanised" ?
2. Was the Norman Conquest a blessing or a curse to England ?
3. Compare the causes and effects of the disputes of Henry I and of Henry II with the Church.
4. To what causes do you attribute the decline of villeinage in England.
5. Write notes on **two** of the following :—St. Dunstan—the unification of Scotland—Simon de Montfort—Edward I's conquest of Wales—the Douglases in the reign of James II—the Lancastrian system of government.

Section 3 (1485 to 1763)

6. Estimate the social and economic effects of the Reformation in England.
7. Compare the relations between Scotland and England at the accession and at the death of Elizabeth Tudor, and account for the change.
8. How far is it true to say that Charles I never understood his Scottish subjects ?

[TURN OVER

9. Illustrate and account for the English attitude to Roman Catholicism in the reigns of Charles II and James II.

10. Show how the party system developed between the Revolution of 1688 and the death of George I.

11. For what reasons may the failure of the Jacobite rising of 1745 be considered a landmark in Scottish history?

Section 4 (1763 to 1914)

12. Explain and comment on the attitudes of the leading British statesmen towards the French Revolution between 1789 and 1793.

13. In what respects did the foreign policy of Canning resemble or differ from that of Castlereagh?

14. Estimate the relative contributions of Robert Owen and Lord Shaftesbury to the improvement of social conditions.

15. Do you consider that the renown of Disraeli should rest more on his foreign or on his domestic policy?

16. **Either**—Compare the achievements in India of the Marquis Wellesley and the Marquis of Hastings.

or What new conditions caused the Australian colonies to demand self-government in the second quarter of the nineteenth century, and how far was the demand satisfied by the Act of 1850?

17. Estimate the importance of the work of the Liberal ministry in domestic affairs between 1905 and 1914.

18. Write notes on **two** of the following:—Horatio, Viscount Nelson—the development of inland transport in the reign of George III—Sir Robert Peel's financial policy, 1841-46—the British attitude to the American Civil War—General Charles Gordon—the Second Boer War.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

HIGHER GRADE

(SECOND PAPER—EUROPEAN HISTORY)

Wednesday, 7th March—1.30 P.M. to 4.0 P.M.

All candidates must attempt **FIVE** questions, viz., **Section 1** and **FOUR** other questions selected from any part or parts of the paper.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

20 marks are assigned to each question.

Section 1 (to be attempted by all candidates)

(See separate sheet provided for this section.)

Section 2 (*Greek and Roman History to A.D. 410*)

1. Compare the services rendered to Athens by Themistocles and Pericles.
2. Why was Philip of Macedon able to become master of Greece ?
3. What are the reasons for the success of the Romans in the Second Punic War ?
4. Account for the assassination of Julius Caesar. Was it justified ?
5. Estimate the importance in Roman history of the reigns of Vespasian and his sons.
6. Write notes on **two** of the following:—Minoan Civilisation; Lysander; the Sophists; the consequences of the career of Alexander the Great; the Roman *comitia*; the Emperor Constantine.

[TURN OVER

Section 3 (*Medieval History, 410 to 1453*)

7. Describe the achievements of Charlemagne and estimate their importance.

8. Estimate the importance of Gregory VII in the history of the mediaeval church.

9. Discuss the view that Frederick Barbarossa was more interested in Italy than in Germany.

10. "St. Louis was a feudal, Philip IV a national, sovereign." Do you agree with this opinion?

11. Can the fall of Constantinople be considered the chief cause of the Renaissance?

12. Write notes on **two** of the following:—Theodoric the Goth; Hugh Capet; the First Crusade; St. Francis of Assisi; the Swiss struggle against the Hapsburgs; the Council of Constance.

Section 4 (*Modern History (A), 1453 to 1763*)

13. To what causes do you attribute the rise of Spain in the second half of the fifteenth century?

14. In what ways did Luther influence Germany during his lifetime?

15. What problems faced Henry IV of France at his accession and how far did he succeed in solving them?

16. Discuss the view that the Thirty Years' War was not mainly a war of religion.

17. Explain and criticise the foreign policy of Emperor Charles VI between the Peace of Utrecht and his death.

18. Write notes on **two** of the following:—Savonarola; Don John of Austria; the Fronde; Jean Baptiste Colbert; Frederick William, the Great Elector; Russo-Swedish relations, 1697–1721.

Section 5 (*Modern History (B), 1763 to 1914*)

19. Do you consider that political or social grievances had the greater share in causing the French Revolution?

20. Should the Treaty of Tilsit be regarded as marking the height of Napoleon's power?

21. Illustrate and account for the influence of Metternich in Germany between 1815 and 1848.

22. "The Second Empire went down before a foreign foe." Was its fall due chiefly to the action of Prussia or to conditions within France itself?

23. Estimate the relative responsibility of Austria, Germany and Russia in causing the War of 1914.

24. Write notes on **two** of the following:—the First Partition of Poland; Mehemet Ali; the contribution made by Garibaldi to Italian unification; the Congress of Berlin (1878); the Scramble for Africa; the Young Turks.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

LOWER GRADE

Thursday, 8th March—9.30 A.M. to 12 NOON

Candidates should attempt **SEVEN** questions, viz., the three questions of Section A, together with four other questions (from Sections B and C), of which **ONE** but not more than **TWO** must be from Section B, the remainder being from Section C.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

SECTION A

The whole of this Section should be attempted

Marks

1. On the accompanying map of part of the British Isles :—
- (a) Mark and name : Liverpool ; Bristol ; Grimsby ; Sunderland. 2
- (b) Print over appropriate areas : Salisbury Plain ; Norfolk ; Vale of York ; Vale of Evesham. 2
- (c) Print over appropriate areas : rias ; limestone. 1
- (d) (i) The two areas marked A and B are noted for different types of farming. State beside each area the type of farming for which it is noted ; and
- (ii) Select from the following list and print beside each area the **three** terms applicable to it :—
- Over 40° F. January ; over 60° F. July ; over 30 inches annual rainfall ; under 40° F. January ; under 60° F. July ; under 30 inches annual rainfall. 2
- (e) Name the **three** coalfields marked on the map, insert and name a large town on or very near to each, and for each coalfield name **one** industry, other than coalmining, for which it is noted. 6

6
(13)

[TURN OVER

2. On the accompanying map of the world are marked twelve wireless transmitters located in towns and five in ships. All broadcast and were heard in London on June 21st at 9 a.m. Greenwich Mean Time.

(a) Name **six** of the towns in which the transmitters are located and give the latitude and longitude of **two** of the ships. 2

(b) The following excerpts are taken from their broadcasts. Consider in each case which transmitter (of the seventeen given) sent the broadcast and identify the transmitter by printing beside it on the map the letter given in brackets after the excerpt :—

- (i) " It is 7·40 p.m. here." (A).
- (ii) " The sun's noonday altitude in this position tomorrow, i.e., June 21st, will be $66\frac{1}{2}^{\circ}$." (B).
- (iii) " Our mean July temperature is 68° F. and our mean January temperature is 3° F." (C).
- (iv) " Typhoon approaching from southeast." (D).
- (v) " Our ship is sailing against the Benguella current." (E)
- (vi) " We produce approximately 21 per cent. of the world's bauxite much of which goes to Canada." (F).
- (vii) " The salmon fisheries have enjoyed a good season so far." (G).
- (viii) " North and West of us there are many coffee plantations owned by Europeans." (H).
- (ix) " The motor car industry of this town is using more hydro-electricity than formerly." (K).
- (x) " Our cacao trees, originally introduced here from Central America, produce approximately one-third of the world's cocoa." (L)

10

(12)

3. Study the contour map supplied and then answer the following:—

- (a) Draw a simple sketch-map to show how the area covered by the map may be subdivided into **four** main regions of relief and state briefly the character of each. 7
- (b) With the help of a sketch-map describe the site and function of town Z. 5
- (c) Town X is a holiday resort. What seem to be its advantages from this point of view? 3

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SECTIONS B and C

Candidates should attempt **FOUR** questions from Sections B and C. Of these **ONE, BUT NOT MORE THAN TWO**, must be from Section B. the remainder being from Section C.

In any question credit will be given for appropriate sketch-maps and diagrams. A geographical description must include a sketch-map.

SECTION B

Marks

4. Show, with examples, how running water **OR** wind modifies the landscape. (15)
5. Attempt **either** (a) **or** (b) :—
- (a) (i) Describe the climate of the tundra and its typical vegetation. 7
- (ii) Account for their distribution throughout the world, mentioning in your answer where and why tundra vegetation is found in Africa. 8
- (b) Under what conditions do equatorial rain forests and cold coniferous forests flourish? Explain why the former are relatively unimportant. (15)
6. Explain with the aid of diagrams and/or sketch-maps **three** of the following :—
- (i) A degree of latitude is almost constant in length but a degree of longitude varies;
- (ii) There are practically no seasonal variations in the length of daylight at the equator;
- (iii) The altitude of the sun at noon helps to determine position;
- (iv) Errors in area occur in a map of the world on Mercator's projection. (15)
7. For **one** of the following state and explain the differences and similarities in their way of life :—
- (i) A sheep farmer in Scotland and a sheep farmer in Australia;
- (ii) A wool weaver in Lewis and a wool weaver in the West Riding of Yorkshire;
- (iii) A pygmy and an Eskimo;
- (iv) A dweller of the Kirghiz steppe and an Alpine farmer of Switzerland. (15)

SECTION C

British Isles

8. (i) Draw a sketch-map of the River Forth and its estuary marking distinctively the high ground. Insert the lowest bridging point of mediaeval times and of modern times, **two** castles on volcanic rocks, and **three** important routes. 9
- (ii) Using the information on your map write a short paragraph on the influence of gaps and bridging points on the growth of towns and routes. Name **two** other Scottish towns, with routes, so influenced. 6
9. (Turn over) (15)

9. Attempt **either** (a) or (b) :—

Marks

- (a) Select **three** areas in the British Isles noted for (i) sheep farming, (ii) arable farming, and (iii) heavy industry respectively and describe the geographical conditions which favour the growth of each in the area selected. Compare briefly the density distribution of population in **two** of the three areas selected. (15)
- (b) What geographical conditions have contributed to the large concentration of population in the Midland Triangle of England or London or South Wales ? (15)

Europe excluding the British Isles

10. Select **one** of the following river valleys, describe its use as an artery of trade, and assess its importance to the country named :—

- (i) Rhine—Germany ;
 (ii) Rhône-Saône—France ;
 (iii) Danube—Austria. (15)

11. Choose Norway or Italy or Spain and comment on the statement that it enjoys few of the natural advantages which lead to large manufacturing industries. (15)

The Rest of the World

12. Write a geographical description of **one** of the following :—

- (i) The Corn Belt of the United States ;
 (ii) The crops of the West Indies ;
 (iii) The Spring Wheat Belt of Canada ;
 (iv) The trade of the Great Lakes. (15)

13. State the chief differences in relief, climate, and occupations between **either** California and New England or the Prairies of Canada and British Columbia. (15)

14. Write an orderly geographical description of **one** of the following :—

- (i) Union of South Africa ;
 (ii) Nigeria ;
 (iii) Algeria and Morocco. (15)

15. Account for the distribution of :—

- (i) rainfall in Australia ; and
 (ii) fruitgrowing in Australia. (15)

16. (i) Describe briefly and broadly the distribution of population in South America. 7
 (ii) What geographical factors account for its uneven distribution ? 8
 (15)

17. Write a geographical essay on **either** irrigation in India or rice and wheat in China. (15)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(FIRST PAPER)

Thursday, 8th March—9.30 A.M. to 12 NOON

Candidates should attempt FIVE questions, viz., the two questions of Section A, together with any three questions taken from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

In any question credit will be given for appropriate sketch-maps and diagrams.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

SECTION A

The two questions of this Section should be attempted.

- | | <i>Marks</i> |
|---|--------------|
| 1. After studying the part of the one-inch map of the British Isles which is provided :— | |
| (a) Contrast (in about 20 lines) the relief and drainage of the northern and southern parts of the area. | 16 |
| (b) Discuss the influence of relief and drainage upon the communications of the area. | 10 |
| (c) Comment on the distribution of woodland throughout the area. | 4 |
| (d) What advantages has Scarborough (040890) as a holiday resort ? | 6 |
| | (36) |
| 2. Answer the following questions on the accompanying map of part of the Americas :— | |
| (a) For the two places marked with a X on the map state :— | |
| (i) the months of maximum rainfall ; and | |
| (ii) the altitude of the noonday sun on June 21st. | 4 |
| (b) A cross-section has been drawn across the mainland along latitude 19° N. | |
| (i) Draw similar cross-sections along latitudes 40° N. and 20° S. ; and | |
| (ii) On each of the three cross-sections print D to mark a densely peopled area, L to mark an area of light rainfall, and F to mark an area of forest, stating the type. | 7 |
| (c) Mark and name Sudbury, Thetford, and Birmingham (Ala.) and beside each print the mineral for which it is known. | 3 |
| (d) Print the following over appropriate areas (one for each) :—
tierra fria ; redwoods ; coffee ; winter wheat. | 2 |
| | (16) |

SECTION B

THREE questions should be attempted.

- | | |
|--|------|
| 3. Give a brief account of the sea as an agent of erosion, transportation, and deposition. Draw your examples from the British Isles. | (16) |
| 4. (i) Draw a circle to represent the world and on it show the wind system of the world at the equinox, identifying significant lines of latitude. | 6 |
| (ii) State where, and explain why, monsoon effects upset the pattern of winds shown on your diagram in (a). | 10 |
| | (16) |

5. Select a fairly large area of tropical grassland and a fairly large area of temperate grassland and account for the difference in their vegetation and development. (16)

6. What geographical factors aid the development of manufacturing? Illustrate your answer by referring to specific towns and regions. (16)

7. Attempt **either (a) or (b)** :—

(a) Select a small area which you know well and show how far relief, climate, and resources have decided the major activities of the area. (16)

(b) Write a concise account of any geographical *field-work* in which you have participated. Illustrate your answer with sketch-maps or diagrams or both. (16)

8. Study maps A and B.

(a) What are the most significant changes of population in Scotland between 1931 and 1951 which emerge from a study of these maps? 10

(b) Discuss the relative merits of the figures of map A and of map B as methods of showing population changes. 6
(16)

9. In the centre is a forest vegetation, so overpowering that it stifles all life except its own, bordered by regions more suitable for human settlement.

Then comes a gap with the belt of sub-tropical deserts following on one another slantwise from continent to continent, beyond which possibilities of settlement again appear, gradually reach their maximum both in quality and quantity, then fade away again in the frozen lands of the North and South. Such is the order and regulation of our world.

Lucien Febvre.

Read through the above passage and then answer the following questions :—

(a) Using your knowledge of geography expand the **three** parts of the passage which have been underlined. 12

(b) How does south-east Asia fit into Febvre's broad outline of the world distribution of population? 4
(16)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(SECOND PAPER)

Thursday, 8th March—1.30 P.M. to 4 P.M.

Candidates should attempt FIVE questions from FOUR sections which must include Sections A, B, and C, the fourth section being EITHER Section D OR Section E, viz., one question from each of the four sections and a fifth from any one of these four sections.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

In any question credit will be given for appropriate sketch-maps and diagrams. A geographical description must include a sketch map.

13.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question or part of a question is shown in the margin.

[TURN OVER

[11]



SECTION A

British Isles

Marks

1. (a) Draw a sketch-map of the basin of the Clyde **or** Forth **or** Tay to show its relief and drainage.

5

(b) Draw a second sketch-map of the selected basin to show its agriculture, **two** important routes, and **three** towns. (At least **one** of the towns must not be on the estuary.)

7

(c) Write a concise paragraph on the geographical relationships brought out by a comparison of these maps.

8

(20)

2. Write a geographical description of **one** of the following :—

The Midland Triangle of England ; London ; the Lake District ; Northern Ireland.

(20)

3. (a) Name the **six** greatest British ports and comment on the pattern of their distribution.

8

(b) Write notes on the trade of any **two**, showing that you understand the word " hinterland ".

12

(20)

SECTION B

Europe

4. To what extent may the mountains stretching from the Bay of Biscay to the Black Sea be considered a barrier in the racial and economic geography of Europe ?

(20)

5. Write a geographical description of the manufacturing industries of Italy **or** the agriculture of the Iberian Peninsula **or** transport on the Rhine.

(20)

6. Suggest a regional subdivision of Sweden **or** Switzerland **or** Belgium and describe the relief, climate, and economic resources of **two** of the subdivisions.

(20)

SECTION C

North America

Marks

7. In what respects do the relief, occupations, and distribution of population of British Columbia resemble and differ from those of Quebec and Ontario ? (20)
8. Attempt **either** (a) or (b) :—
- (a) "California is one of the leading agricultural states of the United States." Amplify and discuss. (20)
- (b) Write a geographical account of **either** the iron and steel industry of the United States **or** the internal communications of the United States. (20)
9. Draw a sketch-map of **either** North America west of 100° W. **or** North America east of 100° W. (omitting the West Indies, Mexico, and Central America) to show the pattern of climate. Name the different climates and relate them to the pattern of vegetation. (20)

SECTION D

Asia

10. An author, writing of Asia, subdivides the continent into: Southwest Asia; India and Pakistan; Southeast Asia; the Far East; Soviet Asia; and High Asia. Select **one** of these subdivisions and say how far, in your opinion, it is a unit. (20)
11. Why and in what respects is **either** the Deccan more productive than Tibet **or** the basin of the Ganges more productive than the basin of the Ob? (20)
12. Write a geographical account of the agriculture of China. (20)

SECTION E

The Southern Continents

13. Compare broadly **either** the basins of the Congo and the Nile **or** the basins of the Murray-Darling and the Orange-Vaal. (20)
14. "In Australia the density distribution of population is controlled by rainfall."
How far is this true, and how far may the density distribution be changed by hydro-electric development? (20)
15. Write a geographical essay on **one** of the following :—
- (i) Transport and communications in South America;
- (ii) A South American river. (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ARITHMETIC

Monday, 5th March—9.15 A.M. to 10.30 A.M.

Only FIVE questions should be answered.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Four-place logarithmic tables and tables of square roots are provided. The use of logarithms is permitted only in questions 9 and 10.

All the working must be legible and shown in its proper position in the answer, and, when necessary, the different steps should be clearly indicated.

Marks will be deducted for careless or badly arranged work.

20 marks are assigned to each question.

In questions 1 to 8 the use of logarithmic tables is not permitted.

1. A carpet which covers the central part of a floor cost £71 15s. The floor is 25 ft. 6 in. long and 19 ft. 6 in. broad and there is a border 2 ft. 3 in. wide between the edge of the carpet and the walls. What was the cost of the carpet per square yard?

What is the area of the border in square yards?

2. The enclosing of a small public park required 177 ft. 8 in. of railing at 16s. 6d. per foot, 254 ft. 6 in. of railing at 15s. 8d. per foot, and four gates at £49 10s. each.

Calculate the total cost.

[TURN OVER

3. A man buys 1,000 purses at 2s. 3d. each and 2,000 purses at 2s. each. Find the average cost per purse.

After 2,900 of the purses are sold at a price which is the average cost price increased by 40 per cent., the remaining 100 are sold off at 1s. 3d. each. Calculate the gain on the whole transaction, and express it as a percentage of the total outlay.

4. After covering 20,808 miles with a new car, a motorist finds that his average petrol consumption over that distance is 30.6 miles per gallon. When he has covered a further 6,030 miles, he finds that his average petrol consumption over the whole distance of 26,838 miles is 31.5 miles per gallon. Find, in miles per gallon, correct to one decimal place, his average petrol consumption over the last 6,030 miles.

5. A man opens a bank account and deposits £170 at the beginning of each of three successive years. Interest at $2\frac{1}{2}$ per cent. per annum is added to the deposit at the end of each year and is calculated on the number of complete pounds in the account throughout the year. How much stands to the man's credit at the end of the third year?

6. On a map which shows distances as $\frac{1}{200,000}$ of their actual length, a tunnel is shown by a line 6.8 cm. long. What is the length of the tunnel in kilometres?

If one mile = 1.61 kilometres, what is the length of the tunnel in miles and furlongs, to the nearest furlong?

7. The rateable value of a county in a certain year was £1,611,852. What sum would be brought in by a rate of one penny in the pound?

What rate in the pound, to the necessary whole penny, should be levied to meet expenditure of £500,000?

8. Find the annual income from £100 invested in a $2\frac{1}{2}$ per cent. stock at 60.

How much money should be invested in a $3\frac{3}{4}$ per cent. stock at 75 to give the same income?

If £3,300 is to be invested, partly in one of these stocks and partly in the other, how much should be invested in each so that the incomes from the two investments may be the same?

The use of mathematical tables is permitted in questions 9 and 10.

9. Assuming that one gallon of water weighs 10 lb. and that one cubic foot of water weighs 1,000 ounces, calculate the number of gallons in a cubic foot, and the number of cubic inches in a pint.

Calculate the length of the edge of a cube whose capacity is one pint. Express the answer in inches, correct to one decimal place.

10. A cylinder is to be constructed of volume 8 cubic inches.

(i) If the length is to be 2.5 inches, find the diameter.

(ii) If the diameter is to be 1.95 inches, find the length.

In each case, take $\pi = 3.142$, and express the answer in inches, correct to two decimal places.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

LOWER GRADE—(FIRST PAPER)

Monday, 12th March—9.30 A.M. to 11.30 A.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Four-place mathematical tables are provided.

All the figures should be neatly drawn, and where it is necessary to turn over a page during the answer to a question, a rough copy of the figure **MUST** be drawn on the fresh page. All the steps of the proofs must be given, and it should be clearly shown on what assumptions the demonstrations are based. Where geometrical references are necessary, care should be taken to ensure that such references are clear and intelligible ; text-book reference numbers should **NOT** be used.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

[TURN OVER

SECTION I

All the questions in this Section should be attempted.

Marks

1. Prove that a rectangle and a parallelogram on the same base and between the same parallels are equal in area.

8

Write down formulae for determining the area of a triangle given (i) two sides and the included angle; (ii) three sides.

2

2. Prove that, if two triangles are equiangular, their corresponding sides are proportional.

12

3. Prove the formula $a^2 = b^2 + c^2 - 2bc \cos A$ for a triangle ABC in which the angle A is acute.

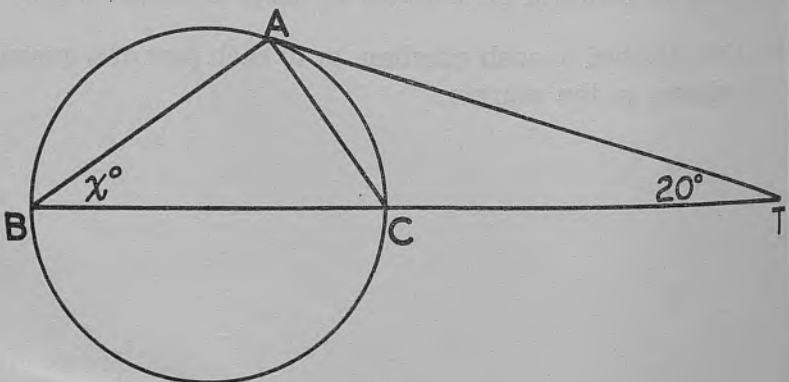
(If the geometrical theorem concerning the square on the side of a triangle opposite an acute angle is used, it must first be proved.)

11

4. (The figures in (i) and (ii) need not be reproduced. Except in (ii), references are not required.)

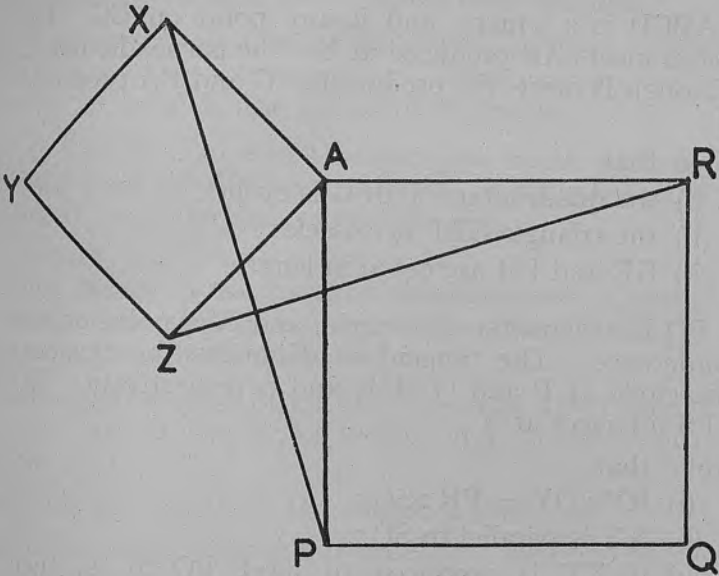
(i) ABC is a triangle inscribed in a circle of which BC is a diameter; the tangent at A meets BC produced at T. Angle ATC = 20° ; angle ABC = x° . Find the value of x .

4



(ii) APQR and AXYZ are squares. Prove that $XP = ZR$.

4



(iii) ABCD is a parallelogram in which AB is of length 33 inches, AD of length 17 inches, and BD of length 40 inches ; calculate the length of AC.

4

(iv) O is the centre of a circle of radius 5 inches. State, without proof, the locus of the mid-points of chords of the circle which are of length 8 inches.

4

5. (Turn over)

SECTION II

Only **THREE** questions should be attempted from this Section.

Marks

5. ABCD is a square, and E any point on BC. DE produced meets AB produced at F. The perpendicular to DF through D meets BC produced at G and BA produced at H.

Prove that

- (i) the quadrilateral DCFG is cyclic ;
- (ii) the triangle GDF is isosceles ;
- (iii) GE and FH are equal in length.

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6. PQ is a diameter of a circle, and X a point on the circumference. The tangent at X meets the tangents to the circle at P and Q at R and S respectively. RQ and PS intersect at Y.

Prove that

- (i) $RY : QY = PR : SQ$;
- (ii) XY is parallel to SQ ;
- (iii) if XY is produced to meet PQ at Z, then $XY = YZ$.

4

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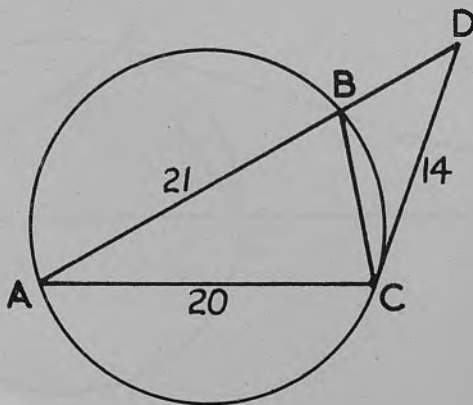
7. In the accompanying diagram, the tangent at C to the circumcircle of the triangle ABC meets AB produced at D. If AB is of length 21 units, AC of length 20 units, and CD of length 14 units, calculate

- (i) the length of BD ;
- (ii) the length of BC (Section I, 2) ;
- (iii) the length of the projection of AD on AC.

6

6

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8. (i) Using only ruler and compasses, draw accurately a triangle ABC in which BC is of length 4.50 inches, angle $ABC = 45^\circ$, and angle $ACB = 60^\circ$. (Do not state the construction, but show all necessary lines and arcs.) 3

(ii) Draw accurately the inscribed circle of this triangle ABC, stating the construction. Measure, to one-hundredth of an inch, the radius of the circle. 6

(iii) If I is the centre of this inscribed circle, find, by calculation from the data in (i), the size of angle BIC, the length of IB, and the area of triangle IBC. 8

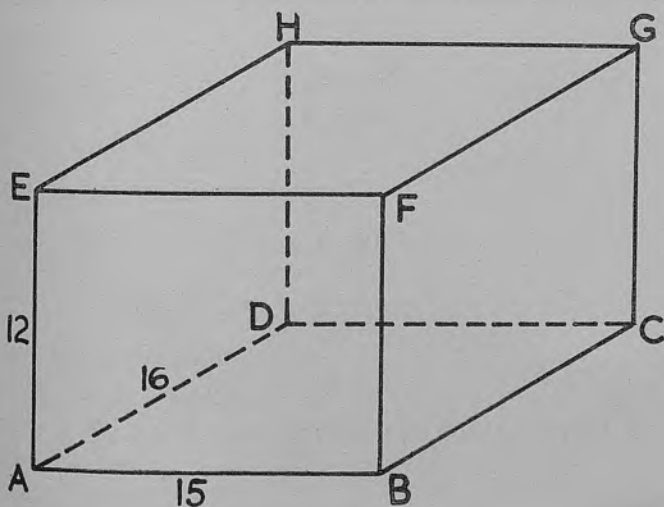
9. (The answer to this question should include a figure, and should state clearly any construction lines added to the figure as given in the question.)

A rectangular block ABCDEFGH has edge AB of length 15 inches, AE of length 12 inches, and AD of length 16 inches.

Calculate the length of the diagonal HB. 4

Adding a construction line if necessary, name an angle in your figure which is the angle HB makes with the plane ADHE, and calculate the size of this angle. 5

Calculate the length of the perpendicular from G to the line HB. 8



Let \mathcal{A} be a $n \times n$ matrix over \mathbb{C} . Then \mathcal{A} is normal if and only if $\mathcal{A}^* \mathcal{A} = \mathcal{A} \mathcal{A}^*$. If \mathcal{A} is normal, then \mathcal{A} is unitarily diagonalizable. That is, there exists a unitary matrix U and a diagonal matrix D such that $\mathcal{A} = U D U^*$. The diagonal entries of D are the eigenvalues of \mathcal{A} , and the columns of U are the corresponding orthonormal eigenvectors.

Let \mathcal{A} be a $n \times n$ matrix over \mathbb{C} . Then \mathcal{A} is Hermitian if and only if $\mathcal{A} = \mathcal{A}^*$. If \mathcal{A} is Hermitian, then \mathcal{A} is unitarily diagonalizable. That is, there exists a unitary matrix U and a real diagonal matrix D such that $\mathcal{A} = U D U^*$. The diagonal entries of D are the eigenvalues of \mathcal{A} , and the columns of U are the corresponding orthonormal eigenvectors.



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

LOWER GRADE—(SECOND PAPER)

Monday, 12th March—1 P.M. to 3.30 P.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place mathematical tables are provided.

All the working must be legible and shown in its proper position in the answer, and the different steps should be clearly indicated.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

SECTION I

All the questions in this Section should be attempted.

- | | <i>Marks</i> |
|--|--------------|
| 1. (i) Given that $S = \frac{K(T - 30)}{P - T}$, express T in terms of S, P, and K. | 6 |
| (ii) Use logarithms to evaluate $\sqrt[3]{2 \times 0.3075^2}$. | 6 |
| 2. (i) Factorize $12x^3 - 2x^2y - 4xy^2$. | 3 |
| (ii) Solve the equations | |
| (a) $\frac{2}{3}x(3x + 1) - \frac{1}{2}(2x - 1)^2 = 1$; | 5 |
| (b) $3x^2 - 5x - 4 = 0$, giving the roots correct to two decimal places. | 5 |

[TURN OVER

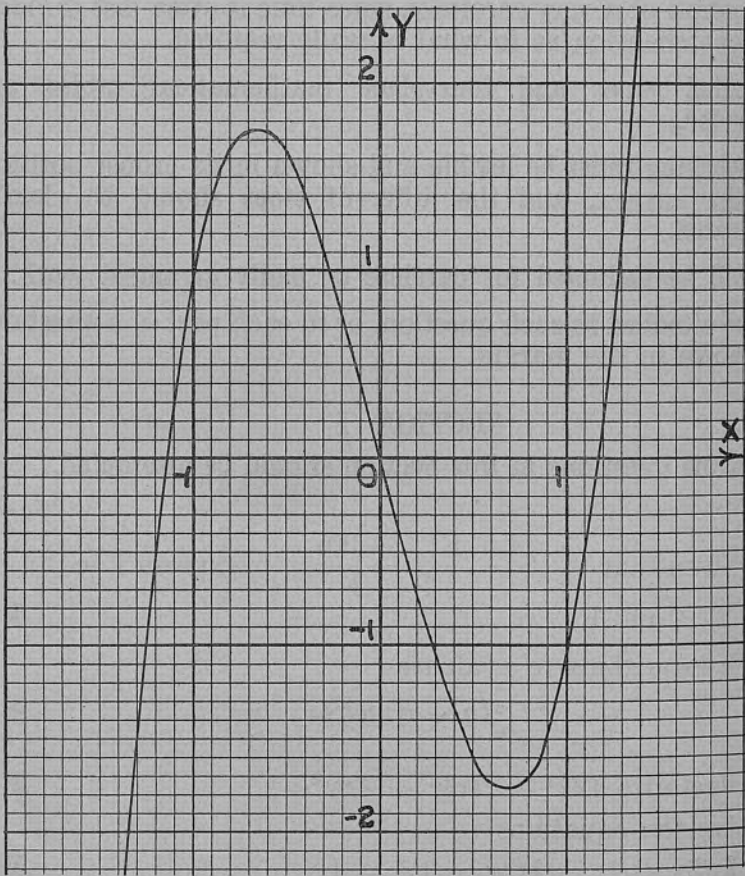
3. (i) At an examination, taken by x girls and y boys, p per cent. of the girls and q per cent. of the boys passed. What percentage of all the candidates passed? 4

(ii) If $a : b = 3 : 2$ and $a : c = 4 : 3$, find the ratio $b : c$. 4

(iii) A motorist travelled from Edinburgh to Glasgow, a distance of 44 miles, at an average speed of v miles per hour. He returned at an average speed 4 miles per hour greater and thereby saved 6 minutes on the journey. Write down an equation from which v could be found. 4

(Do not simplify or solve the equation.)

(iv) The graph of the function $3x^3 - 4x$ is shown in the diagram for a certain range of values of x .



Find from the graph, to two decimal places,

(a) the minimum turning value of the function;

(b) the roots of the equation $30x^3 - 40x = 13$.

4. (i) Using mathematical tables, find the angles between 0 and 180° for which

(a) $\cos x = -0.3013$;

(b) $\sin y = 0.7687$;

(c) $\sin z = \frac{1}{2} \cos z$.

5

(ii) What is the size of the angle subtended at the centre of a circle by each side of a regular pentagon inscribed in the circle? Find the area of a regular pentagon inscribed in a circle of radius 2 inches.

6

SECTION II

Only **THREE** questions should be attempted from this Section.

5. (i) Divide $8x^3 - 22x^2 + p$ by $4x - 3$ and find the value of p for which $4x - 3$ is a factor of $8x^3 - 22x^2 + p$.

5

(ii) Express the following statement in symbols and prove algebraically that it is true :—The fourth power of the sum of two numbers diminished by the fourth power of their difference is equal to eight times the product of the numbers multiplied by the sum of their squares.

4, 4

Use this result to evaluate $101^4 - 99^4$.

3

6. A rectangular card is of length l inches and breadth b inches. A photograph is mounted on it so as to leave a border $\frac{3}{2}x$ inches wide along one of the sides of length l inches and x inches wide along the other three sides. Show that the area of the border is $\frac{1}{2}x(5l + 4b - 10x)$ square inches.

6

If the card is 16 inches long and 10 inches broad and if the area of the photograph is equal to the area of the border, calculate the width of the border along the 10-inch sides. Give the answer correct to the nearest tenth of an inch.

10

7. The prices of the seats in a cinema are 3s. and 2s. 3d. When every seat is occupied the drawings amount to £135. The seating is re-arranged, 20 per cent. of the dearer seats being transferred to the cheaper class, and the prices of the seats are increased to 3s. 6d. and 2s. 6d. The receipts for a full house now amount to £149 10s. How many seats were there at each of the original prices?

16

8. (Turn over)

8. From a ship the bearing of a lighthouse is 34° West of North. The ship sails due North until it reaches a position P from which the lighthouse is 3 miles distant on a bearing 80° West of North. Calculate, as accurately as your tables allow, the distance the ship has sailed.

5

From P the ship sails for 5 miles in a direction 23° East of North. How far is it now from the lighthouse and what is the bearing of the lighthouse from the ship?

6, 5

9. (i) Assuming that the speed of a body falling from rest varies as the square root of the distance through which the body has fallen and that the speed is 24 feet per second when the body has fallen 9 feet, find the distance through which the body has fallen from rest when the speed is 32 feet per second.

5

(ii) In an experiment the pressure, p lb. per square inch, of a quantity of gas in a closed container at a temperature t° Fahrenheit was found to be as shown in the following table:—

t	60	80	100	120	140	160
p	14.00	14.51	15.10	15.60	16.22	16.69

Taking 1 inch to represent 20° on the one axis and 1 inch to represent 0.5 lb. per square inch on the other, plot p against t and draw what you consider to be the best-fitting straight line graph.

5

Assuming that for this range of temperature the relationship between p and t is of the form $p = at + b$, where a and b are constants, find the values of a and b .

6

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(FIRST PAPER)

Monday, 12th March—9.30 A.M. to 11.30 A.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

All the figures should be neatly drawn, and, where it is necessary to turn over a page during the answer to a question, a rough copy of the figure **MUST** be drawn on the fresh page. All the steps of the proofs must be given, and it should be clearly shown on what assumptions the demonstrations are based. Where geometrical references are necessary, care should be taken to ensure that such references are clear and intelligible; text-book reference numbers should **NOT** be used.

Square-ruled paper and four-place mathematical tables are provided.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

[TURN OVER

SECTION I

All the questions in this Section should be attempted.

Marks

1. If the straight line joining two points subtends equal angles at two other points on the same side of it, prove that the four points are concyclic. 11

2. Prove that the areas of similar triangles are proportional to the squares on corresponding sides. 12

3. Prove that, in a triangle ABC, $\frac{a}{\sin A} = 2R$, where R is the radius of the circumcircle of the triangle, considering the cases where angle A is (i) acute ; (ii) obtuse. 6

A chord AB of a circle is of length $2l$ inches ; C is a point on the major arc AB, and the angle ACB is θ radians. Obtain, in terms of l and θ , an expression for the area of the minor segment cut off by AB. 6

4. The point P divides the straight line joining the points A (x_1, y_1) and B (x_2, y_2) in the ratio $m : n$. Prove that the abscissa of the point P is $\frac{mx_2 + nx_1}{m + n}$, and write down the ordinate of P. 5

A is the point $(4, 2\frac{1}{2})$, B the point $(-1, -3)$, and C the point $(7, -1)$. AD is drawn perpendicular to BC, meeting BC at D. Find the co-ordinates of the point D and the ratio in which D divides BC. Show that the point E which divides BC so that $\frac{BE}{EC} = -\frac{BD}{DC}$ lies on the x -axis. 9

SECTION II

Only **THREE** questions should be attempted from this Section.

5. M and N are the points of contact of the tangents from a point A to a circle. B is a point on AM produced and C is a point on AN produced such that BC touches the circle at L. The line through A parallel to BC cuts LM produced at S and LN produced at T.

Prove that M, N, S, and T lie on a circle with centre A. 7

If NS and MT intersect at P, show that LP produced cuts ST at right-angles, and that P lies on the given circle. 5,5

6. ABCD is a parallelogram in which AB is twice AD. The diagonals intersect at O and the bisectors of the angles BAD and ADC intersect at R. AR produced meets BD at P and DR produced meets AC at Q.

Prove that

(i) $OP : PD = 1 : 2 = OQ : QA$; 7

(ii) the area of the figure PQAD is 16 times the area of the triangle PQR. (Section I, 2.) 10

7. The points A, B, and C lie on a horizontal plane and AD is a vertical line. DA is of length 15 inches, DB of length 17 inches, DC of length 25 inches, and BC of length 16 inches. Calculate the size of the angle between the planes DAB and DAC. 8

P, Q, and R are the middle points of DC, AC, and DB respectively. Calculate the lengths of the sides and the sizes of angles of the triangle PQR. 9

8. Prove that the equation $x^2 + y^2 + 2gx + 2fy + c = 0$ is the equation of a circle, and state the condition that this circle should pass through the origin. 6

Find the equation of the circle which passes through the origin, the point A(-2, 4), and the point B(-1, 7). 6

Obtain the equation of the locus of the middle points of chords of this circle which are of length twice AB. 5

9. At a point P on the horizontal plane through the foot A of a flagstaff, the angle of elevation of a point B on the flagstaff is α and the angle of elevation of the top C of the flagstaff is β . At a point Q between P and A on the straight line PA such that PQ is of length f feet, the angle of elevation of C is θ .

Show that

$$AC = \frac{f \sin \beta \sin \theta}{\sin(\theta - \beta)},$$

and obtain the corresponding expression for BC. 6, 7

Deduce that

$$AB = \frac{f \tan \alpha \cos \beta \sin \theta}{\sin(\theta - \beta)}. \quad 4$$

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(SECOND PAPER)

Monday, 12th March—1.0 P.M. to 3.30 P.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place mathematical tables are provided.

All the working must be legible and shown in its proper position in the answer, and the different steps should be clearly indicated.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

SECTION I

All the questions in this Section should be attempted.

- | | <i>Marks</i> |
|---|--------------|
| 1. (i) Factorize | |
| (a) $x^3 - 3x^2 - 10x + 24$; | 4 |
| (b) $abx^2 + (a^2 + b^2)x - (a^2 - b^2)$. | 4 |
| (ii) From the relation | |
| $y = a + \frac{b\sqrt{r^2 - x^2}}{x}$ | |
| express x in terms of a , b , r , and y . | 5 |

[TURN OVER

2. (i) Given that $e = 2.718$, calculate, correct to three significant figures, the value of x for which $e^x = 5.397$.

(ii) If $\log_a 128 + \log_a 54 - \log_a 0.5 = 3$, find, without using tables, the value of a .

(iii) Simplify

$$\frac{3}{1 + \sqrt{2}} + \frac{2}{3 - 2\sqrt{2}} - \frac{\sqrt{2}}{4 + 3\sqrt{2}}$$

3. (i) Differentiate with respect to x :—

$$(a) \left(2x^3 + \frac{1}{x^2}\right)^2; \quad (b) \sqrt{(5x + 7)}.$$

(ii) Evaluate the integral

$$\int_1^4 \sqrt{x} \left(x - \frac{1}{x}\right) dx.$$

4. (i) The square of the time, T years, taken by a planet (assumed to move in a circular orbit) to revolve round the Sun varies as the cube of its distance, D million miles, from the Sun. If, for the Earth, this distance is taken as 93 million miles, and the time of revolution as one year, express T in terms of D , and find, in years, correct to three significant figures, the approximate time of revolution of the planet Mars, given that $D = 142$.

(ii) Prove that, if $\tan \theta$ is a mean proportional between $\tan \alpha$ and $\tan \beta$,

$$\tan^2 2\theta = \frac{\sin 2\alpha \sin 2\beta}{\cos^2 (\alpha + \beta)}.$$

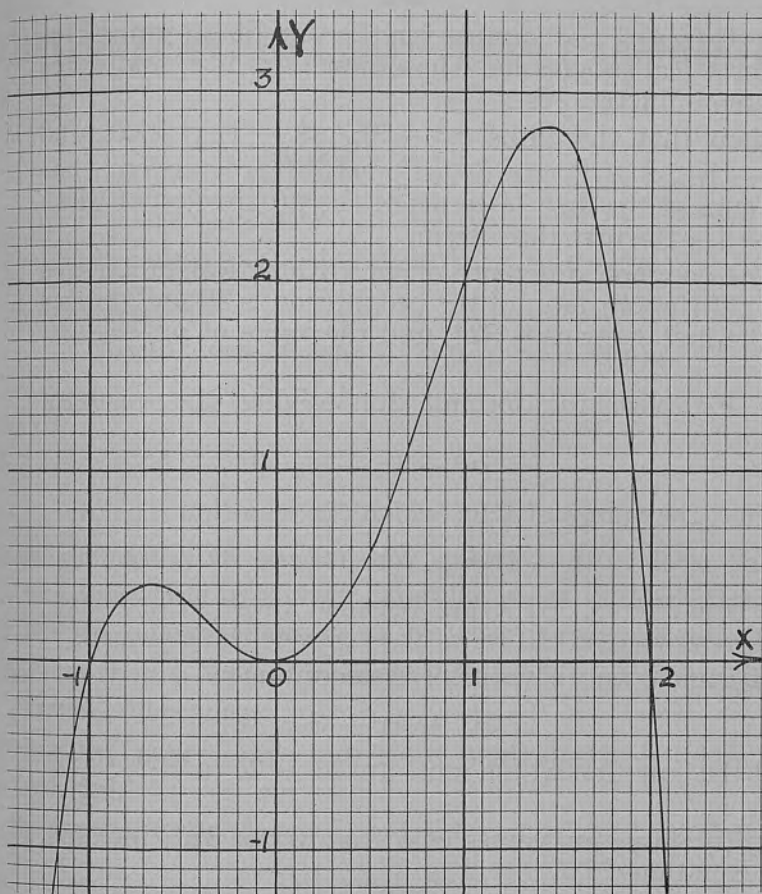
5. With the usual notation for the sides and angles of a triangle, and assuming that $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$, prove that

$$\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

Find the size of the angle A in the triangle ABC in which $a = 21.4$, $b = 32.3$, and $c = 25.1$.

If the bisector of the angle A meets the circumcircle of the triangle ABC at D , find the length of BD .

6. The graph of $y = 2x^2 + x^3 - x^4$ is shown below for a limited range of values of x .



(i) Read from the graph, to two decimal places, the maximum and minimum turning values of the function $2x^2 + x^3 - x^4$, and the real roots of the equation $x^4 - x^3 - 2x^2 - 1 = 0$.

(ii) State the range of values of k for which the equation $2x^2 + x^3 - x^4 = k$ has

(a) four real and distinct roots ;

(b) no real roots.

9

7. (Turn over.)

SECTION II

Only TWO questions should be attempted from this Section.

Marks

7. Establish the formula for the sum of n terms of the arithmetical progression whose first term is a , and whose common difference is d .

3

Show that the terms $(x^{\frac{1}{2}} - 3)$, $(x^{\frac{1}{2}} - 1)(x^{\frac{1}{2}} + 2)$, and $(x^{\frac{1}{2}} + 1)(2x^{\frac{1}{2}} - 1)$ are in arithmetical progression; find the sum of the first 11 terms of the progression of which these are the first three terms.

5

The common difference of an arithmetical progression is 4; if the p th term of the progression is 49 and the sum of the first p terms is 324, find the value of p .

6

8. Establish the formula for solving the quadratic equation

$$ax^2 + bx + c = 0.$$

3

Find the values of k for which the equation

$$(k + 1)x^2 - 2(k + 3)x + 3k = 0$$

has equal roots. If k lies between these values, state, with reasons, the nature of the roots of the equation.

6

If p and q are the roots of the equation

$$2x^2 + 4x + 3 = 0,$$

find the equation whose roots are $p^2 + 2q^2$ and $2p^2 + q^2$.

5

9. (i) Solve, for values of θ from 0° to 360° inclusive, the equations

$$(a) \sin \theta + 7 \cos \theta = 5;$$

5

$$(b) \cos 3\theta + \cos \theta = 1 + \cos 2\theta.$$

5

(ii) Establish the identity

$$2 \cos^3 2A - \cos 2A = \cos^3 3A - \sin^2 A.$$

4

10. (i) P is a variable point with x -coordinate h on the parabola $y = x^2$, and A is the point $(5, -1)$. Show that $AP^2 = h^4 + 3h^2 - 10h + 26$.

Find the turning value of AP^2 , and investigate its nature.

7

(ii) Find the area of the segment bounded by the parabola $y = x^2$ and the straight line $y = x + 2$.

7

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

DYNAMICS

ADDITIONAL MATHEMATICAL SUBJECT

Friday, 9th March—1.30 P.M. to 3.30 P.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Candidates should, where necessary, illustrate their solutions by suitable diagrams.

Square-ruled paper and four-place mathematical tables are provided.

In the answers to arithmetical examples units must be stated.

$$g = 32 \text{ ft./sec.}^2$$

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

[TURN OVER

SECTION I

All the questions in this Section should be attempted.

1. Masses of 7 lb. and 5 lb. hang at the ends of a light inextensible string which passes over a smooth peg. Find the acceleration of the masses.

Marks

3

If initially the masses are instantaneously at rest with each mass 9 feet above a horizontal surface, and if the connecting string breaks $1\frac{1}{2}$ seconds thereafter, find the times taken by the 7 lb. mass and by the 5 lb. mass to reach the horizontal surface.

12

2. A locomotive of mass 200 tons is ascending an incline of 1 in 140 (measured along the slope) and the frictional resistances to its motion amount to 10 lb. wt. per ton. If, at a certain instant, its acceleration is $\frac{1}{4}$ foot per second per second and its speed is 30 miles per hour, find the tractive force which is being exerted and the horse-power which is being developed.

9

Assuming that the frictional resistances remain constant and that the locomotive maintains the same rate of working, find the acceleration at an instant when the locomotive is moving on the level at 50 miles per hour.

6

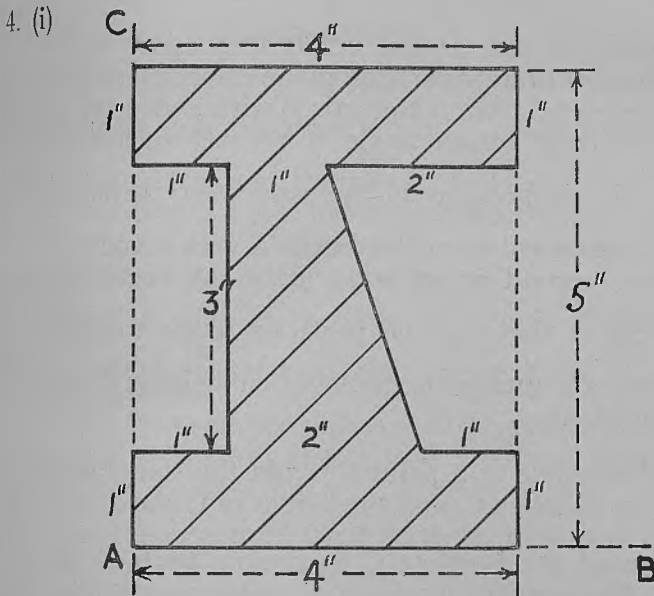
3. The sides AB and AD of a rectangle ABCD are of lengths 4 inches and 3 inches respectively. A force of 5 lb. wt. acts along AB, a force of 7 lb. wt. along CB, a force of 5 lb. wt. along the diagonal BD, and a force of 10 lb. wt. along CE, where E is the foot of the perpendicular from C to BD, the direction of the forces being indicated by the order of naming the letters.

By resolving parallel to AB and perpendicular to AB, find the magnitude and direction of the resultant of the forces; determine also the position of the point on AB through which the line of action of the resultant passes.

11

To bring the system into equilibrium, unequal like parallel forces are applied at A and B. Find the magnitudes of these forces.

4



Find the distances from AB and AC of the centroid of the uniform lamina whose dimensions are shown in the accompanying diagram.

6

(ii) A solid is formed by revolving round the x -axis the area above the x -axis bounded by the curve $y^2 = ax$, the x -axis, and the line $x = a$, where a is positive. Show that the coordinates of the centroid of the solid are $\left(\frac{2a}{3}, 0\right)$.

9

SECTION II

Only **TWO** questions should be answered from this Section.

5. A particle starts from rest at a point A and moves in a straight line so that, after t seconds, its acceleration is $(2 - \sqrt{t})$ feet per second per second. Show that the velocity increases to a value of $2\frac{2}{3}$ feet per second and then decreases.

7

If B is the point at which the particle comes instantaneously to rest, find

- (i) the time taken to travel from A to B ;
- (ii) the distance AB ;
- (iii) the time taken to return from B to A.

3

5

5

6. (Turn over)

6. Two points A and B are 1,260 feet apart on a horizontal plane. In the vertical plane through AB, a particle P is projected from A towards B with a velocity of 260 feet per second at an angle α to AB such that $\tan \alpha = \frac{5}{12}$; simultaneously, in the same vertical plane, a particle Q is projected from B towards A with a velocity of 125 feet per second at an angle β to BA such that $\tan \beta = \frac{4}{3}$. Show that, as the particles move towards each other, they are always at equal vertical heights above the horizontal plane.

4

The particles collide at a point C; find the time taken by the particles to reach C, and the height of C above AB.

6

If the mass of the particle Q is double that of the mass P, and the particles coalesce on collision, at what distance from A does the composite particle meet AB?

10

7. A uniform rod AB of length $2l$ and weight W is kept in a horizontal position by two supports from below, one at the end A, and the other at a point C in AB such that $AC = d$, where $d > l$. Find the reactions at A and C.

5

A horizontal force P , which is not sufficient to cause motion, is applied at right angles to the rod at B. Show that, at the support C, the ratio of the resulting frictional force to the normal reaction is $2P : W$, and find, in terms of P , W , l , and d the corresponding ratio at the support A.

Show that these ratios are equal when $d = \frac{4l}{3}$.

9

If the coefficients of friction between the rod and the supports are equal, and if P is increased gradually until motion occurs, discuss whether, when $d < \frac{4l}{3}$, the rod will turn about A or about C.

6

8. Define simple harmonic motion.

1

(i) A particle describes a simple harmonic motion of period T seconds and amplitude r feet. $\frac{T}{8}$ seconds after it leaves an extreme position, its velocity is 2 feet per second and its acceleration is 4 feet per second per second. Find T and r . Obtain also the maximum velocity and the maximum acceleration of the particle.

7

(ii) Particles P and Q oscillate in simple harmonic motions of period $\frac{2\pi}{\omega}$ between the points $A(a, 0)$ and $B(-a, 0)$ and between the points $C(0, a)$ and $D(0, -a)$ respectively, in such a way that P is at A when Q is at the origin O .

If the time t is measured from an instant when P is at A , state, in terms of a , ω , and t , the displacements of P and Q from O at time t , and prove that P and Q are always at the same distance apart.

6

Prove also that, if P and Q are joined by a light rod, then the mid-point of the rod moves with uniform speed in a circle.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION**ELEMENTARY ANALYSIS**

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 14th March—9.15 A.M. to 11.45 A.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Not more than **FOUR** questions should be attempted from Section I, and not more than **TWO** questions from Section II.

Square-ruled paper and four-place mathematical tables are provided.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

[TURN OVER

SECTION I

Not more than **FOUR** questions should be attempted from this Section.

Marks

1. (i) Solve the equation

$$\sqrt{(2x - 7)} - \sqrt{(x - 3)} = 2. \quad 7$$

(ii) Express as a product of factors the determinant

$$\begin{vmatrix} x & y & z \\ x^3 & y^3 & z^3 \\ y^3 + z^3 & z^3 + x^3 & x^3 + y^3 \end{vmatrix}. \quad 8$$

2. (i) If $\cot^{-1}(a + b) + \cot^{-1}(a + c) = \cot^{-1}a$,
prove that $bc = 1 + a^2$. 5

(ii) If $\tan \theta = \frac{1}{3} \tan \frac{\alpha}{2}$,
prove that $\cos 2\theta = \frac{4 + 5 \cos \alpha}{5 + 4 \cos \alpha}$. 5

(iii) Solve, for values of x in the range $0^\circ \leq x \leq 360^\circ$,
the equation $7 \sin 2x - 6 \cos 2x = 2(2 \sin x - 3)$. 5

3. (i) Sum to n terms the series

$$2.3 + 5.7 + 8.11 + \dots \quad 4$$

(ii) The terms $u_1, u_2, u_3, \dots, u_n$ of a series satisfy the relations

$$u_{r+1} = 2u_r + 1, \text{ and } u_1 = 1.$$

Show that $u_n = 2^n - 1$, and find the sum of n terms of the series. 4

(iii) Discuss, for all real values of x , the convergence of the series

$$1 + \frac{2x}{9} + \frac{3x^2}{25} + \frac{4x^3}{49} + \dots \quad 7$$

Marks

4. Prove from first principles that, if u and v are functions of x , then

$$\frac{d}{dx} \left(\frac{u}{v} \right) = \frac{1}{v^2} \left(v \frac{du}{dx} - u \frac{dv}{dx} \right).$$

4

Differentiate the following functions with respect to x :

$$(i) \frac{x^2}{\sqrt{1-x^2}}; \quad (ii) \log_e(\tan 2x + \sec 2x).$$

3, 3

Show that

$$\frac{d}{dx} (e^{x\sqrt{3}} \sin x) = 2e^{x\sqrt{3}} \sin \left(x + \frac{\pi}{6} \right).$$

5

5. (i) The area cut off the parabola $y = 4 - x^2$ by the line $y = 3$ is revolved round the x -axis. Show that the volume of the ring so formed is $\frac{136}{15}\pi$ cubic units.

8

(ii) If $x = \sin^2 \theta$ and $y = \cos 3\theta$, prove that

$$\frac{dy}{dx} = \frac{3}{2} \sec \theta - 6 \cos \theta,$$

and

$$\frac{d^2y}{dx^2} = \frac{3}{4} \sec^3 \theta + 3 \sec \theta.$$

7

6. (Turn over)

SECTION II

Not more than **TWO** questions should be attempted from this Section.

Marks

6. (i) Expand $(2 - x + 3x^2)^6$ in ascending powers of x as far as the term in x^3 .

6

(ii) Express the function

$$E \equiv \frac{x + 3}{(x + 2)(x + 1)^2}$$

in partial fractions.

6

Assuming that E can be expressed as a series of the form $a_0 + a_1 x + a_2 x^2 + \dots + a_n x^n + \dots$, find the values of a_0 , a_1 , a_2 , and a_3 , stating the range of values of x for which the series is valid.

Find also the value of a_n .

8

7. Integrate the following functions with respect to x :

(i) $\left(x^2 - \frac{1}{x^3}\right)^2$;

(ii) $\cos^2 2x \cos x$;

(iii) $\frac{3}{2x^2 - 5x + 2}$, where $x > 2$.

3, 5, 5

Evaluate the integral $\int_0^1 x^2 \tan^{-1} x \, dx$.

7

8. (i) A function $f(x)$ is such that $\frac{df}{dx} = (x - a)F(x)$ and $F(a) < 0$. Prove, by discussing the sign of $\frac{df}{dx}$ for values of x in the neighbourhood of $x = a$, that $f(x)$ has a turning value when $x = a$, and determine the nature of the turning value. 5

Find the turning values of the function

$$\frac{5x + 1}{(x^2 + 3)^{5/2}}$$

and investigate their nature. 8

(ii) Find the coordinates of the points on the curve $3x^2 - 4xy + 3y^2 = 15$ at which the tangent is parallel to (a) the x -axis; (b) the y -axis. 7

9. State and prove De Moivre's Theorem for a positive integral index. 5

(i) Find the modulus and amplitude of

$$\frac{\cos 2\theta + i \sin 2\theta}{\cos 2\theta + i \sin 2\theta - 1},$$

where θ lies between 0 and π . 6

(ii) Establish the identity

$$x^5 - 1 \equiv (x - 1) \left(x^2 - 2x \cos \frac{2\pi}{5} + 1 \right) \left(x^2 - 2x \cos \frac{4\pi}{5} + 1 \right). \quad 6$$

Deduce that

$$\sin \frac{\pi}{5} \sin \frac{2\pi}{5} = \frac{\sqrt{5}}{4}. \quad 3$$

The first part of the year was spent in the
 study of the history of the country and
 the progress of the various branches of
 science and literature.

The second part of the year was spent in
 the study of the history of the country and
 the progress of the various branches of
 science and literature.

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The third part of the year was spent in
 the study of the history of the country and
 the progress of the various branches of
 science and literature.

The fourth part of the year was spent in
 the study of the history of the country and
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The fifth part of the year was spent in
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The sixth part of the year was spent in
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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOMETRY

ADDITIONAL MATHEMATICAL SUBJECT

Monday, 5th March—9.15 A.M. to 11.15 A.M.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Not more than **FIVE** questions should be attempted, of which **TWO** should be chosen from Section I, **TWO** from Section II, and a **FIFTH** from **EITHER** Section.

Where geometrical references are necessary in written proofs, care should be taken to ensure that such references are clear and intelligible. Text book reference numbers should **NOT** be used.

Marks will be deducted for careless or badly arranged work.

The value attached to each question, or to each part of a question, is shown in the margin.

[TURN OVER

SECTION I

Marks

1. Prove that the bisectors of the angles between the two straight lines $ax^2 + 2hxy + by^2 = 0$ are given by the equation

$$\frac{x^2 - y^2}{a - b} = \frac{xy}{h}.$$

7

Find the equations of the bisectors of the angles between the lines $7x^2 - 8xy + y^2 = 0$ and verify that the point P (3, 6) lies on one of the bisectors. The equal sides of an isosceles triangle lie along the given lines; if the third side of the triangle passes through P, find its equation.

5

Verify that the equation

$$7x^2 - 8xy + y^2 + 12(x + 2y - 15) = 0$$

represents a pair of straight lines, and prove that these lines, together with the given pair of lines, form a rhombus.

8

2. Prove that, if the circles

$$x^2 + y^2 + 2g_1x + 2f_1y + c_1 = 0$$

$$\text{and } x^2 + y^2 + 2g_2x + 2f_2y + c_2 = 0$$

intersect at L and M, then the equation

$$x^2 + y^2 + 2g_1x + 2f_1y + c_1 + k(x^2 + y^2 + 2g_2x + 2f_2y + c_2) = 0,$$

where k is an arbitrary constant, represents a circle which passes through L and M.

4

Write down the equation of the circle with centre A (6, 8) and radius 4 units. A variable point P is taken on this circle, and Q is the middle point of OP, where O is the origin. Prove that the locus of Q is the circle

$$x^2 + y^2 - 6x - 8y + 21 = 0,$$

and find the coordinates of its centre B.

7

These two circles meet at U and V. Find the equation of the circle OUV. If the centre of the circle OUV is C, prove that (OB, CA) is a harmonic range.

9

3. Obtain the equation of the tangent to the parabola $y^2 = 4ax$ at the point $P(ap^2, 2ap)$, and prove that the point of intersection, L , of the tangents at $Q(aq^2, 2aq)$ and $R(ar^2, 2ar)$ has coordinates $(aqr, aq + ar)$.

6

If the tangent at P meets LR at M and LQ at N , prove that

$$\frac{MP}{PN} = \frac{p-r}{q-p},$$

7

and deduce that LP , MQ , and NR are concurrent.

7

4. Prove, without assuming the equation of the tangent, that the equation of the normal at the point $(a \cos \theta, b \sin \theta)$ on the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ is

$$\frac{ax}{\cos \theta} - \frac{by}{\sin \theta} = a^2 - b^2.$$

5

The normal at a variable point P on the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, where $a > b$, meets the coordinate axes at L and M . Find the equation of the locus of the mid-point of LM , and show that the locus is an ellipse of the same eccentricity as the given ellipse.

7, 8

5. Write down the equations of the asymptotes of the hyperbola $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$.

The tangent to the hyperbola at the point $T(x_1, y_1)$ meets the asymptotes at P and Q . Prove that T is the middle point of PQ .

7

The circle OPQ , where O is the origin, meets the x -axis at R . Prove geometrically that $RP = RQ$ and that R lies on the normal at T to the hyperbola.

6

Find the coordinates of R , and deduce that, if S is a focus of the hyperbola, OR is greater in length than OS .

7

6. (Turn over)

SECTION II

Marks

6. P and Q are points on the sides LM and LN of a triangle LMN. PQ meets MN at R, MQ meets NP at S, and LS meets MN at T, lines being produced where necessary. By applying the theorems of Ceva and Menelaus to the triangle LMN, prove that (MN, TR) is a harmonic range.

4

The altitudes AD, BE, and CF of a triangle ABC meet at H, and EF meets BC at L. Prove that B, C, E, and F lie on a circle, and that AD is the polar of L with respect to this circle.

6

If LH meets the median from A at M, prove that the angle AML is a right-angle.

10

7. Define the terms *radical axis*, *radical centre*.

2

The inscribed circle of a triangle ABC, in which AB is greater than AC, touches BC, CA, AB at P, Q, R respectively, and the escribed circle opposite A touches BC, CA, AB at P_1 , Q_1 , R_1 respectively. Prove that $BP_1 = CP$.

5

If M and N are the mid-points of QQ_1 and RR_1 respectively, prove that MN bisects BC.

7

If the escribed circle opposite B touches BC at P_2 and AB at R_2 , and if the line joining the mid-points of PP_2 and RR_2 meets MN at S, prove that the tangents from S to the escribed circles opposite A and B are equal.

6

8. Define *inverse points* with respect to a given circle, and prove that any circle which passes through a pair of inverse points cuts the given circle orthogonally.

5

The triangle ABC is inscribed in a circle with centre O, and the perpendicular bisector of BC meets the circle at X and Y, and meets AB and AC, produced where necessary, at D and E respectively. Prove that

(i) (XY, DE) is a harmonic range ;

5

(ii) the circle ADE is orthogonal to the circle ABC.

5

If S is the centre of the circle ADE, and if OS meets the common chord of the circles ADE and ABC at F, prove that D, E, F, and S are concyclic.

5

Marks

9. In a tetrahedron $VABC$, the bisectors of the angles BVC , CVA , AVB meet BC , CA , AB at X , Y , Z respectively. Prove that AX , BY , CZ are concurrent.

7

If, also, $VA \cdot BC = VB \cdot CA = VC \cdot AB$, prove that the point of concurrence is the incentre I of the triangle ABC , and that the bisectors of the angles VAC and VBC meet on VC .

7

If, further, J and K are the incentres of the triangles VBC and VCA respectively, prove that AJ and BK intersect, and that VI passes through the point of intersection.

6



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

LOWER GRADE

Monday, 19th March—9.15 A.M. to 11.45 A.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

[TURN OVER

1. Translate into English :—

Either (a) or (b)

(a) **The Gallic leader Dumnacus, uncertain of his base and alarmed by the approach of the Romans, withdraws towards the river Loire but is intercepted and defeated.**

At Dumnacus, adventu Fabii cognito, desperata salute, si tempore eodem coactus esset et Romanum sustinere hostem et respicere⁽¹⁾ ac timere oppidanos, repente ex eo loco cum copiis recedit; nec se satis tutum fore arbitrabatur, nisi flumen Ligerim, quod erat ponte propter magnitudinem transeundum, copias traduxisset. Fabius, etsi nondum in conspectum venerat hostium neque se Caninio coniunxerat, tamen doctus ab iis, qui locorum noverant naturam, credit hostes perterritos eum potissimum⁽²⁾ locum, quem petebant, petituros. itaque cum copiis ad eundem pontem contendit. consequuntur equites nostri, ut erat praeceptum, invaduntque Dumnaci agmen et fugientes perterritosque in itinere aggressi magna praeda multis interfectis potiuntur. ita re bene gesta se recipiunt in castra.

(1) respicere = to keep a watchful eye on.

(2) potissimum = in preference to all others.

(28)

(b) **The praetor Cipus, on whose head horns have grown, is hailed by the Etruscan soothsayer as the destined king of Rome; recoiling from this in horror, however, he resolves to go into exile.**

Haec simul ac vidit Tyrrhenae gentis haruspex,
 "rex," ait, "o salve! tibi enim, tibi, Cipe, tuisque
 hic locus et Latiae parebunt cornibus arces.
 tu modo rumpe⁽¹⁾ moras portasque intrare patentes
 adpropera. sic fata iubent. namque urbe receptus
 rex eris, et sceptro tutus potiere perenni."⁽²⁾
 rettulit ille pedem, torvamque⁽³⁾ a moenibus urbis
 avertens faciem, "procul, a! procul omnia" dixit
 "taliam di pellant! multoque ego iustius aevum
 exsul agam, quam me videant Capitolia regem."
 dixit et extemplo populumque gravemque senatum
 convocat antiquosque deos e more⁽⁴⁾ precatur.

(1) rumpere = to break off, put an end to.

(2) sceptro . . . perenni = lasting sway, enduring power.

(3) torvus = grim, gloomy.

(4) e more = in the customary manner.

(28)

2. Translate into English :—

At the instigation of the Athenian government, Lysander induces Pharnabazus to have Alcibiades killed.

Eodem tempore Critias ceterique tyranni Atheniensium certos homines ad Lysandrum in Asiam miserunt, qui eum certio rem facerent, nisi Alcibiadem sustulisset, nihil earum rerum fore ratum⁽¹⁾ quas ipse Athenis constituisset. itaque Lysander Pharnabazo persuasit ut Alcibiadem vivum aut mortuum traderet. ii qui ad eum interficiendum missi sunt, cum ferro aggredi non auderent, noctu ligna contulerunt circa casam eam, in qua quiescebat, eamque succenderunt, ut incendio conficerent⁽²⁾ quem manu superari posse diffidebant. ille autem, ut scriptu flammae est excitatus, etsi gladius ei erat subductus,⁽³⁾ familiaris sui telum eripuit. namque erat cum eo quidam ex Arcadia hospes, qui nunquam discedere voluerat. hunc sequi se iubet, et vestimenta quae in casa erant arripuit. his in ignem eiectis, flammae vim transiit. quem ut barbari incendium effugisse viderunt, telis eminus missis interfecerunt caputque eius ad Pharnabazum rettulerunt.

⁽¹⁾ ratum = confirmed, ratified.

⁽²⁾ conficere = to destroy.

⁽³⁾ subducere = to take away.

(34)

3. Translate into Latin :—

(1) I shall inform you how unworthy this man is of praise. (3)

(2) Unless you hand over the hostages, we shall burn the city within twelve hours. (3)

(3) They are so foolish that they value their freedom very little. (3)

(4) We shall leave two legions to help Labienus against these fierce savages. (3)

(5) Didn't you say that you had warned the inhabitants not to fortify their town? (4)

(6) He was ashamed of his ancestors, although many of them had been magistrates. (4)

4. (a) Give the first person singular of the pluperfect subjunctive of :—
gaudere, posse, irasci, prodesse, malle, mentiri. (3)

(b) Give the genitive singular of :—Iuppiter, bos, senex, res, manus, totus. (3)

(c) Give the meaning of the Latin phrase as used in each of the following sentences :—

(1) An 'ad hoc' committee was appointed.

(2) The case was adjourned 'sine die'.

(3) He was given a degree 'honoris causa'.

(4) It was felt that the chairman was acting 'ultra vires'. (2)

i. (Turn over).

5. (a) In two sentences for each, tell what you know about the Circus Maximus and the toga praetexta. (4)
- (b) Give the name of one of the hills of Rome.
 Give the name of the Roman goddess of hunting.
 Give the name of the man who succeeded Augustus as emperor.
 Give the name of the hero of the epic poem written by Virgil.
 Give the name of the magistrate whose special function was the protection of the common people in Rome.
 Place the following persons in their chronological order, putting the earliest first:—the emperor Hadrian, Hannibal, Mark Antony. (3)
- (c) In about fifty or sixty words tell what you know about King Pyrrhus or Cicero. (3)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(FIRST PAPER)

Monday, 19th March—9.15 A.M. to 11.45 A.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

Translate into English :—

Marks

1. Cicero urges the senate to make Octavius Caesar pro-praetor, in spite of his youth. He contrasts his conduct with that of Caesar the dictator.

Demus igitur C. Caesari imperium sine quo res militaris administrari non potest: sit pro praetore. quid est enim, patres conscripti, cur eum non quam primum amplissimos honores capere cupiamus? non enim verendum est ne honoribus nostris elatus intemperantius suis opibus utatur. ea natura rerum est ut qui sensum verae gloriae ceperit quique se ab senatu, ab equitibus Romanis populoque Romano universo senserit civem carum haberi, nihil cum hac gloria comparandum putet. utinam C. Caesari, patri dico, contigisset adulescenti, ut esset senatui atque optimo cuique carissimus. quod cum consequi neglexisset, omnem vim ingeni in populari levitate⁽¹⁾ consumpsit. itaque cum respectum ad senatum et ad bonos non haberet, eam sibi viam ipse patefecit ad opes suas amplificandas quam virtus liberi populi ferre non posset. eius autem filii longissime diversa ratio⁽²⁾ est: qui cum omnibus carus est, tum optimo cuique carissimus. in hoc spes libertatis posita est; ab hoc accepta iam salus; huic summi honores et exquiruntur et parati sunt.

⁽¹⁾ in populari levitate = in courting the fickle mob.

⁽²⁾ ratio = position, situation.

(42)

[TURN OVER

2. **The wounded Saces implores Turnus to come to the help of the Latins, whose position is now desperate.**

Vix ea fatus erat, medios volat ecce per hostes
 vectus equo spumante Saces, adversa sagitta
 saucius ora, ruitque implorans nomine Turnum :
 " Turne, in te suprema salus, miserere tuorum.
 fulminat⁽¹⁾ Aeneas armis summasque minatur
 deiecturum arces Italum excidioque daturum ;
 iamque faces ad tecta volant. in te ora Latini,
 in te oculos referunt ; mussat⁽²⁾ rex ipse Latinus,
 quos generos vocet, aut quae sese ad foedera flectat.
 praeterea regina, tui fidissima, dextra
 occidit ipsa sua lucemque exterrita fugit.
 soli pro portis Messapus et acer Atinas
 sustentant acies. circum hos utrimque phalanges
 stant densae, strictisque seges mucronibus horret⁽³⁾
 ferrea : tu currum deserto in gramine versas."

(1) fulminat = thunders.

(2) mussat = deliberates in silence.

(3) mucronibus horret = bristles with blades.

(37)

Scan the line beginning " vectus equo," and the next two lines, marking the principal caesura in each.

(3)

3. **Metellus, unable to lure Jugurtha into fighting a pitched battle, persuades his intimate friend Bomilcar to turn traitor.**

Metellus, postquam vidit frustra inceptum, neque oppidum capi, neque Iugurtham, nisi ex insidiis aut suo loco, pugnam facere, et iam aestatem exactam esse, ab Zama discedit, et in his urbibus, quae ad se defecerant satisque munitae loco aut moenibus erant, praesidia imponit. ceterum exercitum in provinciam, quae proxima est Numidiae, hiemandi gratia collocat. neque id tempus ex aliorum more quieti aut luxuriae concedit ; sed, quoniam armis bellum parum procedebat, insidias regi per amicos tendere⁽¹⁾ et eorum perfidia pro armis uti parat. igitur Bomilcarem, qui Romae cum Iugurtha fuerat, quod ei per maximam amicitiam maxima copia fallendi erat, multis pollicitationibus aggreditur ; ac primo efficit ut ad se colloquendi gratia occultus veniat ; deinde fide data, si Iugurtham vivum aut necatum sibi tradidisset, fore ut illi senatus impunitatem et sua omnia concederet, facile Numidae persuadet.

(1) insidias tendere = to lay a trap.

(38)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(SECOND PAPER)

Monday, 19th March—1.0 P.M. to 3.0 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

1. Translate into Latin :—

Marks

The Romans were at this time unwilling to wage another war ; but, when they heard what reply had been given to Postumius at Tarentum, they were so angry that they resolved to take vengeance immediately on that city. One of the consuls, therefore, marched towards Tarentum with a large army. The Tarentine nobles, in the hope of saving the city, were eager to submit : but the common people, hating the Romans, scorned this prudent advice. For a long time the citizens were in great doubt what they ought to do in such perilous circumstances. At last they decided to summon to their assistance Pyrrhus, king of Epirus. He was a bold leader, very experienced in warfare, and, when the Tarentine nobles who had been sent to Epirus implored his help, he at once promised to transport his army to Italy. But, although he twice defeated the Romans, his victories were of no advantage to his allies, and Tarentum was surrendered.

(50)

[TURN OVER

2. Translate into Latin :—

Marks

- (1) Surely no one can doubt that this has been of advantage to all men? (3)
- (2) Since you returned before night, I thought that you had come by the shorter road. (4)
- (3) If you and I stay in Rome, we shall be allowed to see him every day. (4)
- (4) However wicked he may have been after this defeat, let us not forget his former glory. (4)
- (5) The senators had feared that he would induce the citizens by bribes to elect him consul. (4)
- (6) We shall threaten not to put him in command of the army until he surrenders that province. (4)
3. (a) Give the perfect infinitive active of: *reperio, figo, practo, despicio, haurio, disco.* (3)
- (b) Give the dative singular of: *genu, Iuno, totus, iens.* (2)
- (c) Give the Latin for: last year, about fifty, three camps, on 31st July. (2)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

LOWER GRADE

Friday, 16th March—9.15 A.M. to 11.45 A.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

[TURN OVER

1. Translate into English:—

(a) King Astyages induces his grandson Cyrus to stay with him at his court.

Ἐπεὶ δὲ ἡ Μανδάνη παρεσκευάζετο ὡς ἀπιοῦσα, ἐδεῖτο αὐτῆς ὁ Ἀστυάγης καταλιπεῖν τὸν Κῦρον. ἡ δὲ ἀπεκρίνατο ὅτι βούλοιο μὲν τῷ πατρὶ χαρίζεσθαι,⁽¹⁾ ἄκοντα δὲ τὸν παῖδα χαλεπὸν εἶναι νομίζοι καταλιπεῖν. ἔνθα δὴ ὁ Ἀστυάγης λέγει πρὸς τὸν Κῦρον, “ὦ παῖ, ἦν μένης παρ’ ἐμοί, ὅποταν βούλῃ εἰσιεῖναι ὡς ἐμέ, ἐπὶ σοὶ ἔσται· ἔπειτα δὲ ἵπποις τοῖς ἐμοῖς χρήσει καί, ὅταν ἀπίης, ἔχων ἄπει οὓς ἂν αὐτὸς ἐθέλῃς. ἔπειτα τά τε νῦν ὄντα ἐν τῷ παραδείσῳ⁽²⁾ θηρία δίδωμί σοι καὶ ἄλλα παντοδαπὰ συλλέξω, ἃ σύ, ἐπειδὴν τάχιστα ἱππεύειν μάθῃς, διώξει. καὶ παῖδας δέ σοι ἐγὼ συμπαίκτορας⁽³⁾ παρέξω, καὶ ἄλλα, ὅποσα ἂν βούλῃ, λέγων πρὸς ἐμέ οὐκ ἀτυχήσεις.⁽⁴⁾” ἐπεὶ ταῦτα εἶπεν ὁ Ἀστυάγης, ἡ μήτηρ διηρώτα τὸν Κῦρον πότερον βούλοιο μένειν ἢ ἀπιεῖναι. ὁ δ’ οὐκ ἐμέλλησεν ἀλλὰ ταχὺ εἶπεν ὅτι μένειν βούλοιο.

(1) χαρίζεσθαι with dat. = to oblige.

(2) παράδεισος = park.

(3) συμπαίκτωρ = playmate.

(4) ἀτυχεῖν = to fail to obtain a request.

- (3) The Roman commander **Claudius Marcellus** is killed trying to intercept some plunderers from **Hannibal's** army. His body is treated with respect as a tribute to his courage.

Ἄννιβας δὲ προσῆλθεν εἰς πόλιν τινα ὅπου αὐτῷ Κλαύδιος Μάρκελλος, ὁ Σικελίαν ἐλών, ἀντιστρατοπεδεύων οὐκ ἐτόλμα ἄρχειν μάχης. λείαν δέ τινα ὑπὸ πολεμίων ἀγομένην Μάρκελλος ἰδὼν, καὶ δόξας ὀλίγους εἶναι τοὺς ἄγοντας, ἐπέδραμεν αὐτοῖς μετὰ τριακοσίων ἰππέων, καὶ πρῶτος αὐτὸς ἤγειτο. ἐξαίφνης δὲ πολλῶν τῶν πολεμίων φανέντων καὶ πανταχόθεν αὐτῷ προσπεσόντων, οἱ μὲν ὀπισθοφυλακοῦντες τῶν Ῥωμαίων πρῶτοι φυγῆς ἤρχον· ὁ δὲ Μάρκελλος, ὡς ἐπομένων αὐτῶν, ἐμάχετο ἀνδρείως μέχρι κατακοντισθεῖς⁽¹⁾ ἀπέθανεν. καὶ αὐτοῦ τῷ σώματι ὁ Ἄννιβας ἐπιστάς, ὡς εἶδε τὰ τραύματα πάντα ἐπὶ τῶν στέρνων, ἐπήνεσε μὲν ὡς στρατιώτην, ἐπέσκωψε⁽²⁾ δὲ ὡς στρατηγόν. καὶ τὸ μὲν σῶμα ἔκαυσε λαμπρῶς, καὶ τὰ ὀστά τῷ υἱῷ προσέπεμψεν εἰς τὸ τῶν Ῥωμαίων στρατόπεδον.

(1) κατακοντίζειν = to shoot down.

(2) ἐπισκώπτειν = to ridicule. (27)

2. Translate into Greek :—

- (1) We had a king so wise that all men honoured him. (3)
- (2) In order to resist the Spartans more easily, they built the long walls. (3)
- (3) Don't you think that these soldiers always fought most bravely? (3)
- (4) The teacher asked whether the boys had forgotten his words. (3)
- (5) If the Greeks sail up the river, we shall have to abandon our city at once. (4)
- (6) I fear that our men, although bold, are now weaker than the enemy. (4)

3. (a) Give the third person plural of the present indicative active of ὄρω, ἴστημι, πλέω, and the third person plural of the aorist indicative active of βαίνω, ἀφίημι, φέρω. (3)
- (b) Give the other degrees of comparison of μάλιστα, ἐλάττων, ῥαδίως. (3)
- (c) Give the Greek for : twentieth, equally, at sunset, as far as I am concerned. (2)

4. (Turn over.)

4. (a) Explain the terms *ὄστρακισμός* and *ὄρχήστρα* and their meaning as used in modern English. (4)
- (b) Give the name of the ship which went in search of the "Golden Fleece".
- Give the name of the Greek goddess of wisdom.
- Give the name of a Greek coin.
- Give the name of a Greek writer of comedy.
- Give the name of a famous Greek doctor of medicine.
- Give the name of a famous Greek sculptor.
- Give the Greek name of the sea strait now known as the Dardanelles.
- Give the name of the father of Alexander the Great. (4)
- (c) In about fifty or sixty words tell what you know about the battle of Salamis **or** about Pericles. (3)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(FIRST PAPER)

Friday, 16th March—9.15 A.M. to 11.45 A.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

Translate into English :—

Marks

1. The Athenians capture Aegitium, but are attacked and routed by the Aetolians.

Ὁ δὲ Δημοσθένης, τοὺς Λοκροὺς οὐκ ἀναμείνας οὓς αὐτῷ ἔδει προσβοηθῆσαι, ἐχώρει ἐπὶ Αἰγυτίου, καὶ κατὰ κράτος αἰρεῖ ἐπιών. οἱ δὲ Αἰτωλοὶ (βεβοηθηκότες γὰρ ἤδη ἦσαν ἐπὶ τὸ Αἰγίτιον) προσέβαλλον τοῖς Ἀθηναίοις καὶ τοῖς ξυμμάχοις, καταθέοντες ἀπὸ τῶν λόφων ἄλλοι ἄλλοθεν, καὶ ἐσηκόντιζον,⁽¹⁾ καὶ ὅτε μὲν ἐπίοι τὸ τῶν Ἀθηναίων στρατόπεδον, ὑπεχώρουν, ἀναχωροῦσι δὲ ἐπέκειντο. μέχρι μὲν οὖν οἱ τοξόται εἶχόν τε τὰ βέλη καὶ οἰοί τε ἦσαν χρῆσθαι, οἱ Ἀθηναῖοι ἀντείχον. ἐπειδὴ δὲ τοῦ τοξάρχου ἀποθανόντος οὗτοι διεσκεδάσθησαν, οὕτω δὴ τραπόμενοι ἔφευγον, καὶ ἐσπίπτοντες ἔς τε χαράδρας⁽²⁾ ἀνεκβάτους καὶ χωρία ὧν οὐκ ἦσαν ἔμπειροι διεφθείροντο· καὶ γὰρ ὁ ἡγεμὼν αὐτοῖς τῶν ὁδῶν ἐτύγχανε τεθνηκώς. οἱ δὲ Αἰτωλοὶ ἐσακοντίζοντες πολλοὺς μὲν αὐτοῦ ἐν τῇ τροπῇ κατὰ πόδας αἰροῦντες,⁽³⁾ ἄνθρωποι ποδώκεις καὶ ψιλοὶ ὄντες, διέφθειρον, τοὺς δὲ πλείους τῶν ὁδῶν ἀμαρτάνοντας καὶ ἔς τὴν ὕλην ἐσφερομένους, ὅθεν διέξοδοι οὐκ ἦσαν, πῦρ κομισάμενοι περιεπίμπρασαν· πᾶσά τε ἰδέα κατέστη τῆς φυγῆς καὶ τοῦ ὀλέθρου τῷ στρατοπέδῳ τῶν Ἀθηναίων, μόλις τε ἐπὶ τὴν θάλασσαν, ὅθεν περ καὶ ὠρμήθησαν, οἱ περιγενόμενοι κατέφυγον.

(1) ἐσακοντίζειν = to throw javelins at.

(2) χαράδρα = ravine.

(3) κατὰ πόδας αἰροῦντες = closely pursuing and overtaking. (45)

2. The speaker recalls how Greek exiles at the court of king Evagoras in Cyprus, by their advice to the Persian generals, brought about the defeat of the Spartan navy and the liberation of Greece.

Τῶν γὰρ Ἑλλήνων πολλοὶ καὶ καλοὶ καὶ ἀγαθοί, τὰς ἑαυτῶν πατρίδας ἀπολιπόντες, ἦλθον εἰς Κύπρον οἰκήσοντες, ἡγούμενοι νομιμωτέραν⁽¹⁾ εἶναι τὴν Εὐαγόρου βασιλείαν τῶν οἴκοι πολιτειῶν. ὀρῶντες δὲ τὴν ἡμετέραν πόλιν ὑπὸ Λακεδαιμονίοις οὔσαν, λυπηρῶς καὶ βαρέως ἔφερον. σκοπουμένοις δὲ αὐτοῖς ὅπως τῶν συμφορῶν αὐτὴν ἀπαλλάξουσι, ταχὺ τὸν καιρὸν Λακεδαιμόνιοι παρεσκεύασαν· ἄρχοντες γὰρ τῶν Ἑλλήνων καὶ κατὰ γῆν καὶ κατὰ θάλατταν, εἰς τοῦτ' ἀπληστίας⁽²⁾ ἦλθον, ὥστε καὶ τὴν Ἀσίαν κακῶς ποιεῖν ἐπεχείρησαν. λαβόντες δὲ ἐκείνοι τοῦτον τὸν καιρὸν, καὶ τῶν στρατηγῶν τῶν Περσῶν ἀπορούντων ὅτι χρήσονται τοῖς παροῦσιν, ἐδίδασκον αὐτοὺς μὴ κατὰ γῆν

ἀλλὰ κατὰ θάλατταν τὸν πόλεμον τὸν πρὸς Λακεδαιμονίους ποιεῖσθαι νομίζοντες, εἰ μὲν πεζὸν στρατόπεδον καταστήσαντο καὶ τούτῳ περιγένοιτο, τὰ περὶ τὴν ἡπειρον μόνην καλῶς ἔξειν· εἰ δὲ κατὰ θάλατταν κρατήσειαν, πάσαν τὴν Ἑλλάδα τῆς νίκης ταύτης μεθέξειν. ὅπερ συνέβη. πεισθέντων γὰρ τῶν στρατηγῶν καὶ ναυτικοῦ συλλεγέντος, Λακεδαιμόνιοι μὲν κατεναυμαχήθησαν καὶ τῆς ἀρχῆς ἀπεστερήθησαν, οἱ δὲ Ἕλληνες ἠλευθερώθησαν.

(1) νόμιμος = observant of law, constitutional.

(2) ἀπληστία = greed.

(40)

3. Either (a) or (b).

(a) Athene is sent by Zeus to rouse Odysseus to prevent the Greeks from sailing away from Troy.

Ὡς ἔφατ', οὐδ' ἀπίθησε θεὰ γλαυκῶπις Ἀθήνη,
βῆ δὲ κατ' Οὐλύμποιο καρῆνων ἀΐξασα·
καρπαλίμως δ' ἵκανε θοὰς ἐπὶ νῆας Ἀχαιῶν.
εἶδεν ἔπειτ' Ὀδυσῆα, Διὶ μῆτιν ἀτάλαντον,⁽¹⁾
ἔσταότ'· οὐδ' ὃ γε νηὸς εὐσσήμοιο μελαίνης
ἄπτει, ἐπεὶ μιν ἄχος κραδίην καὶ θυμὸν ἵκανε·
ἀγχοῦ δ' ἰσταμένη προσέφη γλαυκῶπις Ἀθήνη·
"διογενὲς Λαερτιάδη, πολυμήχαν' Ὀδυσσεῦ,
οὕτω δὴ οἰκόνδε φίλην ἐς πατρίδα γαίαν
φέξεσθ' ἐν νήεσσι πολυκλήϊσι πεσόντες,
καὶ δέ κεν εὐχλωλῆν⁽²⁾ Πριάμῳ καὶ Τρωσὶ λίποιτε
Ἀργείην Ἑλένην, ἧς εἵνεκα πολλοὶ Ἀχαιῶν
ἐν Τροίῃ ἀπόλοντο, φίλης ἀπὸ πατρίδος αἴης ;
ἀλλ' ἴθι νῦν κατὰ λαὸν Ἀχαιῶν, μηδ' ἔτ' ἐρώει,⁽³⁾
σοῖς δ' ἀγανοῖς ἐπέεσσιν ἐρήτυε⁽⁴⁾ φῶτα ἕκαστον,
μηδὲ ἕα νῆας ἄλαδ' ἐλκόμεν ἀμφιελίσσας."

(1) μῆτιν ἀτάλαντον = equal in counsel.

(2) εὐχλωλή = an object of boasting.

(3) ἐρωεῖν = to draw back.

(4) ἐρητύειν = to restrain.

(37)

Scan the line beginning ἔσταότ' and the next two lines, marking the principal caesura in each.

(3)

(b) Ajax, defeated by Odysseus in the contest for the arms of Achilles, has committed suicide. Odysseus urges Agamemnon to allow his body to be buried.

Οδ. ἀκούε νυν. τὸν ἄνδρα τόνδε πρὸς θεῶν
μὴ τλῆς ἄθαπτον ᾧδ' ἀναλγήτως⁽¹⁾ βαλεῖν.
κάμοι γὰρ ἦν ποθ' οὗτος ἔχθιστος στρατοῦ,
ἐξ οὗ 'κράτησα τῶν Ἀχιλλείων ὄπλων·
ἀλλ' αὐτὸν ἔμπας ὄντ' ἐγὼ τοιόνδ' ἐμοὶ
οὐκ οὖν ἀτιμάσαιμ' ἄν, ὥστε μὴ λέγειν
ἔν' ἄνδρ' ἰδεῖν ἄριστον Ἀργείων, ὅσοι
Τροίαν ἀφικόμεσθα, πλὴν Ἀχιλλέως.
ὥστ' οὐκ ἂν ἐνδίκως γ' ἀτιμάζοιτό σοι·
οὐ γάρ τι τοῦτον ἀλλὰ τοὺς θεῶν νόμους
φθείροις ἄν. ἄνδρα δ' οὐ δίκαιον, εἰ θάνοι,
βλάπτειν τὸν ἐσθλόν, οὐδ' ἔαν μισῶν κυρῆς.

Αγ. σὺ ταῦτ', Ὀδυσσεῦ, τοῦδ' ὑπερμαχεῖς ἐμοί;

Οδ. ἔγωγ'· ἐμίσουν δ', ἥνικ' ἦν μισεῖν καλόν.

Αγ. μέμνησ' ὁποῖω φωτὶ τὴν χάριν δίδως.

Οδ. ὄδ' ἐχθρὸς ἀνὴρ, ἀλλὰ γενναῖός ποτ' ἦν.

⁽¹⁾ ἀναλγήτως = callously, without feeling. (37)

Scan the line beginning ἀλλ' αὐτὸν ἔμπας and the next two lines, marking the principal caesura in each. (3)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(SECOND PAPER)

Friday, 16th March—1.30 P.M. to 3.30 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets in the margin.

1. Translate into Greek :—

Marks

Themistocles then embarked on a ship which was about to sail for Asia, without the captain⁽¹⁾ or the crew knowing who he really was. An unexpected storm drove the vessel to the island of Naxos, at that moment besieged by an Athenian expedition. Had he been forced to land there, he would have been recognised and arrested. In this crisis, however, he showed himself not less cunning than formerly : for, having told the captain his name and explained in what danger he stood, he exhorted him to help him and not to allow any of the crew to land. He promised to reward them all handsomely, and at the same time he threatened that, unless they did what he asked, he would tell the Athenians that they were assisting his escape. The captain was so terrified by the threats of Themistocles that he forced the sailors to sail up and down⁽²⁾ near the island until the storm ceased. A few days later the ship reached the mainland safely.

⁽¹⁾ captain = ναύκληρος

⁽²⁾ up and down = ἄνω καὶ κάτω

(48)

[TURN OVER

2. Translate into Greek :—

- (1) Cleon said that he would take care that no one escaped during the night. (4)
- (2) We perceived that they had surrendered the youths to the tyrant in order to save their city. (4)
- (3) It will not be possible to capture that harbour until we have more ships than the enemy. (4)
- (4) They did not know whether we had prevented Philip and his men from returning home. (4)
- (5) If you were to attack the barbarians at once, they would be too cowardly to fight. (4)
3. (a) Give the third person plural of the aorist indicative active of *τίθημι*, *φεύγω*, *γιννώσκω*, and the future infinitive of *δύναμαι*, *μένω*, *πάσχω*. (3)
- (b) Give the dative singular of *κύων*, *νεώς*, *τριήρης*, *ἕδωρ*. (2)
- (c) Give the Greek for :—suddenly, on these conditions, in all directions, contrary to the laws. (2)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

LOWER GRADE

Friday, 9th March—9.30 A.M. to 12 NOON.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Answers in Hebrew must be written in the square character.

The value attached to each question is shown in the margin.

1. Translate into English any **TWO** of the following passages (a), (b) and (c).

(a)

וַיֵּלֶךְ אַבְיִמֶלֶךְ בֶּן־יִרְבֵּעַל שָׂבָמָה אֶל־אָחִי אָמוֹ וַיְדַבֵּר אֵלָיְהֶם
 וְאֶל־כָּל־מְשַׁפְּחַת בֵּית־אָבִי אָמוֹ לֵאמֹר: דְּבַרְוּנָא בְּאָזְנֵי כָל־
 בְּעָלֵי שְׂבָם מִה־טוֹב לָכֶם הַמִּשְׁלַל בְּכֶם שְׂבָעִים אִישׁ כָּל בְּנֵי
 יִרְבֵּעַל אִם־מִשְׁלַל בְּכֶם אִישׁ אֶחָד וַיִּזְכְּרֶתֶם כִּי־עֲצַמְכֶם וּבִשְׂרָכֶם
 אָנִי: וַיְדַבְּרוּ אַחֲרֵי־אָמוֹ עָלָיו בְּאָזְנֵי כָל־בְּעָלֵי שְׂבָם אֵת כָּל־
 הַדְּבָרִים הָאֵלֶּה וַיֵּט לִבָּם אַחֲרֵי אַבְיִמֶלֶךְ כִּי אָמְרוּ אַחֲיֵינוּ הוּא:
 וַיִּתְּנוּ־לוֹ שְׂבָעִים כֶּסֶף מִבֵּית בַּעַל בְּרִית וַיִּשְׁכַּר בָּהֶם אַבְיִמֶלֶךְ
 אַנְשִׁים רַיָּקִים וּפְחִזִּים וַיִּלְכוּ אַחֲרָיו:

(Judges ix, 1-4)

20

(b)

הַלְלוּיָהּ הַלְלוּ עַבְדֵי יְהוָה הַלְלוּ אֶת־שֵׁם יְהוָה:
 יְהִי שֵׁם יְהוָה מְבָרָךְ מֵעַתָּה וְעַד־עוֹלָם:
 מִמְּזִרְחַ שְׁמֶשׁ עַד־מְבוֹאוֹ מִהַלֵּל שֵׁם יְהוָה:
 רָם עַל־כָּל־גּוֹיִם יְהוָה עַל הַשָּׁמַיִם כְּבוֹדוֹ:
 מִי כִי־הִנֵּה אֱלֹהֵינוּ הַמְּגַבִּיהֵי לַשַּׁבָּת:
 הַמְּשַׁפִּילֵי לְרֹאוֹת בַּשָּׁמַיִם וּבָאָרֶץ:
 מְקִימֵי מַעְפָּר דָּל מֵאַשְׁפַּת יָרִים אֶבְיוֹן:
 לְהוֹשִׁיבֵי עִם גְּדִיבִים עִם גְּדִיבֵי עֲמוֹ:
 מוֹשִׁיבֵי עֵקֶרֶת הַבַּיִת אִם־הַבָּנִים שְׂמַחַה הַלְלוּיָהּ:

(Psalm cxiii)

20

(c)

בְּזִמְנוֹ הַמֶּלֶךְ הַיִּשְׂרָאֵל הִגָּזַן מֶלֶךְ אֶלְפֹנְנֵשׁוּ בָאוּ אַנְשִׁים לִפְנֵי
 הַשּׁוֹפְטִים אֲשֶׁר בָּאָרֶץ וְאָמְרוּ אֵיךְ רָאוּ אִישׁ נוֹצְרֵי נְכֻסֵי עָרֵב
 הַפֶּסֶח בְּבֵית אִישׁ יְהוּדִי וְאַחַר זֶה שָׁמְעוּ אוֹתוֹ צוֹעֵק וְאָמַר
 הַנוֹצְרִים הַצִּילוּנִי: אִזּוֹ הַשּׁוֹפְטִים שָׁלְחוּ אַנְשִׁים וַיִּלְכוּ לְחַפֵּשׂ
 בְּבֵית הָאִישׁ הַיְּהוּדִי וְלֹא מָצְאוּ דָבָר: אָמְרוּ הַשּׁוֹפְטִים כַּעֲיִן
 זֶה הֵעֲלִילוּ בַשָּׁנָה שֶׁעָבְרָה וַנִּתְּנָלָה הַשְּׂקָר וְאַתֶּם הַתּוֹבְעִים לָמָּה
 תִּלְכוּ אַחֲרֵי הַחֶבֶל וְלָמָּה תִּרְגְּזוּוּ הַדְּלִים עַל לֹא חָמַס בְּכַפְיֵהֶם:

(Solomon Ibn Verga, Shebet Jehudah)

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2. Parse the words underlined in the two passages you have translated.

18

3. Translate into pointed Biblical Hebrew :—

- (a) Our God is our king. He dwells on his holy hill.
 (b) And the people of the land crossed the desert in order to come to the cities of the land.
 (c) The judges of the people heard the word of God and did that which was right in his eyes.
 (d) And he took his son and made him king over his people.

22

4. Point and translate into English :—

- (a) ולקחתם את ספר תורת אלהיכם ונתתם אותו בביתו :
 (b) וישמעו ישבי הארץ את־כל־אשר מצוה מלכם :
 (c) ותתפלל האשה וישמע האלהים ויתן לה בן :
 (d) ותשב אם חמת אל ארצה ותשב שם :

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(FIRST PAPER)

Friday, 9th March—9.30 A.M. to 12 NOON.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Answers in Hebrew must be written in the square character.

The value attached to each question, or to each part of a question, is shown in the margin.

1. Translate into English any **TWO** of the following passages (a), (b) and (c).

(a)

יְהִי בַּבֶּקֶר בִּיצֵא יְהוֹנָתָן הַשֶּׁרֶה לְמוֹעֵד הַיּוֹד וְנַעַר קָטָן עִמּוֹ:
 וַיֹּאמֶר לְנַעֲרוֹ רֵץ מִצֵּא-נָא אֶת-הַחֲצִים אֲשֶׁר אָנֹכִי מוֹרֵה הַנַּעַר
 רֵץ וְהוּא יָרָה חֲצִי לְהַעֲבֹרוֹ: וַיָּבֵא הַנַּעַר עַד-מְקוֹם הַחֲצִי
 אֲשֶׁר יָרָה יְהוֹנָתָן וַיִּקְרָא יְהוֹנָתָן אַחֲרָי הַנַּעַר וַיֹּאמֶר הֲלוֹא
 חֲצִי מִמֶּךָ וְהִלָּאֵה: וַיִּקְרָא יְהוֹנָתָן אַחֲרָי הַנַּעַר מִתְּרָה חוֹשָׁה
 אֶל-תַּעֲמֹד וַיִּלְקַט נַעַר יְהוֹנָתָן אֶת-הַחֲצִי וַיָּבֵא אֶל-אֲדֹנָיו:
 וְהַנַּעַר לֹא יָדַע מֵאוֹמְתָה אֵף יְהוֹנָתָן וַדּוֹד יָדַעוּ אֶת-הַדְּבָר:
 וַיִּתֵּן יְהוֹנָתָן אֶת-כִּלְיוֹ אֶל-הַנַּעַר אֲשֶׁר-לוֹ וַיֹּאמֶר לוֹ לֵךְ הִבִּיֵא
 הָעִיר:

(I Samuel xx, 35-40) 29

(b)

וְהָיָה בְּאַחֲרֵית הַיָּמִים
 יְהִי הָרַב בֵּית-יְהוֹנָתָן נָכוֹן בְּרֹאשׁ הַהָרִים וְנִשְׂאָה הוּא מִנְּבָעוֹת
 וְנִתְּרוּ עָלָיו עַמִּים: וְהִלְכוּ גוֹיִם רַבִּים
 וַיֹּאמְרוּ לָבוֹ וְנַעֲלָה אֶל-הַר-יְהוֹנָתָן וְאֶל-בֵּית אֱלֹהֵי יִשְׂרָאֵל
 וַיִּזְנְנוּ מִדְּרָכָיו וְנִלְכְּתָה בְּאַרְחֻתָיו
 כִּי מִצִּיּוֹן תֵּצֵא תוֹרָה וְדִבַּר יְהוָה מִירוּשָׁלַם:
 וְשִׁפְטוּ בֵּין עַמִּים רַבִּים וְהוֹכִיחַ לְגוֹיִם עַצְמִים עַד-רְחוֹק
 וְכַתְּרוּ סִרְבוֹתֵיהֶם לְאֹתִים וְחֲנִיתֵיהֶם לְמִזְמוֹרוֹת
 לֹא יִשְׂאוּ גוֹי אֶל-גּוֹי חֶרֶב וְלֹא יִלְמְדוּן עוֹד מִלְחָמָה:
 וַיִּשְׁבוּ אִישׁ פַּחַת וַיִּפְּנוּ וַתַּחַת תֵּאָנְתוּ וְאִין מִסְרִיד
 כִּי כִי יְהוָה צְבָאוֹת דִּבַּר:

(Micah iv, 1-4) 29

(c)

צִיּוֹן הֲלֹא תִשְׁאַלֵנִי לְשָׁלוֹם אֲסִירֶיךָ
 דּוֹרְשֵׁי שְׁלוֹמֶךָ וְהֵם יִתֵּר עֲדֶרְיֶיךָ
 מִיָּם וּמִזֶּרֶחַ וּמִצָּפוֹן וְתִימָן שְׁלוֹם
 רְחוֹק וְקָרוֹב שְׂאֵי מִכָּל עֲבָרֶיךָ
 וְשָׁלוֹם אֲסִיר תִּתְּנֵנָה נָתַן דְּמַעְיֹו בְּשֵׁל
 חֶרְמוֹן וְנִבְכָּרָה לְרַדְתָּם עַל־הַרְרֶיךָ
 לְבָבוֹת עֲנוּתֶיךָ אֲנִי תַנִּים וְעַת אֲחַלֵּם
 שִׁיבַת שְׁבוּתֶיךָ אֲנִי בְנוֹר לְשִׁירֶיךָ
 לְבֵי לְבֵית אֵל וּלְפָנֵי־אֵל מְאֹד יִהְיֶה
 וּלְמַחְנֵימִים וְכָל פְּנְעֵי טְהוֹרֶיךָ
 שֵׁם הַשְּׁבִינָה שְׂבָנָה לְךָ וְהִיזְצִירֶיךָ
 פֶּתַח לְמוֹל שְׁעָרֵי שְׁחָק שְׁעָרֶיךָ
 וְכַבּוֹד אֲרוֹנֵי לְבַד הָיָה מְאֹרֶיךָ וְאִין
 שְׁמֶשׁ וְסֶהַר וְכוֹכָבִים מְאִירֶיךָ

(Jehudah ben Samuel ha-Levi)

29

2. Point and translate :—

וַיָּבֹאוּ אַנְשֵׁי הָעָרִים וַיַּעֲלוּ אֶת אֲרוֹן אֱלֹהֵיהֶם וַיָּבִיאוּ אֹתוֹ אֶל
 בֵּית קֹדֶשׁוֹ :

וַיִּקַּח הַנְּבִיא אֶבֶן גְּדוֹלָה וַיִּשֶׂם אוֹתָהּ בַּמָּקוֹם אֲשֶׁר חָבַו בְּנֵי
 יִשְׂרָאֵל אֶת אִיבֵיהֶם :

וַיּוֹרִידוּ אֶת־עַבְדֵי הַמֶּלֶךְ אֶל שְׂפַת הַנְּהַר וַיִּמִּיתוּם :

אֱלֹהֵי הַמִּצּוֹת אֲשֶׁר אֲנִי מִצְוֶה פֶּן תִּפְלוּ בְּדַרְכְּכֶם :

28

3. Write :—

(a) the 3rd plural masculine imperfect Qal of

קום, נתן, ידע, אבר, עבר

5

(b) the 3rd singular masculine perfect and imperfect, singular masculine imperative, infinitive construct and singular masculine participle of

the Hiphil of יצא

the Hophal of נגד

the Niphal of עבר

the Piel of גרש

20

(c) the construct plural of

איש, עם, שנה, אב, עיר

5

4. What is the significance of the Infinitive Absolute in Hebrew ?

4

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(SECOND PAPER)

Friday, 9th March—1.30 P.M. to 3.30 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

Answers must be written in the square character.

The value attached to each question is shown in the margin.

Marks

1. Render into pointed Biblical Hebrew :—

Now it came to pass after these things, that a man of Israel, Naboth by name, had a vineyard near the palace of King Ahab. And Ahab spoke to Naboth saying, "Give me thy vineyard so that I may make a garden there, and I will give thee a better vineyard, or, if it please thee, I will give thee money instead." But Naboth replied, "I cannot give thee my inheritance, even though thou art King of Israel." So Ahab returned to his palace aggrieved and he would not eat bread. Now Jezebel the queen saw him scowling and she said to him. "Grieve not, arise and eat. Know that thou art King of Israel. I shall give thee the vineyard of this Naboth." So the wicked queen contrived the death of the poor man by means of false witnesses.

60

2. Render into pointed Biblical Hebrew :—

(a) And the priests took the books of the law and read them in the ears of the people.

(b) The father of the lad heard of the death of his boy and he lifted up his voice and wept.

(c) And among the enemies of our people there was a great panic and they fought with one another.

(d) Our king commanded us not to go out of the city until he returned.

20

THE UNIVERSITY OF CHICAGO

THE DIVISION OF THE PHYSICAL SCIENCES

DEPARTMENT OF CHEMISTRY

PH.D. THESIS

Submitted by [Name] to the Faculty of the Division of the Physical Sciences in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Thesis Title: [Title]

Advised by [Name]

Chicago, Illinois, 19[Year]

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 13th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates :—(Maximum time of reading—four minutes).

Pierre va au collège.

Le lendemain matin, dans la petite voiture, Pierre, accompagné de ses parents et de sa sœur Annette, se mit en route pour le collège. Ils ne causaient pas, n'ayant ni les uns ni les autres le cœur gai. L'entrée au collège pour la première fois d'un de leurs enfants troubla les parents. C'était pour eux une séparation douloureuse. Les enfants aussi restaient silencieux.

Une heure plus tard ils arrivèrent devant le collège, descendirent tous les quatre de la voiture et pénétrèrent dans la cour de récréation. Là il y avait des groupes de parents et d'élèves, venus de tous les points du pays, qui causaient ensemble. Plusieurs se trouvaient au même endroit depuis des heures. Le principal allait d'un groupe à l'autre, obligé d'être aimable avec chacun. Enfin il vint aux parents de Pierre et leur dit poliment quelques mots. Puis, se tournant vers le garçon, il lui dit :

— Porte ta valise au dortoir des petits.

Pierre souleva sa grande valise et partit en courant. Arrivé au bas d'un escalier où montaient et descendaient des élèves, grands et petits, il demanda timidement :

— Où est le dortoir des petits, s'il vous plaît ?

Des éclats de rire furent toute la réponse qu'il obtint. Prêt à pleurer il monta au premier étage. Là, il rencontra un autre élève qui, plus gentil que les autres, le conduisit au dortoir.

En y entrant, Pierre regarda avec étonnement cette salle immense et ces lits de fer rangés le long des murs. Qu'allait-il devenir ici ? Tant de garçons dans la même chambre ; cette idée le remplit de terreur. Il avait hâte de sortir et quand il fut dehors, il respira profondément.

Il alla retrouver les autres membres de la famille qui se tenaient toujours dans la cour. La mère, qui était restée calme toute la journée, avait maintenant les yeux rouges. Elle jeta les bras autour du cou de son enfant et l'embrassa tendrement. Annette pleurait tout à fait. Le père, ne voulant pas montrer son émotion, saisit la main de son fils et dit brusquement :

— Va, mon garçon, travaille bien, et fais-nous honneur !

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 13th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. (a) Who accompanied Peter to the school ?	
(b) What were their feelings during the journey and how did they show them ? Why did they feel thus ?	2½
2. Where did they go on their arrival at the school ? Who were already there and what were they doing ?	2
3. Who spoke to Peter's parents ? What had this person been engaged in doing and for what reason ? Where did he tell Peter to go ?	2
4. How was Peter's first request for directions received ? How did he ultimately find his way ?	2½
5. What did he see when he reached his destination ? Why was he appalled ? How did he show his relief when he was outside again ?	2½
6. How did the other members of his family show their emotion at leaving Peter ? What did his father urge him to do ?	3½
	15

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[Faint, illegible text]

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (b))

Tuesday, 13th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due attention to English form and expression :—

A Fortunate Encounter

Cette année-là j'avais quitté la maison pour travailler à la ferme. Tout d'abord je me sentais très seul, mais un jour, à mon grand étonnement, je rencontrai au village voisin mon ancien maître d'école.

—C'est toi, Samuel, s'écria-t-il. Qu'est-ce que tu fais ici ?

Je lui racontai que j'avais trouvé un emploi chez M. Renaud.

—Et comment t'y plais-tu ?

Je lui répondis poliment que j'aimais bien le travail, mais il remarqua sans doute à mon air que je ne disais pas toute la vérité.

Il me posa la main sur l'épaule et me dit :

—Il te faudra venir me voir, Samuel. Qu'est-ce que tu fais d'habitude le dimanche ?

Je fus obligé d'admettre que je ne faisais rien. Je me couchais sur mon lit. A quatre heures je me levais parce qu'il y avait les vaches à traire, mais après avoir porté le lait à la laiterie, je me recouchais. Je regrettais beaucoup de ne pas avoir continué mes études comme je le lui avais promis.

—Je sais qu'il n'est pas facile d'étudier tout seul à ton âge, mais il ne faut pas te décourager, Samuel. Tu n'as qu'à dire : Je veux ! et moi, je t'aiderai. Je te prêterai les livres dont tu auras besoin.

Pendant toute une année je me rendais donc chez lui une fois par semaine et je rentrais, un gros paquet de livres sous le bras. Avec mes économies j'achetai des bougies et j'en plantais une dans le cou d'une bouteille. Maintenant il y avait toujours de la lumière dans ma chambre jusque tard dans la soirée.

(30)

[TURN OVER

2. Read the passage below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

A Day in France

5 Au village un coq invoque le soleil ; les paysans commencent leur journée. Le père met ses sabots, regarde, sur le seuil de la porte, le temps qui s'annonce pour aujourd'hui, et va donner à manger aux bêtes. La mère allume le feu et prépare le café. Avant d'éveiller les petits, elle nourrit les poules, mène la vache au champ, puise de l'eau, tandis que le soleil se lève lentement.

10 Une heure ou deux plus tard, la ville s'éveille. Les rues se remplissent d'une foule rapide et muette. Ici un ouvrier court à son travail ; là un homme d'affaires se presse lui aussi : son train habituel a eu du retard. Depuis longtemps le fermier est dans son champ. Quand huit heures sonnent, toute la France est au travail.

Dix heures : c'est le moment pour le fermier de rentrer à la ferme et de manger un morceau de pain avec un bout de jambon, arrosé d'un bon verre de vin blanc.

15 Midi sonne. Dans les villes on déjeune. Le repas fini, chacun s'offre quelques minutes de plaisir. Puis le travail reprend.

20 Vers quatre heures une détente⁽¹⁾ se produit. Les enfants sortent de l'école et vont goûter d'une tartine ; dans les salons les tasses de thé et les gâteaux commencent à circuler. L'homme aux champs goûte lui aussi : sa femme lui apporte à boire et partage son repas à l'ombre d'une haie. Le travailleur des villes ne connaît pas cette pause : son travail ne cessera qu'à six ou sept heures, un peu avant le dîner. C'est le repas préféré, où tout le monde est présent et se repose. Sous la lampe on échange les nouvelles familiales, on rit de bon cœur, on prend son temps.

25 Par les soirs d'été, les gens de la ville se promènent le long des boulevards, et s'asseyent à la terrasse d'un café, pour observer à leur aise le mouvement de la foule. Quant aux paysans, ils se règlent sur le soleil plus que sur la pendule, et à dix heures tout le monde dort.

30 A la ville, un peu avant minuit, les théâtres ferment. Limousines et autobus emportent chez eux les gens sages. Les autres vont souper. La soirée est finie, la nuit commence.

⁽¹⁾ la détente = relaxation, easing of pressure

QUESTIONS

A. Answer in English :—

	<i>Marks</i>
(1) (a) Say, in detail, what each of the people mentioned in the first paragraph is doing.	5
(b) What general picture does the mention of all these activities build up?	1
(2) "Quand huit heures sonnent, toute la France est au travail." (lines 9, 10) What examples does the author choose in the second paragraph to lead up to this statement?	3
(3) What different forms does the relaxation at four o'clock take? Who does not enjoy this relaxation and why is this so?	4½
(4) What features of the evening meal in town make it the most enjoyable of the day?	2½
(5) How do the town-folk spend their summer evenings?	2½
(6) Explain, in its context, the full meaning of the sentence: "Quant aux paysans, ils se règlent sur le soleil plus que sur la pendule." (line 26)	2½
(7) Who are "les gens sages" and who are "les autres"? (line 29) In what way(s) are they contrasted?	2

B. Answer in French :—

(8) Expliquez la phrase : "Un coq invoque le soleil." (line 1).	2
(9) Pourquoi le fermier mange-t-il à dix heures et l'habitant de la ville à midi?	2
(10) Pourquoi dit-on que la foule est (a) "rapide" et (b) "muette"? (line 7).	3
	—
	30
	—

3. Write, in French, a continuous story based on the following summary.

Your story must be written in the past tense and should be approximately 200 words in length (i.e., about four-fifths the length of the translation of question 1).

Jacques et sa sœur, au bord de la mer, voient un petit bateau—
Jacques dit : "Faisons une promenade en canot!"—le vent se lève—
l'eau entre dans le canot—un pêcheur sauve les deux enfants.

(25)



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(FIRST PAPER)

Tuesday, 13th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due attention to English form and expression :—

In the French Parliament

C'était la fin de l'année 1951. Les enfants n'étaient pas encore las de leurs jouets, les parents se préparaient à saluer le nouvel an. C'était, pour tout le monde, vacances, sauf pour une centaine de vieux "écoliers" bruyants, restés assis devant leurs pupitres.

"L'école" où ils se trouvaient n'était autre que l'Assemblée nationale. De tous côtés on bavardait ensemble tandis qu'au milieu de l'indifférence générale, des orateurs faisaient des discours. M. le président Herriot regardait d'un oeil sévère ces élèves indisciplinés auxquels il semblait distribuer mentalement de très mauvaises notes. Au premier rang il y avait, naturellement, les premiers de la classe, c'est-à-dire les ministres principaux, qui semblaient, dos rond, étudier une leçon difficile.

Et puis soudain, vers six heures moins le quart, on entendit :

"La parole est à M. Mendès-France."

Alors un léger frémissement parcourut les rangs . . . Les têtes se levèrent, les murmures cessèrent, le président Herriot se fit brusquement attentif . . . Un homme petit, brun, au visage pâle, se leva tranquillement et commença à parler. Deux heures plus tard, il parlait encore.

Il est difficile sinon impossible de dire si les critiques que cet homme adresse au gouvernement français depuis cinq ans sont justifiées. Mais ce qu'on pourrait affirmer avec certitude c'est que, ce jour-là, pendant les deux heures dix où parla M. Mendès-France, il n'y eut pas un seul de ses auditeurs qui ne s'est dit :

"Je voudrais avoir le courage de cet homme quand il me faudra défendre la cause que je crois juste." (30)

[TURN OVER

2. Carefully read the poem given below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

Petits Bourgeois

- Je n'ai jamais compris l'ambition. Je pense
Que l'homme simple trouve en lui sa récompense ;
Et le modeste sort dont je suis envieux,
Si je travaille bien et si je deviens vieux,
5 Sans que mon cœur de luxe ou de gloire s'affame,
C'est celui d'un vieil homme avec sa vieille femme,
Aujourd'hui bons rentiers, hier petits marchands,
Retirés tout au bout du faubourg, près des champs.
- Sur le seuil, dont les trois degrés forment terrasse,
10 Un paisible chien noir, qui n'est guère de race,
Au soleil de midi, dort, couché sur le flanc.
Le maître, en vieux chapeau de paille, en habit blanc,
Avec un sécateur qui lui sort de la poche,
Marche dans le sentier principal et s'approche
15 Quelquefois d'un certain rosier de sa façon
Pour le débarrasser d'un gros colimaçon ⁽¹⁾.
Sous un chêne sa femme est à l'ombre et tricote,
Auprès d'elle le chat joue avec la pelote.
- Par la porte, on peut voir, dans la maison commode,
20 Un vieux salon meublé selon l'ancienne mode,
Même quelques détails vaguement aperçus :
Une pendule avec Napoléon dessus,
Et des têtes de sphinx à tous les bras de chaise.
Mais ne souriez pas, car on doit être à l'aise,
25 Heureux du jour présent et sûr du lendemain,
Dans ce logis de sage observé du chemin.
- Ceux-là seuls ont raison qui, dans ce monde-ci,
Calmes et dédaigneux du hasard, ont choisi
Les innocents plaisirs que l'habitude engendre.—
30 Chaque dimanche, ils ont leur fille avec leur gendre ;
Le jardinier s'emplit du rire des enfants,
Qui courent, vifs et gais, sous des yeux indulgents.
Le soleil couché, tous s'en vont, contents et las,
Et chargés de bouquets énormes de lilas.
- 35 —Merci bien, bonnes gens, merci bien, maisonnette,
Pour m'avoir, l'autre jour, donné ce rêve honnête,
Qu'en m'éloignant de vous mon esprit prolongeait
Avec la jouissance exquise du projet.

(1) le colimaçon = the snail

QUESTIONS

A. Answer in English :—

1. In order to live the sort of life he hopes for, what conditions does the poet think he must fulfil ?

Marks

2. In what connexion are the old man and his wife introduced into the poem ?
Where do they live and how has their life changed ? 3
3. (a) In verse 2, how are the old man and his wife occupied ?
(b) What animals are mentioned in this verse and what are they doing ?
(c) What general picture is built up by the mention of all these occupations ?
(d) What further details contribute to the general picture ? 6½
4. If you knew nothing about the owners of this house, what could you deduce about them from the description of the interior of their home ? Support your answer by references to the text. 4
5. "Les innocents plaisirs que l'habitude engendre." (line 29)
What examples of these are given in the poem ? (Give details) 2½
6. Explain fully for what the poet is thanking these people. (line 35) 2
7. What ideas does the poet express in lines 1 and 2 ? To what extent do these two lines form an appropriate introduction to the poem ? Give your reasons. 3
- B. Answer in French :—**
8. Qui a donné aux visiteurs les "bouquets énormes de lilas" et pour quelles raisons ? (line 34) 3
9. Pourquoi le poète nous ordonne-t-il de ne pas sourire ? (line 24) 2
10. Que signifie la phrase : "dédaigneux du hasard" ? (line 28) 2
-
- 30**
-

3. Translate carefully, with due attention to English form and expression :—

Paysage nocturne

Jeanne se leva et, nu-pieds, elle traversa la mare de lumière répandue sur son plancher, ouvrit sa fenêtre et regarda. La nuit était si claire qu'on y voyait comme en plein jour ; et la jeune fille reconnaissait tout ce pays aimé jadis dans sa plus jeune enfance.

C'était d'abord, en face d'elle, un large gazon jaune comme du beurre sous la lumière de la lune. Deux arbres géants se dressaient devant le château, un platane au nord, un châtaignier au sud. Tout au bout de la grande étendue d'herbe un petit bois terminait ce domaine garanti des tempêtes par cinq rangs d'arbres antiques. Au delà de cet enclos s'étendait une vaste plaine inculte, où le vent soufflait et galopait jour et nuit. Puis soudain la côte plongeait dans la mer en une falaise droite et blanche. Jeanne regardait au loin la surface sombre des flots qui semblaient dormir sous les étoiles.

Toutes les bêtes qui s'éveillent quand vient le soir et cachent leur existence dans l'obscurité de la nuit, emplissaient les ténèbres de leurs mouvements furtifs. De grands oiseaux qui ne criaient point fuyaient dans l'air comme des ombres. Seuls quelques hiboux poussaient sous les arbres leur cri mélancolique.

(25)



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 13th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

[TURN OVER

Passage to be read to the candidates:—(Maximum time of reading—four minutes).

A Genius in the Making

Les parents de Daniel l'avaient laissé libre de choisir sa propre carrière. Il s'était donc mis à étudier la peinture, mais seul, sans instruction, d'une façon irrégulière. Tantôt il s'enfermait des journées entières dans sa chambre, occupé à dessiner ou à peindre, tantôt il restait plusieurs semaines sans toucher un crayon. Il avait pourtant la certitude qu'il serait tôt ou tard un artiste de première grandeur, mais il ignorait par quelle route il atteindrait sa destinée.

Or, un jour il revenait de Versailles où il avait passé un bel après-midi à errer sous les arbres du parc. Il avait sauté dans le train à la dernière minute. Le hasard voulut qu'il s'assît en face d'un homme qui ne lui était pas tout à fait inconnu. Il l'avait souvent croisé dans le parc, l'avait regardé, remarqué. Vu de près, le voyageur paraissait beaucoup plus jeune que Daniel ne l'avait cru : bien que ses cheveux fussent blancs, son regard ardent et vif était d'un adolescent. Il lisait un livre avec une attention si minutieuse que Daniel, curieux, tâcha de voir quel était ce livre, mais la couverture ne portait aucun titre. Une demi-heure après, l'homme entra dans le couloir pour contempler le panorama de Paris qu'illuminait le soleil couchant. Il s'appuya à la vitre contre laquelle Daniel était assis et le jeune homme eut, à la hauteur de son visage, les mains qui tenaient le livre secret. Non sans quelque difficulté, Daniel réussit à lire le titre au haut d'une page.

Intrigué, il entra, le jour même, chez plusieurs libraires à la recherche de ce livre et retourna enfin chez lui, le volume en poche.

Il passa toute la soirée à lire le livre d'un bout à l'autre. La nuit venue, il se coucha, mais ne put trouver le sommeil. Alors il s'enveloppa d'un manteau et relut le livre lentement depuis le début. Lorsqu'à l'aube il eut, une fois encore, achevé la dernière page, il comprit qu'il avait trouvé ce qu'il avait si longtemps cherché en vain : l'enthousiasme et l'inspiration.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 13th March—1.30 P.M. to 2.0 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. What was Daniel's ambition and what attitude did his parents adopt to it ?	1½
2. What are we told about the way in which Daniel worked ?	3
3. Before the journey mentioned here, where had Daniel seen his travelling companion ? What was unusual about this man's physical appearance ?	2
4. In the train what did Daniel try to find out and what made him want to know ? For what reason was he at first unsuccessful ?	1½
5. Why did the man go into the corridor ? Explain how this enabled Daniel to discover what he had previously failed to find out.	3
6. As a result of his discovery, what immediate steps did Daniel take ?	1
7. Having failed to sleep, how did Daniel spend that night ?	1½
8. Why was this chance encounter in the train of such importance to Daniel ?	1½
	<hr/> 15 <hr/>

1956

WYOMING CERTIFICATE EXAMINATION

1956

The following questions are to be answered by the examinee.

1. The following questions are to be answered by the examinee.

2. The following questions are to be answered by the examinee.

3. The following questions are to be answered by the examinee.

Answers

- 1. The following questions are to be answered by the examinee.
- 2. The following questions are to be answered by the examinee.
- 3. The following questions are to be answered by the examinee.
- 4. The following questions are to be answered by the examinee.
- 5. The following questions are to be answered by the examinee.
- 6. The following questions are to be answered by the examinee.
- 7. The following questions are to be answered by the examinee.
- 8. The following questions are to be answered by the examinee.
- 9. The following questions are to be answered by the examinee.
- 10. The following questions are to be answered by the examinee.
- 11. The following questions are to be answered by the examinee.
- 12. The following questions are to be answered by the examinee.
- 13. The following questions are to be answered by the examinee.
- 14. The following questions are to be answered by the examinee.
- 15. The following questions are to be answered by the examinee.
- 16. The following questions are to be answered by the examinee.
- 17. The following questions are to be answered by the examinee.
- 18. The following questions are to be answered by the examinee.
- 19. The following questions are to be answered by the examinee.
- 20. The following questions are to be answered by the examinee.

11
12

1956

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (b))

Tuesday, 13th March—2.15 P.M. to 4.0 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate into French :—

The two brothers lay at the edge of the lake on the other side of the wood, waiting for their friend to arrive.

"If he doesn't come soon, we'll be late for lunch," said Robert, taking his watch out of his pocket and shaking it.

"Gypsies⁽¹⁾ don't pay any attention to time and they don't have lunch," David answered, half asleep.

"But Bill's not a gypsy," protested Robert indignantly.

"Be quiet! Listen!"

The day was so calm that the smallest sound could be heard. Now, as they watched, Bill appeared, walking slowly towards them. He was about fifteen, but he looked older. He wore old trousers which were too big for him and a torn shirt. His mouth was smiling, but his eyes were thoughtful and sad.

"We thought you weren't coming," said Robert. "Hurry up! Let's have a swim!"

The three friends undressed quickly, leapt into the water, and swam together to the opposite bank.

"I had⁽²⁾ a dream last night," Bill said a little later as they dried themselves in the sunshine. "It was a queer dream," he went on, closing his eyes. "I was taking a walk in the moonlight near that old castle on the hill and suddenly I looked up and saw a tall old man who whispered to me very softly: 'Near this place there is a well and right at the foot you will find—happiness.'"

"Perhaps there really is a well," cried Robert eagerly. "Let's go this very afternoon and see!"

(1) the gypsy = le bohémien

(2) to have (a dream) = faire

(50)

2. Write, in French, an essay on **one** of the following subjects.

Your essay should not be shorter than the translation of Question 1.

(a) Une représentation théâtrale au lycée.

(b) Vous vous trouvez dans un compartiment de chemin de fer où se trouve un voyageur qui parle sans cesse. Racontez ce qui se passe, en indiquant l'attitude et la réaction des autres voyageurs. (25)

1951

THEY LEARN CERTIFICATE EXAMINATION

1951

The purpose of this examination is to determine the level of knowledge and understanding of the subject matter covered in the course.

The examination is divided into two parts: a written test and a practical test. The written test consists of multiple choice and short answer questions, while the practical test involves the application of theoretical knowledge to a real-world scenario.

The written test is designed to assess the candidate's ability to recall and apply basic concepts and principles. The practical test is designed to assess the candidate's ability to analyze and solve problems using their knowledge.

The examination is held at the end of the course and is a requirement for the award of the certificate. The results of the examination will be used to determine the candidate's level of achievement and to provide feedback on their performance.

The examination is a challenging task that requires a thorough understanding of the subject matter. It is important for candidates to prepare well in advance of the examination and to practice applying their knowledge to different situations.

The examination is a key component of the course and is essential for the development of the candidate's skills and knowledge. It provides an opportunity for candidates to demonstrate their understanding and to receive feedback on their performance.

The examination is a rigorous test of the candidate's abilities and is designed to ensure that only those who have achieved a high level of understanding and skill are awarded the certificate.

The examination is a valuable experience for candidates and provides an opportunity for them to showcase their knowledge and skills. It is a challenge that is designed to push candidates to their limits and to ensure that they are well-prepared for the future.

The examination is a key milestone in the candidate's journey and is a testament to their hard work and dedication. It is a chance for candidates to prove themselves and to receive recognition for their achievements.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 15th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.

2. The questions are to be answered in English.

3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

4. The procedure will be as follows :—

- (i) The passage will be read **twice**, with an interval of three minutes between the readings.
- (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
- (iii) After the second reading you will write your answers on the sheet provided for this purpose.

5. All writing during the first and second readings, is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.

6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates :—(Maximum time of reading—four minutes).

Strangers arrive in town

Eines Sommerabends saß ich am Fenster und schrieb eine Aufgabe in mein Schulheft. Da sah ich auf der Straße einen seltsamen Wagen herankommen. Der Wagen wurde von einem kleinen Pferde gezogen und war mit zwei großen Kisten beladen. Zwischen den Kisten saßen eine große, blonde Frau und ein neunjähriges Mädchen, das mit lebhaftem Interesse nach allen Seiten herumschaute. Nebenher ging ein kleiner Mann mit kurzen, schwarzen Haaren; er führte das Pferd am Zügel, den er in der Hand hielt.

Meinen Bleistift hatte ich schon lange hingelegt und ich blickte neugierig auf die Straße hinunter. Als die Fremden vor unserm Hause angekommen waren, machte der Wagen halt. Nun sah mich die Frau am Fenster sitzen und rief zu mir herüber: „Du, Junge, wo ist denn das Wirtshaus?“ Ich sprang auf, eilte hinaus, und trat an den Wagen. Ich zeigte mit der Hand auf das alte Haus, das gegenüber lag, und sagte: „Sie sind gerade davor.“ Während ich so sprach, war das Mädchen zwischen den Kisten aufgestanden und sah mit weit geöffneten Augen auf mich herab. Der Mann aber rief: „Sitz ruhig, Mädchel.“ Dann dankte er mir höflich, peitschte auf sein Pferd, und fuhr vor die Tür des Wirtshauses, aus dem ihm auch schon der dicke Wirt entgentrat.

Als ich am folgenden Morgen oben in meinem Schlafzimmer vor dem Fenster stand und meine Bücher in meinen Schulsack steckte, wurde drüben im Wirtshaus ein Fenster aufgemacht; der kleine Mann mit dem schwarzen Haar steckte seinen Kopf ins Freie und dehnte sich mit beiden Armen in die frische Luft hinaus; dann schien er mich zu erblicken, denn er wandte den Kopf hinter sich nach dem Innern des Zimmers zurück und ich hörte ihn „Anna, Anna!“ rufen. Da erschien neben ihm am Fenster das rosige Gesicht des Mädchens. Der Vater wies mit dem Finger nach mir herüber. Da lachte das Mädchen und winkte mir freundlich zu.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 15th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. What was the boy doing at the beginning of this story ?	1
2. Describe briefly the strangers he saw and say what each of them was doing as they approached.	4
3. What were the first signs of the boy's interest in these people ? Explain how he came to make their acquaintance.	3
4. What evidence is there that one of the strangers was especially curious about the boy ?	1
5. How much further had the strangers to go ? Who received them ?	1
6. When did the boy see one of his new acquaintances again ? What was this person doing and what did he do after he caught sight of the boy ?	3
7. Who finally appeared and what happened then ?	2
	15

1921

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (b))

Thursday, 15th March—10.0 A.M. to 12.15 P.M.

N.B.—(1) Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

(2) The use of German script is optional.

The value attached to each question is shown in brackets after the question.

(b) Lower (b)

1971

UNIVERSITY OF CALIFORNIA EXAMINATION

1971

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1. Translate carefully, with due regard to English form and expression :—

Lost on the mountain

Wilhelm stand auf. „Bleib hier,“ befahl er, „ich komme wieder.“ Mit großen Schritten stieg er durch den Schnee hinunter.

Juliana versuchte ihn zurückzurufen, denn sie hatte Angst, im Berge allein zu bleiben; sie schrie seinen Namen, aber der Sturm übertönte ihre Stimme und er hörte den Ruf nicht. Dann kehrte sie zitternd in die Berghütte zurück. Sie wußte, daß sie lange warten mußte, weil die letzten Bäume eine Stunde tiefer unten im Tal standen. Aber obgleich sie das wußte, schien ihr die Zeit stillzustehen. Die Furcht trieb sie plötzlich aus ihrer Ecke; sie lief in den Schnee hinaus und schrie des Bruders Namen wieder in den Sturm hinein. Dann ging sie zurück und setzte sich, vor Kälte schüttelnd, an ihren früheren Platz und weinte.

Nach ungefähr zwei Stunden sprang sie noch einmal auf und lief hoffnungsvoll hinaus; diesmal kam wirklich der Bruder, die Arme voll Holz, den Bergabhang heraufgestiegen. Juliana war außer sich vor Freude; sie vergaß, daß sie in Gefahr stand, daß Vater und Mutter weit weg waren. War nicht ihr Bruder wieder da, ihr tapferer, guter Bruder?

Bald saßen sie an einem Feuer, das der Junge angezündet hatte. Nach kurzer Zeit wurden sie beide hungrig und aßen zufrieden ein Stück Brot. Nun ging der Tag zu Ende. Als es völlig dunkel war, bereitete der Bruder ein Lager für seine Schwester. „Lege dich! Ich muß wach bleiben, damit das Feuer nicht ausgeht,“ sagte er.

(30)

2. Read the passage below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

Der junge Gärtner

Von den ersten Märztagen an verbrachten wir fast alle freien Stunden im Garten. Er lag nicht neben dem Haus; man mußte durch den Hof gehen, um in dieses Reich der Mutter zu kommen. Obstgärten der Nachbarn und eine schmale Dorfgasse begrenzten ihn von der andern Seite. Hier saßen die Mutter und ich oft am
5 Abend, ehe wir in die Wohnung zurückkehrten, und besprachen unsere Pläne für den nächsten Tag. Unter dem Gartenhimmel war die Mutter ganz anders als oben in der engen Wohnung: sie scheute die Menschen weniger und ging auch mit mir nicht so
10 streng um als sonst. Nur duldete sie keineswegs, daß ich untätig zuschaute, wenn sie arbeitete; sobald die Erde umgegraben war, zog sie mich in ihren Dienst. „Wir müssen uns bemühen,“ sagte sie immer, „wenn wir schöne Blumen und gutes Gemüse bekommen wollen!“

Bald, fleißig wie die Mutter selbst, strich ich mit dem Finger gerade Linien auf der Erde, streute Samen hinein, und schrieb Namen auf kleine Stäbe, die ich dann in den Boden steckte. Als Lohn für meine Arbeit bekam ich in einer Gartenecke ein Stückchen
15 Land, wo ich pflanzen durfte, was mir beliebte. Hier verbrachte ich manche schöne Stunde.

Später lehrte mich die Mutter die Pflanzen auseinanderkennen. Auch zeigte sie mir, welche Insekten Pflanzenfeinde und daher zu töten waren, und welche als nützlich im Garten freigelassen werden
25 sollten. Manchmal, wenn ich ein Insekt gefangen nahm und die Mutter nicht gerade dabei war, konnte ich nicht ganz sicher sein, daß es wirklich auf der Todesliste stand; dann verwarnte ich einfach das Tierchen mit strengem Worte und warf es in den Garten des Nachbarns hinüber.

Die Zeit kam, wo wir den Segen unserer Arbeit ernteten. An Gemüse fehlte es nicht; doch bemerkte man es kaum, denn
30 der größte Teil des Gartens war so von Blüten überfüllt, daß jeder Mensch, sogar der Geschäftigste, davor stehen bleiben mußte. Schweigsam sahen die Nachbarn herein, Kinder holten sich Blumen für ihre Spiele, und aus andern Dörfern kamen fremde Gärtner, die von unseren erstaunlichen Blüten gehört hatten.
35

QUESTIONS

Marks

A.—Answer in English :—

- | | |
|---|---|
| 1. Describe the position of the garden. | 2 |
| 2. In what ways did the mother's behaviour in the garden differ from her behaviour in the house ? | 1 |
| 3. What would the boy's mother not allow him to do ?
What did she insist on his doing ? What reasons did she give him ? | 3 |
| 4. What reward did the boy receive ? Give details of what he had done to deserve this reward. | 4 |
| 5. (a) What distinctions had the boy's mother taught him to recognize ? | |
| (b) In what circumstances was he sometimes faced with a problem ?
What exactly was the problem ? What solution did he find ? | 6 |
| 6. „ Die Zeit kam, wo wir den Segen unserer Arbeit ernteten.“ (line 29)
To what time is the author really referring ?
Explain briefly the meaning of this sentence. | 2 |
| 7. What success did the boy and his mother have in the garden ?
Show clearly how the author repeatedly brings this out. | 6 |

B.—Answer in German :—

- | | |
|---|---|
| 8. Warum fingen die Mutter und ihr Sohn in „ den ersten Märztagen “ ihre Arbeit an ? (line 1) | 2 |
| 9. Warum wird der Garten „ dieses Reich der Mutter “ genannt ? (line 3) | 2 |
| 10. Warum besprachen sie ihre Pläne im Garten und nicht in der Wohnung ? | 2 |

—
30
—

3. Write, in German, a continuous story based on the following summary :—

Your story must be written in the past tense and should be approximately 200 words in length (i.e., slightly shorter than the translation of Question 1).

Ein Herr besucht einen Freund — ein schmutziger Hund begegnet ihm am Gartentor — folgt ihm ins Haus — der Herr glaubt, es sei der Hund des Freundes — der Freund glaubt, es sei der Hund des Herrn — der Hund macht allerlei Unfug (mischief) im Hause — endlich wird alles aufgeklärt.

(25)



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 15th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due attention to English form and expression :—

Stern Parents

(a)

Wir Kinder wurden von beiden Eltern äußerst streng erzogen. Ich kann mich kaum erinnern, von meiner Mutter jemals am Geburtstag Kuchen, Schokolade, oder auch das kleinste Geschenk erhalten zu haben. Brachte mir aber eine Tante oder ein Besucher des Hauses irgendwelche Süßigkeiten mit, dann mußte ich sie sofort an arme Kinder weiterschenken. „Geben ist seliger als Nehmen!“ wurde mir immer gesagt.

Mein Vater auch, der gewiß viel von sich selbst verlangte, verlangte noch mehr von uns Kindern—so schien es mir wenigstens damals. Wenn es uns zufälligerweise nicht gelang, in der Schule eine gute Note zu bekommen, so wurden wir zu Hause mit Stirnrunzeln und Schelten empfangen.

Deshalb war es für uns ein echtes Vergnügen, als mein junger Bruder Max eines Tages ein schwarzes Buch fand, in dem Vater alle seine Schulzeugnisse hatte einbinden lassen. Und siehe da! Seine Noten waren keineswegs so glänzend, wie man es seinen Reden nach hätte erwarten dürfen. Doch unsere Freude war kurz; als wir Vater unsere Entdeckung triumphierend bekanntgaben, fing er gleich an, uns zu beweisen, wieviel schwieriger die Schularbeit zu seiner Zeit war. Er sprach lange und ernsthaft, bis Max schließlich beschämt den Kopf senkte. Ich meinerseits blieb etwas ungläubig, aber aus diplomatischen Gründen suchte ich den Eindruck zu erwecken, als hätten mich Vaters Erklärungen völlig überzeugt. Andere zu überzeugen war Vaters Stärke, und er übte diese Kunst selbst im engsten Familienkreise.

(b) Dann sagte jemand, wir müßten Elsa den berühmten Hexentanzplatz zeigen. Das taten wir auch und gingen eines Sonntags recht früh fort, denn der Weg war weit.

Es war ein schöner Sonntag. Der Wald hatte das erste gelbe Laub, die Sonne schien, und die Luft war außerordentlich klar. Auch waren wir frohen Muts und sangen lustige Lieder. Manchmal ruhten wir im weichen Moose unter den uralten Bäumen und aßen unser Brot. Endlich waren wir am Ziel; doch stürzten wir nicht sogleich auf den Tanzplatz, sondern klopfen erst den Staub von unsern Kleidern und gingen an die Stelle, wo der Blick, schon lange an die grüne Dämmerung des Waldes gewöhnt, auf das sonnenbeschiedene Land fällt.

O diese Herrlichkeit! Da ist das weite Land in seiner Fruchtbarkeit. Da liegen viele Städte und Dörfer mit ihren roten Dächern und weißen Kirchen, und hohe Bäume stehen um sie herum. Und da zieht der Fluß — immer weiter, endlos weit, bis er in der Ferne wie ein Silberfaden glitzert und zuletzt verschwindet. Und zur Rechten — da ist der Hexentanzplatz mit seinen steilen Felsen, und dann der mächtige Wald in seiner bunten Pracht, und hier und da ein weißer Birkenbaum mitten in diesem grüngoldenen Meer.

Elsa stand wie verzaubert da, dann sagte sie ganz leise: „Wie ist das schön, wie wunderschön!“

(25)

2. Carefully read the poem given below, then answer the questions which follow it.

N.B.—The poem is **NOT** to be translated.

The Emigrant Ship

- Der lange Junitag war heiß gewesen,
 Ich saß im Garten einer Fischerhütte.
 Die Nacht war eben im Begriff dem Tage
 Die Riegel⁽¹⁾ vorzuschieben; stiller ward
- 5 Im Umkreis alles; Schwalben jagten sich
 In hoher Luft; und aus der Nähe schlug
 Uns Ohr das Rollen auf der Regalbahn.⁽²⁾
 Im Abendlicht der Sonne blinkerten
 Die Fenster kleiner Häuser auf der Insel,
- 10 Die jenseit lag, wie blanke Silberspiegel.
 Den Strom hinab glitt feierlich und stolz,
 Gleich einer Königin, voll hoher Würde,
 Ein Riesenschiff, auf dessen Borderdeck
 Die Menschen Kopf an Kopf versammelt stehn.
- 15 Sie alle winken ihre letzten Grüße
 Den letzten Dörfern ihrer Heimat zu.
 In manchen Bart mag nun die Mannesträne,
 So selten sonst, unaufgehalten tropfen.
 In manches Herz, das längst im schweren Kampf
- 20 Des Alltagslebens hart und kalt geworden,
 Klingt einmal noch ein altes Kinderlied.
 Doch vorwärts, vorwärts ins gelobte Land!
 Die Pflicht befiehlt zu leben und zu kämpfen,
 Befiehlt dem einen, für sein Weib zu sorgen,
- 25 Und für sich selbst dem andern. Jeder so
 Hat seiner Ketten schwere Last zu tragen,
 Die, allzu schwer, ihn in die Tiefe zieht.
 * * * * *
- Vielleicht, vielleicht auch jetzt gelingt es nicht,
 Auf fremdem Erdenraum, mit letzter Kraft,

30 Ein oft geträumtes, großes Glück zu finden.
 Das Glück heißt Gold, und Gold heißt ruhig leben.
 Das Schiff ist längst getaucht in tiefe Dunkel.
 Die schwere Stille senkt sich auf den Strom,
 Indessen auf der Regalbahn im Dorf

35 Beim Schein der Lampe noch die Gäste jauchzen.
In gleichen Zwischenräumen bellt ein Hund,
Und eine Wiege knarrt im Nachbarhause.

(1) der Kiegel — the bolt.

(2) die Kegelbahn — the skittle-alley, place where the game of ninepins is played.

QUESTIONS

Marks

A.—Answer in English :—

- | | |
|--|----|
| 1. Where is the poet sitting ? | 1 |
| 2. (a) What time of day is it ? Explain the metaphor in lines 3 and 4 which gives us this information. | |
| (b) What further details mentioned are in keeping with this period of the day ? | 4½ |
| 3. To what or whom is the ship compared ? What details of the description justify this comparison ? | 3 |
| 4. (a) What can be deduced from this poem about the emigrants' past life ? (Justify your answer by references to the text.) | |
| (b) What motives are suggested for their journey ? What do they hope to gain by it ? | |
| (c) What indications are there that they are deeply moved at leaving home ? | |
| (d) What fears have they about their future ? What reasons have they for these fears ? | 11 |
| 5. Describe briefly the last picture the poet gives us of the ship. | 1 |
| 6. What sounds does the poet hear after the departure of the ship ? Show briefly how these sounds bring out the contrast that the poet is making between the lives of the people in the village and those of the people on the ship. | 2½ |

B.—Answer in German :—

- | | |
|---|---|
| 7. Warum spielte man „beim Schein der Lampe“ ?
(line 35) | 2 |
| 8. Was ist eine Insel ? In diesem Gedicht, wo liegt die Insel ? (line 9) | 3 |
| 9. Was meint der Dichter mit den Worten „jagten sich“ im Satz : „Schwalben jagten sich in hoher Luft“ ? (lines 5 and 6) | 2 |

30

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the procedures for handling discrepancies between the recorded amounts and the actual cash flow. It suggests a systematic approach to identify the source of the error and correct it promptly to avoid any financial misstatements.

3. The third part of the document addresses the role of internal controls in preventing fraud and misappropriation of assets. It highlights the need for a strong segregation of duties and regular audits to detect any irregularities early on.

4. The final section provides a summary of the key points discussed and offers recommendations for improving the overall financial management process. It encourages the implementation of robust policies and procedures to ensure the long-term success and stability of the organization.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 15th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.

2. (a) When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.

(b) Write on the blackboard the title of the passage to be read, including the inverted commas :

Martha's "Silver Wedding".

3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.

4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.

5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.

6. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.

2. The questions are to be answered in English.

3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

[TURN OVER

4. The procedure will be as follows :—

- (i) The passage will be read **twice**, with an interval of three minutes between the readings.
- (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
- (iii) After the second reading you will write your answers on the sheet provided for this purpose.

5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.

6. You may not ask for the repetition of any word or phrase.

7. I am going to write on the blackboard the title of the passage, which is, 'Martha's "Silver Wedding" '.

Passage to be read to the candidates. (Maximum time of reading—four minutes.)

Martha's "Silver Wedding"

Martha, die Schwester des Pfarrers, war im ganzen Dorfe beliebt, weil sie immer hilfsbereit war und gern mit jedem scherzte. Eines Tages, als sie mit einer Nachbarsfrau beim Kaffeetisch saß, sagte sie halb trauernd, halb lachend: „Wenn ich als junges Mädchen geheiratet hätte, würde ich wahrscheinlich jetzt meine silberne Hochzeit feiern können.“ Nach kurzer Pause fuhr sie fort: „Ja, eine silberne Hochzeit muß das Allerbeste sein. Bei der Hochzeit selbst ist man zu jung, seine volle Freude daran zu haben, bei der goldenen ist man zu alt.“

Die Nachbarsfrau schwieg und sah gedankenvoll vor sich hin. Ihr war nämlich eine Idee eingefallen. Schon am nächsten Tag ging sie im Dorfe und in der Nachbarschaft von Haus zu Haus und teilte allen Leuten ihren Plan mit. Wochenlang wurde nun im Dorfe geflüstert und herumgelaufen.

Endlich war man so weit, daß der Plan ausgeführt werden konnte. Eines Morgens also wurde Martha aufgeweckt durch das Blasen der Dorfmusik, die vor ihrem Fenster einen Hochzeitsmarsch spielte. Kaum, daß sie sich hastig angekleidet hatte, so hörte sie Fußtritte auf der Treppe. Da trat die Nachbarsfrau ein und erklärte der erstaunten Martha, daß man beschlossen habe, heute trotz alledem ihre silberne Hochzeit zu feiern. Ein Dank sollte das sein für so vieles Gute, das sie im Dorfe getan hatte.

Jetzt wurde alles ausgeführt, was Martha sich je in ihrem Leben gewünscht hatte. Auf dem großen Tisch im Wohnzimmer fand sie Geschenke aller Art, sogar eine goldene Brosche und ein Paar Gummischuhe!

Beim Mittagessen kam das ganze Dorf zusammen, und Martha mußte den Ehrenplatz einnehmen. Die Gläser klangen und alle Gäste riefen: „Hoch soll sie leben!“ Auch die Kinder sangen ihr schöne Volkslieder vor.

Nachmittags stand eine Autofahrt auf dem Programm. Martha hatte schon in einem Auto gesessen, aber natürlich immer als Gast. Sie hatte einmal im Scherz gesagt: „Wie schön wäre es, wenn ich ein einziges Mal sagen könnte, wohin das Auto gehen sollte!“ Nun saß sie im Auto—und wußte gar nichts zu befehlen. Endlich aber wurde ein herrlicher Ausflug an die Küste gemacht.

Martha hatte wohl recht, als sie abends behauptete: „Das war der schönste Tag meines Lebens!“

Ger (Higher II (a))

Aural Comp.—Questions

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 15th March—1.30 P.M. to 2.0 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. Who was Martha? Why was she so popular in the village?	1½
2. Give, in detail, what Martha said during a conversation with a neighbour. What idea did this conversation suggest to the neighbour?	3
3. How did the neighbour set about enlisting help in carrying out her idea? What might have betrayed her scheme prematurely?	2½
4. Before the plan was explained to Martha, what indication of its nature was she given?	1½
5. What did Martha find in the living-room?	1½
6. In what ways was Martha specially honoured during the lunch?	2
7. What arrangement had been made for that afternoon? What had suggested this arrangement? Why was it almost a failure? What shows that it was ultimately successful?	3
	<hr/> 15 <hr/>

RESEARCH REPORT ON THE HISTORY OF THE UNIVERSITY OF CHICAGO

CHAPTER I

1.1.1. The University of Chicago was founded in 1837.

1.1.2. The first president was John D. Durand.

1.1.3. The university was originally located in Chicago, Illinois.

1.1.4. The university was one of the first to offer a liberal arts education.

CHAPTER II

2.1.1. The university was one of the first to offer a liberal arts education.

2.1.2. The university was one of the first to offer a liberal arts education.

2.1.3. The university was one of the first to offer a liberal arts education.

2.1.4. The university was one of the first to offer a liberal arts education.

2.1.5. The university was one of the first to offer a liberal arts education.

2.1.6. The university was one of the first to offer a liberal arts education.

CHAPTER III

3.1.1. The university was one of the first to offer a liberal arts education.

3.1.2. The university was one of the first to offer a liberal arts education.

3.1.3. The university was one of the first to offer a liberal arts education.

3.1.4. The university was one of the first to offer a liberal arts education.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 15th March—2.15 P.M. to 4.0 P.M.

N.B.—(1) Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

(2) The use of German script is optional.

The value attached to each question is shown in brackets after the question.

1. Translate into German :—

When I came downstairs about a quarter of an hour later, I was wearing the bathing costume they had lent me. I found Virginia waiting for me. Her father and mother were there too. I was surprised to notice that Mrs. K. was looking at me almost sadly and I began to wonder if I really ought to go with Virginia. I could scarcely believe that it would be dangerous. However, it seemed to me a good idea to talk to her in a friendly way.

“ It was just before your examinations that I last saw you, wasn't it ? ” I began politely. “ At that time you were finding your French translation very difficult and were a little anxious. I hope it was easier than you expected. But that must be like a bad dream now ; no doubt you've forgotten that there are such things as examinations.”

“ On the contrary,” answered Virginia. “ I intend to sit⁽¹⁾ another examination soon. Didn't Father tell you ? ”

“ Of course, I told him,” interrupted Mr. K.

“ I'm now studying life-saving,⁽²⁾ ” went on Virginia. “ It's more interesting than history or even music ; and it's much more useful. Can you swim ? ”

“ When I was as young as you, I used to swim like a fish.”

Virginia smiled sweetly. “ You need swim only a few yards and then”, she added proudly, “ I'll begin to save you.”

⁽¹⁾ to sit (an examination) = *sich* . . *unterwerfen* + dative.

⁽²⁾ life-saving = *Rettungsdienst*. (50)

2. Write, in German, an essay on **one** of the following subjects.

Your essay should not be shorter than the translation of Question 1.

(a) *Winterfreuden*.

(b) *Es kommt Besuch*.

(25)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 9th March—9.15 A.M to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates : Maximum time of reading—four minutes.

Cuando yo era niño, mis padres no se quedaban mucho tiempo en ningún sitio ; siempre estábamos viajando de pueblo en pueblo, cambiando de una casa a otra. Siendo yo chico, estos viajes me parecían muy divertidos, y el momento más agradable de nuestra vida un poco ambulante era cuando íbamos a dejar la casa antigua y pensábamos en cómo sería la nueva. En las habitaciones ya sin muebles, en medio de baúles, maletas y cajas, yo pensaba que marchábamos en busca de un paraíso, lleno de todo lo que se puede imaginar de bueno. Varias cosas aumentaban esta impresión de alegría : el dormir en el suelo, el comer de pie, el correr por las habitaciones vacías que parecían tan espaciaosas sin sus muebles. Pero al fin de cada viaje tuve una decepción : la nueva casa resultaba siempre como todas las otras, y el nuevo pueblo era como otro cualquiera. Por eso tengo ahora un recuerdo triste de aquellos tiempos.

En el otoño del año en que yo cumplí mis siete años, nos marchamos de Madrid para ir a Burgos. Mi padre había escogido Burgos pensando que allí habría más oportunidades para ganar la vida y mejores escuelas para mí. Me acuerdo de este viaje porque el tren sufrió un pequeño accidente que obligó a los viajeros a pasar la noche en un pueblecito. A mí me gustó mucho este retraso, porque encontramos un buen hotel, donde nos prepararon una comida rica y abundante, y donde me permitieron jugar a mi gusto. El hotel era un gran edificio con tres escaleras que recorrí de arriba abajo. Al pasar por estas escaleras hallé varias cestas de frutas, con fresas y cerezas ; me gustaban tanto que yo las comía a más no poder. Pero al día siguiente vino el justo castigo : yo me puse muy enfermo, lo que sorprendió a mis padres, pero no a mí.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 9th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

Marks

- | | |
|--|----|
| 1. What changes did the author frequently have to face as a boy, and what did he think of them ? | 1½ |
| 2. (a) When did he experience the greatest pleasure ?
(b) What actual circumstances contributed to this pleasure, and what were his hopes each time ? | 3½ |
| 3. How far were his hopes fulfilled ? What were the reasons for this ? | 1½ |
| 4. (a) What particular journey does he describe and when did it take place ?
(b) Who chose the destination and for what reasons ? | 3½ |
| 5. (a) Why were they forced to interrupt their journey ?
(b) Where did they go ? What description is given of this place ?
(c) Why did this interruption please the author ? | 3 |
| 6. What surprised his parents next day ? What explanation could the boy have given ? | 2 |

15

1981

UNITED STATES DEPARTMENT OF JUSTICE

1981

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (b))

Friday, 9th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due regard to English form and expression :—

The talking fish

Fernando tenía fama de ingenioso y de bufón. Un día fué a casa del cura, amigo suyo, que le convidaba a comer a menudo. Al entrar en la casa vió en la cocina que el ama estaba limpiando dos truchas : una grande, de cuatro libras por lo menos, y la otra pequeñita, que apenas tenía carne. Se sentaron a la mesa, y les sirvieron dos sopas. Fernando comió de las dos. Luego sirvieron el pescado, y el huésped vió que en vez de poner la trucha grande, el ama había puesto la pequeña, que no tenía más que huesos. Anunció Fernando que iba a hacer una pregunta a la trucha. Rió el cura, en espera de una frase cómica, pero Fernando, con un aire muy serio, cogió la fuente en donde estaba la trucha, y se la puso delante de sí. Luego acercó el oído y dijo :

—Dígame si por los demás peces que Vd. ha conocido en los mares ha sabido algo de la situación de mis parientes al otro lado del mar, allá en América.

El ama, que creyó ridícula esta conducta, le preguntó si contestaba algo.

— Si contesta, dijo Fernando, y se disculpa por ser tan pequeña, pero dice que ahí, en la cocina, hay escondida una trucha muy grande que debe saber muchas más noticias de mis parientes.

(30)

[TURN OVER

2. Read the passage below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

A vital decision

Cortés estaba sentado a la puerta de su tienda, frente al mar, hablando con un grupo de capitanes y soldados. Se estaba poniendo el sol. El campamento estaba más quieto que de costumbre, pues Cortés había mandado a Alvarado tierra adentro con la mitad de la gente para buscar carne y maíz. Por 5 el sendero que subía del puerto hacia la cima de la colina donde se hallaban, vieron todos a un grupo de hombres que subía con paso lento y al parecer algo fatigado. Eran los pilotos de la armada. Llegaron a lo alto limpiándose la frente del sudor, debido no sólo al calor y al ejercicio sino a la tensión mental que les trabajaba, y poniéndose en semicírculo ante el capitán, dirigieron todos 10 en silencio la mirada al piloto mayor, que iba a hablar por todos ellos.

— Buenas tardes nos dé Dios, señor. Aquí hemos venido a traerle malas nuevas.

Todos los presentes le miraron con cierta ansiedad.

— Hemos estado viendo un poco como andan las naves después de tanto 15 descanso en puerto y nos encontramos con que están tan dañadas que no nos atreveríamos ninguno a confiárselas al mar.

Cortés, con rostro grave y preocupado, se frotó la barba con los dedos durante un momento. Luego les preguntó si estaban seguros, porque serían tan graves las consecuencias que había menester certeza completa antes de 20 decidir algo. Los pilotos meneaban la cabeza. ¿Cómo dudarlo? ¿No lo sabían ellos que habían estado examinando los cascos toda aquella noche? El piloto mayor, meneando la cabeza calva, dando vueltas en la mano al bonete rojo, contestó :

— Estamos tan seguros que por eso hemos venido a ver a vuestra merced. 25 Y porque sabemos lo grave que es hemos venido todos y no uno.

Cortés siguió guardando silencio. Sabía que basta hacer un silencio muy largo y muy hondo para que alguno de los que estaban, sin poder resistir, se eche a hablar. Así fué en efecto, y uno de sus capitanes exclamó :

— Bueno, ¿ y qué ? No necesitamos las naves para atravesar la sierra. Si no 30 pueden navegar, que se vayan al fondo.

La voz popular había dado a luz el plan que ya Cortés había concebido, y que, con su silencio, había hecho concebir en el espíritu de sus soldados. Con una mirada a los pilotos que aguardaban en pie, les preguntó qué pensaban.

— Que no hay otra cosa que hacer, señor.

Questions

Marks

A.—Answer in English :—

1. At what time of day does the story open? State, as fully as possible, where Cortes was and what he was doing.
What was unusual about his surroundings? What explanation is given for this state of affairs? 6½
2. (a) Describe what Cortes and his companions saw.
(b) Who were the newcomers? What were they doing as they arrived and what three reasons are suggested for their action?
(c) What news had they brought? How was it received by Cortes and by the others who heard it?
(d) How had the situation of which they spoke arisen? 8½
3. "Les preguntó si estaban seguros, . . .". (line 18).
(a) What did Cortes want to know and for what reason?
(b) What was the newcomers' answer to his question and what did their spokesman say in order to convince Cortes? 3½
4. (a) What course of action did Cortes adopt? What were his motives? Show to what extent his stratagem was successful.
(b) What suggestion was made and what arguments were put forward in support of this suggestion? 4½

B.—Answer in Spanish :—

5. ¿Qué es una armada y de qué armada se trata en este trozo? (line 7). 2
6. ¿Por qué vinieron *todos* los pilotos a hablar con Cortés? (line 25). 2
7. Después de leer este cuento ¿qué piensa usted del carácter de Cortés? 3
- (30)

3. Write, in Spanish, a continuous story based on the following summary.

Your story should be written in the past tenses and should be approximately 200 words in length (i.e., slightly shorter than your answer to Question 1).

Dos amigos quieren ir a los Estados Unidos—les falta dinero—se esconden en un avión que aterriza al Sur de América—como saben hablar castellano, reciben una acogida calurosa (warm welcome).

(25)

1. The first part of the document discusses the general principles of the law of contract. It covers the formation of a contract, the elements of a contract, and the remedies available for breach of contract.

2. The second part of the document discusses the law of tort. It covers the elements of a tort, the defenses available to a defendant, and the remedies available for a tort.

3. The third part of the document discusses the law of property. It covers the elements of a property interest, the defenses available to a defendant, and the remedies available for a property interest.

4. The fourth part of the document discusses the law of trusts. It covers the elements of a trust, the duties of a trustee, and the remedies available for a breach of trust.

5. The fifth part of the document discusses the law of wills. It covers the elements of a will, the defenses available to a defendant, and the remedies available for a will.

6. The sixth part of the document discusses the law of intestacy. It covers the elements of an intestacy, the defenses available to a defendant, and the remedies available for an intestacy.

7. The seventh part of the document discusses the law of succession. It covers the elements of a succession, the defenses available to a defendant, and the remedies available for a succession.

8. The eighth part of the document discusses the law of probate. It covers the elements of a probate, the defenses available to a defendant, and the remedies available for a probate.

9. The ninth part of the document discusses the law of estate planning. It covers the elements of an estate plan, the defenses available to a defendant, and the remedies available for an estate plan.

10. The tenth part of the document discusses the law of family law. It covers the elements of a family law, the defenses available to a defendant, and the remedies available for a family law.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(FIRST PAPER)

Friday, 9th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due regard to English form and expression :—

Figures from the past

Ya se han desaparecido de las calles de Madrid muchos tipos pintorescos. Hace veinte años existía por ejemplo el aguador. Éste era un personaje que daba cierto aire campesino a la ciudad. Vestía con calzón corto, chaqueta pequeña, un trozo de cuero sobre el pantalón en la pierna derecha para apoyar la cuba antes de echársela al hombro, y una gorra en la cabeza. El traje del aguador era de un paño que ya no se ve en ninguna parte: espeso y duro como la piedra. Solía estar sentado cerca de las fuentes viejas esperando que se le llamase.

Otro tipo fué el pescadero. Habitando una región que no tiene costa, no se comprende por qué se había dedicado a esta profesión marítima. A la puerta de todas las pescaderías se le veía con su traje tradicional, de color verde y negro, y sombrero inmenso.

En mi tiempo de chico en Madrid, también había el hombre del *tuti-li-mundi*.¹ Se llamaba así a un panorama, casi siempre portátil, como un cajón largo con un techo de madera que tenía en las paredes laterales varios agujeros redondos de cristal por donde se veían paisajes, vistas de ciudades, y escenas fantásticas iluminadas. Este cajón solía ir tirado por un caballo o un burro. El *tuti-li-mundi* aparecía en los pueblos durante las fiestas. Se estacionaba en alguna plaza, y a veces el hombre que lo exhibía tocaba en un tambor, y explicaba en voz ronca las vistas de su pequeño escenario.

(30)

¹ *tuti-li-mundi* = peep-show.

[TURN OVER

2. Read carefully the poem below, then answer the questions which follow it.

N.B.—The poem is NOT to be translated.

The Discovery of America

- No vió Colón en el océano un mar sin fin ni límite
 sino un camino fácil para que en un navío
 viajara un buen marino hasta saber
 allende si había tierra : que sí la había de haber.
- 5 Y al mar se echó ; y navegando día y noche,
 y una semana y otra, y cuatro, y todo un mes,
 y dos . . . y más, sufriendo ya de su gente (falta
 de su tenaz constancia e incontrastable fe),
 murmuraciones, quejas, audacias, rebeldías,
- 10 y aun luchas a que había la fuerza que oponer,
 tras de razones, ruegos, promesas y castigos,
 de haber ya vacilado en si volver las proas,
 y en fin, de haber dudado hasta de Dios tal vez . . .
 en una noche tibia, serena, transparente,
- 15 de aquéllas de los trópicos, que no hay en nuestros cielos,
 y en que se ve en la atmósfera sin menester de luna,
 y en el agua reflejarse los barcos del revés,
 y bailar los astros en el azul del fondo . . .
 ante Colón le plugo al Dios que allí le enviaba
 revelar al fin el virgen mundo americano.
- 20 Colón sintió una brisa de aromas impregnada
 y las alas de aves en torno del navío,
 después un cañonazo, al fin la voz de ¡ Tierra !
 Cuando él la vió, empezaba ya el día a amanecer.
- 25 Ya era el mar una carretera de alfombra azul tendida
 para llevar la ofrenda de América a España.
 ¡ Maravilloso hallazgo, trascendental viaje,
 que dejaba a los dos pueblos britano y portugués
 detrás del de Castilla confusos y envidiosos,
- 30 los mapas transformados, los reyes espantados !

Questions

A.—Answer in English :—

1. How did (a) Columbus, (b) his contemporaries regard the ocean ?
2. How long did the journey last ?
 Show how the poet's method of giving us this information
 suggests additional ideas.
3. (a) Describe the behaviour of the crew and explain why they
 behaved thus.
 (b) In what different ways did Columbus deal with the
 situation ?
 (c) Show how even Columbus began to be affected.

Marks

2

2½

8

4. Give the meaning of each of the three adjectives used to describe the night and show how the same ideas are further developed in the lines following this quotation. 4½
5. (a) When did Columbus first see the land ?
 (b) What signs had already suggested that they were nearing their goal ?
 (c) In what ways was the actual sighting of land announced ? 3
6. What illustrations does the poet choose to emphasize the importance of the discovery ? 3

B.—Answer in Spanish :—

7. " que sí la había de haber." (line 4)
 ¿ Qué nos indica esta frase respecto al pensamiento de Colón ? 2
8. Explique las palabras : " el virgen mundo americano." (line 20) 3
9. ¿ Por qué dice el poeta que el mar era una carretera ? (line 25) 2

(30)

3. Translate carefully, with due regard to English form and expression :—

A disturbed nap

Me acosté fatigado, y toda la mañana estuve oyendo entre sueños las carreras, las risas y los gritos de las dos pequeñas, que jugaban en la terraza del jardín. Tres puertas del salón que me servía de alcoba daban sobre ella. Dormí poco, y en aquel estado de vaga e inquieta conciencia me hacía caso de cuándo se paraban las niñas ante una de las puertas y cuándo gritaban por las ventanas. Al mismo tiempo me parecía que una pesadilla daba vueltas sin cesar en mi cabeza, como una avispa que trata de escaparse.

De pronto me hice cuenta de que las niñas se alejaban ; pasaron corriendo ante las tres puertas : una voz las llamaba desde el jardín. Así quedó desierta la terraza. Al encontrarme solo, hubiera querido dormirme completamente, pero no había remedio : sentía nacer malos ensueños, ideas torturantes, caprichosas y deformes, que empezaban a bailar en un ritmo confuso.

En medio del silencio resonó de repente el festivo ladrar de los perros saludando a alguien que se acercaba. Una voz grave y eclesiástica, que venía de más lejos, llamaba. Era el cura del lugar, que había venido después de misa para presentar sus respetos a mis primas. La voz juguetona de una de ellas le contestó : ¡ Don Benicio, mañana celebra usted misa en nuestra capilla !
 ¡ No lo eche usted en olvido ! (25)

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several paragraphs and appears to be a formal document or report.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Friday, 9th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates (Maximum time of reading—four minutes):—

González creía todo lo contrario de lo que cree la gente. No se resfriaba nadie, según él, con el aire frío, ni la humedad producía el reumatismo, ni demasiado azúcar los malos dientes. Lo natural era siempre bueno. González comía muchas ensaladas, había oído hablar de las vitaminas, andaba con los pies desnudos sobre la hierba húmeda y se bañaba en las aguas frías del mar. Una noche se metió en un estanque cerca de la carretera, y al levantarse para vestirse, una campesina le vió de pie en el estanque con una toalla en los hombros y le tomó por un fantasma y echó a correr casi muerta de miedo. Este hombre singular hacía gimnasia vestido de pijama en un balcón de su casa, lo que producía el escándalo de algunas viejas de la vecindad. Algunas personas malintencionadas decían que este escándalo provenía de que era viejo y feo; que si hubiera sido joven y guapo, estas mujeres no se hubieran indignado tanto. González hacía excepciones a su naturismo. Por ejemplo, si le convidaban a comer, se comía un bistec, sangre y todo, y se bebía dos o tres vasos de vino sin protestar. Otra de sus traiciones al naturismo era pintarse el pelo y la barba de negro con un tinte malo y barato y, como veía muy mal, el tinte que se daba en el pelo le corría casi siempre por el rostro. Cuando tuvieron que echarle de su habitación porque no pagaba el alquiler, hallaron entre sus pocas posesiones una moneda de oro falso, y una colección de magníficos y complicados medicamentos. Había también llaves que no abrían ninguna puerta, billetes antiguos de lotería, y otras cosas igualmente útiles.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Friday, 9th March—1.30 P.M. to 2.0 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

- | | <i>Marks</i> |
|--|--------------|
| 1. How did Gonzalez differ in his beliefs from ordinary people? Give three examples of his beliefs. | 2 |
| 2. (a) In what ways did he practise his beliefs? | |
| (b) What amusing incident resulted from one of his habits? | 4½ |
| 3. (a) What particular habit shocked some of his neighbours? Who were these neighbours? | |
| (b) What other reason is suggested for their indignation, and who suggests it? | 2 |
| 4. In what ways was Gonzalez false to his beliefs? Describe how and why one of his innocent deceptions failed. | 3½ |
| 5. (a) Why was Gonzalez put out of his room? What was found there which suggested another betrayal of his beliefs? | |
| (b) Why does the author say that the things found in his room were useful? Give detailed proof that they were <i>not</i> . | 3 |

 15

1981

CERTIFICATE EXAMINATION

2000

1981

to be held on the 15th day of August, 1981, at the ...

NOTICE

The Government of ... is pleased to announce that the ... examination will be held on the 15th day of August, 1981, at the ...

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(SECOND PAPER (b))

Friday, 9th March—2.15 P.M. to 4.0 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate into Spanish :—

The life of this monk can be told in a few words. In the world he had been a much respected caballero of noble family. There was no kinder man in the whole city. He had, however, one sole weakness: he loved money too well, and his avarice was a cause of sadness to all his friends. On one occasion they spoke to the Bishop about it; the Bishop summoned the caballero and they were together for several hours. The following day the caballero gave a dinner to the poor. But his repentance did not last long; his old habits soon returned.

One day the news came that an intimate friend of the caballero, till recently a prisoner of the Moors in Africa, was returning to the city. A slave for fifteen years, every day he had walked in a circle round and round the machinery of a well. Our caballero had refused to help with his ransom.¹ On his friend's arrival, he hastened to his house to greet him. As he entered the room, the old slave, frightened, did not recognise him, but stood up, and mechanically, without saying a word, began to move slowly round and round the room. The following morning, dressed in the black and white cloak of the monks whose task it was to ransom² Spanish captives in Africa, the caballero was seen making his way south. (50)

¹ el rescate.

² rescatar.

2. Write, in Spanish, a composition on **one** of the following subjects :—

(a) Un verano en España con mis amigos de escuela.

(b) Discusión entre un futbolista y un torero.

(25)

1981

STATIONERY EXHIBIT EXAMINATION

EX-100

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Gaelic (Lower (a))

Aural Comp.—Instns.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 9th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instruction to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

[TURN OVER

4. The procedure will be as follows :—

- (i) The passage will be read **twice**, with an interval of three minutes between the readings.
- (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
- (iii) After the second reading you will write your answers on the sheet provided for this purpose.

5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.

6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates (maximum time of reading—four minutes) :—

Aon uair thàinig buidheann a h-uile ceum a siorramachd Rois, agus thug iad leotha cóig bà deug bho aon de chàirdean Rob Ruaidh. Chaidh fios a thoirt do Rob mar a thachair. Sheinn e fhèideag. Fhreagair a dhà laoch dheug, agus air tòir nan creachadairean ghabh iad. Choisich iad dà latha agus oidhche mu 'n d' fhuair iad brath orra ach lorg a' chruidh. Rug an treas oidhche orra air crìochan Bhàideanach, monadh ùdlaidh, fiadhaich. Leag iad an ceann air an fhraoch mar chluasaig, am breacan mar phlaide, agus chaidil iad. Cha luaithe dhùisg fear de 'n chomunn as a cheud chadal na chunnaic e anns an àite fhiadhaich, fhàsail so griosach mhór theine astar beag uapa. Dh'èalaidh Rob agus a bhuidheann faisg orra agus dùil aca gun robh greim aca air na creachadairean, ach có bha an so ach buidheann cheàrd. Co dhiùbh dh'innis iad gum fac iad Clann MhicRath a' dol seachad leis a' chroth mu fheasgar, agus rinn iad seòladh-corraige far am faighteadh iad.

Mu chamhanaich an latha, dìreach an uair a bha Clann MhicRath a' togail orra an déidh an oidhche a chur seachad an gleann cumhang thàinig Rob agus a bhuidheann orra. Ghlaodh Rob riutha stad le guth a dhùisg na ceudan mac-talla agus a thug air fiadh is air earba ruith gu mullach nam beann. Cha do stad iad ; agus an uair a chunnaic Rob so leum e orra ; agus an cóig mionaidean bha seisear dhiubh sìnte air an làr. Chaidh Rob e féin a leòn, agus fear de a dhaoine a mharbhadh ; ach coma thug e dhachaidh a chreach agus liubhair e thairis gach ionga dhiubh do 'n fhear do am buineadh iad.

Gaelic (Lower (a))

Aural Comp.—Questions

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

Gaelic

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 9th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. Give the name of the cattle raiders, and tell where they came from.	2
2. How did Rob Roy set about retrieving the spoil? How many of his followers accompanied him?	2
3. Tell where and how the third night of their search was spent.	3
4. What led the company to think that they had overtaken the raiders?	2
5. What assistance in their search did they receive?	2
6. At what time of day, and where, were the raiders finally overtaken?	1
7. What was the result of the encounter? Tell what happened to (a) the raiders, (b) Rob Roy and his men, (c) the spoil.	3

15

1951

STATE BOARD OF EDUCATION

OFFICE OF THE STATE BOARD OF EDUCATION

1000 UNIVERSITY AVENUE, ALBANY, N. Y.

ALBANY, N. Y., [Date]

Dear [Name]:

Reference is made to your letter of [Date] regarding [Subject].

The Board has considered your request and has decided [Action].

Very truly yours,

[Signature]

[Title]

[Address]

[City, State, Zip]

[Phone Number]

[Fax Number]

[Email Address]

[Website]

[Footer]

Gaelic (Lower (b))

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (b))

Friday, 9th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate into English :—

Thogadh oighre òg MhicLeoid an Dùin suas as a' chreathail agus a mach as a' chaisteal. Cha robh fios eadar ùir agus adhar ciamar a thogadh no càit an togadh an leanabh. Ach bha amharus air a' bhean-shìth a chionn bhitheadh i dèanann a' togail leanabanan gun bhaisteadh an uair a gheibheadh i fàth no cothrom. Cha robh neach am beinn no am baile, an srath no am monadh nach robh a mach air tòir an leinibh bhig bhòidhich. Shireadh shìos agus shuas, thail agus a bhos, ach cha chualas guth is chan fhacas lias air.

Ann a bhith dol seachad tolman bòidheach fraoich am bonn coire gorm nan sìghean chuala nighean òg MhicCriomain seinn anns an tom. Ghrad chuir i an t-snàthadh mhór a bha 'na broilleach an sàs anns an talamh adgus chuir i a cluas ris an t-snàthainn feuch dé a chluinneadh i. Chuala i ceòl mar gum bitheadh snàthair a' seinn tàladh cadail do leanabh beag.

Chuireadh luchd-faire gach latha agus oidhche air cnocan nan sìtheach, agus Oidhche Shamhna dh'fhosgail an cnocan agus bhrùchd a mach sgaoth de na sìtichean mar chlann sgoile a' sgaioleadh. Ghabh an luchd-faire a steach do 'na tom agus fhuaradh an sin oighre òg MhicLeoid Dhùn Bheagain 'na shuidhe air glùn boireannaich saoghail. Gun dàil thugadh dhachaidh an leanabh agus a sànaltrum leis. (30)

[TURN OVER

2. Read the poem below, then answer the questions which follow it:—

N.B.—The poem is NOT to be translated.

- 'S ann an Uig nam fuar bheann àrd
Tha 'n tràigh bhàn as gile snuadh,
Eadar machair nan ùr bhlàth
Agus bàrcadh trom a' chuain.
- 5 B' eagal le daoinibh o chian
Imeachd oirr' mu chiar nan tràth,
Airson leus de sholus loinnreach
Chiteadh boillsgeadh air a' bhàgh.
- 10 Ach cha robh geilt air Coinneach Og
Roimh fhuath, roimh bhòcan, no roimh thaibhs' ;
Shiùbhladh e 'n oidhche leis féin,
Ged nach faicteadh reult no soills'.
- Oidhche dha 's e air an tràigh
Mu 'n d' éirich an la 'san ear,
15 Nochd an nì roimh 'n teicheadh càch,
Solus dealrach tighinn bho 'n lear.⁽¹⁾
- Cha d' mhair an tùr-soluis fada ;
Ged bu shealladh e 'bha àillt',
Dh'iompaich e gu cruth bu bhòidhche,
20 'S sheas e mar òigh air an tràigh.
- " Dé do sgeul a tìr nan sgleò ? "
Arsa Coinneach Og gun fhiamh :
" Am bheil thu 'n sìth ri daoine beò,
'M bheil guth no còmhradh ann ad chliabh ? "
- 25 " Mu 'n do thilg mi 'n t-slige chré,
B' e Lochlunn nan treun mo thìr ;
'S mise Gràdhach nighean Shuarain
Bha 'san àirde tuath 'na rìgh.
- Maduinn ghrinn 's a' Chuan-an-iar
30 Dh' éirich grian bu deirg' na 'n ròs
Ag innseadh gun robh neart nan sian
A' tighinn a riasladh a' chuain mhóir ;
- 'S goirid bho an tràigh so féin
Dh' éirich doinionn 's ghéill mo long,
35 'S fhuair nighean Lochluinn leabaidh fhuar
Anns a' chuan as uaibhrich' tonn.
- Feuch a' chlach so air an tràigh
Am measg chàich gun mheas gun mhiadh,
Far na laigh i dh' oidhch' 's a là
40 Bho linnibh àrsaidh⁽²⁾ sin nam Fiann."
- Chladhaich Coinneach sios an t-àit'
'San deach an leus àluinn uaith',
Gus an d' fhuair e 'n neamhnaid⁽³⁾ chòir
Air nach ruigeadh òr no luach.

⁽¹⁾ lear = muir.

⁽²⁾ àrsaidh = aosda.

⁽³⁾ neamhnaid = leug luachmhor.

QUESTIONS

Notes to Candidates.

(a) The answers to the following questions may be in either Gaelic or English except when otherwise indicated.

(b) Arabic numerals, within brackets, refer to lines.

	<i>Marks</i>
1. Describe the place where this strange happening occurred.	3
2. Tell why people were normally afraid of visiting this place. Explain "o chian" (5) and "mu chiar nan tràth" (6).	3
3. Show that Coinneach Og differed from his neighbours. What proofs are given of his lack of fear?	3
4. Describe in detail the strange phenomenon which he saw.	4
5. What questions did he ask? How do you infer that his second question was answered in the affirmative?	3
6. What information did the stranger give him about herself, her life in this world, and the place and cause of her death?	5
7. Before she disappeared what did she point out to Coinneach? Tell what he found, and show that it was of considerable value. Comment on its age.	5
8. Express differently in Gaelic :—	
machair nan ùr bhlàth (3)	
tìr nan sgleò (21)	
mu 'n do thilg mi 'n t-slige chré (25)	
dh' éirich doinionn 's ghéill mo long (34).	4
	30
	—

3. Write, in Gaelic, an essay of about a page and a half in length, on any one of the following subjects :—

(a) Latha nach dìochuimhnich mi.

(b) Nàbaidh bun-na h-ursainn againn.

(c) An ràithe de 'n bhliadhna as docha leam.

(25)



Gaelic (Higher I (a))

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

Gaelic

HIGHER GRADE—(FIRST PAPER (a))

Friday, 9th March—10.0 A.M. to 12 NOON.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. (a) Translate into idiomatic English :—

B' iad na Druidhean, ré iomadh linn, sagartan agus feallsanaich na Roimn-Eòrpa. Is ann ri an linn-san a fhuair a' cheud latha de 'n gheamhradh an t-ainm Féill na Samhna. Is ann air an latha so a choinnich iad anns an àite bu fhreagarraiche 'san dùthaich, a chumail mòid mhóir a shocrachadh gach connspoid agus a réiteachadh gach còmhstri. Aig an am sin bha gach teine 'san tìr air an cur as, agus bha e mar fhiachaibh air muinntir an àite air fad teachd a dh'ionnsaigh nan Druidhean a dh'iarraidh éibheall-bheothachaidh o 'n teine a bha air a lasadh agus air a choisreagadh leotha-san.

Ma bha aon neach 'san dùthaich ciontach de ghnòthuch olc air bith anns a' bhliadhna chaidh seachad, chan fhaigheadh e srad de 'n teine naomh so gus an tigeadh e fo mheachainn nan Druidhean. Nan éireadh dha a bhith cho dàna agus gun cuireadh e an aghaidh so, bha e air a sgaradh a mach o bheannachd nan Druidh, binn a b' eagalaiche na am bàs. Cha robh e air a cheadachadh do neach air bith fàrdach no teine a thoirt dhoibh, no an coibhneas a b' fhaoinne thaisbeanadh dhoibh, air chor is nach robh ach am bàs mu 'n coinneamh mur géilleadh iad do na Druidhean.

An iomadh ceàrna de Albainn bha na teintean am bitheantas air an lasadh ris an abair iad na Samhnagan; agus nan tachradh do theaghlach air bith an teine a leigeil as air an oidhche so, cha bu ghnòthuch furasda dhoibh an teine maidne fhaotainn. (25)

1. (b) Translate into idiomatic English :—

An uair a dhlùthaich sinn a stigh, cha robh ri fhaicinn ach croinn nan luingeas, am brataichean a' snàmh gu fann ris an t-soirbheas; is cha robh ri chluinntinn ach farum ràmh, is torman nan allt is nan eas a bha a' tuiteam o iomadh sgàirneach àrd do 'n chaladh a bha a nis a' fosgladh gu farsuing romhainn. O thaobh gu taobh de 'n tràigh air an dara laimh tha sràid de thighibh móra cho geal ris an t-sneachd; is gu grad air an cùl tha uchdach chorrach chas, far am bheil an calltunn, an caorann agus an t-uinnseann a' fàs gu dosrach, cho dlùth dìreach os cionn nan tighean a tha fodhpa, is gu bheil an geugan, ar leat, a' lùbadh mu am mullach. Air bràigh a' bhruthaich chì thu a' chuid eile de 'n bhaile eadar thu is faire, ionnas gur duilich dhuit àite as bòidhche agus as neo-chumanta fhaicinn.

Ach is ann a mach anns a' chaladh a bha an sealladh a b' fhiach fhaicinn; na ficheadan soitheach eadar mhór agus bheag, iomadh eithear caol le an raimh uaine, a' bhirlinn rìomhach le a siuil gheala, is an long-chogaidh le a croinn àrda is le a brataich rìoghail. Ach 'nam measg uile chomharraich mi aon long mhór a thug bàrr orra air fad; bha iomadh bàta beag ag gabhail d' a h-ionnsaigh is mhothaich mi gun robh iad a' deanamh deas gu a cur fa sgaoil. (25)

2. Read the poem below, then answer the questions which follow it:—

N.B.—The poem is NOT to be translated.

- Fear a' rùith le claidheamh rùisgte,
'S a sgiath crioslaicht' air a chùl-thaobh,
Dh'aithnicheadh na chitheadh e tighinn
Gun robh sgeul cogaidh air an t-slighe,
- 5 'S nach faigheadh aon fhear 'na chuideachd
Bun a sgeoil gu ceann a thuruis.
A chùl ri tràigh ach dùil ri tilleadh,
Thog Niall Garbh ri Druim-na-cille,
'S mar fhiadh roimh thabhannaich na faghaid
- 10 Nach feitheadh ri taghadh rathaid,
Gheàrr e 'n Sliabh-mór air a thrasta
Is Gròbas-meadhoin far am b'faisge.
- 'S 'nuair ràinig e an Clachan-bràthach,
Fhuair e gach cùis mar nach b' àbhaist :
- 15 An drochaid dhìon tarruingt' a suas,
'S a' chlaise làn o bhruaich gu bruaich ;
An dorus mór fo chrannan séisidh,
'S gun nì ri fhaicinn no ri éisdeachd,
Ach sàmhchair mharbh mar lom sgrios ;
- 20 'S gun duin' a mach shuas no bhos ;
Gun tabhann gadhair, no sgal pioba,
A b' àbhaist fhàilteachadh 'nuair chit' e
A' tighinn.
- Sud a chuir Niall mar shaoil e 'n gàbhadh,
- 25 'Nuair chunnaic e an drochaid tarruingte,
A' dian ruith air fiaradh a' bhruthaich,
Bhris e mach am briathran tuiridh :—
- " Ghlac na Lochlannaich Poll-nùstaig,
'S an oidhche gun chladheamh a rùsgadh ;
- 30 Chuir iad roimh shoillse na maduinn
Buidheann thaghte gu Dùn-chlamhain,
Tha MacDhomhnaill 's a chàirdean
Murte, gun aon diubh fhàgail ;
Iuchair Ile an làmh ar nàmhadh ;
- 35 A chàbhlach is armailt làidir
Deas gu bualadh air gach taobh dhinn ;
'S mo chomhdhalt' uasal a' gheàrr-shaoghail
Gun deò, is mis' an so gun bhuidheann,
Gun aon, gun àireamh de 'n fheadhainn
- 40 A thogadh t' éiric, a làmh threun gun fhoill ;
Bithidh mi leat fo ghlais an éig gun mhoill ;
Ma 's fear no feachd a bheir dhomh gleachd gu m'uaigh
Dìoghlaidh mi le m' fhuil a' bheatha thugadh bh 'uait."

QUESTIONS

Notes to candidates.

(a) The answers to the following questions may be in either Gaelic or English, except when otherwise indicated.

(b) Arabic numerals within brackets, refer to lines.

Marks

1. Describe the appearance of Niall Garbh as he sets off to give warning of the approach of the Danes. 3

2. Show that he travelled at great speed. Give, in English, the substance of the comparison in lines 9 to 11. 3

3. On reaching his destination what unexpected changes did he find? 4

4. Name two ways in which his reception differed from that of previous occasions. 2

5. What especially struck him with terror as he approached? Explain "mar shaoil e" (24) 2

6. Give an account of how he thought MacDonald had been overpowered. 5

7. Give two reasons for his grief. 2

8. By translating into English the last three lines of the poem tell what he determined to do. 3

9. Explain :—

Iuchair Ile (34)
mo chomhdhalt' uasal a' gheàrr-shaoghail (37)
t' éiric (40). 3

10. Suggest meanings for the following place-names :—

Druim-na-cille (8),
Clachan-bràthach (13),
Dùn-chlamhain (31). 3

30

Gaelic (Higher I (b))

Aural Comp.—Instns.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Friday, 9th March—12.15 P.M. to 12.45 P.M.

This paper must not be seen by any candidate

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

[TURN OVER

4. The procedure will be as follows :—

- (i) The passage will be read **twice**, with an interval of three minutes between the readings.
- (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
- (iii) After the second reading you will write your answers on the sheet provided for this purpose.

5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.

6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates (maximum time of reading—four minutes):—

Air maduinn latha na Sàbaid bha tuathanach còir a' buachailleachd a chuid chaorach an àite uaigneach, leth-oireach dlùth do Chrombaigh. Bu duine aosmhor liath e a chaill a chlaisneachd gu tur. Ach ged nach robh e comasach air seanachas a dheanamh ri duine fo 'n ghréin, gidheadh cha robh e gun chuideachd no gun chonaltradh. Bha e 'na dhuine diadhaidh, tuigseach, fiosrach, anabarrach eòlach air a' Bhìobull agus air iomadach leabhar math eile.

Chuir e na buachaillean do 'n eaglais air an latha àraidh so, agus dh'fhuirich e fhéin aig a' bhaile a' buachailleachd a chuid chaorach. Bha an treud ag ionaltradh gu h-ìosal air lagan bòidheach uaine; agus leig esan e fhéin 'na shìneadh air tolman beag a bha os an cionn, air cùl gaoithe is ri aodann gréine, far am faiceadh e gach neach is nach faiceadh neach e. Bha am Bìobull fosgailte mu a choinneamh, agus bha e gu stòlda, ciallach 'ga leughadh, an uair a chuala e seòrsa de dh'fhuaim, mar oiteag gaoithe, air a chùl — a' cheud fhuaim a chuala e bho chionn iomadh bliadhna. Thog e a shùilean bho 'n duilleig; mhothaich e air an fhraoch is air an rainich is air na seiliseirean a bha 'san t-sealladh, gun robh gaoth làidir a' séideadh; agus an déidh dha amharc tamull mu 'n cuairt da, thòisich e a rithist ri leughadh.

Cha deachaidh e fada air adhart an uair a chuala e an fhuaim cheudna a rithist; agus air dha amharc mu 'n cuairt da, chunnaic e òigh àillidh mhaiseach 'na seasamh dlùth dha. Chan fhaca e riamh roimhe a coimeas airson eireachdais, agus maisealachd pearsa, agus àilleachd gnùise. Bha i air a h-éideadh ann an culaidh cho aotrom tana ri ceò nam beann — earasaid de shìoda uaine m' a timchioll air a shuaineadh a sìos thar a leasraidh agus sìos gu a sàil; ach a h-amhach, a h-uchd, a broilleach agus a gairdeanan àillidh, bha iad sin rùisgte, gun éideadh air bith, agus iad geal mar chanach an t-sléibhe, — a falt òrbhuidhe a' tuiteam 'na dhuala fada réidh sìos air a druim.

Gaelic (Higher I (b))

Aural Comp.—Questions

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Friday, 9th March—12.15 P.M. to 12.45 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. Where was the farmer on this particular morning, -and what was he doing ?	2
2. What type of man is he stated to have been ?	2
3. Where had he sent those who should normally have assisted him ? Why did he not go himself ?	2
4. Describe the place he chose to watch his sheep. What else did he do ?	2
5. What happened that may well have caused him great surprise ?	2
6. What proof did he have that a strong wind was blowing ?	2
7. Describe briefly the person who stood before him as regards— (a) general appearance, (b) dress, (c) hair.	3

—

15

—

1980

STUDY ON THE EFFECTS OF ...

1980

CONCLUSIONS

The results of the study indicate that ...

1980

The findings suggest that ...

It is concluded that ...

These results are consistent with ...

The study has several limitations ...

Further research is needed to ...

The implications of these findings ...

In summary, the study shows ...

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(SECOND PAPER)

Friday, 9th March—2.0 P.M. to 4.0 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

[TURN OVER

SECTION I

1. Write, in Gaelic, an essay, of about two pages in length, on any **one** of the following subjects :—

- (a) “ Cur cùl ri tìr nan àrd-bheann
Far an d’fhuair mi m’ àrach òg ”.
- (b) Sochairean is dochairean a’ chroiteir.
- (c) Nam faighinn dìleab. . . .
- (d) Smuaintean a’ chuirteir an I Chaluim Chille, no an Gleann Comhann
no an tobhta seann chaisteil. (30)

2. Translate into Gaelic :—

It was eighteen years last February since I set out from my mother’s cottage a little before sunrise to make my first acquaintance with a life of labour and restraint, and I have rarely had a heavier heart than on that morning. I was a slim, loose-jointed boy at the time, fond of romance, and of dreaming when broad awake ; and I was now going to work as a mason’s apprentice in one of the Cromarty quarries.

The part of my life which had already gone by had been happy beyond the common lot. I had been a wanderer among rocks and woods, a reader of curious little books, a gatherer of old stories. I had written bad verses, too, without knowing they were bad, and kept hoping unreal hopes without being in the least aware that they were unreal ; and I was now going to give up all my day dreams and all my amusements for a life of toil.

The time I had so long dreaded had at length arrived, and I felt that I was going down into a wilderness more dreary than that of Sinai, with little chance of ever getting beyond it and no hope of return. (30)

SECTION II

Answer question (1) and any **TWO** of the others. The answers may be in Gaelic or in English.

(1) Give a short appreciation, with illustrative quotations, of the works of any **one** of the following :—

John Maccodrum, Ewen Maclachlan, Dugald Buchanan, Mary Macpherson, Kenneth Macleod, Donald Mackinnon.

Write a note on the life of the author selected. (8)

(2) Discuss the attitude of any **one** of the Gaelic bards to the Highland Clearances, or the Civil War, or the Forty-five. (6)

(3) Write brief notes on any **two** of the following :—

Eachann Ruadh nan Cath, Alasdair Mac Cholla Chiotaich, Iain Mhìdeartach, Iain Breac MacLeoid, Somhuirle Mór Mac Gille-Brighde. (6)

(4) Locate, and give the Gaelic names of, lands held by any **six** of the following :—

Camerons, Chisholms, Frasers, Mackays, Mackenzies, Mackinnons, Macneils, Murrays. (6)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 19th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.

2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.

3. Write on the blackboard the following word:—

ухватка : way, manner, trick ;

and also the title of the passage to be read, *i.e.*, „ Кошка и белка “.

4. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.

5. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.

6. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.

7. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates. (Maximum time of reading—four minutes.)

Кошка и белка.

Пропали у кошки котята. Кошка перестала есть, искала котят, жалобно мяукала.

Детям было жаль ее.

Вот раз нашли они в лесу совсем маленькую белку и принесли ее домой. Белка была еще слепая и не умела ни есть, ни ходить. Дети положили ее рядом с кошкой. Кошка обнюхала маленького зверька, полизала его и начала кормить, как своего котенка. Она спала вместе с белкой и согревала ее своим телом, когда та зябла. Ни одной собаке не позволяла кошка подходить к приемышу: сейчас же фыркала, садилась на задние лапки и пощечинами отгоняла собаку.

Когда белка подросла, кошка стала ее учить ловить мышей. Сначала она принесла мертвую мышь, положила ее на пол, и показала белке как ее взять. Потом принесла полузамученную мышь, которая могла еще двигаться. Наконец, принесла живую мышку — выпустила ее из зубов, но тотчас же поймала опять. Все это она делала для того, чтобы белка также выучилась ловить мышей.

Но белка совсем не хотела ловить и есть мышей. Как ни старалась кошка обучить свою ученицу разным кошачьим ухваткам — все было напрасно: белка не понимала ее. Она не научилась даже вкुकать по-кошачьи, и когда кошка ее звала, урчала по-своему: „урр, урр“.

Раз кошка вышла из дому в сад, и белка поскакала за нею туда же. Они пришли к орешнику. Под ним мыши прогрызли себе норку. Кошка хотела было снова поучить белку ловить мышей. Но белка, как только увидела дерево, прыгнула на него и по стволу забралась на самый высокий сук. Там она присела на задние лапки, сорвала орешек, разгрызла, очистила его от шелухи и стала лакомиться свежим ядрышком.

С тех пор кошка уже больше не учила белку ловить мышей. Она попрежнему жила с нею мирно и гуляла в саду, но теперь уже каждый по-своему отыскивал себе пищу. Кошка ловила мышей у орешника, а белка бегала по ветвям, качалась на них и лакомилась орешками.

Faint, illegible text, possibly bleed-through from the reverse side of the page.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 19th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. How did the cat behave as a result of losing its kittens ?	2
2. Where did the children find the young squirrel ? In what state was it ?	2½
3. Where did they put the squirrel on finding it ? Who fed it ?	2
4. On what occasions did the cat stand on its hind paws and snarl ?	1
5. What did the cat do once (a) with a dead mouse and (b) with a live one ?	2
6. In what enterprise was the cat unsuccessful ? On what occasions did the squirrel grunt "urr, urr" ?	1½
7. To what place did the squirrel follow the cat one day ? What was under the hazel tree that interested the cat ?	1½
8. In what occupations did the cat and squirrel sometimes spend their time outdoors after this incident ?	2½
	15

THE UNIVERSITY OF CHICAGO

1911

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (b))

Monday, 19th March—10.0 A.M. to 12.15 P.M.

18.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully, with due regard to English form and expression :—

Однажды в детстве старший брат дал мне утром книгу и сказал :—На, отнеси в библиотеку ! Только поскорее !

Я взял книгу и пошел. На улице я открыл книгу и просмотрел некоторые страницы. Это была интересная книга с картинками. Читать на ходу было неудобно, но я не мог оторваться от книги и перелистывал страницы. Я останавливался на углах, садился на скамейки, где они были, потом опять шел дальше. Я глотал строки, не замечал, что делалось на улицах, машинально шел по тротуарам. Не знаю, как я пришел на улицу недалеко от библиотеки. Там была церковь. Вероятно, и теперь там стоит церковь. Я прислонился к ее стене, и . . . время побежало быстро вперед. На страницах книги у меня перед глазами вставали все новые интересные события. Я то смеялся, то сердился и не замечал того, что делалось вокруг.

Прошел день. Уже звонили к вечерне, а я продолжал глотать строки и перелистывать страницы. Слова и фразы мелькали у меня перед глазами. Как интересно все это было ! Но тут мой брат, который бежал в библиотеку посмотреть, там ли я, увидел, что около церкви собралась мальчишки. Он был очень удивлен, что внимание их привлечен именно я. — Дурак ! — закричал он, — сейчас закроют библиотеку. Он взял у меня книгу и побежал туда.

Так в детстве я впервые познакомился с Диккенсом.

(30)

глотать : to swallow, "devour" (of reading).

вечерня : vespers, evensong.

[TURN OVER

2. Read the passage below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

Еще накануне мы с товарищем уговариваемся поехать за город и покататься на лыжах. Надо пораньше лечь, чтобы на другой день не проспать. Стараешься забыться, но что-то не спится: все боишься, как бы не проспать. Отправляться нужно рано и ни в каком случае не опаздывать: зимний день тянется не очень долго.

Путру быстро вскакиваешь, хоть и очень не хочется расставаться с теплой постелью. Начинает светать, но свет еще чуть брезжит.

Умываешься, причесываешься, одеваешься, наскоро проглатываешь стакан горячего чая и будишь разоспавшегося товарища: „Вставай живее, нарежь хлеба и приготовь завтрак, а я уберу комнату“. Он отмахивается и сердито ворчит: „Отстань! Спать хочется!..“ Но я настаиваю и сдергиваю с него одеяло. Это действует, и через четверть часа мы уже стоим у остановки трамвая. Дождаться приходится недолго, входим и едем на площадке.

На вокзале все торопятся, и приходится задерживаться в густой толпе при выходе на платформу. Поезд трогается. Все быстрее проносятся дома, столбы, деревья, мчатся поля . . .

Мы приближаемся к цели и выходим на маленькой станции. После городского шума в поле кажется очень тихо. Солнце понемногу поднимается и светит уже ярко. Снег искрится и сверкает так, что глазам становится больно. Мы стремимся как можно лучше воспользоваться каждой минутой короткого зимнего дня и вдоволь насладиться прогулкой.

Особенно хорошо себя чувствуешь, когда катишься с горки. Ветер посвистывает, мелькают деревья, и дух захватывает. Случается, что растянешься, но это ничего, поднимешься, отряхнешься, поправишь лыжи и катишь снова.

Но вот уже смеркается, пора отправляться обратно. Мы подходим к станции, садимся в поезд и возвращаемся в город. Там мы обедаем с волчьим аппетитом, добираемся до постелей, растягиваемся и моментально засыпаем, чтобы завтра вновь со свежими силами приняться за работу.

QUESTIONS

Marks

A. Answer in English :—

- | | |
|---|----|
| (1) Why do the skiers have to start off early ? | 1 |
| (2) Describe the writer's feelings on getting up. | 1 |
| (3) How does his companion react on being awakened ? | 1½ |
| (4) What items of work have they to perform before leaving, and how are they shared ? What is said that shows the speed of their preparations ? | 4 |
| (5) What are their means of travel to their destination ? How does the place compare to the town ? | 2 |
| (6) How does the writer describe the winter scene ? | 1½ |
| (7) How do the skiers react after a tumble ? | 1½ |
| (8) In how many passages is the sensation of swift motion conveyed, and in what connection ? Compare the images used to convey the impression in each case. | 3 |
| (9) Compare the way they pass the night (a) before, and (b) after the holiday, and explain the difference. | 2½ |
| (10) State the aspects of the following verbs and give your reasons for their use in that aspect. State also the infinitive form of the opposite aspect.
проспать (1st para.) ; проглатываешь, вставай (3rd para.) ;
насладиться (5th para.). | 4 |

B. Answer in Russian :—

- | | |
|--|------|
| (11) Почему лыжники ложатся рано накануне праздника ? | 1 |
| (12) Почему один товарищ сдергивает одеяло с другого ? | 1 |
| (13) Что значит (i) ехать на площадке и (ii) обедать с волчьим аппетитом ? | 3 |
| (14) Можно ли кататься на лыжах где-нибудь в Шотландии ? | 1½ |
| (15) Какая польза бывает от дня отдыха ? | 1½ |
| | (30) |

3. Write in Russian a continuous story based on the following summary :—

Your story should be written in the PAST tense (be careful to use correct aspects !) and should be at least three-quarters, but not more than the length of, your answer to question 1.

Лето. — После экзаменов ; мало уроков. — Школьники идут на реку купаться. — Проходя мимо домика замечают, что дым выходит из окна. — Бросаются в домик. — Никого там нет. — Хватают ведра с водой. — Тушат огонь. — Вызывают полицию. — Потом идут дальше на реку. — Купаются, играют, поют, едят. — Туда приходит хозяин домика поблагодарить их. — Конец. (25)



R (Higher I)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(FIRST PAPER)

Monday, 19th March—10.0 A.M. to 12.15 P.M.

NB.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

[TURN OVER

1. Translate carefully, with due regard to English form and expression:—

(a) Это было лет сорок назад. В номере какого-то журнала мне попался рассказ Куприна. Назывался он: „Вечерний гость“.

Насколько я помню, рассказ не произвел на меня большого впечатления; теперь я даже не скажу вам точно, о чем в нем говорилось. Но одна маленькая сценка из него навсегда врезалась мне в память, хотя в те дни мне было еще очень немного лет — десять или двенадцать, не более этого. Что меня в ней поразило?

В комнате сидит человек, а со двора к нему кто-то идет, какой-то „вечерний гость“.

„... Вот скрипнула калитка... Вот прозвучали шаги под окнами... Я слышу, как он открывает дверь, — пишет автор рассказа. — Сейчас он войдет и между нами произойдет самая обыкновенная и самая непонятная вещь в мире: мы начнем разговаривать. Гость, издавая звуки разной высоты и силы, будет выражать свои мысли, а я буду слушать эти звуковые колебания воздуха и разгадывать, что они значат... и его мысли станут моими мыслями... О, как таинственны, как странны, как непонятны для нас самые простые жизненные явления!“

Прочитав тогда эти строки, я остановился в смущении. Сначала мне показалось, что автор смеется надо мной: что же нашел он удивительного в таком, действительно „обыкновенном явлении“, — в разговоре двух людей? Разговаривают все. Я сам, как и окружающие, каждый день разговаривал с другими людьми и дома, и в школе, и на улице, и в вагонах трамвая — везде. Разговаривали по-русски, по-немецки или по-французски тысячи людей вокруг меня. И ни разу это не показалось мне ни странным, ни удивительным.

калитка: (wicket-) gate.

колебание: vibration.

(30)

(b) Сен-готардские собаки.

Между Швейцарией и Италией находятся горы Альпы. Они так высоки, что снег на них никогда не тает. Дорога идет через одну из этих гор, Сен-Готард. Здесь всегда пасмурно; летом распространяется сильный туман, а зимою бывают сильные метели. Путешественники часто сбиваются с пути и замерзают. На вершине Сен-Готарда построен монастырь, где путешественники находят отдых

и ночлег. В этом монастыре держат больших собак, которые приучены бегать по узким тропинкам горы и отыскивать несчастных, застигнутых вьюгой. На каждую собаку навешивают бутылку с вином или водкою, чтоб обессиленный путник мог подкрепиться и согреться. Однажды по дороге в Швейцарию шла женщина с шестилетним ребенком. Поднялась метель. Женщина сбилась с дороги и упала в глубину пропасти, откуда невозможно было спасти ее. Ребенок лежал посреди дороги и стонал. Ему грозила смерть от холода и голода. Но вот подбегает к нему одна из собак, которая, по обыкновению, обегала горные тропинки, и начинает лизать оочневшие от холода его руки. Дитя пробует приподняться, но не может встать на ноги и падает на спину собаки. Умное животное останавливается, дает ему возможность схватиться за шерсть и с величайшею осторожностью доносит его до гостиницы. Здесь дитя согрелось и скоро оправилось.

(25)

окоченеть : (pf.) to become stiff, numb.

2. Read the passage given below, then answer the questions that follow it.

N.B.—The passage is NOT to be translated.

Заяц русак жил зимою подле деревни. Когда пришла ночь, он поднял одно ухо, послушал; потом поднял другое, поводит усами, понюхал и сел на задние лапы. Потом он прыгнул раз, другой по глубокому снегу и опять сел на задние лапы и стал оглядываться. Со всех сторон ничего не было видно, кроме снега. Снег лежал волнами, и блестел, как сахар. Над головой зайца стоял морозный пар, и сквозь этот пар виднелись большие, яркие звезды.

Зайцу нужно было перейти через большую дорогу, чтобы пройти на знакомое гумно. На большой дороге слышно было, как визжали полозья, фыркали лошади и скрипели сани.

Заяц опять остановился подле дороги. Мужики шли подле савей с поднятыми воротниками кафтанов. Лица их были чуть видны. Бороды, усы, ресницы их были белые. Изо ртов и носов их шел пар. Лошади их были потные, и к поту пристал иней. Мужики догоняли, обгоняли, били кнутами лошадей. Два старика шли рядом, и один рассказывал другому, как у него украли лошадь.

[TURN OVER

Когда обоз проехал, заяц перескочил дорогу и потихоньку пошел к гумну. Собака от обоза увидала зайца. Она залаяла и бросилась за ним. Заяц поскакал к гумну по субоям; зайца держали субои, а собака на десятом прыжке завязла в снегу и остановилась. Тогда заяц тоже остановился, посидел на задних лапах и потихоньку пошел к гумну. По дороге он на зеленях встретил двух зайцев. Они кормились и играли. Заяц поиграл с товарищами, покопал с ними морозный снег, поел озими и пошел дальше. На деревне все было тихо, огни были потушены. Только слышался на улице плач ребенка в избе да треск мороза в бревнах изб. Заяц прошел на гумно и там нашел товарищей. Он поиграл с ними, поел овса из начатой кладушки, взобрался по крыше, покрытой снегом, на овин, и через плетень пошел назад к своему оврагу. На востоке светилась заря, звезд стало меньше, и еще гуще морозный пар поднимался над землей. В ближней деревне проснулись бабы и шли за водой; мужики несли корм с гумен, дети кричали и плакали. По дороге еще больше шло обозов, и мужики громче разговаривали.

Заяц перескочил через дорогу, подошел к своей старой норе, выбрал местечко повыше, раскопал снег, лег задом в новую нору, уложил на спине уши и заснул с открытыми глазами.

поводил (усами): подвигал.

гумно: **threshing yard.**

полос: **runner (of sledge).**

субой: сугроб (наметенная ветром большая куча снега).

зеленя (plur.): молодые всходы хлебов.

бревно: **beam, log.**

кладушка: **cornstack.**

овин: **corn-kiln.**

QUESTIONS

A.—Answer in English :—

Marks

- | | |
|---|----|
| (1) What actions of the hare during the story indicate his caution ? | 3 |
| (2) What visual images anywhere in the story depict the winter's night ? Show how the portrayal of the peasants and horses is in keeping with this description. | 4 |
| (3) What were the peasants doing around the horses ? What were the elderly men talking about ? | 2½ |
| (4) What other animal accompanied the train of sledges, besides the horses ? What did it do on seeing the hare, and what was the result ? | 3 |
| (5) What sounds were to be heard in the night (a) along the road and (b) in the village ? What sounds were to be heard at dawn ? | 4½ |
| (6) How did the hare get back from the threshing yard to his own ravine ? | 2 |
| (7) What was to be seen as day dawned ? | 3 |
| (8) How did the hare sleep ? | 1 |

B.—Answer in Russian :—

- | | |
|---|----|
| (9) Где жил заяц ? Куда направился заяц ? Зачем ? | 2½ |
| (10) Чем заяц кормился ? В каких местах он встретил других зайцев ? Что они делали вместе ? | 3½ |
| (11) Когда вернулся заяц к своей норе ? | 1 |

(30)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Monday, 19th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Write on the blackboard the title of the passage to be read, *i.e.*,
Прибытие в Москву.
4. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
5. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
6. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
7. Remind the candidates that the questions are to be answered in English.

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.

[TURN OVER

3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

4. The procedure will be as follows :—

- (i) The passage will be read **twice**, with an interval of three minutes between the readings.
- (ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.
- (iii) After the second reading you will write your answers on the sheet provided for this purpose.

5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.

6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates. (Maximum time of reading—four minutes.)

Прибытие в Москву.

Поезд подошел к перрону.

Начинался вечер. Стрелка больших вокзальных часов стояла на восьми. Но дневной свет еще не успел смениться сумерками, и только зажженные вдоль перрона фонари предупреждали о том, что ночь близко.

Под высокой остекленной крышей вокзала гулко и шумно вздыхал остановившийся паровоз. Потом он замолчал, и тогда по вагонам, у подножек вырос новый, веселый шум — человеческих голосов, топота ног и стука чемоданов.

Поезд пришел издалека.

Пассажиры, обгоняя друг друга, хлынули через раскрытые ворота на привокзальную площадь. Из вагонов спускались последние, менее торопливые и более осторожные.

Среди этих последних пассажиров сошел невысокий паренек лет четырнадцати в брезентовой подпоясанной ремнем куртке, новой фуражке и сапогах. Весь его багаж состоял из деревянного крашеного сундучка с кольцами и висячим замком.

Спустившись с подножки, он прислонил сундучок к фонарному столбу, вынул из кармана платок и аккуратно вытер лоб. Потом, оглядывая пути, таблицы с указателями, светлые стены вокзала и даже квадраты неба в переплетах крыши, пошел к выходу.

Огромная привокзальная площадь блестела только что политым асфальтом. Круглые фонари вспыхнули и зажглись, отражаясь в нем, как в черной воде. Лавина пешеходов двигалась от вокзала по тротуарам; навстречу, не сталкиваясь, шла другая — к вокзалу. Цепочки людей перебегали к освещенным троллейбусам, около автобусов и легковых машин выстраивались очереди.

Паренек подошел было тоже к троллейбусу, потом к автобусу и в нерешительности остановился.

Вдруг он увидел милиционера. Милиционер сидел в стеклянной высокой будке на углу грохочущей улицы и спокойно смотрел вперед. Второй милиционер стоял посреди площади и ловко вскидывал и опускал белую с черным короткую палку.

Паренек подумал, пересек площадь и подошел к нему.

— На Можайское шоссе не скажете как добраться, товарищ милиционер? спросил он звонким мальчишеским голосом с чуть заметной хрипотцой — то ли от вечернего свежего воздуха, то ли от внезапно охватившей его робости.

Милиционер козырнул и ответил:

— Лучше всего на метро. Станция „Киевская“, после — пешком или трамваями сорок два и тридцать один.

Парнишка сказал:

— Спасибо, дяденька!

Минуту спустя ноги внесли его по ступенькам через тяжелые бесшумные двери в вестибюль метро.

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is too light to transcribe accurately.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Monday, 19th March—1.30 P.M. to 2.0 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. At what hour does this incident occur? How do you know? What is there to indicate that darkness is approaching?	2½
2. What noises accompany the arrival of the train?	2½
3. How old was the lad described? Among which passengers was he? What was his stature? What luggage had he?	2½
4. Where did the lad stop for a moment immediately on descending from the footboard of the carriage? What did he do there before leaving for the exit?	2
5. In what directions were the crowds moving outside the station? Where were queues forming?	2
6. Where was a policeman sitting?	1
7. Whom did the lad approach to enquire the way? What directions did he receive in answer?	2½
	15

1958

WITNESSING CERTIFICATE EXAMINATION

WITNESS

WITNESSING CERTIFICATE EXAMINATION

WITNESSING CERTIFICATE EXAMINATION

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WITNESSING CERTIFICATE EXAMINATION

WITNESSING CERTIFICATE EXAMINATION

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (b))

Monday, 19th March—2.15 P.M. to 4 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate into Russian :—

In our time it would be difficult to live without the printing-press. Every day we use all kinds of books, newspapers and other printed things, which we find very necessary. There was a time, as we all know, when printing did not exist, and that was not so very long ago.

The first book printed in the Russian language appeared in Moscow on the 1st of March, 1564.* The first man who set up a printing-press in that land was Ivan Fedorov. The house built for this purpose was not far from the Kremlin and was one of the finest buildings in the Russian capital. Fedorov and his assistants did all the work themselves, for they did not want to print Russian books with letters used in the West. The Russian books which they printed were as beautiful as the hand-written ones of that time.

Unfortunately this work of Fedorov in Moscow did not last long, for the people were uneducated and did not like new things. They even regarded the printing-press as a production of the devil†, and an angry crowd burnt it. Fedorov had to leave the country, but he was able to continue his work abroad.

Fedorov died in 1583*, but the Russian people still remember him. Every inhabitant of Moscow knows the beautiful monument standing not far from the place where the first printers worked.

* Write out the dates in full.

† дьявол.

(50)

2. Write an essay in Russian on **one** of the following themes :—

(a) Путешествие по Шотландии.

(b) Что я хочу делать, когда окончу школу (университет). (25)

THE HISTORY OF THE

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 20th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper, and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates :—(Maximum time of reading—four minutes.)

Un contadino conduceva al mercato una capra ; era montato su un asino ; lo seguiva la capra con un campanello al collo. Tre ladri lo videro passare. Disse l'uno : " Io ruberò a colui la capra." " Ed io," disse il secondo, " ho l'abilità di rubargli l'asino sul quale è montato." " Ed io," disse il terzo, " intendo di sciogliarlo del vestito."

Il primo ladro, seguendo il viaggiatore pian piano a passo a passo, scioglie con cura il campanello dal collo della capra, l'attacca alla coda dell'asino e se ne va colla capra. L'uomo, che era sull'asino e udiva sempre dietro a sè il suono del campanello, non dubitava che la capra non gli fosse dietro.

Dopo un certo tempo, si volta ; si può pensare ch'egli ebbe maraviglia di non vedere più la capra che aveva condotta al mercato per venderla : ne domanda notizia ad ognuno che passa. Viene il secondo ladro e gli dice : " Ho ora veduto un uomo che fuggiva per quella strada là, traendo con sè una capra."

Il contadino smonta in furia dell'asino e dice al secondo ladro : " Di grazia, abbiate in custodia quest'asino, ve ne prego," e corre dietro al ladro da quella parte dove credeva che fosse andato. Dopo che egli fu andato correndo qua e là, ritorna bagnato di sudore, e, per colmo di sfortuna, non vede nè asino nè custode.

Il terzo ladro aspettava l'uomo vicino ad un piccolo lago, e si lamentava ad alta voce. Il contadino si avvicinò al ladro e gli domandò : " Perchè vi lamentate ? " " Oh," disse il terzo ladro, " io ho lasciato cadere in questo lago una cassetina piena di diamanti, e non so nuotare ; ma se qualcuno volesse andare nell'acqua a portarmela, io gli darei dieci pezzi d'oro."

Così il povero contadino si toglie di dorso i vestiti e entra nell'acqua a cercare la cassetina, mentre il ladro se ne va coi vestiti.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 20th March—9.15 A.M. to 9.45 A.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. Where was the peasant going and for what purpose ?	1
2. What did the thieves resolve to steal and what difficulties would each of them have to overcome ?	3½
3. Explain how the first thief carried out his theft and how he overcame the difficulty in his case.	2
4. How did the first theft lead to the second one ?	3½
5. What ruse did the third thief adopt to gain his ends and with what success ?	5
	<hr/> 15 <hr/>

1977

WORLD BANK CERTIFICATE EXAMINATION

EXAMINATION

WORLD BANK CERTIFICATE EXAMINATION

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WORLD BANK CERTIFICATE EXAMINATION

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (b))

Tuesday, 20th March—10.0 A.M. to 12.15 P.M.

I.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully with due regard to English form and expression :—

Era una triste mattinata : nella via tirava un gran vento e pioveva forte, da un cielo oscuro e tempestoso. Molta pioggia era caduta durante la notte, e l'acqua s'era raccolta in pozzanghere nella strada. Nessuno si era mosso ancora in quel quartiere ; le finestre delle case erano tutte fermamente chiuse ; e le vie per le quali Giacomo e Silvia passavano erano tutte deserte e silenziose. Quando arrivarono sulla strada di Bethnal Green, il giorno era appena spuntato. Molte delle lanterne erano già spente, ed i caffè coi lumi a gas accesi, erano aperti. A poco a poco, altre botteghe si spalancarono, e s'incontravano dei carri passanti. Poi vennero gruppi sparsi di operai che si recavano al lavoro ; poi uomini e donne che portavano delle ceste di pesce in testa ; asini con carri carichi di legumi ; carrette piene di polli o di carcasse intere di carne ; una corrente ininterrotta di gente che si dirigeva con varie specie di provviste ai suburbi orientali della città. A mano a mano ch'essi si avvicinavano al centro, il rumore e l'affluenza aumentavano ; quando misero i piedi nelle vie di Shoreditch e Smithfield la mattinata agitata di metà della popolazione di Londra era già incominciata. (30)

[TURN OVER

2. Read the passage below, then answer the questions which follow it.

N.B.—The passage is NOT to be translated.

Una notte stavo percorrendo una strada solitaria e i fari della macchina si posarono su una enorme massa nera. I freni risposero immediatamente al mio spavento. La massa si mosse rivelandosi per un elefante gigantesco. Selvaggio o domestico? Se fosse stato domestico, sarebbe bastato un colpo di clacson⁽¹⁾ e, come un dignitoso signore, l'elefante si sarebbe messo da una parte per lasciarmi passare. Se invece selvaggio, il clacson avrebbe potuto irritarlo e un distratto colpo di proboscide mi avrebbe fatto volare chi sa dove.

10 Meglio non investigare. Metto in moto la macchina e a tutta velocità passo a pochi centimetri dalla coda dell'elefante. Il cuore mi si alleggerisce, ma, fatti 500 metri, mi trovo di fronte a due altri enormi bestioni. Se avessi avuto una divisa militare addosso avrei potuto pensare di essere in guerra, con due carri armati che venivano verso di me.

L'imbarazzante situazione fu salvata da una voce umana, che nell'oscurità chiamava le due bestie.

La voce del mahout cancellò l'impressione di essere in guerra. Ero ormai sicuro di essere di fronte a due mansueti servi dell'uomo. Scesi a parlare col mahout e scopersi che uno dei due elefanti era selvaggio, un selvaggio catturato da poco, legato a due tronchi d'albero, con due corde grosse come un braccio. Nell'oscurità non avevo visto le rassicuranti corde.

20 Imparai a distinguere gli elefanti educati da quelli della jungla. Quelli selvaggi hanno sempre il dorso sporco di terra e continuano a sporcarlo per scacciare gli insetti e per farsi fresco, o per nascondersi dagli nemici; quelli educati invece sono tutti puliti, hanno perso quell'abitudine selvaggia, ci pensano i mahouts a lavarli e non hanno più bisogno di nascondersi.

Come si fa ad educare gli elefanti? Per prima cosa bisogna catturarli e non è tanto semplice. È ormai quasi scaduto il sistema delle trappole scavate nella jungla. Quando un animale è catturato in questo modo, facilmente, quando sarà educato e messo al lavoro, potrebbe spaventarsi davanti a ogni buca. Il metodo più scientifico per catturare i padroni della jungla è complicato 30 e richiede una lunga preparazione.

Una zona di circa un chilometro quadrato viene circondata da una profonda trincea: rimane uno stretto passaggio dove viene applicata una porta.

Quando branchi⁽²⁾ di elefanti selvaggi vengono individuati, si inizia una gigantesca battuta nella quale vengono impiegate migliaia di persone. Con le grida, con il fuoco e con l'aiuto di elefanti domestici, i branchi vengono spinti dentro la zona trincerata e l'enorme cancello, capace di resistere a qualsiasi carica, viene chiuso alle loro spalle.

⁽¹⁾ clacson = horn.

⁽²⁾ branco = herd.

QUESTIONS

A. Answer in English :—

Marks

- | | |
|---|----|
| (1) Describe the circumstances under which the author came upon the first elephant and state what his reactions to this encounter were. | 3½ |
| (2) Explain the dilemma with which the author was faced when he saw this elephant. How did he solve his difficulty? | 4 |
| (3) (a) What comparison was suggested to the author's mind by the sight of the two elephants? | |
| (b) What dispelled this impression and why did it do so? | 2 |
| (4) Describe the way in which one of the elephants was secured and say why this had been done. | 2½ |
| (5) State how wild elephants can be distinguished in appearance from tame ones and give the reasons for this difference. | 4 |
| (6) Give in detail the two methods of capturing elephants described here. | |
| Why was the old method abandoned and why might they have hesitated to adopt the new one? | 8 |

B. Answer in Italian :—

- | | |
|---|---|
| (7) Perché il cuore dell'autore gli " si alleggerisce." (line 9) | 2 |
| (8) Perché si chiamano gli elefanti " i padroni della jungla " ? (line 29). | 2 |
| (9) Perché non hanno più bisogno di nascondersi gli elefanti domestici ? | 2 |

30

C. Write in Italian an essay based on the following summary :—

The essay should be in the past tense and should be approximately the same length as your answer to question 1.

Due ragazzi giocano su un ponte—non possono nuotare—uno cade nel fiume—il suo amico gli salva la vita.

(25)



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(FIRST PAPER)

Tuesday, 20th March—10.0 A.M. to 12.15 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate carefully with due regard to English form and expression :—

(a) Mastro Lesina era un ometto secco ma vivace che non aveva mai un momento di calma. Il suo viso, da cui sporgeva solo il naso a becco, era segnato da cicatrici e smorto, i suoi capelli erano grigiastri ed ispidi, i suoi occhi piccini bucciavano sempre a destra o a sinistra. Egli si accorgeva di tutto, biasimava tutto, sapeva tutto meglio degli altri e aveva ragione in tutto. Quando camminava per la strada, agitava le braccia come se remasse, e una volta diede un tale urto alla secchia di una ragazzetta che portava acqua, che ne fu anch'egli inondato.

“Sciocca!” le gridò egli scotendosi. “Non vedevi che io venivo dietro a te?”

Di mestiere faceva il ciabattino¹ e, quando lavorava, tirava lo spago tanto violentemente, che chiunque non se ne stava lontano abbastanza si prendeva i suoi pugni nella pancia. Nessun giovane rimaneva al suo servizio più di una quindicina di giorni, poichè egli aveva sempre qualcosa da ridire anche sul miglior lavoro. Ora erano i punti ineguali, ora una scarpa più larga dell'altra, ora un tacco più alto dell'altro, ora il cuoio non era stato abbastanza battuto.

“Aspetta,” egli diceva al giovane. “Ora t'insegno io come si fa a battere la pelle!”

Prendeva le strisce di cuoio e gli dava un paio di colpi sulla schiena.

Tutti erano poltroni per lui, ma anch'egli per conto suo concludeva ben poco, poichè non restava mai un quarto d'ora a sedere.

¹ ciabattino = cobbler.

(30)

(b) Il sentiero, mal tracciato, serpeggiava lungo i fianchi della grande vallata. La luce roseo-aranciata dell'aurora illuminava dolcemente il paesaggio; un paesaggio primordiale quasi ancora libero di orme umane. La valle era tutta scavata nel granito; muraglie di rocce, edifizî strani, colonne naturali, cumuli di pietre che sembravano monumenti preistorici, sorgevano qua e là, essi più pittoreschi dal verde delle macchie dalle quali erano circondati e inghiottiti. Il letto di un torrente, tutto di granito, d'un grigio chiarissimo, scendeva la profondità verde della valle, e gli oleandri¹ fioriti che crescevano lungo la riva, parevano piantati entro giganteschi vasi di pietra.

Paulo sentiva la poesia del mattino e la bellezza del luogo. Da molto tempo non era stato così allegro e felice; gli pareva d'esser tornato adolescente, quando partiva di casa allegro e spensierato come un uccello, e correva in cerca di piacere, ignaro dell'avvenire. A momenti si metteva a cantare, e la sua voce fresca e sottile come quella di una donna risonava nel silenzio del sentiero, e il cavallo scuoteva una orecchia quasi l'infastidisse l'insolita gaiezza del padrone. Ma Paulo lo spronava e continuava a canticchiare.

¹ oleandro = oleander (a shrub).

(25)

[TURN OVER

2. Carefully read the poem given below, and then answer the questions which follow.

N.B.—The poem is NOT to be translated.

La leggenda di Malaspina.

- 1 Era tempo d' autunno : era finita
la vendemmia alla collina e al piano.
Annata magra di vino e di grano ;
e già la prima nebbia era apparita.
- 5 M^a nella casa di ser¹ Malaspina
c'era abbondanza d' ogni benc :
gonfi i granai, le vecchie botti piene,
colme le casse di pura farina.
- 9 E vennero i più poveri a bussare
alla sua porta e con pietosa voce,
segnandosi col segno della croce,
così, umilmente, presero a pregare :
- 13 “ Voi che potete, fateci la grazia
d'un po' di carità, da buon cristiano.
Un pane solo, un pugnello di grano ;
quanto basta a campar, non quanto sazia.”
- 17 Il ricco nulla ! li fece cacciare
da' suoi servi malvagi e dai mastini ;
e, spauriti, i poveri meschini
se n' andarono altrove a mendicare.
- 21 Passò l'inverno e venne primavera,
il tempo dei lavori ; e Malaspina
molto grano seminò, potò² la vigna ;
pien di speranza, tra i suoi servi a schiera . . .
- 25 Ma quando fu stagion di mietitura,
ahi, che le spighe lucide e biondine
sotto la falce diventarono spine,
gialle irte spine dalla punta dura !
- 29 E alla vendemmia i bei grappoli ghiotti³
si mutarono anch'essi in crudi stecchi,⁴
e gocciavano sangue dentro i secchi,
e di sangue colmavano le botti . . .
- 33 Quella terra da allora più non dà
un filo d'erba, nè un fiore, nè un frutto,
na solo spine e spine dappertutto . . .
come un cuor che non abbia carità.

¹ ser = signor.

² potare = to prune.

³ ghiotto = tasty.

⁴ stecco = twig.

QUESTIONS

A. Answer in English :—

	<i>Marks</i>
1. What facts mentioned in the poem bear out the statement that it was autumn ?	1½
2. What reasons had Malaspina for being well pleased at this time ?	2½
3. Why, in this particular year, did the poor people appeal to Malaspina ? In what manner did they approach him ? What exactly did they ask for and what light does their request throw on their attitude to Malaspina ?	6
4. How were the poor people received and what happened as a result ?	2½
5. (a) Through what details does the poet underline the failure of Malaspina's harvest in the following year ?	
(b) What indications are there that this failure was sudden and surprising ? Why might Malaspina justifiably have expected a successful harvest ?	
(c) What was the final condition of Malaspina's land and to what is it compared ?	
(d) How does this comparison serve to suggest the reason for Malaspina's change of fortune ?	8½

B. Answer in Italian :—

6. Perché si chiama la primavera " il tempo dei lavori " ? (line 22)	3
7. Che tipo di uomo era " ser Malaspina " ? (line 5)	3
8. Come avrebbe potuto evitare la disgrazia descritta in questa poesia ?	3

30



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 20th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. Then read the passage aloud to the candidates, speaking clearly and naturally, and taking not more than **four minutes** to the reading.
4. After this reading inform the candidates that they may now turn over the printed question papers, and that they will have three minutes in which to study the questions. Remind the candidates that they may make notes during this interval of three minutes, but only on the sheets provided for the answers. You yourself will not be allowed to see the questions which are to be answered by the candidates.
5. When so instructed by the supervising officer, read the passage a second time, in exactly the same manner as on the first occasion and taking the same amount of time.
6. Remind the candidates that the questions are to be answered in English.

[TURN OVER

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.
4. The procedure will be as follows :—
 - (i) The passage will be read **twice**, with an interval of three minutes between the readings.
 - (ii) After the first reading you will be allowed to turn over the printed question paper, and you will have three minutes in which to study the questions.
 - (iii) After the second reading you will write your answers on the sheet provided for this purpose.
5. All writing during the first and second readings is **strictly forbidden**. Notes may be made during the interval between the readings, but only on the sheet provided for the answers.
6. You may not ask for the repetition of any word or phrase.

Passage to be read to the candidates :—(Maximum time of reading—four minutes.)

Molti uomini illustri ebbero qualche predilezione di un alimento particolare ; per esempio, il Rossini aveva una vera passione per i maccheroni ; era dunque scusabile che il non illustre Arturo Pironi, appena dodicenne, avesse egli la sua predilezione, che era per il gelato di crema. E bisogna dire che il piacere di mandar giù quella dolcezza, com'egli faceva, sei volte la settimana, se lo guadagnava proprio col sudore della fronte. Suo padre gli dava ogni mattina cento lire per far le quattro corse in tranvai fra piazza San Martino, dove stavan di casa, e il lontano ginnasio ; ma il ragazzo non rimetteva alla Società elettrica che venti centesimi. Andava e tornava la mattina con le sue sante gambe ; tornava a casa di galoppo anche la sera ; e faceva in tranvai la sola prima corsa pomeridiana, che rompeva in due, per saltar giù a spendere i suoi risparmi in un gelato di crema, al caffè del Teatro, a mezza strada. A quell'ora non c'era quasi mai nessuno : egli entrava per la porta piccola, sedeva ad un tavolino accanto all'uscio, ordinava con un accento che voleva dire :—Ho molta fretta—vuotava il piattino in un minuto, ripuliva il cucchiaino con la lingua, e poi via, come chi scappa senza pagare. Ma durante la dolce operazione dava tali segni di beatitudine, che spesso i camerieri stavan lì a guardarlo, godendosi, come a veder mangiare un affamato, e qualche volta anche la padrona del caffè veniva a dare un'occhiata sorridente a quel bel ragazzo biondo, a cui pareva che ogni cucchiaiata di gelato facesse l'effetto d'un sorso di vino di Sciampagna.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE (SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 20th March—1.30 P.M. to 2.0 P.M.

Answers are to be written on the sheet provided for the purpose, on which are also to be written any notes made between the readings.

QUESTIONS

	<i>Marks</i>
1. What had Arturo Pironi in common with Rossini and what differences between them are mentioned ?	$2\frac{1}{2}$
2. From whom did Arturo regularly receive money ? How much was it and how often did he get it ?	$1\frac{1}{2}$
3. How was he supposed to spend it and how did he contrive to save some of it ?	$2\frac{1}{2}$
4. At what time of day was Arturo in the habit of visiting the café ?	1
5. Describe fully what he did in the café and show whether his visit was a leisurely or a hurried one.	5
6. Who else was present in the café ? What made them watch Arturo and what thoughts occurred to them as they did so ?	$2\frac{1}{2}$
	<hr/> 15 <hr/>

1918

UNIVERSITY OF MICHIGAN

DATE

UNIVERSITY OF MICHIGAN

UNIVERSITY

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (b))

Tuesday, 20th March—2.15 P.M. to 4 P.M.

N.B.—Begin the answer (or fair copy of an answer) to each question on a fresh page.

Marks will be deducted for writing that is difficult to read.

The value attached to each question is shown in brackets after the question.

1. Translate into Italian :

He woke up suddenly, but he just could not remember which day of the week it was. Tuesday? No, on Tuesday everybody in the house got up early to catch the train to Hampton, and no-one was up yet, he knew that, because it was so quiet everywhere. Friday? No, he remembered now that he had not been to school yesterday. It must be Sunday. He jumped joyfully out of bed, ran over to the window and opened it wide. It was a warm, sunny day; he could see birds flying over the river and a large brown cow standing with its feet in the water and shaking its tail to chase the flies from its back.

A moment later he was in the water himself, swimming slowly across to a large tree which hung over the river. He took hold of a branch and tried to lift himself out of the water, but he did not have the strength. Instead he let the current carry him down to a boat which was tied to another tree and then he got out and dried himself. There was no-one on the river bank, and he stood there for a while watching the birds and thinking that winter was coming and that soon the water would be cold. What a pity! He didn't like the winter. (50)

2. Write in Italian an essay on **one** of the following subjects :—

Your essay should not be shorter than the translation of Question 1.

(a) Il mio libro favorito.

(b) Il carattere nazionale degli Scozzesi.

(25)

1988

THE FEDERAL RESERVE EXAMINATION

1988

The Federal Reserve Bank of New York is pleased to announce that it will be conducting an examination of the financial condition of the Federal Reserve Bank of New York for the year ending December 31, 1988. The examination will be conducted by the Federal Reserve Bank of New York and will be held at the Federal Reserve Bank of New York, 60 Wall Street, New York, New York 10038.

The examination will be held on the premises of the Federal Reserve Bank of New York, 60 Wall Street, New York, New York 10038. The examination will be held on the premises of the Federal Reserve Bank of New York, 60 Wall Street, New York, New York 10038.

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1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

LOWER GRADE

Wednesday, 14th March—1.30 P.M. to 4.0 P.M.

Not more than EIGHT questions, which must be chosen from TWO Sections, should be attempted.

Not more than FIVE questions may be taken from any one section.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

Mathematical tables, which include a table of atomic weights, will be supplied to those who desire them.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

USE A SEPARATE ANSWER BOOK FOR EACH SECTION

[TURN OVER

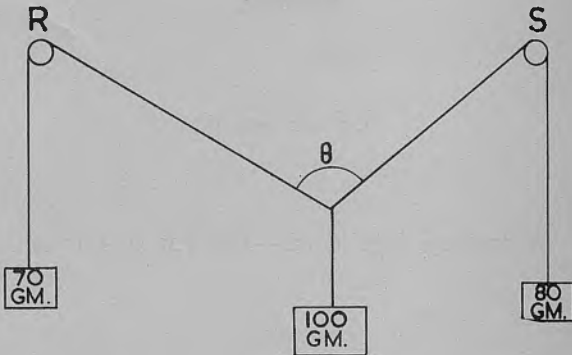
SECTION I—Physics

Marks

1. State the principle of moments and describe how you would verify it.

6

In the accompanying diagram R and S are smooth pulley wheels over which fine cords carrying weights are hung.



Find by graphical means the size of the angle θ when the three forces are in equilibrium.

6½

2. (a) Describe experiments (one for each) to compare (i) the absorbing powers, (ii) the radiating powers, of dull and polished surfaces.

6

(b) A lump of ice of mass 20 gm. was quickly transferred from a refrigerator to a copper calorimeter of mass 100 gm. which contained 100 gm. of water at 20°C . When all the ice had melted the temperature had fallen to 4°C . Calculate the temperature of the refrigerator.

6½

Specific heat of ice = 0.5.

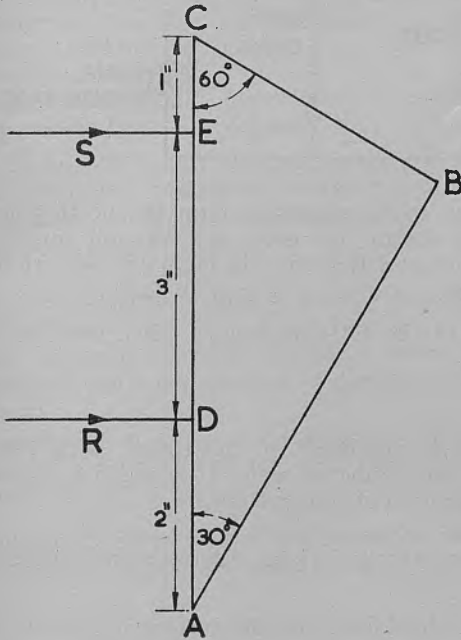
Specific heat of copper = 0.1.

Latent heat of fusion of ice = 80 calories per gm.

3. (a) The sketch shows a triangular glass prism with rays of light R and S meeting the face AC normally at D and E. Draw an accurate diagram to show the paths of the rays and find for each ray the angle between the surface of the glass and the emergent ray.

7

Refractive index for glass = 1.5.



(b) What is the nature of the image formed when a reading lens is used to read a railway time-table? Make a sketch to explain your statement.

5½

4. (a) Make a sketch of a force pump and explain its action.

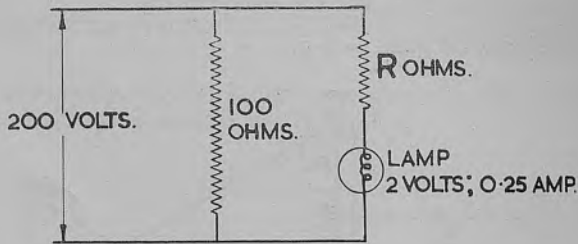
6½

(b) Describe what happens to the air around the rapidly vibrating prong of a tuning fork. Explain why the sound becomes louder when the base of a vibrating fork is placed on top of a hollow wooden box.

6

5. (Turn over.)

5. State Ohm's law and describe how you would use five fully-charged accumulators, an ammeter, and a resistance coil to illustrate the law. 6½



The sketch shows in diagrammatic form the heating and warning-lamp system of an electric iron used on a 200-volt supply. Calculate (i) the value of the resistor R so that the lamp will be working under the proper voltage; and

(ii) the wattage of the 100-ohm resistor when used on the 200-volt supply. 6

6. (a) Describe an experiment to determine, with the aid of an accurate ammeter, the number of coulombs required to deposit one gram of copper from a solution of copper sulphate. 8½

(b) Make sketches to show the lines of force (show direction by arrows) around

(i) a straight conductor carrying current;

(ii) a solenoid carrying current.

In each case indicate the direction of the current. 4

SECTION II—Chemistry

Answers should, wherever possible, be supplemented by equations.

Atomic weights will be found in the book of mathematical tables.

Marks

7. The following results were obtained in an experiment to illustrate the law of multiple proportions :—

Weight of porcelain boat	=	8.60 gm.
Weight of porcelain boat + cuprous oxide	=	9.74 gm.
Weight of porcelain boat + copper	=	9.61 gm.
Weight of porcelain boat	=	7.02 gm.
Weight of porcelain boat + cupric oxide	=	9.00 gm.
Weight of porcelain boat + copper	=	8.60 gm.

Make a sketch of the apparatus and state any special precautions which would have to be taken during the course of the experiment.

3½

Use the results to illustrate the law of multiple proportions.

5

How did Dalton explain the law ?

4

8. Define the equivalent weight of an acid, and calculate the equivalent weight of sulphuric acid.

3

Given the necessary solutions and apparatus describe, with full experimental details, how you would titrate a solution of sodium hydroxide against sulphuric acid.

5½

Calculate the percentage of water of crystallisation in washing soda given that 35.0 c.c. of N hydrochloric acid were required to react with 5 gm. of the crystals.

4

9. State the substances used and the conditions for the reaction to prepare sulphur dioxide. Write the equation and state the type of reaction.

4½

Make a fully labelled sketch of the apparatus you would use for the conversion of sulphur dioxide to sulphur trioxide.

5

Outline an experiment to illustrate the reducing property of a solution of sulphur dioxide.

3

10. How would you convert marble to quicklime ? Write equations for the reactions of carbon dioxide with (i) lime water, (ii) red-hot carbon.

3

Explain how water becomes hard in a limestone region and state one method by which it may be softened.

5

Carbon monoxide, hydrogen and hydrogen sulphide all burn in air with a blue flame. What chemical tests would you apply to distinguish the gases ?

4½

11. How would you prepare several jars of dry ammonia ?

5

Write explanatory notes on the methods of drying and collecting the gas.

2

State the conditions under which ammonia reacts with copper oxide and write the equation.

1½

Describe an experiment to demonstrate the burning of ammonia in oxygen.

4

12. Make a labelled sketch of the apparatus used to prepare and collect a few jars of chlorine. Write the equation for the reaction.

5

Describe the reaction of chlorine with (i) iron, (ii) a burning wax taper, and (iii) excess of ammonia.

7½

13. (Turn over.)

SECTION III—Botany

	<i>Marks</i>
13. List four important characters of the Ranunculaceae.	2
Make a fully labelled drawing of the flower of a named member of this family, cut lengthwise.	4
Describe briefly what happens from the time a pollen grain reaches the stigma until fertilization has occurred.	4½
What changes in the ovule follow fertilization ?	2
14. Make labelled drawings to show :—	
(i) The external features of the root system of a young dicotyledonous plant. State the functions performed by the various parts.	4
(ii) The structure of a root hair, as seen under a microscope.	3
Describe and explain any feature of special interest shown by the roots of bean and pea plants after some weeks of growth.	3½
Explain why it is possible to grow seedlings in damp sterile sawdust for some time with reasonable success.	2
15. What do you understand by vegetative propagation ? State two advantages of this method of propagation.	3
Describe, with the aid of labelled drawings, how strawberry, potato, and crocus are propagated vegetatively.	9½
16. Describe experiments (one experiment for each) to show that germinating seeds (i) produce heat, and (ii) give off carbon dioxide.	8
Account for these happenings. Why is the underlying process essential for plant life ?	4½
17. Name three main solid constituents of ordinary garden soil, and state how you would show roughly their relative proportions in a sample of soil.	4
Explain the importance of each in making the soil fertile. How does digging improve the soil ?	5½
Write a note on the rotation of crops.	3
18. Select five of the following plants. In each case state where you would expect to find the plant growing and mention two features which may have led to its establishment or have increased its chances of survival there.	
Foxglove, dandelion, lesser celandine, bramble, heather, couch grass, bindweed (<i>convulvulus</i>).	12½

SECTION IV—Zoology

<i>Marks</i>		<i>Marks</i>
2	19. What are the main characteristics of living things? Illustrate your answer with reference to amoeba.	10½
4	State two important differences between animals and plants.	2
4½	20. Draw a labelled diagram of the alimentary system of an earthworm. State the function of each region and describe briefly how the structure is adapted to the work it performs.	9½
2	What is the clitellum, where is it found, and what are its functions?	3
4	21. Write brief notes on the position and function of each of the following in a frog: gall bladder, stomach, systemic arch, testes, femur, glottis.	12½
3	22. Describe clearly the respiratory movements in a dogfish (or skate) and explain their purpose.	
3½	Draw a labelled diagram of a gill of a dogfish (or skate) and explain how the structure of the gill is related to its function.	9½
2	Write a brief account of the various ways in which a tadpole obtains its supply of oxygen.	3
3	23. Make a large labelled diagram of the heart and adjacent blood vessels of a mammal and indicate by arrows the direction in which the blood flows.	8½
9½	Write a note on the distinctions between an artery and a vein.	4
8	24. Assign the following animals to their respective groups and for each animal state two important characteristics which cause it to be assigned to that group and to no other: hydra, pigeon, snail, butterfly, cow.	12½

1877

The first part of the year was spent in the
 study of the history of the country and
 the progress of the various branches of
 science and literature. The second part
 was devoted to the study of the
 natural history of the country and
 the progress of the various branches of
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 the progress of the various branches of
 science and literature.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(BOTANY)

Tuesday, 20th March—1.0 P.M. to 3.0 P.M.

FIVE questions in all should be attempted.

Answers should, where possible, be illustrated by clear diagrams of reasonable size.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

Marks

- | | |
|--|----|
| 1. List the main distinguishing characters of the Rosaceae. | 5 |
| Choosing examples which differ widely, name four members of this family which have succulent fruits. For each make a labelled drawing to show the structure of its fruit. For one make a drawing of its flower, cut lengthwise, indicating by labels those parts from which the fruit will develop. | 15 |
| 2. Write an account of the process of photosynthesis, including an explanation of the parts played by the palisade cells and the air-spaces in the tissues. | 11 |
| What uses does the plant make of the products of photosynthesis? | 3 |
| Describe an experiment to show one condition for photosynthesis. | 6 |
| 3. Make labelled drawings to show the arrangement of the tissues of the following, as seen in transverse section under a low-power lens :— | |
| (i) the stem of a young dicotyledon, | |
| (ii) the stem of a dicotyledon in which secondary thickening has taken place. | 13 |
| Outline the changes that occur in the stem during secondary thickening and thus explain the appearance of a transverse section. | 7 |

[TURN OVER

4. (i) Make labelled drawings to show the external appearance of the underground and aerial parts of a fern in the *sporophyte* generation. State two features which fit the sporophyte for life on land.

8

(ii) Sketch a branch of Scots Pine showing three stages in the development of the seed cones. Outline the history of a seed cone up to the time when the seeds are ready for dispersal. (Microscopic detail is not required.)

12

5. Write notes on :—

- (i) the adaptations of *Fucus* to its habitat,
- (ii) the structure and reproduction of **either** *Protococcus* or Yeast,
- (iii) the nutrition of a named parasite or partial parasite,
- (iv) the features of the flowers of the Gramineae which assist pollination by wind. Draw a named flower of this family.

20

6. The following experiment is performed with three sets of oat seedlings about a week old, growing in pots :—

- (i) the first set of seedlings are untouched,
- (ii) the second set have the tips of the shoots cut off,
- (iii) the tips of the shoots of the third set are covered by caps of tinfoil.

The three pots are then placed in a box into which light enters only through a hole in one side. State what you would expect to observe next day and explain as fully as you can the reasons for the behaviour of the seedlings.

9

Describe an experiment to show the movement of the shoot of a plant in response to the stimulus of gravity.

5

Write brief notes on three other movements exhibited by plants.

6

7. Either

(a) With reference to an area which you have studied closely, mention those features which largely determine the nature of its vegetation. Name **six** plants which you found growing there. Choose **two** of these which differ widely and write an account of your observations on the changes they undergo in the course of a year.

Comment on the effects of the animal life on the vegetation of the area.

20

Or

(b) For a named deciduous tree, describe the bark and sketch a leaf and a fruit. Make a fully labelled drawing of a twig of this tree in winter and describe what happens during the opening of a bud in spring.

12

Discuss the water problem of a tree in winter and explain how it is solved in the case of (i) deciduous trees, (ii) evergreens.

8

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(CHEMISTRY)

Wednesday, 14th March—1.30 P.M. to 3.30 P.M.

Not more than FIVE questions should be attempted. Answers should, wherever possible, be illustrated by clear diagrams of reasonable size and supplemented by equations.

The value attached to each question, or to each part of a question, is shown in the margin.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

APPROXIMATE VALUES OF ATOMIC WEIGHTS WILL BE FOUND IN THE BOOK OF MATHEMATICAL TABLES.

	<i>Marks</i>
1. Define the terms <i>atom</i> , <i>molecule</i> , <i>atomic number</i> , <i>isotope</i> .	6
The atomic weights of two isotopes of carbon are 12 and 13 respectively. What are their atomic structures?	4
(a) When 0.9 gm. of carbon was completely burnt in oxygen 3.3 gm. of carbon dioxide were produced. Calculate the equivalent of carbon in carbon dioxide.	2
(b) 1 litre of carbon dioxide at N.T.P. weighs 1.964 gm. Calculate the molecular weight of the gas.	2
What conclusions concerning the atomic weight of carbon can be drawn (i) from the result of (a); (ii) from the result of (b); (iii) from the results of (a) and (b) together? The atomic weight of oxygen may be assumed.	6

[TURN OVER

2. Describe the preparation of nitric acid (a) in the laboratory, (b) from atmospheric nitrogen on the industrial scale. 11

Starting with nitric acid, and using any other chemical you may require, how would you prepare a sample of potassium nitrite? 5

What is the action on potassium nitrite of (i) dilute sulphuric acid, (ii) a hot solution of ammonium chloride? 4

3. Describe the preparation of chlorine in the laboratory. 5

How may the volumetric composition of hydrogen chloride be determined? 7

State what is observed when chlorine is passed into aqueous solutions of (a) hydrogen sulphide, (b) ferrous chloride. Write equations for the reactions and name the products. 4

Chlorine is said to be an oxidising agent. State what you understand by this term, and show how the above reactions agree with this statement. 4

4. Define the terms *normal solution*, *equivalent of an acid*. Calculate the equivalent of acetic acid, $\text{CH}_3 \cdot \text{COOH}$, and of oxalic acid crystals, $(\text{COOH})_2 \cdot 2\text{H}_2\text{O}$. 6

A solution of oxalic acid, saturated at the temperature of the room, is known to be about 2 N. Describe in detail how its precise normality can be found if decinormal sodium hydroxide is available. What additional steps would enable the experiment to be used to determine the weight of oxalic acid which will saturate 100 gm. of water at the temperature of the room? 8

12.0 gm. of a sample of anhydrous sodium carbonate which contains anhydrous sodium sulphate as an impurity, were dissolved in water and the solution was made up to 250 c.c.. 25 c.c. of the solution required 17.5 c.c. of 1.2 N hydrochloric acid for neutralisation. Calculate the percentage of anhydrous sodium carbonate in the sample. 6

5. Describe the preparation of a few gas jars of ethylene. 7

Ethylene is said to be unsaturated. Explain what this means, and describe an experiment to support the statement. 5

What volume of oxygen would be required for the complete combustion of 2 litres of ethylene? (All volumes are measured under the same conditions of temperature and pressure.) 2

A hydrocarbon has a vapour density of 15 and contains 80 per cent. of carbon. Find its molecular formula and write its structural formula. 3

What is the molecular formula of the fourth member of the paraffin series? Write the structural formulae of the possible isomers. 3

6. Describe one method for the preparation of sulphuric acid. 7

What is the action of sulphuric acid on (a) potassium iodide, (b) sodium formate (or sodium oxalate), (c) sodium hydroxide? State the conditions under which the reactions take place. 11

Two white powders are known to be the sulphite and sulphate of sodium. Describe one test by which you could distinguish between them. 2

Marks

Marks

7. Either

- 11 (a) Describe briefly the extraction of aluminium from bauxite. 8
- 5 What is the action on aluminium of (a) concentrated hydrochloric acid, (b) sodium hydroxide, (c) chlorine? 6
- 4 Name four classes of oxides. State, with reasons, how you would classify aluminium oxide. 6
- 5 Or
- 7 (b) How would you obtain in a pure, dry state
- 4 (i) copper sulphate crystals from copper,
- (ii) black copper oxide (cupric oxide) from copper sulphate,
- (iii) copper from copper sulphate,
- 4 (iv) copper sulphate crystals from copper carbonate? 20
- 4
- 6
- 8
- 6
- 7
- 5
- 2
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- 3
- 7
- 11
- 2

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The second part of the report deals with the financial aspects of the work. It gives a detailed account of the income and expenditure for the year and shows how the work has been financed. It also discusses the various sources of income and the methods of expenditure.

The third part of the report deals with the personnel of the organization. It gives a list of the staff and their duties and discusses the various methods of recruitment and the methods of training. It also discusses the various methods of remuneration and the methods of promotion.

The fourth part of the report deals with the various committees and the work done by them. It gives a list of the committees and their members and discusses the various methods of work and the results achieved. It also discusses the various methods of communication and the methods of reporting.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(PHYSICS)

Tuesday, 20th March—9.15 A.M. to 11.45 A.M.

Not more than FIVE questions should be attempted.

$g = 32$ ft. per sec. per sec. or 981 cm. per sec. per sec.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

Mathematical tables will be supplied to those who desire them.

H.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

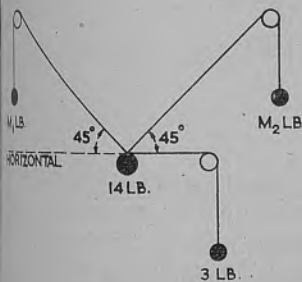
The value attached to each question, or to each part of a question, is shown in the margin.

1. Either

Marks

(a) State the theorem known as the *polygon of forces*, and the *principle of moments*, and describe how you would verify them experimentally in the case of four co-planar forces which keep a body in equilibrium.

12



A body of mass 14 lb. is suspended and held in position by three strings which are loaded and which pass over smooth pulleys as shown. Find M_1 and M_2 .

8

Or

(b) Define *foot-pound* and *horse-power*. Name the corresponding units in the C.G.S. system.

5

Describe and explain the action of a screw-jack. If the pitch of the screw is 0.5 in., what length of arm will be required to give a velocity ratio of 132?

5

A packing-case weighing 2 cwt. is pulled steadily up a 20 ft. long ramp (i.e. inclined plane) inclined at 30° to the horizontal by a rope held parallel to the ramp. If the pull required is 154 lb. wt., calculate:—

- (i) the efficiency of the ramp as a machine;
- (ii) the work "lost";
- (iii) the applied horse-power if the motion up the ramp takes 28 seconds; and
- (iv) the coefficient of sliding friction between case and ramp.

10

[TURN OVER

2. Derive an expression for the distance travelled in a given time by a body which starts from rest and moves with uniform acceleration. 3

Describe in detail an experiment by which the expression may be verified. 8

A balloon with its contents has a mass of 100 lb. and is descending vertically with a uniform acceleration of 2 ft. per sec. per sec. Calculate the upward force opposing the motion of the balloon. 3

Assuming that the upward force remains constant, find the new acceleration when a body of mass 20 lb. is discarded from the balloon. 3

Calculate also the height of the balloon when it was lightened if it then had a velocity of 33 ft. per sec. and it reached the ground with zero velocity. 3

3. How does the pressure at a point in a liquid vary with (i) the depth below the surface, and (ii) the density of the liquid? Describe experiments by which the relations may be verified. 10

With the aid of a labelled sketch, explain the action of a pump suitable for raising water from a well when the water level is 100 ft. below ground level. 4

Some mercury is poured into one limb of a vertical U-tube of uniform cross-section, the other limb being closed. The column of air that is trapped measures 6.4 in., and the heights of the mercury columns in the open and closed limbs are 13.8 in. and 11.6 in. respectively. The open limb of the U-tube is now connected to a water-tap, and the water is turned on. When equilibrium is reached the air column measures 4.8 in. Calculate, in inches of mercury, the pressure exerted by the water. 4

Express a pressure of 28 in. of mercury in lb. per sq. in. 2

Atmospheric pressure = 29.8 in. of mercury.

Density of water = 62.5 lb. per cu. ft.

Specific gravity of mercury = 13.6.

4. Either

(a) Describe an experiment to determine the latent heat of fusion of ice. State with reasons two major precautions essential to increase accuracy. 8

Illustrate graphically (i) the changes in volume, and (ii) the changes in temperature, which accompany the passage of time as heat is applied at a steady rate to what is initially a block of ice at -10°C until the final temperature is 110°C . 8

A block of ice of mass 100 gm. at -10°C was dropped into 100 gm. of water at 0°C in an insulated container. When equilibrium was reached, the mass of the block of ice had increased to 106.5 gm. Calculate the specific heat of ice. 4

Latent heat of fusion of ice = 80 calories per gm.

Or

(b) Define *erg*, *joule*, *calorie*. 4

Describe an experiment (not electrical) to determine the equivalence between mechanical energy and heat energy. State two sources of error, and explain the effect of each on the result that would be obtained. 10

How much heat is generated in the brakes of a motor-car of mass 1 ton when it is brought to rest from a speed of 30 m.p.h.? Assume that all the kinetic energy of the moving car is converted into heat in the brakes. 6

778 ft. lb. = 1 B.Th.U.

5. Describe, with an explanation of the underlying theory, an experiment to compare the luminous intensities (or illuminating powers) of two sources of white light. 8

What are the primary colours and why are they so called? 4

State and explain the colour effects produced when (i) blue and yellow lights are mixed, and (ii) blue and yellow pigments are mixed. 8

6. In what respects do the waves in a vibrating violin string differ from the waves in air to which they give rise? 5

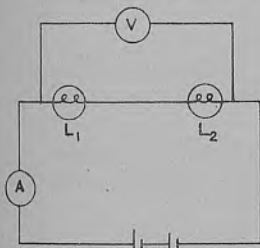
On what factors does the frequency of the note emitted by a violin string depend? In each case state the quantitative relation which exists. Describe in detail how experimental evidence for two of the relations may be obtained. 10

The note emitted by an organ-pipe originally being blown softly rises an octave when the pipe is blown more strongly. State, with reasons, whether the pipe is open or closed. Calculate the frequency of the lower note, given that the effective length of the pipe is 2.5 ft. and the velocity of sound in air is 1,100 ft. per sec. 5

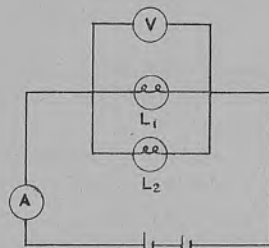
7. How does the electrical resistance of wire vary with diameter, other factors remaining constant? Describe in detail an experiment by which the relation may be verified. 8

What is meant by specific resistance? 8

The coils in a resistance box are wound *non-inductively*. How is this done, and what is its purpose? 4



(i)



(ii)

L_1 and L_2 are identical pocket-torch lamps. When the circuit is arranged as in (i), the readings on the ammeter A and the voltmeter V are 0.1 ampere and 2 volts respectively. Calculate the resistance of a lamp.

When the circuit is arranged as in (ii) the instrument readings are 0.24 ampere and 1.5 volts. Again calculate the resistance of a lamp.

Account for the difference between the two values for the resistance of a lamp. 8

8. Define *coulomb, ampere*. 2

With the aid of a labelled sketch explain the working of a moving-coil ammeter. 6

Give a diagram of the circuit you would use to check the calibration of an ammeter, outline the experiment, and state with reasons two special precautions which should be taken. 7

[Question 8 is continued on page 4]

[TURN OVER

Several water voltameters arranged in series are connected to a 20-volt D.C. supply, and a current of 2.5 amperes is allowed to pass for 40 hours.

Calculate :—

(i) the mass of water decomposed ; and

(ii) the cost at 3*d.* per kilowatt-hour.

5

Electrochemical equivalent of hydrogen = 0.0001045 gm. per coulomb.

9. A straight conductor of length 4 cm. and carrying a current of 5 amperes is at right angles to a uniform magnetic field whose flux density is adjusted until there is a steady force of 10 gm. wt. exerted on the conductor. Describe how this experiment could be carried out in the laboratory.

8

Indicate by a sketch the relative directions of force, field, and current.

3

Calculate the flux density when the force is 10 gm. wt.

4

Write a note on the direction of the earth's magnetic field at (i) the equator, (ii) the north (geographical) pole, and (iii) an intermediate latitude.

5

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(ZOOLOGY)

Friday, 16th March—1.30 P.M. to 3.30 P.M.

FIVE questions in all should be attempted.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

Marks

- | | |
|--|----|
| 1. Draw a labelled diagram of the heart and arterial blood system of a frog and name the organ, or region, which is supplied by each main artery. | 12 |
| What is the importance of each of the following in a frog :
hæmoglobin, lymph, pericardium, white blood corpuscles ? | 8 |
| 2. Draw fully-labelled diagrams of transverse sections of hydra and earthworm as seen under a low-power lens. What is the most important structural difference between these two animals ? To which phylum does earthworm belong ? State three important characters of this phylum. | 11 |
| What is meant by regeneration ? Write a note on this phenomenon illustrating your answer by reference to hydra, earthworm, and two other named examples. To what extent is the ability to regenerate possessed by man ? | 9 |
| 3. Explain the importance of the following and state where they are found in man : liver, thyroid gland, adrenal gland, islets of Langerhans. | 20 |
| 4. Describe the structure of each of the following and state how it is related to the function it performs : nephridium of earthworm, heart of skate (or dogfish), egg of bird, mouthparts of cockroach. | 20 |

[TURN OVER

5. The lungs, the skin, the kidneys, and the rectum all play a part in the elimination of unwanted material from the human body. For each of these organs state the nature of the substances eliminated and name the process responsible for their elimination.

6

Make fully-labelled diagrams to show the structure of the mammalian kidney and explain how this organ functions.

11

Give **three** reasons why an adequate supply of water is essential for man's existence.

3

6. Describe experiments (one experiment for each) to illustrate the digestive action of (i) ptyalin, (ii) pepsin.

10

Explain the following :—

the importance of mineral salts in man's diet,

the increased pulse rate during violent exercise,

the variation in size of the pupil of the eye with change of light intensity.

10

7. Either

(a) Mammals are normally terrestrial and insects aerial. Mention any animals which are exceptions to this general rule, indicating the problems that arise from the change of environment.

8

Select **four** of these animals which differ widely and describe the ways in which they are adapted for life in their environment.

12

Or

(b) Write an account of the different ways in which insects can affect man's life adversely. Refer to named examples.

20

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE—ENGINEERING

HIGHER GRADE—(APPLIED MECHANICS AND HEAT ENGINES)

Monday, 19th March—9.15 A.M. to 11.15 A.M.

Candidates should attempt FIVE questions, viz., THREE questions from Section I and TWO questions from Section II.

When candidates use a formula they must explain each symbol. Units must always be stated.

Take $\pi = \frac{22}{7}$, and $g = 32$ ft. per sec. per sec.

Square-ruled paper and four-place logarithmic tables are provided.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

20 marks are assigned to each question.

[TURN OVER

SECTION I

1. Figure 1 shows the general arrangement of a mechanism for the loading of wagons. The bucket is hinged on the axis A and is tipped into the position, indicated in dotted outline, by means of a double system of levers and hydraulic rams attached to the jib ABF. The weight of the bucket and contents is 14 cwt., and the centre of gravity is at G midway between the two systems of levers.

For the position of the jib and lever system shown in bold outline, determine—

- the force in each rod CD in cwt. ;
- the force exerted by each piston rod at E in cwt. ;
- the diameter of the piston in inches, if the cylinder pressure is 150 lb. per sq. in.

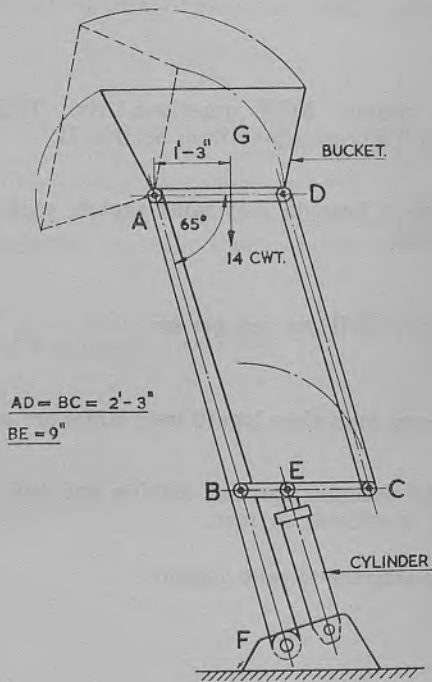


FIG. 1

2. In the crank and connecting-rod mechanism shown in Figure 2, the thrust from the piston-rod on the crosshead C is 6,500 lb.

Assuming the mechanism in equilibrium and neglecting the frictional forces determine analytically—

- the force F between the crosshead and the guides ;
- the thrust T along the connecting-rod BC ;
- the resisting force R which would be overcome when motion starts ;
- the corresponding turning moment on the crankshaft A.

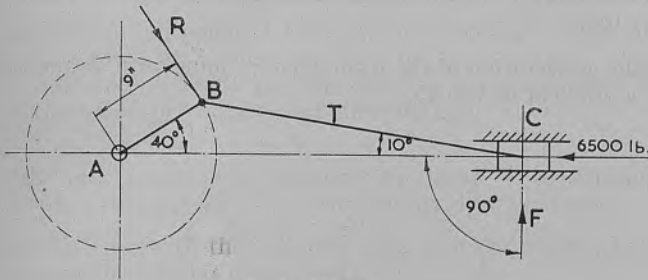


FIG. 2

3. A combined worm and spur-wheel geared winch is driven by a direct current motor and is used to pull a casting weighing 1,500 lb. along a rough floor, as shown in Figure 3. The coefficient of friction is 0.45. The single threaded worm is keyed to the motor shaft and engages a worm wheel having 80 teeth. The worm-wheel is keyed to the same shaft as the pinion with 25 teeth ; this pinion engages a spur-wheel having 125 teeth and is keyed to the drum shaft. The effective diameter of the drum is 1 ft. 9 in.

Calculate—

- the speed of the motor when the casting is moved along the floor at 11 ft. per minute ;
- the B.H.P. of the motor when running at 1,200 r.p.m. if the overall efficiency of the winch is 30 per cent. ;
- the current taken by the motor if its efficiency is 80 per cent., and it is supplied from a 200 volt main.

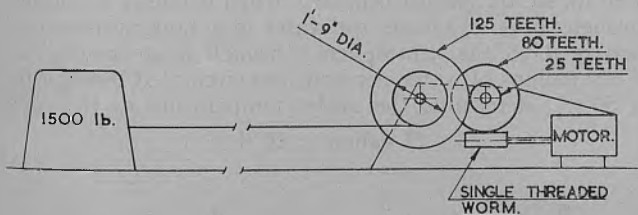


FIG. 3

4. (Turn over.)

4. The carriages of a train weigh 480 tons, and the tractive resistance is 14 lb. per ton.

(a) Calculate—

the horse-power required at the engine drawbar to haul the train at 45 miles per hour

(i) up a gradient of 1 in 200 ;

(ii) down a gradient of 1 in 300.

(b) The locomotive of this train weighs 90 tons and the tractive resistance is 35 lb. per ton.

Find the acceleration of the train when running with steam off and brakes free down a gradient of 1 in 75.

SECTION II

5. (a) Make a neat sketch, sectioned if necessary, of any type of steam boiler. Give the name of the type selected and a description of its principal features. Show the path of the hot gases from the firegrate to the chimney by arrowed lines.

(b) Describe the construction and purpose of the following boiler auxiliaries and show in your sketch of the boiler where they would be placed if used :—

superheater, feed-water heater and air preheater.

6. (a) The boiler to be installed at a factory is to provide 6,000 lb. of steam per hour from feed-water at 100° F. The pressure at the stop-valve is to be 175 lb./sq. in. with steam 95 per cent dry. The thermal efficiency of the boiler of the type used is about 72 per cent. If the calorific value of the coal used is 12,000 B.Th.U. per pound, estimate the probable consumption per hour.

(b) Five per cent of the steam supplied by this boiler will be reduced in pressure to 50 lb./sq. in., 90 per cent dry, when it enters a calorifier, in which it passes through tubes and heats the water in a tank surrounding them. It is then discharged to the atmosphere, through a steam-trap, as water at 200° F. If 300 gallons of water per hour are circulated through the calorifier, entering at 50° F., determine the outlet temperature of the water.

(1 gallon = 10 lb.)

p	t	h	L
lb./sq. in.	temp. °F.	B.Th.U.	B.Th.U.
175	371	344	859
50	281	250	926
15	212	180	971

7. (a) Describe with the aid of a typical indicator diagram, the cycle of operations in a 4-stroke cycle diesel engine.

(b) A diesel-powered shunting-engine working on this cycle has 6 cylinders each of 7 in. diameter and 8 in. stroke. The crankshaft speed is 1,400 r.p.m. and on a full load the mean effective pressure in the cylinders during the cycle is 85 lb. per sq. in.

Determine—

(i) the I.H.P. of the engine ;

(ii) the B.H.P., if the mechanical efficiency is 75 per cent ;

(iii) the overall efficiency of the unit when pulling a train of 440 tons at a speed of 3 miles per hour on a level track. The tractive resistance is 14 lb. per ton, and the heat equivalent of the fuel consumed per minute is 11,000 B.Th.U.

8. (a) State two advantages obtained by using a condensing-plant in conjunction with a steam-engine and mention any disadvantages.

(b) Describe briefly, with the help of a diagrammatic sketch, the layout of the plant, naming the various components.

(c) 4,000 lb. of steam per hour, 90 per cent dry, at a pressure of 2 lb. per sq. in. are exhausted into a condenser, and extracted as water at 110° F.

Calculate the weight of the circulating water used per hour if its temperature is raised by 40° F. while passing through the condenser.

p	t	h	L
lb./sq. in.	temp. °F.	B.Th.U.	B.Th.U.
2	126	94	1,020



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(APPLIED MECHANICS)

Monday, 19th March—9.15 A.M. to 10.45 A.M.

Not more than **FOUR** questions should be attempted.

When candidates use a formula they must explain each symbol. Units must always be stated.

Take $\pi = \frac{22}{7}$.

Square-ruled paper and four-place logarithmic tables are provided.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Twenty-five marks are assigned to each question.

[TURN OVER

1. In a system of levers shown in Figure 1, ABC is a bell-crank lever pivoted at B and DFE is a straight lever pivoted at E. CD is a connecting link.

Calculate—

- the weight W lb. which can be kept in equilibrium by a force of 21 lb. acting on the point A ;
- the reaction force on the pivot E.

(Note.—Neglect the weight of the levers.)

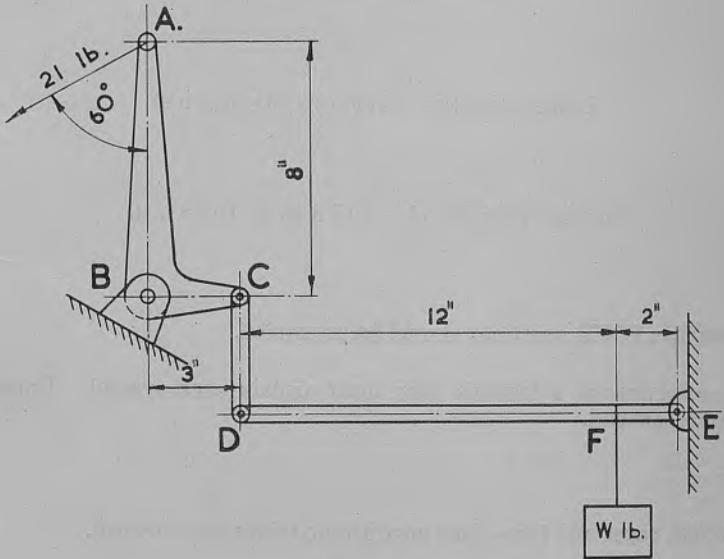


FIG. 1

2. A coal-mine cage, weighing 30 cwt., carries a 3 ton load of coal. The cage is raised, at constant velocity, from a depth of 400 ft. at each winding. The winding rope weighs $3\frac{1}{2}$ lb. per foot length.

- Calculate the total work done in foot tons for a single winding.
- Draw an appropriate work diagram.

3. Define *tractive resistance* of a vehicle and state two sources from which it may arise.

A motor-lorry, weighing $4\frac{1}{2}$ tons, has a tractive resistance of 36 lb. per ton.

Calculate—

- the propelling force required to enable it to climb a gradient of 1 in 20 at constant speed ;
- the horse-power developed by the engine if the speed up the gradient is 15 miles per hour and the efficiency of transmission is 75 per cent.

4. Define *coefficient of friction*.

The power of a water-turbine is found by using a simple brake fitted to the turbine shaft as shown in Figure 2. It is known that the coefficient of friction between the brake block and the wheel is 0.4, and the working speed of 400 r.p.m. is reached with the brake loaded as shown.

Determine—

- the resultant tangential force at A (*i.e.* between the brake block and the wheel);
- the horse-power of the turbine.

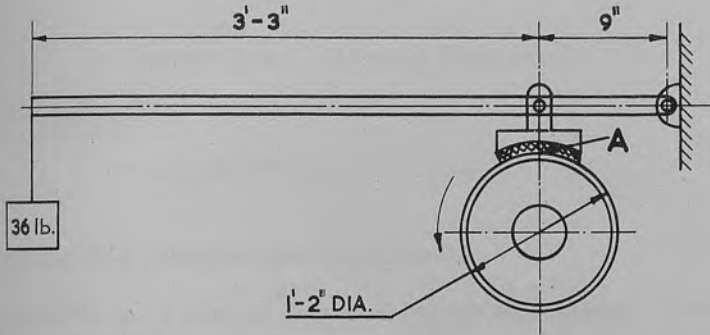


FIG. 2

5. Explain the operation of (a) a 4-stroke cycle petrol engine and (b) a 4-stroke cycle diesel engine.

A motor-car petrol engine, developing 40 horse-power, has a thermal efficiency of 30 per cent. : the calorific value of the petrol used is 19,000 B.Th.U. per lb.

Calculate the fuel consumption in lb. per minute.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(APPLIED MECHANICS)

Monday, 19th March—9.15 A.M. to 11.15 A.M.

Not more than FIVE questions should be attempted.

When candidates use a formula they must explain each symbol. Units must always be stated.

Take $\pi = \frac{22}{7}$, and $g = 32$ ft. per sec. per sec.

Square-ruled paper and four-place logarithmic tables are provided.

N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

20 marks are assigned to each question.

1. Figure 1 shows the general arrangement of a mechanism for the loading of wagons. The bucket is hinged on the axis A and is tipped into the position, indicated in dotted outline, by means of a double system of levers and hydraulic rams attached to the jib ABF. The weight of the bucket and contents is 14 cwt., and the centre of gravity is at G midway between the two systems of levers.

For the position of the jib and lever system shown in bold outline, determine—

- the force in each rod CD in cwt. ;
- the force exerted by each piston rod at E in cwt. ;
- the diameter of the piston in inches, if the cylinder pressure is 150 lb. per sq. in.

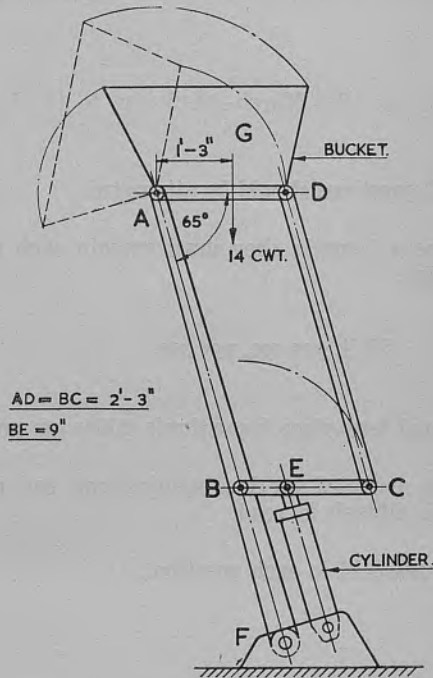


FIG. 1

2. In the crank and connecting-rod mechanism shown in Figure 2, the thrust from the piston-rod on the crosshead C is 6,500 lb.

Assuming the mechanism in equilibrium and neglecting the frictional forces determine analytically—

- the force F between the crosshead and the guides ;
- the thrust T along the connecting-rod BC ;
- the resisting force R which would be overcome when motion starts ;
- the corresponding turning moment on the crankshaft A .

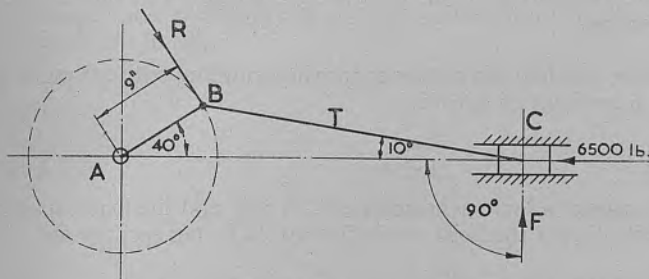


FIG. 2

3. A combined worm and spur-wheel geared winch is driven by a direct current motor and is used to pull a casting weighing 1,500 lb. along a rough floor as shown in Figure 3. The coefficient of friction is 0.45. The single threaded worm is keyed to the motor shaft and engages a worm wheel having 80 teeth. The worm wheel is keyed to the same shaft as the pinion with 25 teeth ; this pinion engages a spur wheel having 125 teeth and is keyed to the drum shaft. The effective diameter of the drum is 1 ft. 9 in.

Calculate—

- the speed of the motor when the casting is moved along the floor at 11 ft. per minute ;
- the B.H.P. of the motor when running at 1,200 r.p.m. if the overall efficiency of the winch is 30 per cent. ;
- the current taken by the motor if its efficiency is 80 per cent., and it is supplied from a 200 volt main.

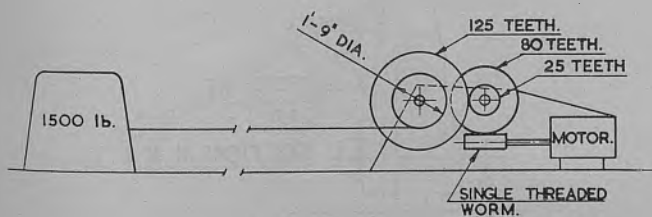


FIG. 3

4. (Turn over)

4. The carriages of a train weigh 480 tons, and the tractive resistance is 14 lb. per ton.

(a) Calculate—

the horse-power required at the engine drawbar to haul the train at 45 miles per hour

(i) up a gradient of 1 in 200 ;

(ii) down a gradient of 1 in 300.

(b) The locomotive of this train weighs 90 tons and the tractive resistance is 35 lb. per ton.

Find the acceleration of the train when running with steam off and brakes free down a gradient of 1 in 75.

5. The cage of a factory hoist weighs 16 cwt. and the load capacity is 2 tons. At the start of a lift the hoist accelerates at $2\frac{2}{7}$ ft. per sec. per sec.

(a) Calculate the maximum pull on the rope.

(b) The hoist rope is fixed to a shackle shown in Figure 4. The forks are rectangular in cross section—the width equals 3 times the thickness. A pin is used to connect the shackle to a bracket fixed to the top of the cage.

If the maximum working stresses in the material at the start of the lift are to be 2 tons per sq. in. for tension and $1\frac{1}{2}$ tons per sq. in. for shear, calculate—

(i) the minimum safe dimensions of the shackle forks at XX—i.e. the width and thickness ;

(ii) the minimum diameter of the coupling pin.

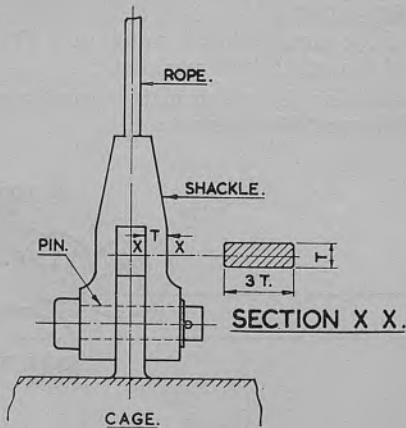


FIG. 4

6. The outline of a slab of concrete, of uniform section and weighing 2,000 lb., is shown in Figure 5. In order to make the base level, the slab is lifted from the inclined surface by a force P and a support inserted at A. The edge B does not move.

Determine by calculation—

- the position of the centre of gravity of the slab ;
- the reaction forces at A and B when the support is in position and the force P removed.

Determine by graphical construction—

- the force P required to hold the slab in position with AB level before the support is inserted ;
- the magnitude and direction of the reaction force on edge B under conditions in (iii).

(Scales : 1 in. represents 2 ft. and 1 in. represents 500 lb.)

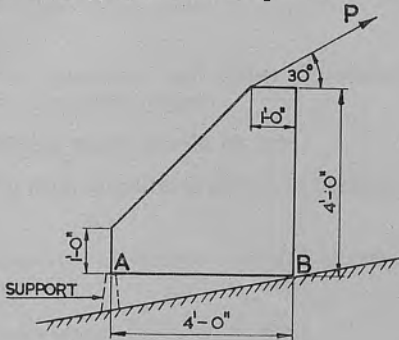


FIG. 5

7. Define *potential energy* and *kinetic energy*.

A weight of 40 lb. attached to an arm pivoted at A falls in a vertical plane through an angle of 60° as shown in Figure 6. At the lowest point of its path the weight strikes a projecting pin, which is sheared off by impact, and comes to rest with the arm in the position AG_1 . Neglecting the weight of the arm and the friction of the pivot, calculate—

- the potential energy of the weight before being released ;
- the speed of the centre of gravity G just before impact ;
- the kinetic energy of the weight just after impact ;
- the energy expended in shearing the pin.

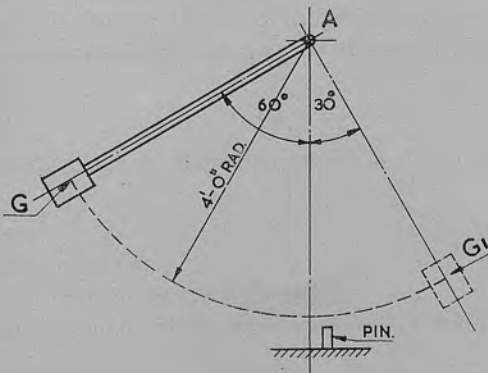


FIG. 6

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(TECHNICAL DRAWING)

Tuesday, 20th March—1.0. P.M. to 3.0 P.M.

Question 1 should be attempted and either Question 2 or Question 3. The Figures are on a separate paper.

Both sides of the drawing paper should be used.

The value attached to each question is shown in brackets after the question.

1. Figure 1 shows two elevations of a sliding clamp casting.

Draw, full size—

- (a) the front elevation ;
- (b) the plan ;
- (c) the sectional end elevation on the line AA, taken in the direction of the arrows.

Hidden parts should be shown in the usual way.

Filletts may be drawn freehand. (60)

Either

2. Two views of a shaped block are shown in Figure 2.

Draw, full size—

- (a) the given views ;
 - (b) the end elevation to the left of the given elevation ;
 - (c) an auxiliary elevation taken in the direction of the arrow A.
- (40)

Or

3. A cylindrical block is shaped as shown in Figure 3. The elevation is given.

Draw, full size—

- (a) the given elevation ;
 - (b) the side elevation to the right of (a) ;
 - (c) the development of the curved surface of the block.
- (40)

[79]

Tech. Drg.
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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
TECHNICAL DRAWING
QUESTION PAPER

Figures

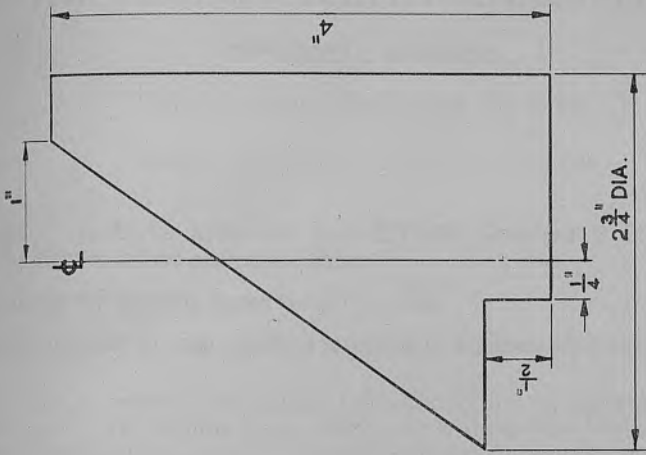


FIG. 3.

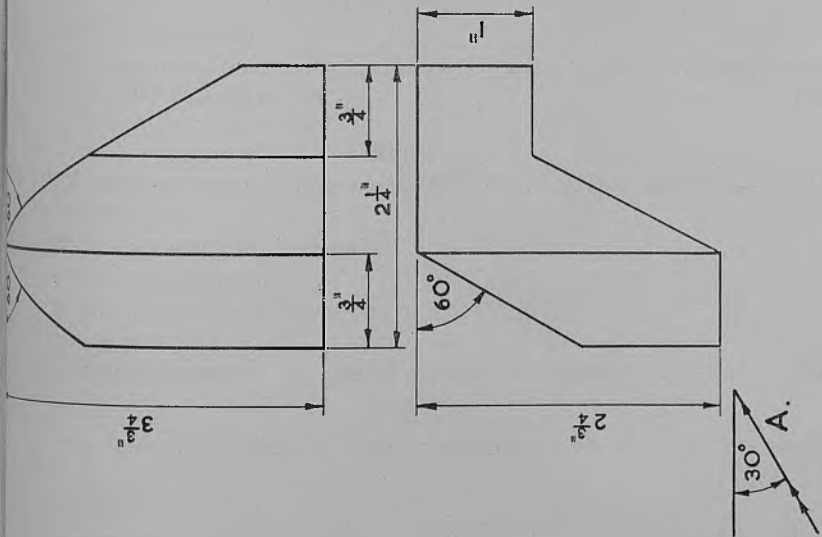


FIG. 2.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(TECHNICAL DRAWING)

Tuesday, 20th March—1.0. P.M. to 4.0 P.M.

Question 1 should be attempted and **EITHER** Question 2 **OR** Question 3.
The Figures are on a separate paper.

Both sides of the drawing paper should be used.

The value attached to each question is shown in brackets after the question.

1. Figure 1 shows the component parts of a fixture for drilling six holes in a machine part. The drilling plate, which swivels round for loading the fixture, is secured during drilling by the eye-bolt and nut.

Draw, full size, with parts assembled—

- (a) the elevation, the left-hand half as an outside elevation and the right-hand half as a section taken on the centre line AA ; (show hidden parts in the usual way) ;
- (b) the plan (show hidden parts) ;
- (c) the end elevation (omit hidden parts).

The nuts may be drawn by approximate methods.

Do not give dimensions.

N.B.—The dimensions 6 in. and 7 in. shown in Figure 1 give a convenient setting for your drawing on the paper. (65)

Either

2. The elevation and incomplete end elevation of a pipe entering a duct are shown in Figure 2.

Draw, to a scale of 1 in. represents 1 ft.—

- (a) the given elevation ;
- (b) the complete end elevation ;
- (c) the plan ;
- (d) a development of the curved surface of the pipe. (35)

Or

3. Two views of a triangular prism penetrating a square prism are shown in Figure 3.

Draw, full size—

- (a) the given views ;
- (b) an end elevation to the right of the given elevation ;
- (c) a development of the sides of the square prism. (35)

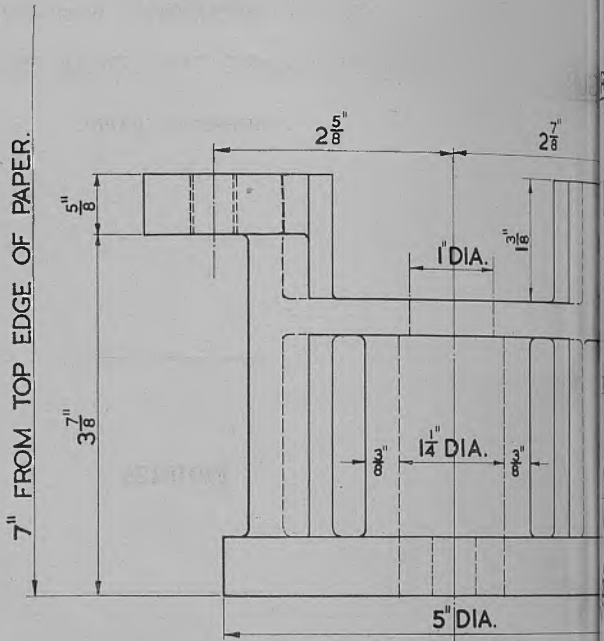
1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
HIGHER GRADE TECHNICAL DRAWING

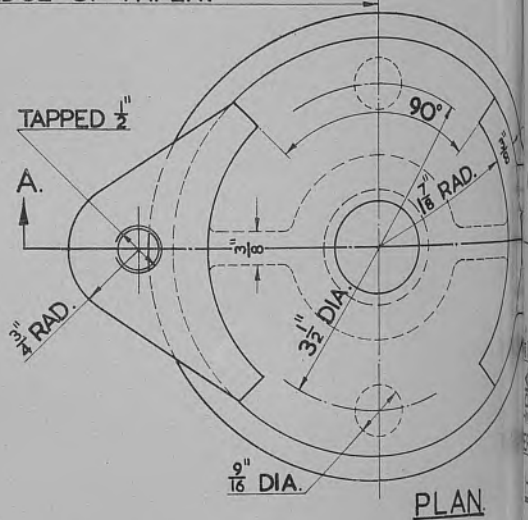
QUESTION PAPER

FIGURES



ELEVATION.

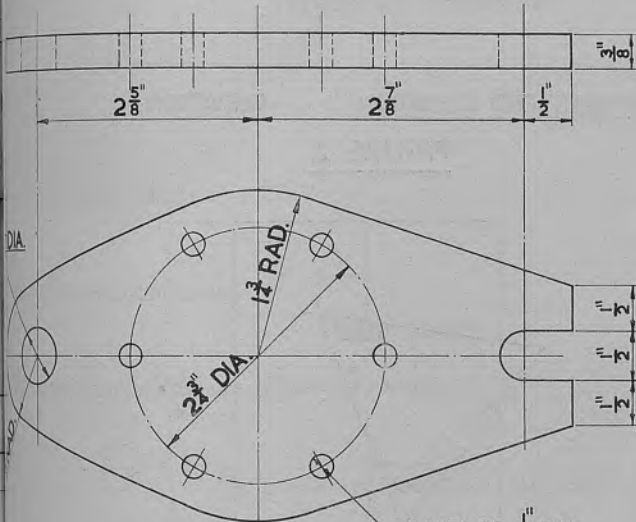
6" FROM EDGE OF PAPER.



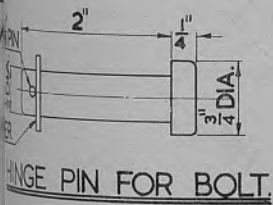
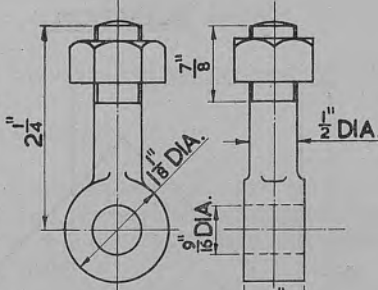
PLAN.

FIXTURE BODY.

FIG. 1.



DRILLING PLATE. 6 HOLES $\frac{1}{4}$ " DIA. EQUI - SPACED.



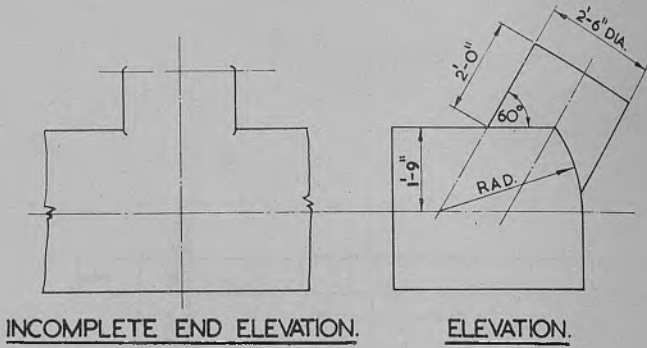


FIGURE 2.

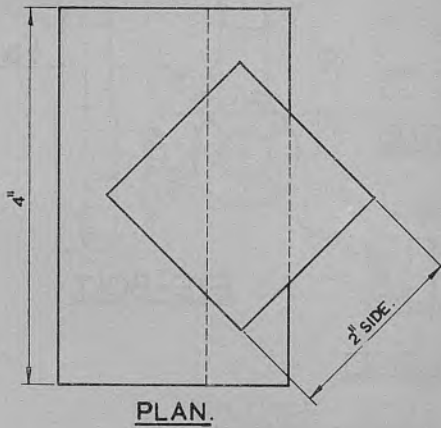
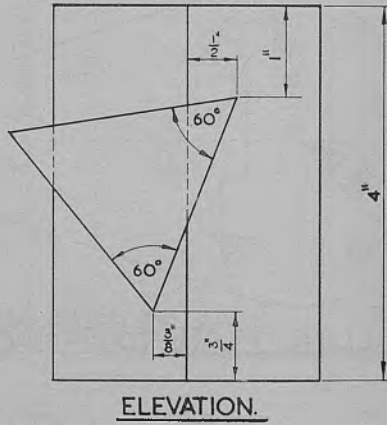


FIGURE 3.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(WOODWORK)—PRACTICAL TEST

Thursday, 22nd March—9.15 A.M. to 11.15 A.M.

Candidates should make

THE JOINT

the details of which are shown in sketch.

100 marks are assigned to this test.

N.B.

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted use your own judgement.
3. Do not use files or glasspaper.
4. Additional wood is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that clean cut and well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on each piece of wood.

MATERIALS

Japanese Oak or other suitable hardwood.

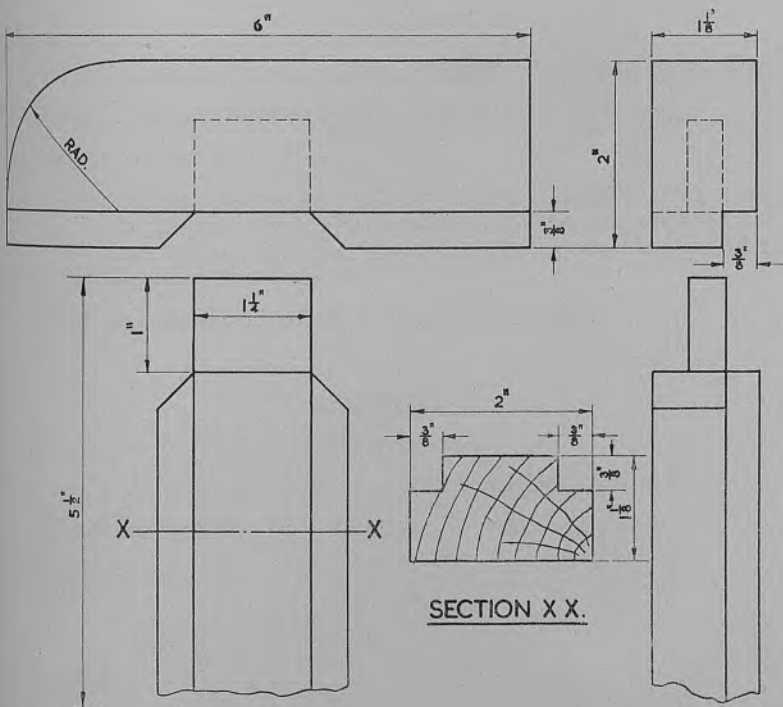
1 piece 12 in. by 2½ in. by 1½ in. planed to correct thickness.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
WOODWORK LOWER GRADE
PRACTICAL TEST PAPER

Figure



[81 (a)]

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—WOODWORK—PRACTICAL TEST

Thursday, 22nd March—9.15 A.M. to 12.15 P.M.

Candidates should make

THE CORNER JOINTS,

The details of which are shown in sketch.

100 marks are assigned to this test.

N.B.—

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted, use your own judgement.
3. Do not use files or glasspaper.
4. Additional wood is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that clean cut and well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on each piece of wood.

MATERIALS

Japanese Oak or other suitable hardwood.

1 piece $7\frac{1}{2}$ in. by $3\frac{1}{8}$ in. by $1\frac{1}{8}$ in. planed to correct thickness.1 piece 17 in. by $2\frac{5}{8}$ in. by $\frac{3}{4}$ in. planed to correct thickness.

Woodwk.

Higher

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

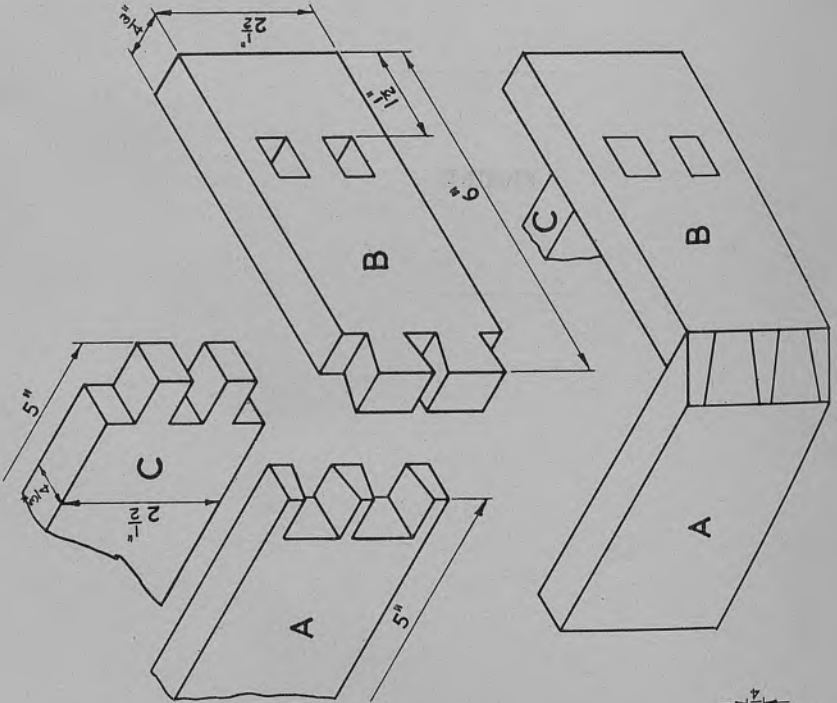
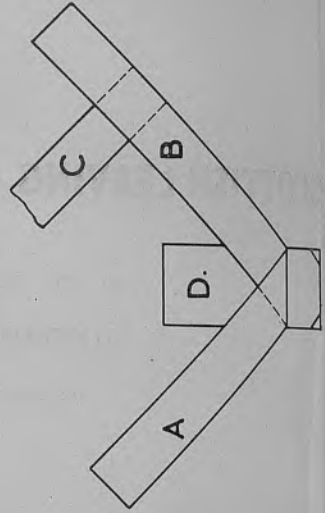
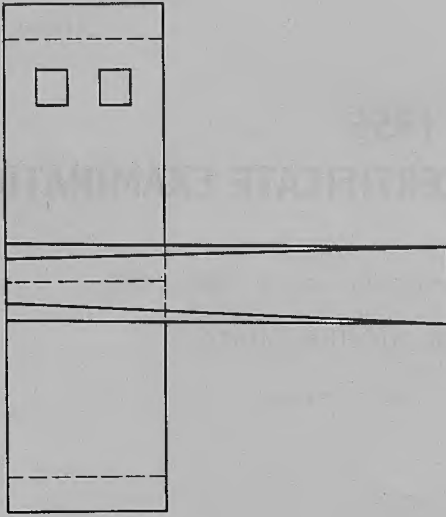
TO BE DISTRIBUTED WITH THE

WOODWORK HIGHER GRADE

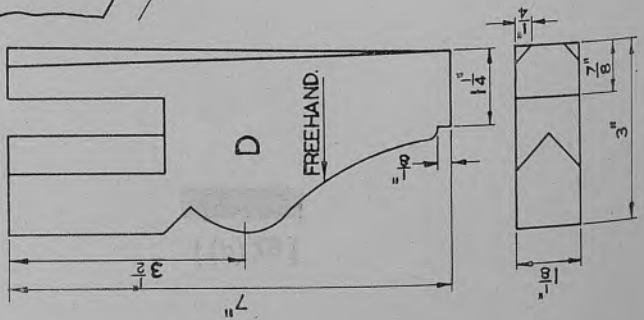
PRACTICAL TEST PAPER

FIGURE

ASSEMBLY.



DETAILS.



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—METALWORK—PRACTICAL TEST

Thursday, 22nd March—9.15 A.M. to 11.15 A.M.

Candidates should make

THE DOVETAIL-MITRE MARKER,

the details of which are shown in the sketch.

100 marks are assigned to this test.

N.B.—

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted, use your own judgement.
3. Do not use emery cloth.
4. Additional metal is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on a label and attach to each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Supervisor.

MATERIALS

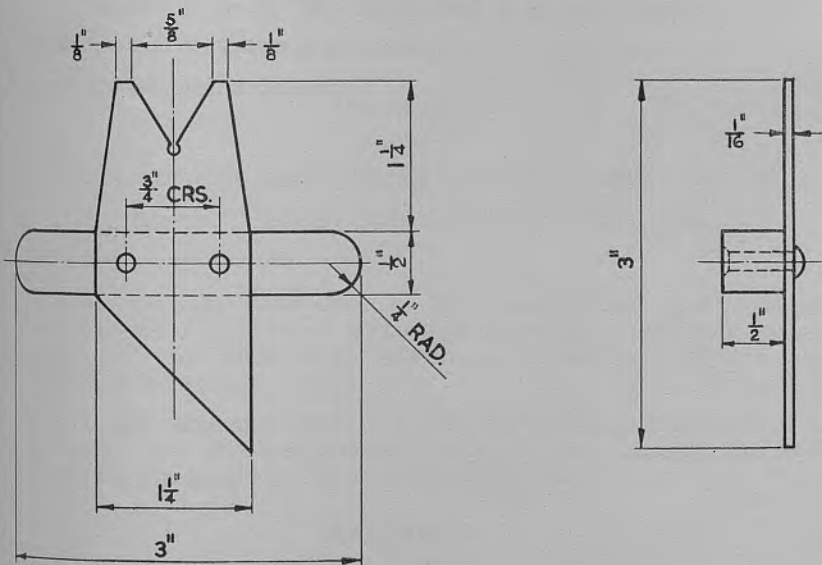
- 1 piece M.S. BRIGHT $3\frac{1}{4}$ in. by $1\frac{1}{4}$ in. by $\frac{1}{16}$ in.
1 piece M.S. BRIGHT $3\frac{1}{4}$ in. by $\frac{1}{2}$ in. by $\frac{1}{2}$ in.
2 M.S. rivets $\frac{1}{8}$ in. diameter by $\frac{3}{4}$ in. long, snap heads.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
METALWORK LOWER GRADE
PRACTICAL TEST PAPER

Figure



[83 (a)]

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(METALWORK)—PRACTICAL TEST

Thursday, 22nd March—9.15 A.M. to 12.15 P.M.

Candidates should make

EITHER

ARTICLE No. 1, THE SLIDING MECHANISM

OR

ARTICLE No. 2, THE BASE FOR A NIGHT LIGHT,

the details of which are shown in sketches.

100 marks are assigned to this test.

N.B.—

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted use your own judgement.
3. Do not use emery cloth.
4. Additional metal is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on a label and attach to each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Supervisor.

MATERIALS

Article No. 1—1 piece M.S. bar 9 in. by $\frac{5}{8}$ in. by $\frac{3}{16}$ in.
 1 piece M.S. bar 6 in. by $\frac{3}{8}$ in. diameter.
 1 piece M.S. BRIGHT bar $2\frac{3}{4}$ in. by $\frac{5}{8}$ in. by $\frac{3}{16}$ in.
 1 piece M.S. BRIGHT bar $3\frac{1}{4}$ in. by $\frac{3}{8}$ in. by $\frac{3}{8}$ in.

Article No. 2—Tinplate, Copper or Brass, S.W.G.22.
 1 piece $6\frac{1}{2}$ in. by $6\frac{1}{2}$ in.
 1 piece $16\frac{1}{2}$ in. by $\frac{7}{8}$ in.
 1 piece 4 in. by $1\frac{1}{2}$ in.
 8 rivets, $\frac{3}{32}$ in. dia. by $\frac{1}{2}$ in. long, snap heads.

Metalwk.

Higher

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
HIGHER GRADE METALWORK

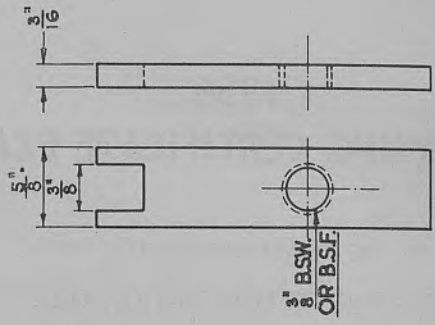
PRACTICAL TEST PAPER

FIGURES

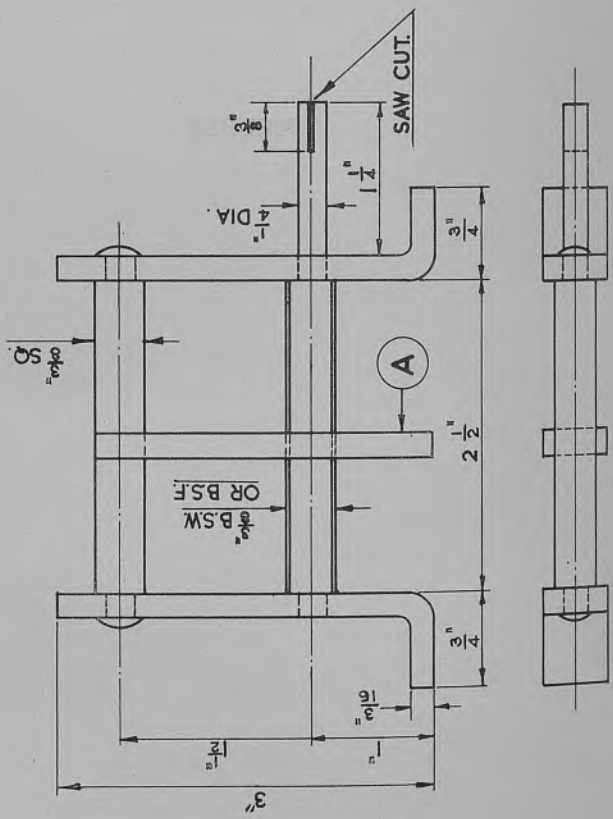
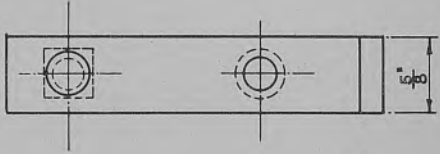
[TURN OVER

[84 (a)]

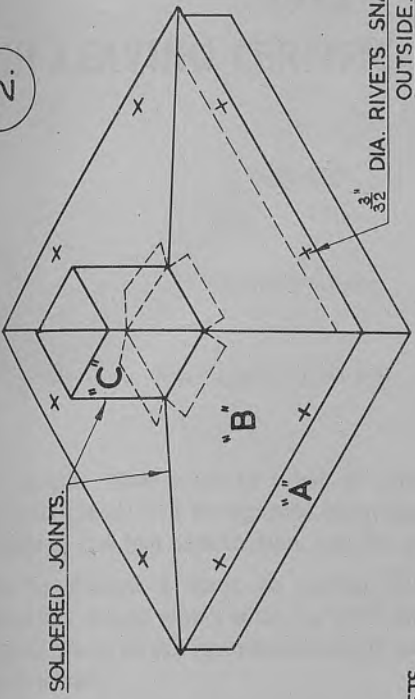
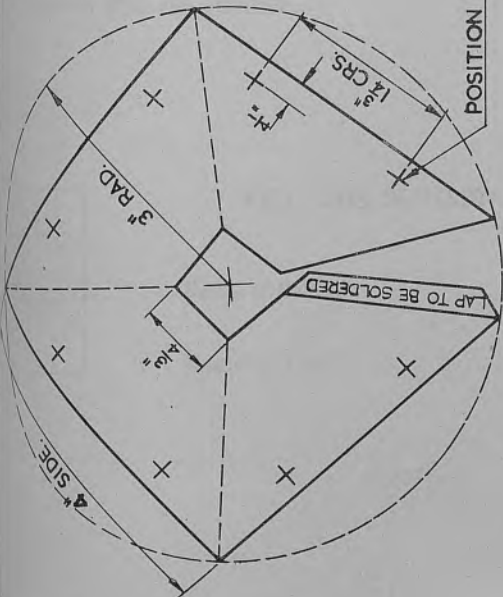
1.



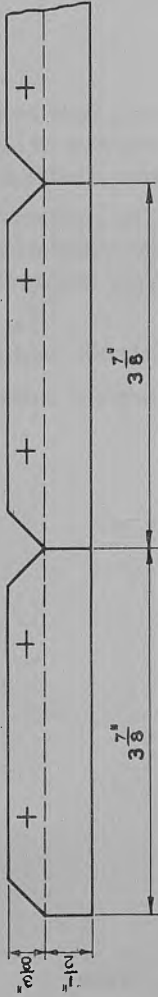
DETAIL OF A.



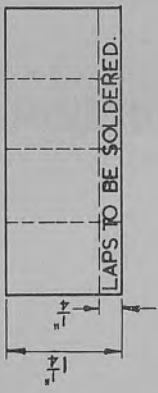
2.



DEVELOPMENT OF "B"



PART DEVELOPMENT OF BASE "A"



DEVELOPMENT OF "C"

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

LOWER GRADE

Monday, 5th March—1.30 P.M. to 3.30 P.M.

Write in ink. Care must be taken to make the notation clear ; notes indistinctly placed will be regarded as wrong. Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The answers to Section I must be written in the space provided on this examination paper, which must be given up with the examination book. The ruled pages in the examination book may be used for rough work on these questions.

The answers to Section II are to be written in the examination book provided.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

Number of seat occupied at examination.

FILL THIS IN FIRST

Name of School.....

Name of Pupil

[TURN OVER

SECTION I

ALL the questions in this section should be attempted.

1. Write in staff notation a melody suitable for singing to **one** of the following stanzas. Place each syllable of the words below the note or notes to which it is to be sung. Add a musical term to indicate tempo or mood, and insert expression marks where necessary. Words or phrases may be repeated.

“ Love on my heart from heaven fell,
Soft as the dew on flow'rs of spring,
Sweet as the hidden drops that swell
Their honey-throated chalice.”

Bridges.

OR


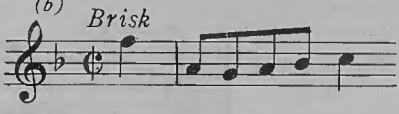
“ Good people all, of every sort,
Give ear unto my song ;
And if you find it wond'rous short,
It cannot hold you long.”

Goldsmith.

(28)



2. Continue **one** of the following to make a tune of eight bars in length, ending on the tonic. (a) is to be continued in the style of a saraband, (b) is to be continued in the style of a bourrée. Add phrasing and expression marks, and, if necessary, signs to indicate legato and staccato. (26)

(a) *Slow*  OR (b) *Brisk* 

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

Empty musical staff with treble clef and one flat key signature.

3. (a) Complete the re-writing of the following horn parts on four staves, at the pitch they sound; i.e. transpose down a minor sixth (without key-signature) the parts for the first, third, and fourth horns. Use the clefs and the staves provided, and omit the slurs. (10)

Largo

Horns I & II
in E

Horns III & IV
in E

Largo

Horn I

Horn II

Horn III

Horn IV

The image shows a musical score for horn parts. The top section contains two staves: Horns I & II in E and Horns III & IV in E, both marked 'Largo'. The bottom section contains four staves for individual horns: Horn I, Horn II, Horn III, and Horn IV, also marked 'Largo'. Horn I, III, and IV are blank. Horn II has a partial line of music starting with a quarter note G2, followed by eighth notes A2, B2, C3, D3, E3, and a quarter note F#3.

(b) Is the above extract likely to be from a work composed before 1750, or from one composed after 1850?

Give, **very briefly**, the reason for your answer.

..... (2)

(c) What is the purpose of the slurs in the above extract?

..... (1)

(d) If the above passage were written for strings, what would be the purpose of the slurs?

..... (1)

(e) Name a transposing instrument in the wood-wind section of the orchestra. (1)

(f) Name a transposing instrument, other than the horn, in the brass section of the orchestra. (1)

(Total marks = 16)

SECTION II

Answer question 7 and ONE other question from this section.

4. (a) Name two folk-songs; state the country of origin of each. (2)
- (b) Name two eighteenth century arias which are written in ternary form; state the composer of each. (4)
- (c) Name two songs, not folk-songs or arias, one written between 1800 and 1850, and the other written after 1850. Name the composer of each. (4)
- (d) Quote in staff notation at least four bars of any **one** of the six songs you have named. (4)

(Total marks = 14)

5. (a) For each of the following, name a composer associated with it:—
leit motif; fugue; nocturne; concerto; oratorio; symphonic poem. (6)
- (b) Choose **four** of the composers you have named, and state the period of musical history to which each belongs. (4)
- (c) Quote in staff notation at least four bars from a relevant work by any **one** of the composers you have named. (4)

(Total marks = 14)

6. (a) Tabulate the recapitulation section of first-movement form. (6)
- (b) Name two other forms which are frequently used in a sonata. (2)
- (c) Name two composers who are associated with the evolution of sonata form. (2)
- (d) Quote in staff notation at least four bars of any sonata or sonatina which you have heard or played. (4)

(Total marks = 14)

7. (a) List the wood-wind instruments used in the Prelude to Act III of "Die Meistersinger von Nürnberg". (2)

(b) What is the form of the Allegro section in the overture "Leonore, No. 3" by Beethoven? (2)

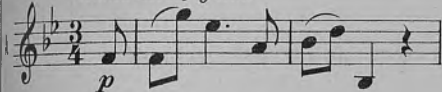
(c) For what solo voices did Bach write the parts of the Evangelist and Christ in his "St. Matthew Passion"? (2)

(d) Quote in staff notation at least four bars of the first movement of Mozart's piano concerto in A major. (4)

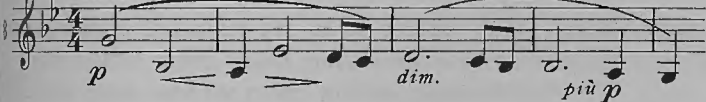
(e) Identify any **THREE** of the following extracts. Name the work, and the movement if it contains more than one movement, the composer, and the date of its composition. (6)

(Total marks = 16)

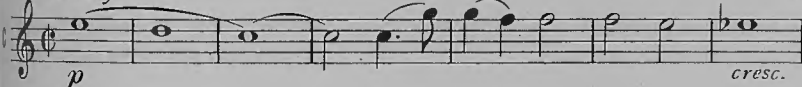
Moderately fast



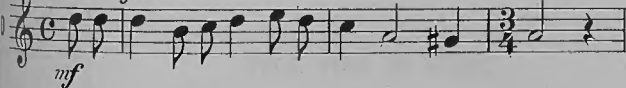
Slow



Lively



Rather fast



Quick



At a moderate speed



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(FIRST PAPER)

Monday, 5th March—1.30 P.M. to 3.30 P.M.

1.B.—Write in ink, clearly and legibly. Care must be taken to make the notation clear ; notes indistinctly placed will be regarded as wrong.

All the answers to this paper are to be written in the spaces provided in this examination paper, which must be given up with all sheets of manuscript music paper used for rough working attached to it.

In order to obtain a pass in the whole examination, candidates must satisfy the examiners in this paper.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

FILL THIS IN FIRST

Name of School

Name of Pupil

Number of seat
occupied at
examination.

[TURN OVER

PAPER I

All candidates must answer **THREE** questions ; the question in Section I, **ONE** question from Section II, and **ONE** question from Section III.

SECTION I

1. Add simple alto, tenor and bass parts to the given melody. In the bars marked *, crotchet movement should be introduced in one (or more, if desired) of the added parts. (28)

SECTION II

Answer ONE question only, in this section.

2. The following imaginary folk-tune is to be sung by tenor voices (the double G clef is to remind you that it sounds an octave lower than it is written).

At (a) write a simple but pleasing part for bass voices to sing below the melody, to form satisfactory two-part harmony. There should be no crossing of parts.

At (b) write a descant, consisting chiefly of dotted crotchets and dotted minims, for female voices to hum above the melody. Remember that the tenor melody sounds an octave lower than it is written, so there is no need for the descant to lie high.

(Note.—(a) and (b) are not intended to be performed together.) (20)

With a gentle lilt (a)

Tenor

la la la la la la la la (etc)

Bass

With a gentle lilt (b)

Descant

la la la la la la la la (etc)

Tenor (melody)

3. The excerpt printed below is by Schumann (Op. 72). Read it over carefully and try to hear the sound of it in your mind, then answer the questions which follow.

Moderato

Piano

1 2 3

4 5 6 7

8 9 10

11 12 13

14 15 16

(i) Give one word which describes the general style of this passage.
..... (1)

(ii) Name the particular form of composition of which this extract is the beginning. (1)

(iii) Analyse the "form" of this extract, and describe **very briefly** the principles of construction followed in composing a complete example of this form. (*Note*: Your answer should consist of short factual statements and it should not occupy more space than is provided here. If extra space is really necessary, use page 10.) (8)

(iv) Name as required below, the chords in bars 15 and 16; state the position of the chord, and the key to which it relates (e.g. dom. 7th, 2nd inversion, key C). The chord forming the

- Bar 15 { (a) 1st half of the 1st beat
- { (b) 2nd half of the 1st beat
- { (c) 2nd half of the 2nd beat.....
- { (d) 2nd half of the 3rd beat.....
- { (e) 2nd half of the 4th beat.....
- Bar 16 { (f) 1st half of the 1st beat
- { (g) 2nd half of the 2nd beat.....
- { (h) 3rd beat

(10)

(Total marks = 20)

SECTION III

Answer ONE question only, in this section.

4. Write a melody to suit **one** of the following stanzas. The setting should be within the range of an average high voice or an average low voice ; state at the beginning whether it is intended for high (soprano or tenor) voice, or low (alto or bass) voice. Harmonize four cadences and indicate the modulations. Insert expression marks where necessary and place at the beginning a musical term to indicate speed or style. Write each syllable of the words below the note or notes to which it is intended to be sung. (22)

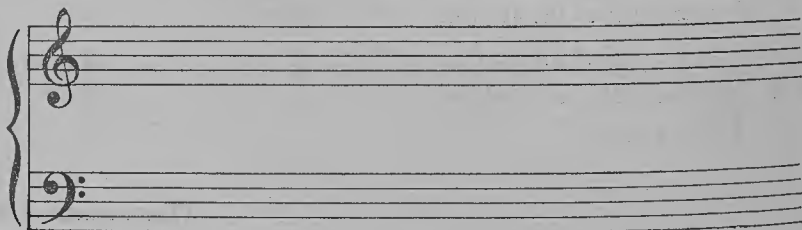
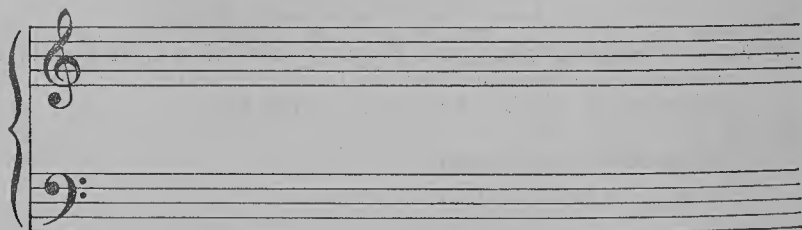
“ In the sweet shire of Cardigan,
Not far from pleasant Ivor Hall,
An old man dwells, a little man,
I’ve heard he once was tall.
Full five-and-thirty years he lived,
A running huntsman merry ;
And still the centre of his cheek
Is red as a ripe cherry.”

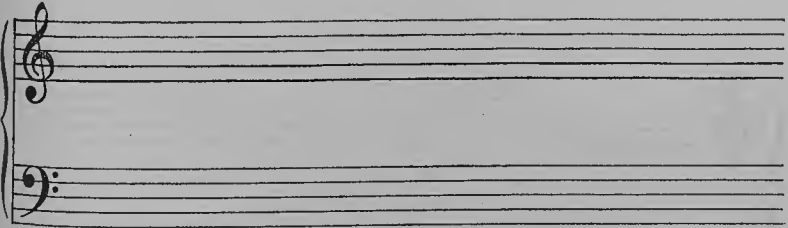
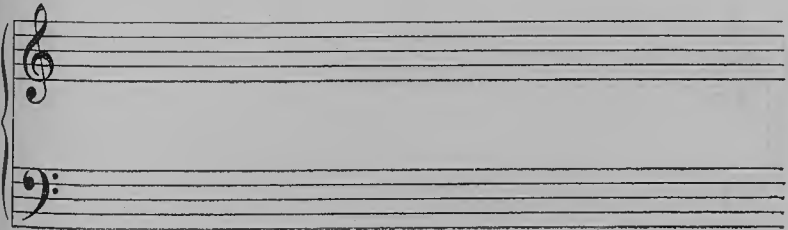
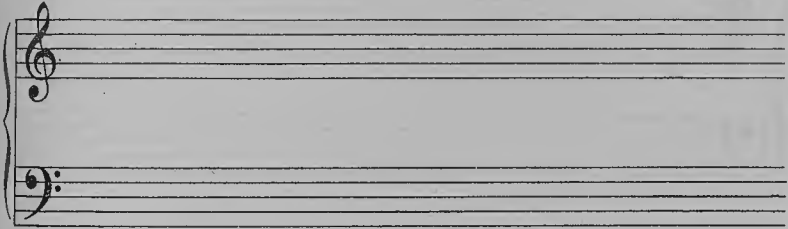
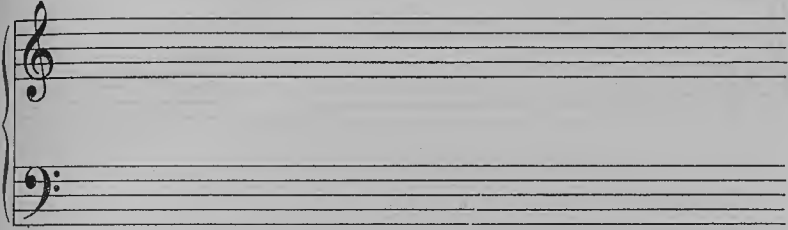
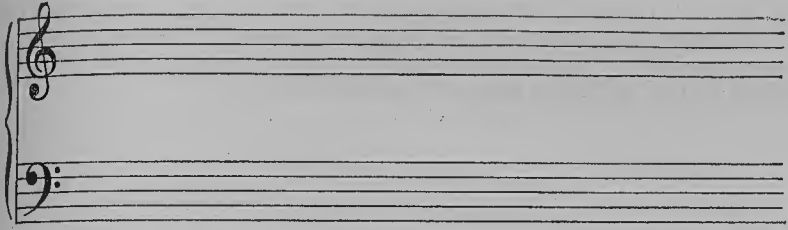
Wordsworth.

OR

“ There was no song nor shout of joy,
Nor beam of moon or sun,
When she came back from the voyage
Long ago begun ;
But twilight on the waters
Was quiet and grey,
As she glided steady, steady and pensive,
Over the open bay.”

Squire.

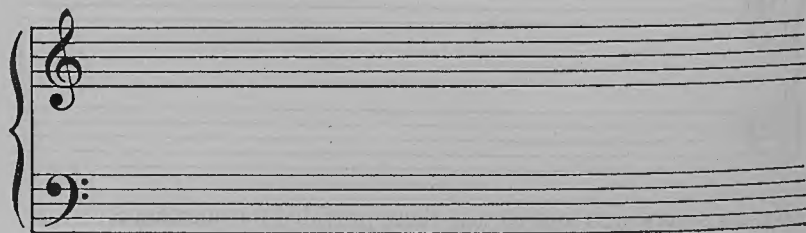
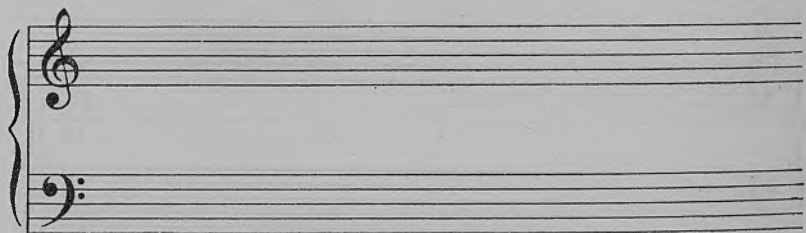
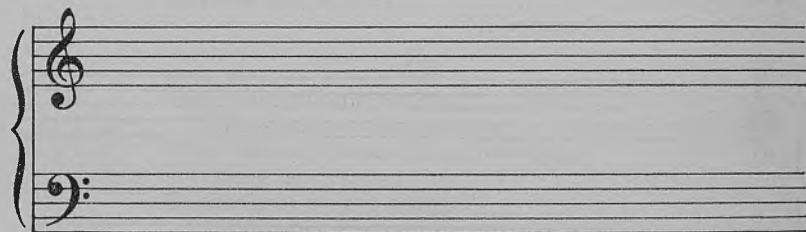
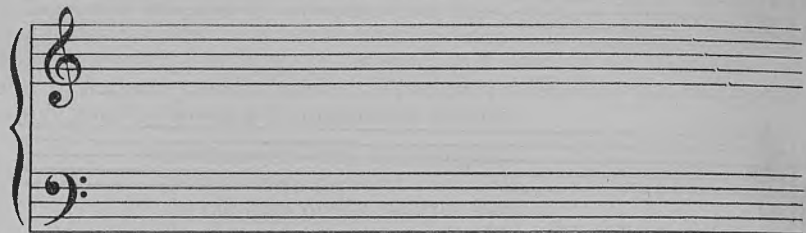


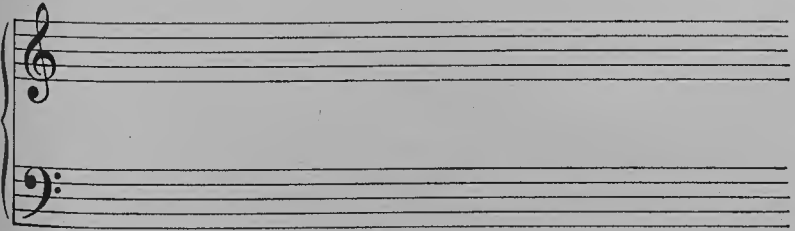
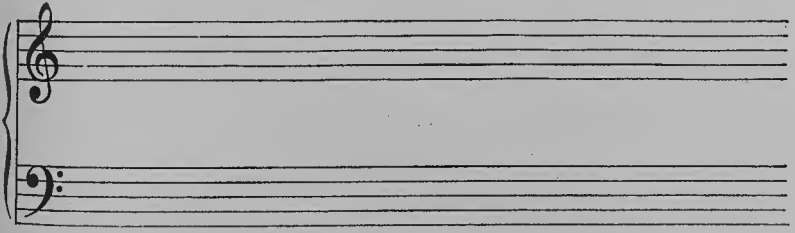
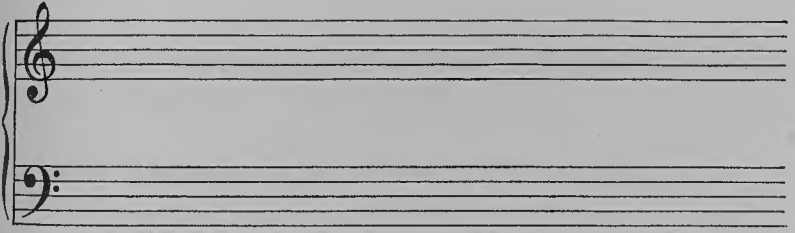
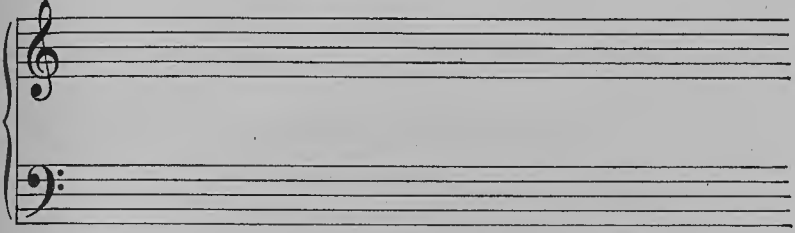
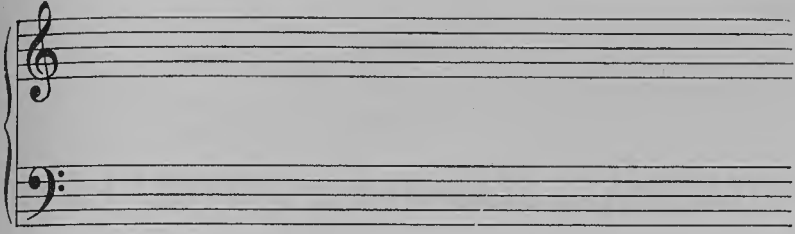


(If extra staves are required, use those provided for question 5.)

5. Write an original 16-bar melody in the form of either a gavotte or a gigue. It should contain at least one modulation. Harmonize the cadences at the end of each four bars. Use a musical term to indicate the tempo or style, insert phrasing marks, and show where the modulations occur.

(22)





(If extra staves are required, use those provided for question 4.)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(SECOND PAPER)

Monday, 5th March—11.0 A.M. to 12 NOON.

N.B.—Write in ink. Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

All answers are to be written in the examination book provided.

The value attached to each question, or to each part of a question, is shown in brackets after the question.

[TURN OVER

PAPER II

Answer Question 4 and ONE other question.

(The themes printed opposite must not be used for quotation.)

1. Name some ways in which a composer varies the original theme to form variations.

Name three sets of variations which differ from each other in general style; give the names of the composers and the approximate date of each work.

Describe in general terms how a set of variations written during the last 80 years or so differs from a set written in the days of Bach and Handel.

Quote in staff notation a few bars of a theme from one of the works selected. (14)

2. Certain composers have introduced new and original ideas into their works (e.g. harmonic treatment, modifications of form); others have perfected the established forms and treatments of their period. Name two composers of each type (four in all), give their dates, and describe briefly their innovations, or how they perfected existing forms. Refer to some specific compositions where you can.

Quote in staff notation a few bars of a theme from one of the compositions you have mentioned. (14)

3. Write some very brief notes showing in chronological order the history and development of song (i.e. solo-song) from Tudor times to the present century. Mention various types or forms of vocal solo and name some composers, giving their dates, who have contributed to the development of song forms.

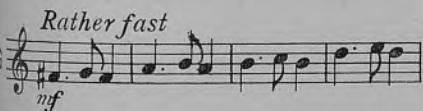
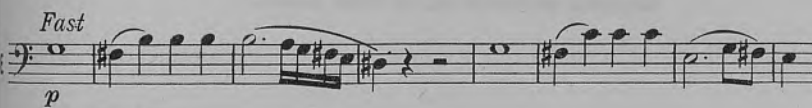
Quote in staff notation a few bars from any one of the songs you have mentioned. (14)

4. Identify **four** of the following excerpts from the list of pieces prescribed for study. Name the work, and the movement if it contains more than one, the composer, and the date of its composition. (6)

Write a short factual paragraph about the form and general characteristics (including the instruments used if it is scored for orchestra) of **one** of the works or movements you have identified. (5)

Quote a few bars of at least one principal theme from the work or movement about which you have written. (5)

(Total marks = 16)



1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday 21st March—9.15 A.M. to 12.15 P.M.

Your figure composition must be done in colour, using water colour, gouache (body colour), poster or powder colour, but NOT oil colours or pastels. It should fill the sheet of paper with which you have been supplied. Due credit will be given to preliminary sketches. These must be done on the sheet marked "Preliminary Sketching" and attached to the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. The Guisers.
2. Sea Harvest.
3. "And in the shade beside the road,
Another picnic tea."
4. "Wherever crowds are thickest
These merchants stand all day,
With every kind of 'novelty'
Spread out upon a tray."

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(SECOND PAPER)—DESIGN

Wednesday, 21st March—1.30 P.M. to 4.0 P.M.

Note.—Tracing paper, which should be handed to the supervisor **SEPARATELY** from your finished work, may be used to repeat patterns. Any preliminary sketches must be done on the paper marked "Preliminary Sketching" and attached to the completed designs. Colour work must be executed in water colour, gouache (body colour), poster or powder colour.

100 marks are assigned to this paper.

Answer **ONE** of the following questions.

1. Design in colour an all over pattern for window curtains in a rather dark living room. Complete six repeats (size of repeat, 5 inches by $3\frac{1}{2}$ inches) and state by what process and on what fabric your design would be carried out.

2. Design in colour an embroidered rectangular table-mat measuring 12 inches by 9 inches. Paint part of the design in such a way as to suggest the stitches to be used. State the type of fabric and thread you would use and name the stitches.

3. Design the front cover (10 inches by 7 inches, short side upright) and the spine (7 inches by $1\frac{1}{2}$ inches) of a child's picture book entitled "Our Transport." The title should be incorporated in the design.

4. Design an electric table lamp making such drawings as will show (a) measurements, (b) materials and construction, and (c) the appearance of the finished article. The lampshade should be included.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(THIRD PAPER)—REPRESENTATIONAL DRAWING
AND PAINTING

Friday, 23rd March—9.15 A.M. to 12.15 P.M.

100 marks are assigned to this paper.

Choose **ONE** of the following alternatives.

(a) *Still-Life Group*

On the sheet of paper supplied to you paint the group set before you. The painting should fill the paper. Only water colour or gouache (body colour) may be used.

or

(b) *Plant Form*

(1) On the first sheet of paper make a detailed study in *pencil* of the spray of leaves provided.

(2) On the second sheet of paper make a study in colour from the flower or potted plant provided. Only water colour or gouache (body colour) may be used. Do not draw the container which holds the plant.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 23rd March—9.15 A.M. to 11.45 A.M.

100 marks are assigned to this paper.

On the sheet of paper supplied to you make a detailed study *either* of the full figure *or* of the head of the model posed for you. You may use pencil, pen and ink, gouache (body colour) or water colour.

If you draw from the full figure, the chair in which the model is posed should be indicated but not drawn in detail.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

HIGHER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 21st March—9.15 A.M. to 12.15 P.M.

Your figure composition must be done in colour, using water colour, gouache (body colour), poster or powder colour, but NOT oil colours or pastels. It should fill the sheet of paper with which you have been supplied. Due credit will be given to preliminary sketches. These must be done on the sheet marked "Preliminary Sketching" and attached to the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. The Puppet-makers.
2. Children's Playground.
3. The emigrants.
4. " And gossip goes on to a fearful extent,
Since customers shop at their ease ;
And everything lives in the glorious scent,
Of calico, bacon and cheese."

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(SECOND PAPER)—DESIGN

Wednesday, 21st March—1.30 P.M. to 4.0 P.M.

A sheet of "Preliminary Sketching" paper may be used for rough work, and tracing paper may be used in Questions 1, 2, 3, and 4. These extra papers should be handed in **SEPARATELY** from your finished work.

100 marks are assigned to this paper.

Choose **ONE** of the following alternatives.

1. A work-bag is formed of a base 6 inches square, and four rectangular sides each measuring 9 inches by 6 inches. Design, in colour, a decoration suitable for embroidering on one of the sides. State what fabric and thread you would use and name the stitches in which the different parts of the decoration are to be carried out. Show the method of opening and closing the bag.

2. Make a design in colour for a silk scarf 36 inches square. The design should be suitable for block-printing or screen printing. You are required to draw only one quarter of the design, (half-size, 9 inches by 9 inches). An appropriate border or edging should be included.

3. Design in colour a paper book-jacket for a book entitled "Gateway to Adventure." The title should be included. The book measures 9 inches by 6½ inches, with 1½ inch spine.

4. Design a repeating pattern suitable for the curtains of a hotel lounge or dining room. Complete one repeat in colour full size (9 inches by 6½ inches). Add a small sketch sufficient to make clear the arrangement of the repeats on the material and show also the colour scheme of walls, woodwork and carpet.

5. Using a lettering pen of suitable size, write, in black, the following verses, leaving well-spaced margins and adding, in black or in colour, an appropriate tailpiece decoration.

A Summer's Day

The Cock has crow'd an hour ago,
'Tis time we now dull sleep forego ;
Tired Nature is by sleep redress'd,
And Labour's overcome by rest.

We have outdone the work of Night,
'Tis time we rise t'attend the Light,
And ere he shall his beams display,
To plot new business for the day.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

HIGHER GRADE—(THIRD PAPER)—

REPRESENTATIONAL DRAWING AND PAINTING

Friday, 23rd March—9.15 A.M. to 12.15 P.M.

100 marks are assigned to this paper.

Still-Life Group

On the sheet of paper supplied to you paint the group set before you. The painting should fill the paper. Only water colour or gouache (body colour) may be used.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 23rd March—9.15 A.M. to 11.45 A.M.

100 marks are assigned to this paper.

On the sheet of paper supplied to you make a detailed study **either** of the full figure **or** of the head of the model posed for you. You may use pencil, pen and ink, gouache (body colour) or water colour.

If you draw from the full figure, the chair in which the model is posed should be indicated but not drawn in detail.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FIFTH PAPER)

Friday, 23rd March—1.30 P.M. to 3.45 P.M. (2 hours + 15 minutes break)

SECTION I—HISTORY AND APPRECIATION OF PAINTING AND ARCHITECTURE—(1.30 P.M. to 2.30 P.M.)

TWO questions should be attempted, No. 1, and any other.**25 marks are assigned to each question.****Either**1. Answer **briefly** any **five** of the following :—

- (a) Whom do you consider to be the two most important English landscape painters of the first half of the 19th century? Give two examples of the work of each.
- (b) Describe **either** "The Surrender of Breda" by Velasquez **or** "The Rout of San Romano" by Uccello.
- (c) To what school of painting did the brothers Van Eyck belong? Describe one painting by either.
- (d) Name any **three** French post-impressionist painters. Which of them had, in your opinion, the greatest influence on later painting? Give one example of his work.
- (e) Which Scottish painter of the late 18th and early 19th centuries is comparable with Romney or Reynolds as a painter of portraits? What are the chief characteristics of his style?
- (f) Name two Scottish artists whose names are associated with that of S. J. Peplow. What school of painting had the greatest influence on their work?

OrAnswer **briefly** any **five** of the following :—

- (g) Sketch the main features of the west front of a typical Gothic cathedral.
- (h) Who designed the dome of St. Peter's at Rome? Name two other Italian Renaissance architects and give one example of the work of each.
- (k) What sources of decoration were used by the Egyptians? Sketch the capital of an Egyptian column.
- (l) Who was responsible for designing many London churches after the fire of 1666? Give two examples of his work and state the style of architecture.
- (m) What features are typical of Scottish domestic architecture?
- (n) In what architectural styles were the following built :—Roslin Chapel; Glamis Castle; Kelso Abbey; Paisley Abbey; Culzean Castle?

2. Compare the religious paintings of El Grcco with those of Rembrandt or of Stanley Spencer.
3. Give an account of 18th century British portraiture.
4. Only a few paintings by Leonardo Da Vinci are known to exist. Suggest reasons for this and describe in detail **either** "The Virgin of the Rocks" or "The Last Supper".
5. Choose **two** of the following movements, and write a brief note on each, mentioning the outstanding artists :—Impressionism ; Cubism ; Surrealism.
6. Name any **three** buildings which form part of the Acropolis at Athens. Describe **one** in detail and illustrate your answer with sketches.
7. Draw a simple plan of the buildings which form a monastic, cathedral or abbey group. Name the various parts.
8. What materials and methods of construction were used by the Romans ? What influence did they have on later architectural styles ?
9. What effect did the Renaissance have on architecture in Europe ? Describe any outstanding example of Scottish or English Renaissance architecture.

SECTION 2—DRAWING FROM LIFE—(2.45 P.M. to 3.45 P.M.)

(50 marks are assigned to this section)

On the single sheet of cartridge paper provided make **two** drawings, one of each model. Each drawing should occupy approximately half the sheet of cartridge paper provided. Including any rest periods (3 minutes) each pose will be of 25 minutes duration, and 10 minutes will also be allowed for the posing of the second model.

N.B.—A finished drawing of each model is not desired. Any object whose sole function is to enable the model to maintain the pose should be indicated but not drawn in detail.

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOKKEEPING

LOWER GRADE

Wednesday, 14th March—9.15 A.M. to 11.15 A.M.

Marks will be deducted for careless or badly arranged work.

The value attached to each question is shown in brackets after the question.

1. Explain—Fixed assets : purchase tax : specially crossed cheque. (15)
2. What do you understand by the term “working capital”? Which items in a firm's balance sheet would you take into account when calculating the amount of its working capital? (15)
3. The Newtown Secondary School, which had a roll of 560 pupils, decided to publish a school magazine. The articles were written by the pupils and four gross copies were printed at a cost of £2 2s. per gross. Various incidental expenses, which were paid in cash, amounted to £2 8s. 9d.
All except 45 of the pupils purchased copies at 6d. each : the 25 members of staff each paid 1s. for his copy. Donations received amounted to 15s. and £4 10s. was received from local firms for advertising space. Six copies were supplied to local newspapers free of charge.

When the accounts for the magazine were closed on 30th June, 1955, it was found that one advertiser, who owed £1 10s., had not settled his account and that sundry expenses outstanding amounted to 18s. 9d.

Prepare the Magazine Income and Expenditure Account. (18)

[TURN OVER

4. On 1st February, 1956, the balances in the books of W. Aitken were as follows:—cash in hand, £30; cash at bank, £103; stock of goods, £754; fixtures and fittings, £232; sundry debtors (J. Bullock, £38; R. Cole, £45; C. Herd, £56) £139; sundry creditors (J. Keir, £82; P. Adie, £64) £146; bills receivable (No. 63, on B. Bell, due 6/2/56, £96; No. 67, on C. Herd, due 3/3/56, £78) £174; bill payable (No. 31, to T. Ross, due 17/2/56) £234; investments, £1,450; provision for taxes, £228; insurance paid in advance, £36.

The balance represents W. Aitken's capital.

On the same date he agreed to admit his manager, J. Oswald, into partnership on the following terms:—

- (a) Oswald was to contribute £750 as his capital.
- (b) The goodwill of the business was to be valued at £450.
- (c) Oswald was to receive, in addition to one-fourth share of the profits, a monthly salary of £45 for his services.

Open the necessary books of account and record therein the above and the following transactions. Bills books are to be kept. Make up the ledger account of R. Cole **only**. No other transactions are to be posted to the ledger.

All payments were made by cheque, unless otherwise stated, and all receipts were paid into the bank on the days they were received.

1956

- Feb. 1. J. Oswald duly paid his capital into the firm's bank account.
- „ 3. Bought of P. Adie goods value £38.
- „ 4. R. Cole paid by cheque amount owing and bought goods value £28.
- „ 6. Bill No. 63, due to-day, duly met.
- „ 8. Bank advised that R. Cole's cheque had been returned, marked "Refer to drawer".
- „ 8. Sold to C. Herd goods value £65, less 10 per cent. trade discount.
- „ 9. Received from P. Adie credit note for allowance on damaged goods, £4, and accepted his bill at one month for total amount owing.
- „ 10. J. Keir stated that R. Cole's bill for £50, which had been endorsed to him, had been dishonoured by non-payment: sent cheque in lieu.
- „ 11. C. Herd returned goods value £7 10s. gross and accepted bill for £105 at sixty days in full settlement of total amount owing.
- „ 13. Paid Collector of Taxes amount of assessments, £217.
- „ 14. Received dividends on investments, £74.
- „ 15. Discounted at bank C. Herd's acceptance: amount received £103 10s.
- „ 17. Duly met at bank bill No. 31.
- „ 18. Spotts collecting agency stated that they had succeeded in obtaining payment from J. Bullock of the amount he owed and sent cheque for this sum, less their fee of 10 per cent.
- „ 20. T. Grey, whose debt of £28 had previously been written off as bad, sent cheque in payment.
- „ 27. R. Cole redeemed in cash his dishonoured cheque, together with interest of £1 10s.
- „ 29. W. Aitken drew by cheque for his own use £50.
- „ 29. Gave away as free samples at local exhibition goods value £7 13s.
- „ 29. Cash sales for month £344.
- „ 29. J. Oswald's salary was duly paid by cheque. (52)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOK-KEEPING

HIGHER GRADE

Wednesday, 14th March—9.15 A.M to 11.15 A.M.

The value attached to each question is shown in brackets after the question.

Marks will be deducted for careless or badly arranged work.

1. What do you understand by the expression, "selling goods on consignment"? State the advantages and disadvantages and give examples of the use of this system. (14)

(Note.—Book-keeping entries are not required.)

2. X and Y, who have carried on business in partnership for some years, find themselves short of capital and suggest to Z that he should join the firm as a third partner and provide the money required, some £2,000. Audited accounts of the firm for the past three years are produced. To what items should Z, when investigating the offer, give special attention? (18)

3. S. Browne, who started business on 1st July, 1955, with a capital of £3,500, which he paid into the bank, has kept incomplete records. From an examination of his books, vouchers, etc., on 31st December, 1955, you extract the following information:—Purchases (a) goods, £10,400; (b) fixtures and fittings, £325; (c) motor vehicles, £1,260: sales of goods, £12,800: cash discounts received, £208: cash discounts allowed, £315: trading, office and delivery expenses, £2,764: drawings, £360: balances at 31st December, 1955, (a) sundry creditors, £970; (b) sundry debtors, £1,850: stocks at 31st December, 1955, (a) goods, £1,810; (b) petrol and oil, £45.

(a) What was S. Browne's balance at bank on 31st December, 1955?

(b) What was his net profit for the period after making allowance for (i) wages and salaries unpaid, £74; (ii) bad and doubtful debts, £91; (iii) depreciation of motor vehicles, £150; and (iv) interest on capital at 6 per cent. per annum?

(c) Draw up S. Browne's balance sheet as at 31st December, 1955. (24)

[TURN OVER

4. On 1st February, 1956, the balances in the books of Martin and Simpson were as follows:—cash in hand, £20 : stock of goods, £1,420 : plant and machinery, £3,640 : bank overdraft, £345 : sundry debtors (R. Dunn, £24 ; H. Carter, £63) £87 : sundry creditors (J. Smith £63 ; C. Luke, £84) £147 : bill receivable (No. 22 on H. Carter, due 15/2/56) £35 : bill payable (No. 17, to J. Smith, due 7/2/56) £114 : loan from J. Arthur, £900 : Martin, current account (Cr.), £339 : Simpson, current account (Dr.), £243 : Martin, capital, £2,250 : Simpson, capital, £1,350.

The partnership deed provided, *inter alia*, (a) that of the profits Martin should receive two-thirds and Simpson one-third, and (b) that Simpson should receive a salary of £55 per month for his services to the firm.

On the same day it was agreed (a) that W. Clark should be admitted to partnership, (b) that he should pay a premium of £600, which was to remain in the business, for one-fourth share in the firm, (c) that he should contribute £1,200 as his capital and (d) that the value of the plant and machinery should be written down by 15 per cent.

Open the necessary books of account and record therein the above and the following transactions. Bills books are to be kept. Balance off the bank cash book.

All payments were made by cheque, unless otherwise stated, and all receipts were paid into the bank on the days they were received.

Do **not** post any transactions to the ledger.

1956

- Feb. 1. Clark duly paid into bank the sum agreed upon.
- „ 4. Bought new engine on credit from Petters, Ltd., £230.
- „ 5. H. Carter paid on account £10.
- „ 7. Met at bank bill No. 17.
- „ 10. Sold to R. Dunn goods value £35, less 20 per cent. trade discount.
- „ 13. Repaid J. Arthur's loan, together with interest to date £27.
- „ 14. Bought of C. Luke goods value £120.
- „ 15. Bill No. 22 dishonoured by non-payment ; paid noting charges in cash, £1 4s.
- „ 16. Received letter from R. Dunn stating that, when the goods which were sent to him on 10th Feb. were delivered, they were so damaged that they were worthless ; took matter up with McKay's Express Co., the carriers, who agreed to accept liability for 75 per cent. of the value of the goods.
- „ 17. Martin took for his own use goods value £35.
- „ 25. Received from C. Luke credit note for allowance on goods, £6 15s., and gave in full settlement of amount owing bill for £190 at one month.
- „ 27. Drew from bank for office cash £75.
- „ 27. Agreed to accept from H. Carter, who was insolvent, composition of 15s. in the £ in full settlement, payable as to one-half in cash and one-half by bill at thirty days ; cheque and acceptance duly received.
- „ 28. Paid Clark for use of his private car on the firm's business £8 10s.
- „ 28. Bought National Insurance stamps for cash, £6 6s.
- „ 28. Paid in cash wages and salaries for month, £64, less National Insurance, £3 1s. 3d., and Income Tax, £3 8s.
- „ 29. Cash sales for month, £485.
- „ 29. Remitted to Collector of Taxes tax deducted from employees' remuneration, £3 8s.
- „ 29. Provide for salary due to Simpson. (44)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL ARITHMETIC

HIGHER GRADE

Friday, 16th March—9.15 A.M. to 10.45 A.M.

Candidates should attempt **SIX** questions, viz., the two questions in Section A and any four questions taken from Section B.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Four-place mathematical tables are provided.

All the working must be shown in its proper position in the answer and, when necessary, the different steps of the calculation should be shortly indicated in words.

Algebraical symbols may be used, if properly explained.

Marks will be deducted for careless or badly arranged work.

The value attached to each question is shown in brackets after the question.

Section A

The two questions in this section should be attempted.

1. On 3rd February, 1955, a merchant borrowed £912 10s. 0d. from his bank at $5\frac{1}{2}$ per cent per annum interest. On 8th July, the rate of interest was raised to $6\frac{1}{2}$ per cent per annum. How much did he give his bank on 5th November, 1955, to repay the loan and the interest due? (16)

2. A wholesale merchant fixed the list price of a machine so that, after allowing 20 per cent trade discount and 5 per cent cash discount, he might have a profit of $7\frac{1}{2}$ per cent on net selling price. (a) What was the list price of a machine for which he paid £87 17s. 6d? (b) If the cost price of the same machine rose by 9 per cent, what should be the new list price so that, after allowing the same rates of trade and cash discount, he might have the same rate of profit per machine as before? (20)

[TURN OVER

Section B

FOUR questions should be attempted from this section.

3. On 1st January, 1955, A and B entered into partnership with capitals of £6,000 and £4,000 respectively. The partnership deed provided that, after interest had been allowed on capital at the rate of 6 per cent per annum and B had received a salary of £600 per annum for his services to the firm, 10 per cent of the profits should be put to reserve and the remainder divided between the partners in proportion to capital. On 1st July, 1955, when C joined the firm with a capital of £2,000, it was agreed that, subject to the necessary adjustments on a time basis, the provisions of the partnership deed should remain in force.

Calculate how the profits for the year ending 31st December, 1955, which amounted to £5,260, were divided. (16)

4. A father wished to divide £2,500 between his two sons, aged 12 and 17 respectively so that, if the sum allotted to each was invested at $4\frac{1}{2}$ per cent per annum compound interest, each boy might receive the same sum of money on his 21st birthday. Find the amount allotted to each of the sons. (16)

5. A man who owned £2,750 of a $4\frac{1}{2}$ per cent stock sold his holding at $93\frac{3}{4}$ and with the proceeds bought two-shilling shares at 4s. $1\frac{1}{2}d.$ each. If a dividend of $12\frac{1}{2}$ per cent was declared on the shares, what was the change in his income?

(Brokerage, on stock $\frac{1}{4}$ per cent: on shares, $1\frac{1}{2}d.$ per share.) (16)

6. An English tourist motored 1,650 Kilometres in France and purchased petrol at 56 francs per litre. If his car used on the average one gallon of petrol every 24 miles, what was the cost in sterling of the petrol used? Answer to the nearest shilling.

(1 litre = .22 gallon: 1 mile = 1.61 kilometres: £1 = 960 francs). (16)

7. A man, whose income was wholly earned, was entitled to the following allowances:—(a) an earned income allowance of two-ninths of his income, (b) a personal allowance of £240, (c) a child's allowance of £100 for each of his two children, (d) a life assurance allowance of two-fifths of his annual assurance premiums of £77 10s. 0d., and (e) national insurance contribution allowances of £19. Tax is levied at the following rates:—on the first £60 of taxable income at 2s. 3d. in the £, on the next £150 at 4s. 9d., on the next £150 at 6s. 9d., and on the remainder at 8s. 6d. If his income amounted to £1,260, what was the amount of his assessment? (16)

8. A rectangular field, measuring 120 yards by 110 yards, is irrigated through a circular pipe of 4 in. internal diameter. If the amount of water required daily is equal to that given by a rainfall of $\frac{1}{2}$ inch, at what rate (in feet per minute) must the water flow through the pipe?

($\pi = 3\frac{1}{7}$) (16)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL SUBJECTS—SHORTHAND

Thursday, 22nd March—9.15 A.M. to 11.15 A.M.

This paper must not be seen by any candidate

Instructions to the Teacher

1. The twenty minutes immediately preceding the beginning of the tests should be used to make yourself thoroughly familiar with the passages to be read.
2. When so instructed by the supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. The short practice passage of approximately eighty words which is printed on page 3 is to be used for practice reading to the candidates. The passage may be read once only.
4. Then read the passages to the candidates clearly and naturally. Punctuation will be indicated by appropriate pauses and the inflection of the voice, and will in no case be dictated.
5. Tests should be read in ascending order from the lowest to the highest speed required.
6. An interval of two minutes is to be allowed between the reading of the passages.
7. Phrasing according to any particular system of shorthand is not permitted.
8. Tests, or parts of tests, must not, **under any circumstances**, be read more than once.
9. The reading of each passage should occupy exactly five minutes.
10. Figures should be read in full, e.g., £164,300 (one hundred and sixty-four thousand, three hundred pounds).
11. Errors made in reading will be noted by the supervising officer and taken into account by the examiners. Corrections must not be made by the teacher after the passage has been read.
12. No test paper may be taken from the room by you or by any other person until the conclusion of the examination.
13. When all the passages required have been read you will immediately withdraw from the examination room.

Instructions to Candidates

The procedure will be as follows :—

1. A short practice passage will be read. This must not be transcribed. The shorthand notes must be handed in at the end of the examination.
2. Tests will be read in ascending order from the lowest to the highest speed required.
3. An interval of two minutes will be allowed between the reading of the passages.
4. The shorthand notes may be taken with either pen or pencil, but transcripts must be written in ink.
5. You may take down the passages dictated at more than one speed, but you may submit a transcription of only one passage.
6. On no account may alterations be made to the original shorthand notes. Any alterations which you wish to make should be indicated by a circle round the wrong outline or phrase and the correct one written above.
7. Candidates on the higher grade must not take down passages read at speeds lower than eighty words per minute.
8. You may not ask for the repetition of any word or phrase.
9. All writing during subsequent readings, as well as in the intervals between readings, is strictly forbidden.
10. You will be told by the supervising officer when transcription may be commenced.
11. The shorthand notes of the passage transcribed should be attached to the transcript and should be handed to the supervising officer, together with all other shorthand notes made by you.

S H O R T H A N D

Practice Passage for Dictation

The passage may be read **once only** at an appropriate speed. Candidates should not make a transcription of the passage, but must hand in their shorthand notes at the close of the examination.

The oblique lines, /, mark the divisions into sections of ten words each. The reader should not make a pause when they occur, unless the sense requires it.

The site for this building is an extremely good one. / We purchased 35 acres of land that had at / one time been pit mounds and have made a very / fine site for all our various companies and works. In / purchasing this we were most fortunate as I believe it / is the last industrial land in our district. The removal / of all our works to this one site will take / a considerable time, but I assure you that none will / be removed unless a clear advantage can be shown.

Sixty Words per Minute

(Fifty minutes allowed for transcription)

The oblique lines, /, mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, //, mark the completion of each minute.

Dear Sir,

$\frac{1}{4}$ I have just returned from a series of visits to our branches in /
 $\frac{1}{2}$ various parts of the world and am very pleased to send you some
 information about / their progress.

$\frac{3}{4}$ In this country we have had, as a rule, to meet increased competition /
 but good management and greater efficiency on the part of our salesmen
 1 have enabled us // to secure higher profits. It is evident that our
 $\frac{1}{4}$ customers are using the services we / provide more freely and are realising
 $\frac{1}{2}$ their value more fully with every month that passes. / Business for the
 past three months has already exceeded our target figure.

$\frac{3}{4}$ In South Africa / both branches have made record profits during the
 2 year. Not only have they paid good // dividends but they have also
 $\frac{1}{4}$ been able to meet from their revenue the cost of / extending their
 activities.

$\frac{1}{2}$ Since we started in Canada less than two years ago, we cannot /
 expect large profits for some time. The value of the services offered by
 $\frac{3}{4}$ a concern / such as ours is not obvious at first sight.

3 The company in Australia which we // took over began trading under
 $\frac{1}{4}$ its new name this year. Much has yet to be / done to bring this business
 $\frac{1}{2}$ into line with our own, but things are going extremely / well. Prospects
 are good and the only uncertainty is the import situation. It is
 $\frac{3}{4}$ impossible / to say just how far the restrictions on imports will check the
 4 progress of this // venture.

$\frac{1}{4}$ Our Paris branch has for some years been seeking new lines of
 $\frac{1}{2}$ activity to / replace our original business which has been taken over by
 $\frac{3}{4}$ the government. From the orders / taken and carried out during the
 last two years and the state of their order / books, it appears that they
 have now found a solution to their problems.

5

Yours faithfully, //

Seventy Words per Minute

(Fifty minutes allowed for transcription)

The oblique lines, /, mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, //, mark the completion of each minute.

The seventeenth annual general meeting of the company was held yesterday, the chairman and managing director presiding. /

The secretary read the notice convening the meeting and the report of the auditors.

The following is an / extract from the chairman's statement circulated with the report and accounts :—

I have pleasure in submitting the / Balance Sheet and Accounts for the year ended 19th February, 1955. For the ninth successive year, // sales and profits have surpassed all previous records.

Before taxation, the trading profit for the year was / £306,000 as compared with £267,000 for the / previous year. Provision has been made for taxation on these earnings. After deducting Interest, Directors' fees and / Depreciation, the Net Profit amounts to £128,000, an increase of £55,000. //

The lifting of the Excess Profits Duty has helped us considerably and, with the reduction / in Income Tax, our total tax burden has declined from 70 per cent. of profits to 50 per / cent.

Your Directors consider that the time is now ripe for the setting up of a Reservec / Fund. Accordingly £10,000 has been set aside for this purpose.

Substantial development has taken place in // our business during the past year. The re-equipment of our premises, begun some five years ago, is / now almost complete. This has been a major task but the result is that our business is carried / on in premises which are the most modern of their kind and set new standards in display / and layout.

We cover all sections of the retail trade, and it is a matter of pride that // the goodwill which we have enjoyed over so many years among our many customers has been / extended during the past year. We know that the maintenance of this goodwill can only be based on / the merits of the goods and services we supply, and we have never been in a better / position than we are to-day to continue the policies which have served us so well in the past. //

Eighty Words per Minute

(Sixty-five minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

The twentieth annual general meeting was held yesterday at the registered office of the company, the chairman presiding.

$\frac{1}{4}$ The Secretary / read the notice convening the meeting and the report of the auditors.

$\frac{1}{2}$ The following is an extract from the statement / by the chairman which had been circulated with the report and accounts :

$\frac{3}{4}$ Once more I am pleased to be able / to present trading results which I believe to be satisfactory. The profit at £520,000 is // up by £69,000, but because of the need for increased tax provisions the nett profit shows an / increase of only £8,500.

$\frac{1}{2}$ The Balance Sheet reflects, of course, the adjustments to issued capital and / reserves following the issue of one fully paid share for every two shares then held, but our reserves are still / approximately equal to the issued capital. On the whole the figures in the Consolidated Balance Sheet do not differ much // from those of last year, but you will notice that our tax liabilities have been reduced by some £300,000, / following the settlement of the assessments for earlier years. The amount owing to our Bankers has gone up by some / £200,000, and Stocks and Work-in-Progress by £130,000.

$\frac{3}{4}$ I am always / unwilling to make prophecies about the future, but there seems to be no doubt that the events of the past // year have consolidated the position of your Company in the world.

$\frac{1}{4}$ It is the policy of your Board to finance / the expansion of the Company's activities as far as possible from our existing resources. We have, however, decided to recommend / a small increase in the total distribution for the year by a final dividend of 5 per cent. less tax, / making a total for the year of 9 per cent. on the new capital, or the equivalent of $13\frac{1}{2}$ // per cent. less tax on the old capital compared with $12\frac{1}{2}$ per cent.

$\frac{1}{4}$ We now have nearly / 7,000 people on our payroll. You will realise that the progress and success of your Company during the past / year could not have been achieved without a united and competent team at all levels, and I am sure you / will wish to join me in saying how much we appreciate the efforts of our staff during the past year. //

Ninety Words per Minute

(Sixty-five minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

The annual general meeting was held yesterday at the Registered Office of the company, the chairman and managing director presiding.

The Secretary / read the auditors' report.

The following is the statement by the chairman which had been circulated with the report and accounts for the / year ended March 31, 1955.

Ladies and Gentlemen, In presenting to you the accounts of our company and its / subsidiaries for the past year, I am very glad to be able to report that these reflect a general improvement in our trade. //

You will, I am sure, be glad to know that this general improvement both in volume and value is due to normal / expansion of business and not to the special circumstances that have tended in the past to make the results seem artificial.

We are / now able to enjoy for the first time for many years trading free from controls and restrictions and although, as we expected, / we have experienced severe competition, I am sure you will agree that the result reflects much credit on the efficiency and management of // our organisation, and that we have stood up well during the past year to the challenge imposed by these new conditions.

In / assessing this year's result, account must be taken of the difficulties we have experienced from the present industrial unrest, which has given rise / to a number of strikes, particularly in the docks. These have been a cause of much anxiety and loss to your company, / involving, as they must do, delay in the discharging of our cargoes and execution of orders. Unfortunately, the present trading year has been // affected to an even greater extent by dock strikes, and also a railway strike, and we sincerely hope for an improvement in / industrial relations.

It will be seen from the accounts that taxation again absorbs a considerable proportion of our earnings. We welcome, however, the / reduction in the standard rate of Income Tax introduced in the last Budget as a step towards making more equal the return / that one should reasonably expect from industry, initiative, and capital.

This year you will notice that we have made a change in the // form of presentation of the Consolidated Profit and Loss Account, which we feel is an improvement and is intended to make it possible / for shareholders to grasp the figures more easily.

The satisfactory trading results for the year have enabled your Directors to recommend that the / dividends paid last year should be maintained, after increasing the General Reserve of your company by a further £50,000. Provision / has also been made in the accounts for the customary bonus to the Directors and Staff, which, you will agree, is well deserved. //

One Hundred Words per Minute

(Seventy minutes allowed for transcription)

The oblique lines, /, mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, //, mark the completion of each minute.

The fiftieth annual general meeting of the company was held yesterday in London, the chairman presiding.

$\frac{1}{4}$ The following is an extract from his statement circulated / with the report and accounts.

$\frac{1}{2}$ The result of the year's trading has been to realise a profit of £177,000, / which is easily the highest profit the company has ever earned. Of the amount available £93,000 is required for taxation, and / it is proposed that £4,900 be written off for depreciation, £12,000 should be placed to general reserve, and // £20,000 be set aside to provide for a dividend equalisation account. A final dividend of 50 per cent., less tax, is recommended, making with / the interim of 10 per cent. already paid 60 per cent. for the year. This will absorb £47,000, leaving to be carried / forward £28,600.

$\frac{3}{4}$ Your directors have decided that, as the figures at which the company's fixed assets appear in the books / no longer represent anything like their true value, the time has arrived when these assets should be revalued. Therefore the value of the company's fixed // assets has been written up from £52,700 to £195,000.

$\frac{1}{4}$ The writing up of the / company's fixed assets in this way has had the effect of increasing the company's reserves, which were in any event already substantial, and your directors, / therefore, feel that it would be appropriate for a proportion of these reserves to be capitalised by the issue of one fully-paid Ordinary share / of £1 for every stock unit of £1.

$\frac{3}{4}$ The entire tea crop was sold by auction and realised an average price of // 273 cents per lb. A steady rise in price took place throughout the year, and this enabled us to carry higher / costs of production, and also very considerable increases in the export duty. During the year the export duty imposed by the Government, which stood at / 45 cents a lb. in January, 1954, was raised on four successive occasions, and in January of this year stood at nearly / 2s a lb. Although the duty has since been reduced to a level of 1s 6d a lb., any tax of // this nature which may be raised or reduced at short notice without previous warning has very definite defects. It produces a feeling of insecurity and / a lack of confidence which has a most disturbing influence on the whole industry. It will make it difficult to attract further capital for future / development, and, as recent experience has shown, buyers are not willing to operate in a market based on such insecure foundations.

$\frac{3}{4}$ The prospects for rubber / have improved during the past few months and, if present market conditions are maintained, should show a satisfactory margin of profit.

5 The report was adopted. //

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

LOWER GRADE

Tuesday, 20th March—9.15 A.M. to 11.15 A.M.

All candidates should attempt FIVE questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. What does a business man mean when he talks about his rate of turnover? On which items in his accounts does he base his calculations? (20)
2. What are the main types of shares into which a limited liability company divides its capital? Indicate the chief characteristics of each type. (20)

SECTION B

THREE questions should be attempted from this Section.

3. What is the essential difference between a stockbroker and a jobber? Explain the part each plays in the functioning of the Stock Exchange. (20)
4. How do you explain the survival of the small shop in many branches of retail trade in spite of the advantages of large-scale methods of distribution? (20)
5. Why must this country export to live? Enumerate our most important exports to-day. (20)
6. Account for the large numbers of workers now engaged in commercial occupations. (20)
7. From what sources would you expect a successful retailer to add permanently to the capital he can employ in his business? (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

HIGHER GRADE

Tuesday, 20th March—9.15 A.M. to 11.15 A.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. What is the main purpose of all types of combinations in industry and commerce? Examine the principal differences between horizontal and vertical combinations and give examples of each type. (20)
2. What are invisible exports? Describe the main types of these exports and discuss their relative position in the balance of payments of the United Kingdom at the present time. (20)

SECTION B

THREE questions should be attempted from this Section.

3. What is the meaning of "retail outlet"? Discuss the advantages and disadvantages, from the point of view of the consumer, of the main types of outlet. (20)
4. Why is the Bank Rate raised or lowered from time to time? Examine the reactions of industry and commerce to the changing of the Rate. (20)
5. What are the chief advantages and drawbacks of Government bulk-buying in international trade? To what extent do the same considerations apply to private traders and companies in this field? (20)
6. Discuss the main factors on which the external value of a country's currency depends in a free exchange market. (20)
7. Give an account of the main items in the current Weekly Return of the Bank of England. In what respects does it differ from the Return in pre-war years? (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMICS

LOWER GRADE

Tuesday, 20th March—1.0 P.M. to 3.0 P.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. What is the meaning of effective demand? What is the difference between "want" and "demand" in economics? (20)
2. Describe some of the special characteristics of land as a factor of production. In what respects does it differ from the other factors? (20)

SECTION B

THREE questions should be attempted from this Section.

3. Detail the principal economies, internal and external, of large-scale production. (20)
4. Give an account of the main influences which affect the levels of wages in particular occupations. (20)
5. In what ways does specialisation of labour increase its productivity? Why is specialisation more common in manufacturing than in agriculture? (20)
6. Distinguish between the functions of a Savings Bank and those of a Joint-Stock Bank. (20)
7. Define the National Income, and enumerate the chief categories of income comprised therein. (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMICS

HIGHER GRADE

Tuesday, 20th March—1.0 P.M. to 3.0 P.M.

All candidates should attempt FIVE questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. "Demand, Supply, and Price have been compared to three billiard balls at the bottom of a hemispherical bowl: you cannot move one without altering the positions of the other two." Explain and illustrate this statement with the aid of diagrams. (20)

2. The following table, which was prepared in March, 1955, shows the approximate percentage increase since 1914 in the purchasing power of the standard weekly wage of certain categories of workers:—

	Per cent
General farm workers	90
Builders' labourers	65
Engineers' labourers	60
Bricklayers	25
Fitters and turners	10

Explain the meaning of (a) purchasing power, and (b) standard weekly wage; and comment on the relative changes disclosed by the table. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Explain the underlying forces which determine the quantity of money in circulation in this country at any one time. (20)
4. Can the policy of subsidising agriculture in this country be justified in view of the law of diminishing returns? (20)
5. Why is it easier for coal miners than for cotton workers to obtain wage increases at the present time? (20)
6. "Freedom in international trade always improves the standards of living of the participating countries." Discuss the theory on which this statement is based. (20)
7. What is meant by "elasticity of demand"? For what purposes will the Chancellor of the Exchequer impose a tax on a good for which the demand is (a) relatively elastic and (b) relatively inelastic? (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

LOWER GRADE

Wednesday, 21st March—1.30 P.M. to 3.30 P.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

In any question, credit will be given for appropriate sketch maps and diagrams.

SECTION A

The two questions in this Section should be attempted.

1. Describe the chief characteristics of the monsoon type of climate. Discuss the relationship between the climate and the agricultural products of the Ganges valley. (20)

2. Draw a sketch map showing the distribution of the chief centres of the iron and steel industry in Great Britain, and comment on the geographical factors which favoured the growth of the industry in these areas. (20)

SECTION B

THREE questions should be attempted from this Section.

3. What are the world's chief sources of wood-pulp? Describe the main features of the export trade in this commodity. (20)

4. What are the best conditions for the growing of wheat? Name the main wheat-growing areas of the world, and indicate the two main obstacles to the extension of wheat production in these areas. (20)

5. Discuss the importance of the St. Lawrence waterway to the transport systems of the eastern states of North America. (20)

6. Give an account of the geographical and economic factors which contributed to the growth and development of industry in **either** the Po valley **or** California. (20)

7. Examine the factors which govern the location and development of the market-gardening industry in Great Britain. (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

HIGHER GRADE

Wednesday, 21st March—1.30 P.M. to 3.30 P.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

A.B.—Write legibly and neatly and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

In any question, credit will be given for appropriate sketch maps and diagrams.

SECTION A

The two questions in this Section should be attempted.

1. Compare and contrast the geographical factors which contributed to the development of industry in **either** (a) the Midlands of England and the Lower Rhine **or** (b) the Paris Basin and the Donetz Basin. (20)
2. Discuss, with reference to any **two** of the following towns, the ways in which rivers affect their location and growth :—(a) Buenos Aires ; (b) Lyons ; (c) Hankow ; (d) Frankfurt-am-Main ; (e) Calcutta. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Examine the chief characteristics of the world trade in raw cotton. (20)
4. Discuss the influence of the transcontinental railways on the development of industry and agriculture in the regions west of the Mississippi. (20)
5. Examine the geographical and economic factors which determine the world's supply of natural rubber. What other factors are likely to affect the price of rubber in the near future ? (20)
6. Why has the British farmer tended to specialize in pastoral farming ? (20)
7. What geographical conditions favour the development of a large-scale ship-building industry ? Illustrate your answer by reference to specific examples. (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC HISTORY

LOWER GRADE

Friday, 23rd March—9.15 A.M. to 11.15 A.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. "The revolution in industrial technique which took place in the second half of the eighteenth century would not have fulfilled itself had it not been preceded and accompanied by equally revolutionary changes in agricultural technique and organisation." Explain this statement. (20)

2. What were the main events in the history of the Bank of England between its foundation and 1844? (20)

SECTION B

THREE questions should be attempted from this Section.

3. How did the Craft Gilds differ from the Merchant Gilds? Describe the main functions of the Craft Gilds. (20)

4. Write a short account of the events which led to the progressive extension of the franchise. (20)

5. Describe the developments in road transport which occurred in this country between 1750 and 1850. (20)

6. Consider the position of the British farmer from the repeal of the Corn Laws up to 1932. (20)

7. Trace the development of Unemployment Insurance in Great Britain between 1909 and 1948. (20)

[III]

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC HISTORY

HIGHER GRADE

Friday, 23rd March—9.15 A.M. to 11.15 A.M.

All candidates should attempt FIVE questions, namely, the two questions in Section A, and any three questions from Section B.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

N.B.—Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks will be deducted for bad spelling and bad punctuation, and for writing which is difficult to read.

The value attached to each question is shown in brackets after the question.

SECTION A

The two questions in this Section should be attempted.

1. Explain and discuss the significance of the changes in agricultural technique which were introduced into this country in the second half of the eighteenth century. (20)

2. Describe and account for the main changes in the size and distribution of the population of Scotland between 1750 and 1900. (20)

SECTION B

THREE questions should be attempted from this Section.

3. "As the cloth industry led the way from the guild system to the domestic system, it also led the way to the factory system." Explain this statement. (20)

4. Trace and discuss the main features in the development of poor law legislation between 1601 and 1834. (20)

5. Discuss the events which led to the abandonment in 1932 of the policy of free trade by the United Kingdom. (20)

6. Explain why the development of joint-stock banking took place much later in England than in Scotland. (20)

7. Examine the significance of the geographical discoveries of the sixteenth and seventeenth centuries in relation to the technical and industrial changes of the late eighteenth century. (20)

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

LOWER GRADE

Friday, 9th March—9.30 A.M. to 12 NOON.

Not more than FIVE questions should be attempted.

Answers should, wherever possible, be illustrated by suitable diagrams.

Mathematical tables are supplied.

A list of atomic weights will be found in the book of mathematical tables.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

	<i>Marks</i>
1. (a) Explain what is meant by (i) a light soil, (ii) a heavy soil, (iii) weathering, (iv) humus.	14
(b) Name three crops which are especially suitable for a light soil and three which are especially suitable for a heavy soil.	6
2. (a) Describe a laboratory test (i) for nitrate and (ii) for ammonia in an artificial fertiliser.	8
(b) Calculate from the formulae the percentage of nitrogen in (i) nitrate of soda, (ii) sulphate of ammonia, and (iii) ammonium nitrate.	9
(c) State the approximate percentage of nitrogen in protein.	3
3. Describe with explanatory sketches how the knife is driven in an agricultural mower, and sketch and describe a blade section.	15, 5

[TURN OVER

- | | <i>Marks</i> |
|---|--------------|
| 4. (a) Describe the main effects of (i) nitrogen , (ii) phosphates , and (iii) potash on farm crops. | 12 |
| (b) Name two crops which require a plentiful supply of phosphates and two which require a plentiful supply of potash. | 8 |
| 5. Name four of the most harmful weeds of farm land. In each case describe the conditions under which it thrives and indicate suitable control measures. | 5 each |
| 6. Describe with suitable sketches the Crane Fly at each stage of its development; trace its life history and describe control measures. | 10, 5, 5 |
| 7. Name four breeds of beef cattle and four breeds of dairy cattle. | 4 |
| Describe one of these breeds under the following headings:— | |
| (i) appearance , (ii) origin , (iii) special merits and limitations . | 3, 3, 10 |

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(FIRST PAPER)

Friday, 9th March—9.30 A.M. to 11.30 A.M.

Not more than FIVE questions should be attempted.

Answers should, wherever possible, be illustrated by suitable diagrams.

Mathematical tables are supplied.

A list of atomic weights will be found in the book of mathematical tables.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

- | | <i>Marks</i> |
|--|--------------|
| 1. (a) Explain what is meant by (i) sand and (ii) clay in relation to soils. | 2, 2 |
| (b) Indicate briefly how you could determine approximately in the laboratory the percentage of (i) water and (ii) humus in a sample of soil. | 2, 3 |
| (c) Give, with reasons, a rotation which is suitable for a light soil, and one which is suitable for a heavy soil. | 3, 3 |
| Discuss any other factors which might influence your choice of rotations. | 5 |
| 2. (a) Give the chemical formulae of the following substances and explain any connection which they have with agriculture :—
(i) calcium bicarbonate , (ii) calcium cyanamide , (iii) monocalcic phosphate . | 3, 3 |
| Calculate from the formulae the percentage of calcium in each of these substances. | 6 |
| (b) Describe how shell lime , ground lime , and ground limestone are prepared and compare the effectiveness of these three forms of lime. | 5, 3 |

[TURN OVER

3. (a) Describe laboratory tests to determine whether the following are present in an artificial fertiliser :—(i) **calcium**, (ii) **phosphate**, (iii) **potash**. 9
- (b) Describe fully the Gerber method of determining the percentage of butter fat in milk. 11
4. (a) Give a list of the essential food constituents of farm animals and explain the purpose which each constituent serves in animal nutrition. 10
- (b) Explain what is meant by (i) **energy value**, (ii) **starch**, (iii) **starch equivalent**, (iv) **protein**, (v) **protein equivalent** as applied to feeding stuffs. 10
5. Make a labelled sketch and give an example of the use in agriculture of **four** of the following :—(i) **pawl and ratchet gear**, (ii) **differential gear box**, (iii) **cam**, (iv) **governor**, (v) **hygrometer**. 5 each
6. (a) Discuss the possible orders of firing in a 4-cylinder 4-stroke internal combustion engine, the cylinders of which are in line. 8
- (b) Show what relation exists in this type of engine between the **mean effective pressure** in the cylinder, the **engine details and dimensions**, and the **power produced**. 12
7. Explain the meaning and the agricultural significance of **five** of the following terms :—(i) **relative humidity of the atmosphere**, (ii) **the water barometer**, (iii) **anticyclone**, (iv) **kilowatt-hour**, (v) **pH value**, (vi) **malleable iron**, (vii) **osmosis**. 4 each

1956

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(SECOND PAPER)

Friday, 9th March—1.30 P.M. to 3.30 P.M.

Not more than **FIVE** questions should be attempted.

Answers should, wherever possible, be illustrated by suitable diagrams.

Mathematical tables are supplied.

A list of atomic weights will be found in the book of mathematical tables.

Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

- | | <i>Marks</i> |
|---|--------------|
| 1. (a) Describe the process known as carbon assimilation in plants. | 12 |
| (b) Explain how the rate of this process varies with weather and with climatic conditions. | 8 |
| 2. (a) Discuss the extent to which (i) nitrogen as nitrate , (ii) nitrogen as ammonia , (iii) lime , (iv) potash , (v) phosphate may be lost by the leaching action of water in the soil. | 10 |
| (b) What action may be taken to prevent or rectify those losses which are likely to be serious? | 10 |
| 3. State, with reasons where possible, the conditions of soil and climate under which five of the following crops are grown most successfully:—(i) early potatoes , (ii) potatoes grown for seed , (iii) sugar beet , (iv) wheat , (v) barley , (vi) cabbage . | 4 each |
| 4. Name two harmful weeds of arable land and two of grassland. | 2 |
| Describe the appearance of each, name the natural order or family to which it belongs, and state how it may be kept in check. | 6, 4, 8 |

[TURN OVER

	<i>Marks</i>
5. (a) Explain the process of respiration in animals.	5
(b) Describe with suitable sketches the respiratory system in the hen.	10
(c) Enumerate the main differences between the respiratory system of the hen and that of the ox.	5
6. Give a detailed account, including a description of control measures, of EITHER potato blight OR bovine tuberculosis.	20
7. (a) Explain what is meant by The Theory of Evolution.	8
(b) Discuss the effects of (i) milk recording and (ii) artificial insemination on the improvement of breeds of dairy cattle.	6, 6

SCOTTISH EDUCATION DEPARTMENT—1956

1. STATUTORY INSTRUMENTS—*contd.*

Miscellaneous

- Children and Young Persons (Scotland) Employment of Children in Entertainments. S.R. & O., 1947, No. 1660, S.67. 2*d.* (3½*d.*).
 The School Meals Premises (Reimbursement of Minister of Works) (Scotland) Regulations, 1950. S.I. 1950, No. 576, S.39. 1*d.* (2½*d.*).
 The Meals Service (Scotland) Regulations, 1953. S.I. 1953, No. 65, S.7. 3*d.* (4½*d.*).
 School Health Service (Scotland) Regulations, 1947. S.R. & O., 1947, No. 415, S.13. 1*d.* (2½*d.*).
 Educational Conferences (Scotland) Regulations, 1947. S.R. & O., 1947, No. 119, S.R. 1*d.* (2½*d.*).
 Incidental Expenses (Scotland) Regulations, 1947. S.R. & O., 1947, No. 120, S.3. 1*d.* (2½*d.*).
 The Contributions for Educational Services (Prescription of Areas) (Scotland) Regulations, 1951. S.I. 1951, No. 899, S.54. 2*d.* (3½*d.*).
 Reports on Handicapped Children (Scotland) Order, 1947. S.R. & O., 1947, No. 1576, S.62. 2*d.* (3½*d.*).
 Approved Schools (Form of Court Record) (Scotland) Regulations, 1949. S.I. 1949, No. 1637, S.114. 1*d.* (2½*d.*).
 The Educational Endowments (Prescription of Information) (Scotland) Regulations, 1951. S.I. 1951, No. 548, S.25. 2*d.* (3½*d.*).
 The Register of Educational Endowments (Prescription of Contents) (Scotland) Order, 1951. S.I. 1951, No. 549, S.26. 2*d.* (3½*d.*).
 The Education (Scotland) Advisory Council Order, 1952. S.I. 1952, No. 637. 2*d.* (3½*d.*).
 The Exemptions (Potato Lifting) (Scotland) Regulations, 1952. S.I. 1952, No. 1147, S.52. 3*d.* (4½*d.*).
 The Approved Schools (Contributions by Education Authorities) (Scotland) Regulations, 1955. S.I. 1955, No. 466, S.47. 2*d.* (3½*d.*).

2. CIRCULARS

- Circular 30 (1955) (Relating to the Scottish Leaving Certificate Examination of 1956) (September, 1955). 1*s.* 6*d.* (1*s.* 7½*d.*).
 Circular 76 (Education (Meals Service) (Scotland) Regulations) (June, 1946). 1*d.* (2½*d.*).
 Circular 110 (Education (Scotland) Act, 1946. Reports on Handicapped Children (Scotland) Order) (July, 1947). 1*d.* (2½*d.*).
 Circular 119 (The Central Institutions (Scotland) Grant Regulations, 1947). (October, 1947.) 1*d.* (2½*d.*).
 Circular 130 (Education Authorities (Scotland) Grant Regulations, 1948). (May, 1948.) 1*d.* (2½*d.*).
 Circular 151 (Education Authorities (Scotland) Grant Regulations, 1948) (April, 1949). 4*d.* (5½*d.*).
 Circular 154 (The Education (Scotland) Act, 1949) (May, 1949). 6*d.* (7½*d.*).
 Circular 183 (The Schools (Scotland) Code, 1950) (June, 1950). 2*d.* (3½*d.*).
 Circular 188 (Schemes of Work for Secondary Departments) (Revised : December, 1950). 4*d.* (5½*d.*).
 Circular 194 (Index to Education (Scotland) Act, 1946) (October, 1950). 4*d.* (5½*d.*).
 Circular 202 (The Children and Young Persons (Scotland) Act, 1937) (October, 1951). 6*d.* (7½*d.*).
 Circular 206 (Secondary Education. The Report of the Advisory Council) (March, 1951). 6*d.* (7½*d.*).
 Circular 218 (Schools (Scotland) Code, 1950. The School Leaving Record (Scotland) Rules) (June, 1951). 2*d.* (3½*d.*).
 Circular 224 (Visual and Aural Aids. The Report of the Advisory Council) (September, 1951). 3*d.* (4½*d.*).
 Circular 268 (School Building) (June, 1953). 6*d.* (7½*d.*).
 Circular 268(a) (School Building) (October, 1953). 2*d.* (3½*d.*).
 Circular 270 (The Further Education (Scotland) Code, 1952) (June, 1953). 6*d.* (7½*d.*).
 Circular 277 (Education Authority Bursaries (Scotland) Regulations, 1953) (November, 1953). 4*d.* (5½*d.*).
 Circular 282 (The Teachers' Salaries (Scotland) Regulations, 1954) (March, 1954). 2*d.* (3½*d.*).
 Circular 296 (Educational Building) (December, 1954). 2*d.* (3½*d.*).
 Circular 300 (The Education of Handicapped Pupils. The Reports of the Advisory Council on Education in Scotland) (March, 1955). 6*d.* (7½*d.*).
 Circular 304 (The Teachers' Salaries (Scotland) (Amendment No. 1) Regulations, 1955) (April, 1955). 6*d.* (7½*d.*).
 Circular 309 (Scottish Leaving Certificate Examination. Changes in the Examination in Technical Subjects) (July, 1955). 6*d.* (7½*d.*).
 Circular 311 (Scottish Leaving Certificate Examination. Changes in the Examination in Commercial Subjects) (August, 1955). 2*d.* (3½*d.*).
 Circular 312 (Early Leaving from Senior Secondary Courses) (July, 1955). 3*d.* (4½*d.*).
 Circular 314 (The Teachers' Salaries (Scotland) (Amendment No. 2) Regulations, 1955) (August, 1955). 3*d.* (4½*d.*).
 Circular 315 (Scottish Leaving Certificate Examination. Art) (September, 1955). 6*d.* (7½*d.*).
 Circular 317 (Approved School Pupils. The Reports of Advisory Councils) (October, 1955). 6*d.* (7½*d.*).

3. REPORTS

Departmental

- Young Citizens at School. Report on experiments in Education for Living. 1*s.* (1*s.* 1½*d.*).
 Educational Endowments in Scotland. Report of the Committee appointed in January, 1948, 2*s.* (2*s.* 3½*d.*).
 Report on Education in Scotland in 1954 (Cmd. 9428). 4*s.* 6*d.* (4*s.* 9½*d.*).
 Supply of Teachers. First Report of the Departmental Committee appointed by the Secretary of State. (Cmd. 8123.) 9*d.* (10½*d.*).
 Supply of Teachers. Second Report of the Departmental Committee appointed by the Secretary of State. (Cmd. 8721.) 1*s.* (1*s.* 1½*d.*).
 Supply of Teachers of Mathematics and Science in Scotland. Report of the Committee appointed by the Secretary of State. (Cmd. 9419). 1*s.* 6*d.* (1*s.* 7½*d.*).
 The Structure of Further Education Salaries. (Cmd. 9365). 9*d.* (10½*d.*).

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SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

HISTORY
LOWER GRADE

Wednesday, 7th March—9.30 a.m. to 12 noon

SECTION I

(To be attempted by all candidates)

FILL THIS IN FIRST

Name of School

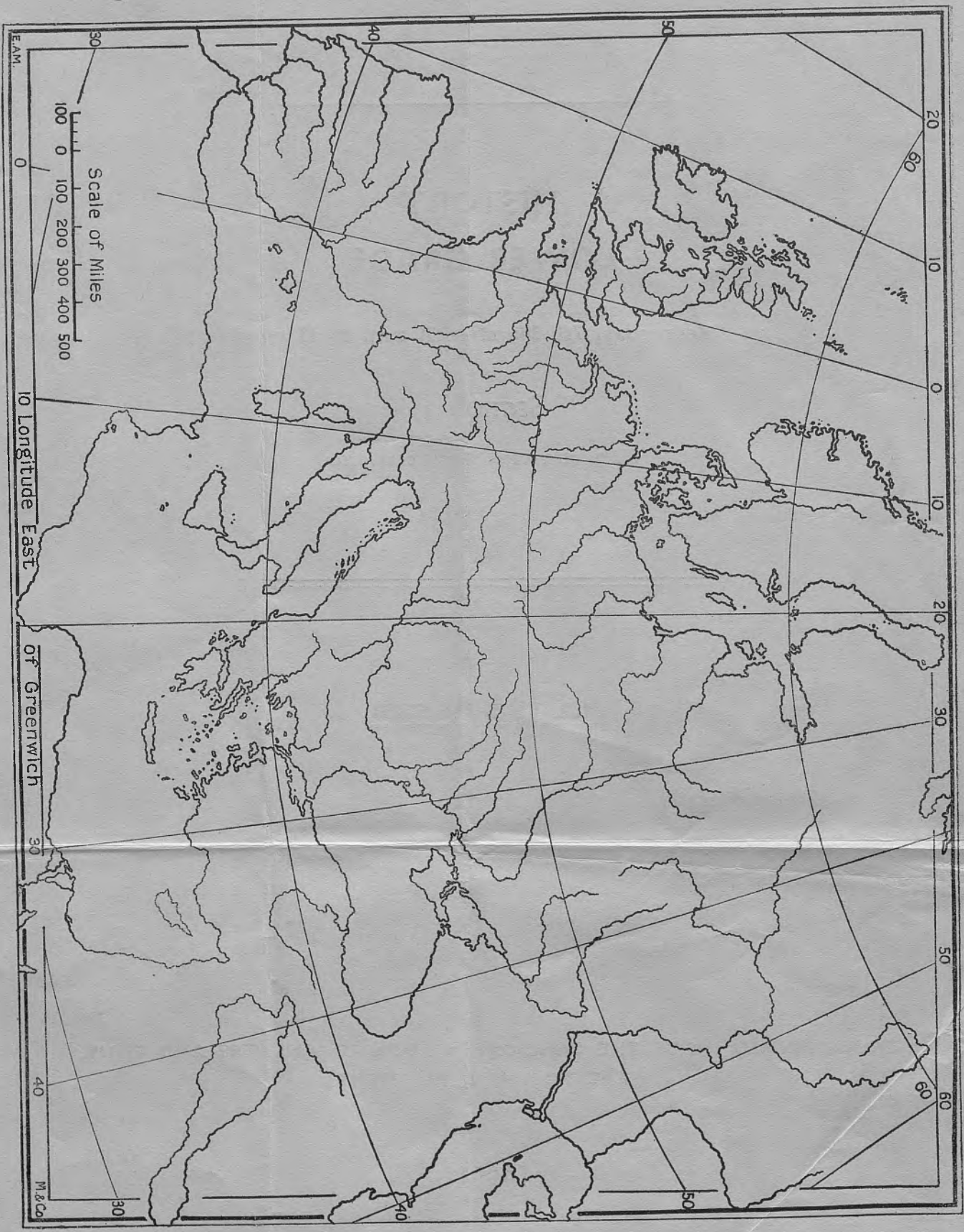
Name of Pupil

**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

SECTION 1 (a)

On the accompanying map mark the position of **TEN** of the following with a cross and add the appropriate number as given below :—

- (1) Balaclava.
- (2) Calais.
- (3) Caernarvon.
- (4) Culloden.
- (5) Corinth.
- (6) Cyprus.
- (7) Durham.
- (8) Gloucester.
- (9) Limerick.
- (10) Orleans.
- (11) Stirling.
- (12) Verulamium.



SECTION 1 (b)

Give the century, B.C. or A.D., of **TEN** of the following, indicate who or what each was, and say why each is important in history. Answers must be written in the space provided after each name. (15)

(1) Drake's Voyage round the World (century).....

.....

.....

(2) St. Francis of Assisi (century).....

.....

.....

(3) John Hampden (century).....

.....

.....

(4) Kenneth Macalpine (century).....

.....

.....

(5) Michelangelo (century).....

.....

.....

(6) The Marquis of Montrose (century).....

.....

.....

(7) Sir Isaac Newton (century).....

.....

.....

[TURN OVER

(8) The Peasants' Revolt (century).....

.....

.....

(9) Cneius Pompeius (Pompey) (century).....

.....

.....

(10) The Battle of Salamis (century).....

.....

.....

(11) The Battle of Stirling Bridge (century).....

.....

.....

(12) The Treaty of Wedmore (century).....

.....

.....

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

Commercial Subjects
HIGHER GRADE—TYPEWRITING
FIRST PAPER

Thursday, 22nd March—1 P.M. to 1.30 P.M.

INSTRUCTIONS TO CANDIDATES

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. The tests are to be worked in the following order :—
 - (1) The Copying Test.
 - (2) The Accuracy Test.
6. The value attached to each question is shown in brackets after the question.

QUESTION I. COPYING TEST**Instructions. (Not to be typed)**

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Make one copy, in **double** line-spacing, of the passage printed below.

No credit will be given for completing this test in less than the time allowed.

No part of the test is to be re-typed.

The use of an eraser is **not** permitted.

At the conclusion of this test, your typescript is to be handed to the Supervising Officer.

The beginning of the railway age in this country is generally dated from the year 1825, when George Stephenson (1781-1848) ran his little engine, "Locomotion," on the Stockton-Darlington Railway. The experiment was a technical success, the locomotive attaining a speed of 12 miles per hour, but its consumption of coal was too great to allow it to be used regularly, and the directors reverted to their first intention of confining the line to horse-drawn traffic.

A few years later, Stephenson reduced the heavy consumption of coal by the use of the tubular boiler, and his next locomotive, the "Rocket," reached a speed of 35 miles an hour, and won the £500 prize offered by the directors of the Liverpool-Manchester Railway, opened in 1830. The practicability of steam locomotion was now proved beyond dispute, and Great Britain became covered with a network of railway lines. The mileage grew from 6,621 in 1850 to 15,537 in 1870 and to 23,387 in 1910.

No attempt was made to lay out a national railway system. It was left to private enterprise to say which places should be linked up by rail, and the system was allowed to grow up in haphazard and piecemeal fashion. The State even allowed two different gauges to come into use, the narrow gauge (4 feet 8½ inches), favoured by Stephenson, and the broad gauge (7 feet), advocated by Brunel, the engineer who built the Great Western line. (15)

QUESTION 2. ACCURACY TEST

Instructions. (Not to be typed)

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Set the line-space lever for double spacing.

The whole of the passage printed below may be attempted, but no additional marks will be gained by typing any part of the passage a second time.

The use of an eraser is **not** permitted.

At the conclusion of this test your typescript is to be handed to the Supervising Officer.

	<i>Strokes</i>
The sun had risen to its full height. It was no longer half seen and	71
guessed at, from hints and gleams. Now the sun burnt uncompromising,	141
undeniable. It struck upon the hard sand, and the rocks became furnaces of	217
red heat ; it searched each pool and caught the minnow hiding in the	285
cranny, and showed the rusty cartwheel, the white bone, or the boot without	360
laces stuck, black as iron, in the sand.	401
It gave to everything its exact measure of colour, to the sandhills their	476
innumerable glitter, to the wild grasses their glancing green ; or it fell upon	555
the arid waste of the desert, here wind-scourged into furrows, here swept	629
into desolate cairns, here sprinkled with stunted dark-green jungle trees.	704
It lit up the smooth gilt mosque, the frail pink-and-white card houses of the	782
southern village, and the white-haired women who knelt in the river bed	854
beating wrinkled cloths upon stones. Steamers thudding slowly over the sea	930
were caught in the level stare of the sun, and it beat through the yellow	1,004
awnings upon passengers who dozed or paced the deck, shading their eyes to	1,080
look for the land, while day after day, compressed in its oily throbbing sides,	1,160
the ship bore them on monotonously over the waters.	1,212
The sun beat on the crowded pinnacles of southern hills and glared into	1,285
deep, stony river beds where the water was shrunk beneath the high slung	1,358
bridge so that washerwomen kneeling on hot stones could scarcely wet their	1,433
linen ; and lean mules went picking their way among the chattering grey	1,504
stones with panniers slung across their narrow shoulders. At midday the	1,577
heat of the sun made the hills grey as if shaved and singed in an explosion,	1,654
while, farther north, in cloudier and rainier countries, hills smoothed into	1,730
slabs as with the back of a spade had a light in them as if a warder, deep	1,805
within, went from chamber to chamber carrying a green lamp.	1,865
Through atoms of grey-blue air the sun struck at English fields and lit	1,938
up marshes and pools, a white gull on a stake, the slow sail of shadows over	2,015
blunt-headed woods and young corn and flowing hayfields. It beat on the	2,088
orchard wall, and every grain of the brick was silver pointed. (25)	2,150

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

Commercial Subjects
LOWER GRADE—TYPEWRITING
SECOND PAPER

Thursday, 22nd March—1.40 P.M. to 3.15 P.M.

INSTRUCTIONS TO CANDIDATES

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the supervising officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. At the close of the examination you will receive from the Supervising Officer your typescripts of the Copying and Accuracy Tests. These must then be inserted in your examination book, along with your other typescripts, and handed to the supervising officer.
6. The value attached to each question is shown in brackets after the question.

QUESTION 3

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Set out the following letter neatly and attractively on quarto paper, with one carbon copy. Insert to-day's date. Make any necessary corrections.

Peter & Prain, Ltd.

Mason's Avenue,
London, E.C.2.

Our ref JJ/F23
J. N. Goodman, Esq., F.I.P.E.,
Muirhead Works,
Denny, Stirlingshire

Dear Sir,

The Directors have instructed me to send you the following particulars about the results for the past year.

Proposed Appropriation of Profits for 1955

Net profit after providing for all taxation, contingencies, etc., amounts to		£341,711
To this there falls to be added the amount brought forward from 1954		191,089
The amount available is therefore		<u>£532,800</u>
It is proposed to allocate to Staff Pension Fund	£30,000	
and to General Reserve	<u>100,000</u>	<u>130,000</u>
The balance remaining is		£402,800

The interim dividend of six per cent on the ordinary stock, which was paid on 10th October, 1955, required, less tax, £75,800

The Directors propose to recommend a final dividend of twelve per cent on the ordinary stock, which will absorb, less tax, £151,600		227,400
The balance to be carried forward to next year will amount to		<u>£175,400</u>

As you know, the extensive sand and gravel deposits,

which the company owns in areas in the north and east of London, are now ~~producing~~ ^{producing} over a million tons of washed sand and gravel annually. Certain ^e properties, on which proved sand and gravel beds are situated, have recently come on the market and, in order to secure the maintenance of the company's output at the present level, the Directors have decided to purchase a number of properties. These are located near Hainault and Five Elms in Essex and near Langley in Hertfordshire and extend in all to 404.81 acres.

The price agreed on for the six properties to be bought is £246,470 and, in order to raise this sum, it is proposed to make an issue of shares on favourable terms to existing holders.

The Directors ask that you treat this information as strictly confidential.

Yours ffly.,

Peter & Prain, Ltd.,
Secretary

QUESTION 4

1. Type your name, school and grade on the back of the sheet in the top left-hand corner.
2. Display attractively the following table on quarto paper and rule in red ink.

Size Distribution of Factories

Comparative Statement for Years 1936 and 1952

<i>size group (By Number of Workers)</i>	<i>Number of Factories</i>		<i>Percentage of Factories in group</i>		<i>Number of Workers (In Thousands)</i>		<i>Percentage of Workers in group</i>	
	<i>1936</i>	<i>1952</i>	<i>1936</i>	<i>1952</i>	<i>1936</i>	<i>1952</i>	<i>1936</i>	<i>1952</i>
<i>1-25</i>	<i>108,765</i>	<i>194,349</i>	<i>76.9</i>	<i>82.95</i>	<i>710</i>	<i>1,130</i>	<i>12.8</i>	<i>15.3</i>
<i>26-50</i>	<i>12,636</i>	<i>17,277</i>	<i>8.9</i>	<i>7.43</i>	<i>448</i>	<i>617</i>	<i>8.1</i>	<i>8.3</i>
<i>51-100</i>	<i>8,738</i>	<i>10,369</i>	<i>6.2</i>	<i>4.42</i>	<i>622</i>	<i>760</i>	<i>11.3</i>	<i>10.3</i>
<i>101-250</i>	<i>7,155</i>	<i>7,361</i>	<i>5.1</i>	<i>3.14</i>	<i>1,134</i>	<i>1,202</i>	<i>20.5</i>	<i>16.4</i>
<i>251-500</i>	<i>2,565</i>	<i>2,863</i>	<i>1.8</i>	<i>1.22</i>	<i>886</i>	<i>1,005</i>	<i>16.0</i>	<i>13.9</i>
<i>501-1000</i>	<i>1,016</i>	<i>1,224</i>	<i>0.7</i>	<i>0.52</i>	<i>691</i>	<i>862</i>	<i>12.5</i>	<i>11.7</i>
<i>1001 Upwards</i>	<i>519</i>	<i>753</i>	<i>0.4</i>	<i>0.32</i>	<i>1,039</i>	<i>1,776</i>	<i>18.8</i>	<i>24.1</i>
<i>Total</i>	<i><u>141,394</u></i>	<i><u>234,196</u></i>	<i><u>100.0</u></i>	<i><u>100.00</u></i>	<i><u>5,530</u></i>	<i><u>7,352</u></i>	<i><u>100.0</u></i>	<i><u>100.0</u></i>

*Annual Report of the Chief Inspector of Factories
(Cmd. 9154 - H.M.S.O.)*

(30)

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

Commercial Subjects
LOWER GRADE—TYPEWRITING
FIRST PAPER

Thursday, 22nd March—1 P.M. to 1.30 P.M.

INSTRUCTIONS TO CANDIDATES

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. The tests are to be worked in the following order :—
 - (1) The Copying Test.
 - (2) The Accuracy Test.
6. The value attached to each question is shown in brackets after the question.

QUESTION 1. COPYING TEST**Instructions. (Not to be typed)**

Type your name, school and grade at the top of a quarto sheet.

Set the marginal stops for a 60-space line.

Make one copy, in **double** line spacing, of the passage printed below.

No credit will be given for completing this test in less than the time allowed. No part of the test is to be re-typed.

The use of an eraser is **not** permitted.

At the conclusion of this test, your typescript is to be handed to the Supervising Officer.

Stanley had decided to march his caravan in five sections. The first set out on February 18; the third with Farquhar in command, on February 25; the fifth, with Stanley and Shaw, on March 21. The personnel of the whole caravan made an imposing total—157 porters with 4 headmen, 23 soldiers, 5 cooks and odd men, and 3 whites—192 in all.

Livingstone, it will be remembered, started inland from Mikindani with 60 men. But the size and wealth of the two caravans were not the only points of contrast. There was a difference in speed. Livingstone trudged across Africa: Stanley strode. He reached Unyanyembe in four months. Burton and Speke took five, and, whereas they had taken the road in the dry season, Stanley marched through the 'rains' which, though unusually light this year, fell steadily for a fortnight, swelling the rivers, filling the swamps, and bogging the track. Nor was he less delayed than other travellers by long haggling over 'hongo' and by frequent bouts of malaria.

(15)

QUESTION 2. ACCURACY TEST

Instructions. (Not to be typed)

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Set the line space lever for double spacing.

The whole of the passage printed below may be attempted, but no additional marks will be gained by typing any part of the passage a second time.

The use of an eraser is **not** permitted.

At the conclusion of this test your typescript is to be handed to the Supervising Officer.

	<i>Strokes</i>
And, when night comes on, the sea begins to fall asleep as a tired child ;	74
and by its soft croonings it puts the sleep on those who live around it, and	151
whose homes are scented with its salten fragrance. Surely a lullaby such as	228
this would be a fitting prelude for the thoughts of a sweet dream.	295
Now I want to take you to a sea-loch where the night-wind, creeping	365
up from the open sea a mile or so off, rustles among the bog-myrtle and the	441
cotton-grasses that are bent over upon the hillside. This place, indeed, should	522
have been called the Loch of Sleep. At the water's edge there is the tiniest	601
croft you ever saw. It has not even a but and a ben : it has a but or a ben,	678
though not both. Outside there is a hen-house, which is not any larger than	755
an orange-box ; and I often wonder how it accommodates the fowls as	822
comfortably as it does.	846
The door of this croft looks straight down the loch towards the sea ;	916
and its only window faces the other side of the loch, which is about	985
two hundred yards distant. Altogether, it is the neatest and the cosiest	1,059
place imaginable. I found my way to it one dark night when on a visit to	1,133
the north parish, and, as we approached it from the sea, we were guided to	1,207
the stone causeway close at hand by the lamp's soft crimson rays that came	1,282
streaming through the open doorway. The boat in which I was being con-	1,354
veyed belonged to the owner of this tiny place ; and from time immemorial	1,426
it had been customary, when the boat was at sea in the darkness, to leave	1,499
the door ajar in order that by the glow of the lamp the benighted fisherman	1,575
might be directed safely to his home at the edge of this long, dark loch. (25)	1,648



SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

Commercial Subjects
HIGHER GRADE—TYPEWRITING
SECOND PAPER

Thursday, 22nd March—1.40 P.M. to 3.15 P.M.

INSTRUCTIONS TO CANDIDATES

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. At the close of the examination you will receive from the Supervising Officer your typescripts of the Copying and Accuracy Tests. These must then be inserted in your examination book, along with your other typescripts, and handed to the supervising officer.
6. The value attached to each question is shown in brackets after the question.

QUESTION 3

Type your name, school and grade at the top of the sheet or sheets.

Answers to the following questions are to be typed on quarto paper.

Number your answers to correspond with the questions.

(a) Give what are, in your opinion, the best line-end divisions of the following words :—

Experience ; transmit ; function ; guarantee ; candidates ; political.

(b) Set out the following statement in the form of a hanging paragraph :—

Radon is produced from radium at a constant rate and is transformed into radium A and helium. At atmospheric pressure its boiling point has the value -62°C ., and its freezing point -71°C . The relation deduced by Albert Einstein that the energy ^{released,} $E = m \times c^2$, where 'm' is the mass and 'c' is the velocity of light, has in fact been confirmed by experiments on the artificial transmutation of atoms.

(c) Name three matters to which you would give particular attention if you were responsible for the dispatch of the office mail.

(12)

QUESTION 4

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Prepare the statement and letter as required. All ruling is to be done by the machine. Make any necessary corrections.

Mr. W. H. Smith, the Secretary of Messrs. Lang and Duncan, Ltd., by whom you are employed, tells you that he has received a letter dated 12th March, 1956, from a shareholder, Mr. J. Jones, 48, Exchange Square, Cupar, Fife, asking for certain information about the company's income and expenditure for the previous year. Mr. Smith asks you (a) to set out neatly and attractively on quarto paper the statement on the opposite page; and (b) to prepare for his signature a short letter, on octavo paper, with one carbon copy: this is to be sent to Mr. Jones along with the statement.

Lang and Duncan, Limited

Analysis of Income and Expenditure for the year
ending 31st December, 1955

	£	£	Proportion of each £1 of Income	
			s. d.	s. d.
<u>Goods and Services Purchased</u>				
Raw materials (including customs duty of £43,982)	558,844		11	5 $\frac{3}{4}$
Fuel and Power	32,422			8
Packing Materials	60,819		1	3
Advertising	20,247			5
Selling and Distribution (including Transport £4,869)	<u>27,382</u>	699,714	<u>6$\frac{3}{4}$</u>	14 $\frac{1}{2}$
<u>Expenditure on Internal Services</u>				
Wages, Salaries, National Insurance and Pension Funds	164,397		3	4 $\frac{1}{2}$
Provision for Depreciation and Renewals of Plant, Machinery and other Fixed Assets	26,373			6 $\frac{1}{2}$
Administration	<u>9,126</u>	199,896	<u>2$\frac{1}{4}$</u>	4 $\frac{1}{4}$
<u>Disposal of Surplus</u>				
United Kingdom Taxation on Profits	34,482			8 $\frac{1}{2}$
Amount placed to Reserves	32,450			8
Dividends to Ordinary and Preference Shareholders (net)	<u>7,100</u>	74,032	<u>1$\frac{3}{4}$</u>	<u>16$\frac{1}{4}$</u>
Total		<u>973,642</u>		<u>£1.0.0</u>

QUESTION 5

1. Type your name, school and grade on the back of the sheet in the top left-hand corner.

2. Display attractively on foolscap paper the following statement, which consists of the liabilities side of a balance sheet. All ruling is to be done by the machine. Make any necessary corrections.

Dexter, Parks and Co., Ltd.
Consolidated Balance Sheet at 31st March, 1955
Liabilities

1954		£	£
	<i>Capital</i>		
<u>2,250,000</u>	Authorised - 4,500,000 units of stock of 10s each	<u>2,250,000</u>	
2,242,399	Issued - 4,484,797 units of stock of 10s each		2,242,399
822,000	Share Premium Account		822,000
53,762	Capital Reserve		53,762
	<i>Revenue Reserves and Surplus</i>		
524,125	General Reserve	491,625	
270,774	Investment Reserves	261,540	
20,000	Taxation Contingencies Reserve	20,000	
-	Unappropriated Profits	<u>414,642</u>	
<u>3,933,060</u>			<u>1,197,807</u>
	<i>Interest of Outside Preference Shareholders in Dexter Investments, Ltd.</i>		4,315,968
1,010,000			1,012,500
	<i>3½ per cent Debenture Stock (Secured)</i>		
	Authorised and Issued	<u>400,000</u>	
154,099	Outstanding at 31 st March, 1955		153,499
	<i>Current Liabilities and Provisions</i>		
61,566	Creditors	94,763	
-	Deposits of Associated Companies	1,091,142	
172,039	Taxation	80,513	
1,348	Debenture Interest (Secured)	1,343	
369,996	Final Dividend for year ended 31 st March, 1955, as recommended by the Directors	369,996	
36,401	Sundry Provisions	-	
			<u>1,637,757</u>
<u>5,738,509</u>			<u>7,119,724</u>
	A. N. Dexter, Director R. W. Parks, Director		

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

HISTORY
HIGHER GRADE—I

Wednesday, 7th March—9.30 a.m. to 12 noon

SECTION I

(To be attempted by all candidates)

FILL THIS IN FIRST

Name of School

Name of Pupil

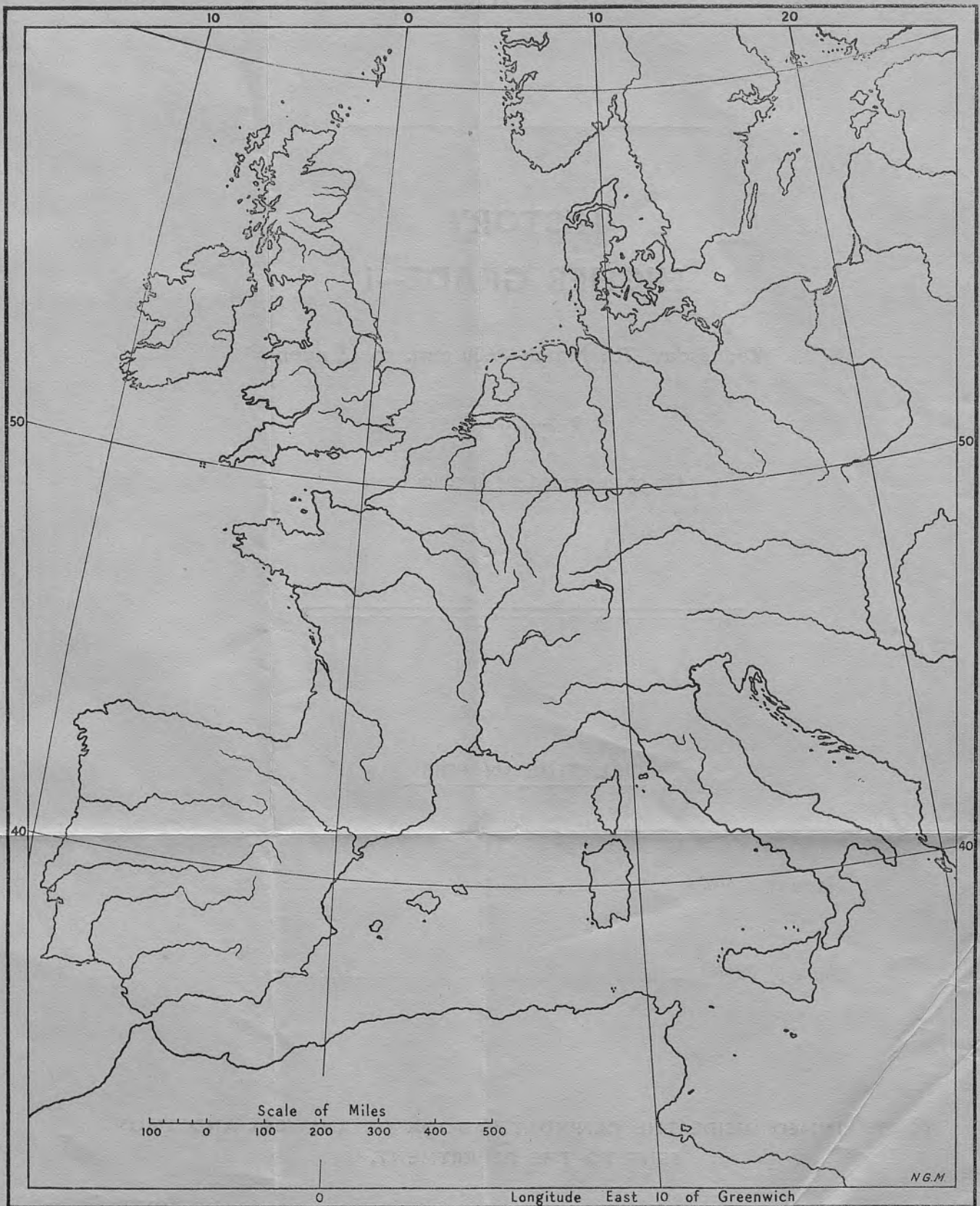
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

[OVER

SECTION 1 (a)

On the accompanying map mark the position of **TEN** of the following with a cross and add the appropriate number as given below :—

- | | | |
|-----------------|-------------------|--------------------------|
| (1) Barcelona. | (6) Falkland. | (11) Moidart. |
| (2) Bristol. | (7) Hanover. | (12) Northallerton. |
| (3) Caernarvon. | (8) Largs. | (13) Poitiers. |
| (4) Cork. | (9) Leicester. | (14) Preston. |
| (5) Dover. | (10) Lindisfarne. | (15) Cape Trafalgar. (5) |



SECTION 1 (b)

Give the century, B.C. or A.D., of each of the following, indicate who or what each was, and say why each is important in history. Answers must be written in the space provided after each name. (15)

(1) Francis Bacon (century).....

.....

(2) Charles Darwin (century).....

.....

(3) The Darien Scheme (century).....

.....

(4) The First Book of Discipline (century).....

.....

(5) Egbert (century).....

.....

(6) Elizabeth Fry (century).....

.....

(7) Sir Thomas More (century).....

.....

[TURN OVER

(8) The Treaty of Northampton (century)

.....
.....

(9) The Battle of Plassey (century)

.....
.....

(10) The Treaty of Troyes (century)

.....
.....

LOWER GEOG.
(MAPS)

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

GEOGRAPHY
LOWER GRADE

MAPS

FILL THIS IN FIRST

Name of School

Name of Pupil

**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

[OVER

[9 (a)]

THE WORLD



LEGEND

- Transmitters in towns* ●
- Transmitters in ships* ○

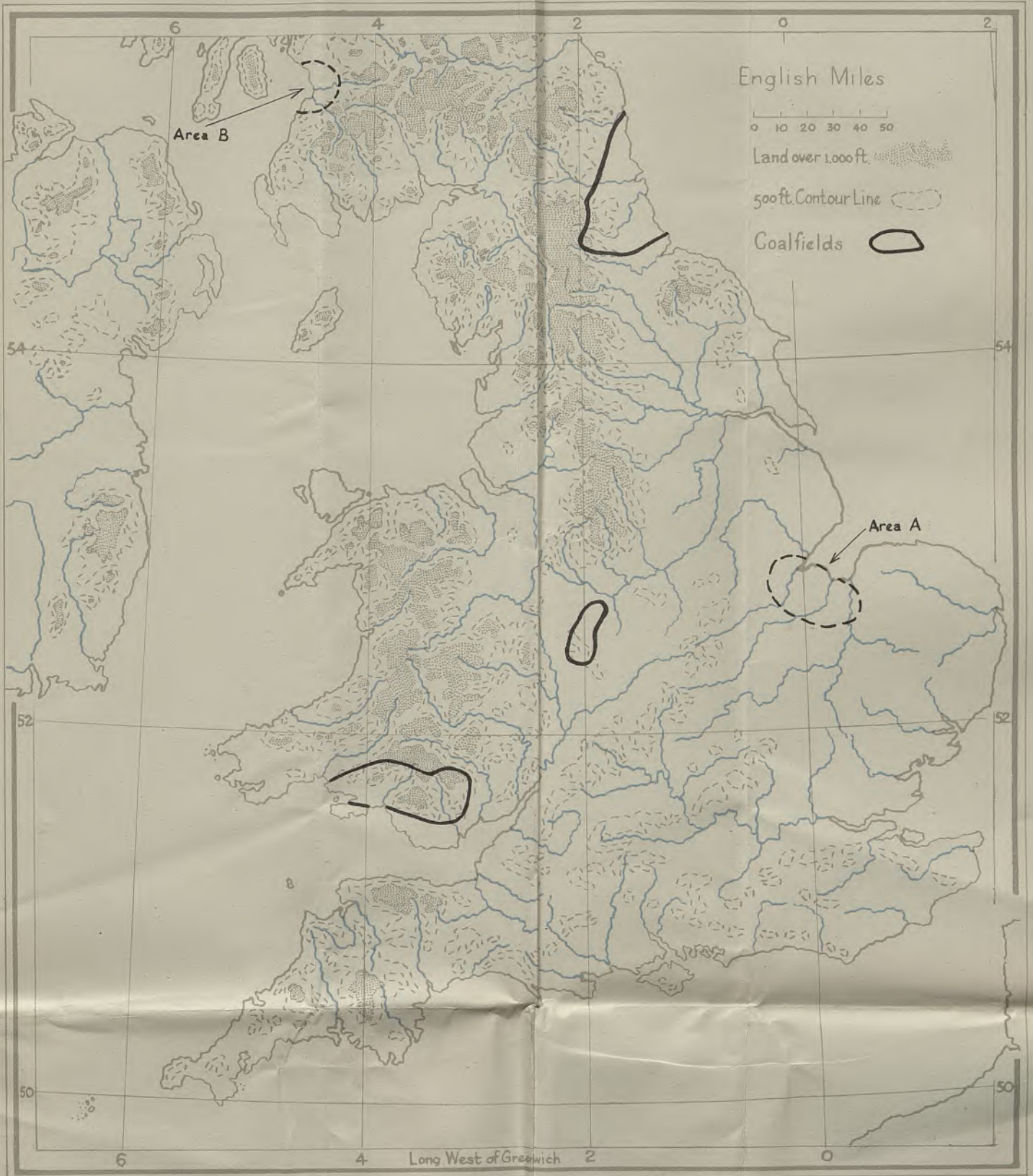
Matthew.

Mercator's Projection

Edin.

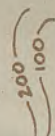






PART OF BRITISH ISLES



Contour Map of a Region



- Contours 
- Water 
- Roads 
- Railways 
- Towns 

Placenames, features of relief, towns, etc, are lettered e.g, A, X.

Scale: 1:63,360

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1956

HISTORY
HIGHER GRADE—II

Wednesday, 7th March—1.30 p.m. to 4.0 p.m.

SECTION I

(To be attempted by all candidates)

FILL THIS IN FIRST

Name of School.....

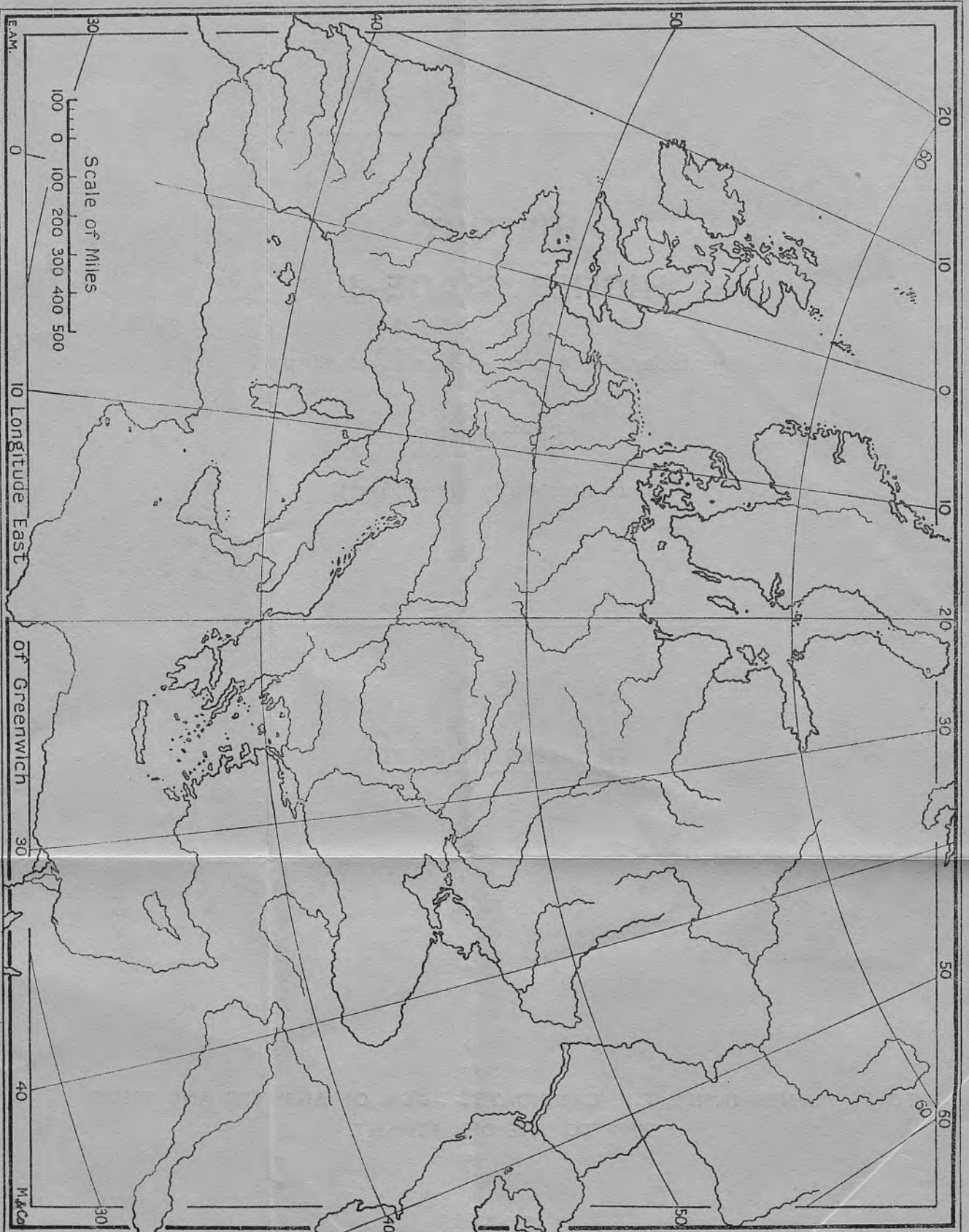
Name of Pupil.....

**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

SECTION 1 (a)

On the accompanying map mark the position of **TEN** of the following with a cross and add the appropriate number as given below:—

- (1) Athens.
 - (2) Avignon.
 - (3) Basel.
 - (4) Berlin.
 - (5) Brest.
 - (6) Cadiz.
 - (7) Copenhagen.
 - (8) Ephesus.
 - (9) Genoa.
 - (10) Kiel.
 - (11) Ravenna.
 - (12) Sarajevo.
 - (13) Thermopylæ.
 - (14) Vienna.
 - (15) Warsaw.
- (5)



SECTION 1 (b)

Give the century, B.C. or A.D., of each of the following, indicate who or what each was, and say why each is important in history. Answers must be written in the space provided after each name. (15)

(1) St. Thomas Aquinas (century).....

(2) The Massacre of St. Bartholomew's Day (century).....

(3) Charles the Bold of Burgundy (century).....

(4) Madame Curie (century).....

(5) Danton (century).....

(6) The Hegira (century).....

(7) John Hus (century).....

[TURN OVER

(8) The Athenian Expedition to Sicily (century).....

.....
.....

(9) Marshal Turenne (century).....

.....
.....

(10) Publius Vergilius Maro (Virgil) (century).....

.....
.....

SCOTTISH LEAVING CERTIFICATE EXAMINATION, 1956

GEOGRAPHY
HIGHER GRADE—(FIRST PAPER)

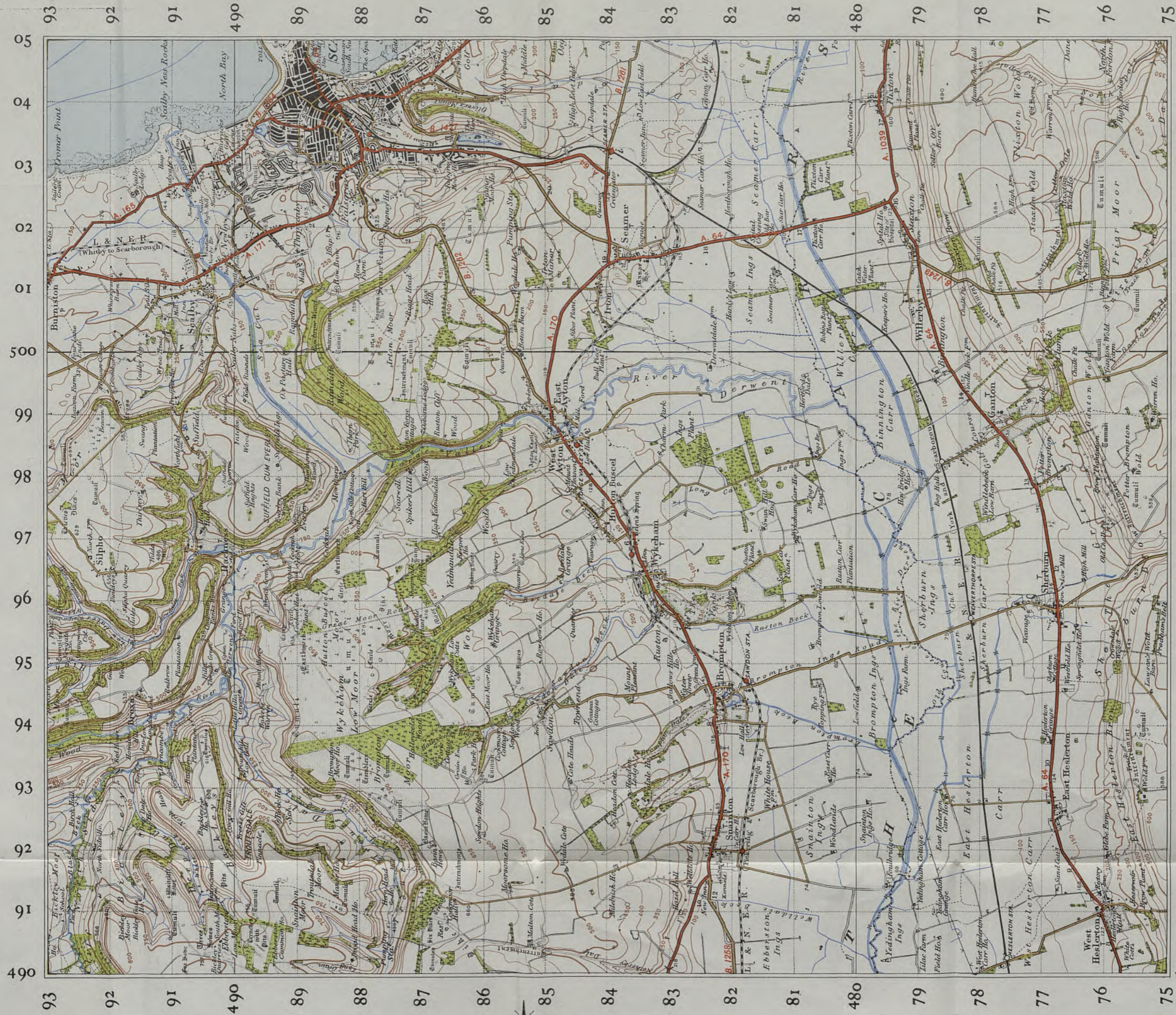
ORDNANCE SURVEY MAP

[10(a)]

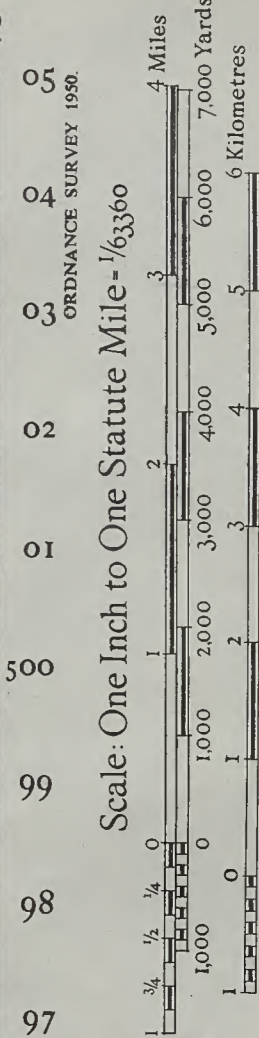
[OVER

(C52761)

EXTRACT FROM ONE INCH NEW POPULAR SHEET 93.



Magnetic Var.
9° 57' W. 1st. Jan. 1950.



THE NATIONAL GRID

To refer to a particular point: (1) Read for each half of the reference the double figures printed in large type in the margins, which denote tens of Kilometres and Kilometres. (2) Then, to obtain reading to nearest 100 metres, estimate position of point in tenths from the grid lines, which are 1000 metres apart.

THUS TO GIVE A NORMAL NATIONAL GRID REFERENCE ON THIS SHEET.

EXAMPLE		Swarth Hill HO.	
East	West	North	South
97	97	81	81
972	972	815	815
Reference		972815	

Heights are in feet above Mean Sea Level. Contours are at 50 feet vertical intervals
True North at the West edge of this sheet is 1° 07' W. of Grid North.
Annual change in Magnetic Variation is about 8' E.

HIGHER GEOG. I
(MAP)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1956

GEOGRAPHY
HIGHER GRADE (FIRST PAPER)

MAP

FILL THIS IN FIRST

Name of School

Name of Pupil

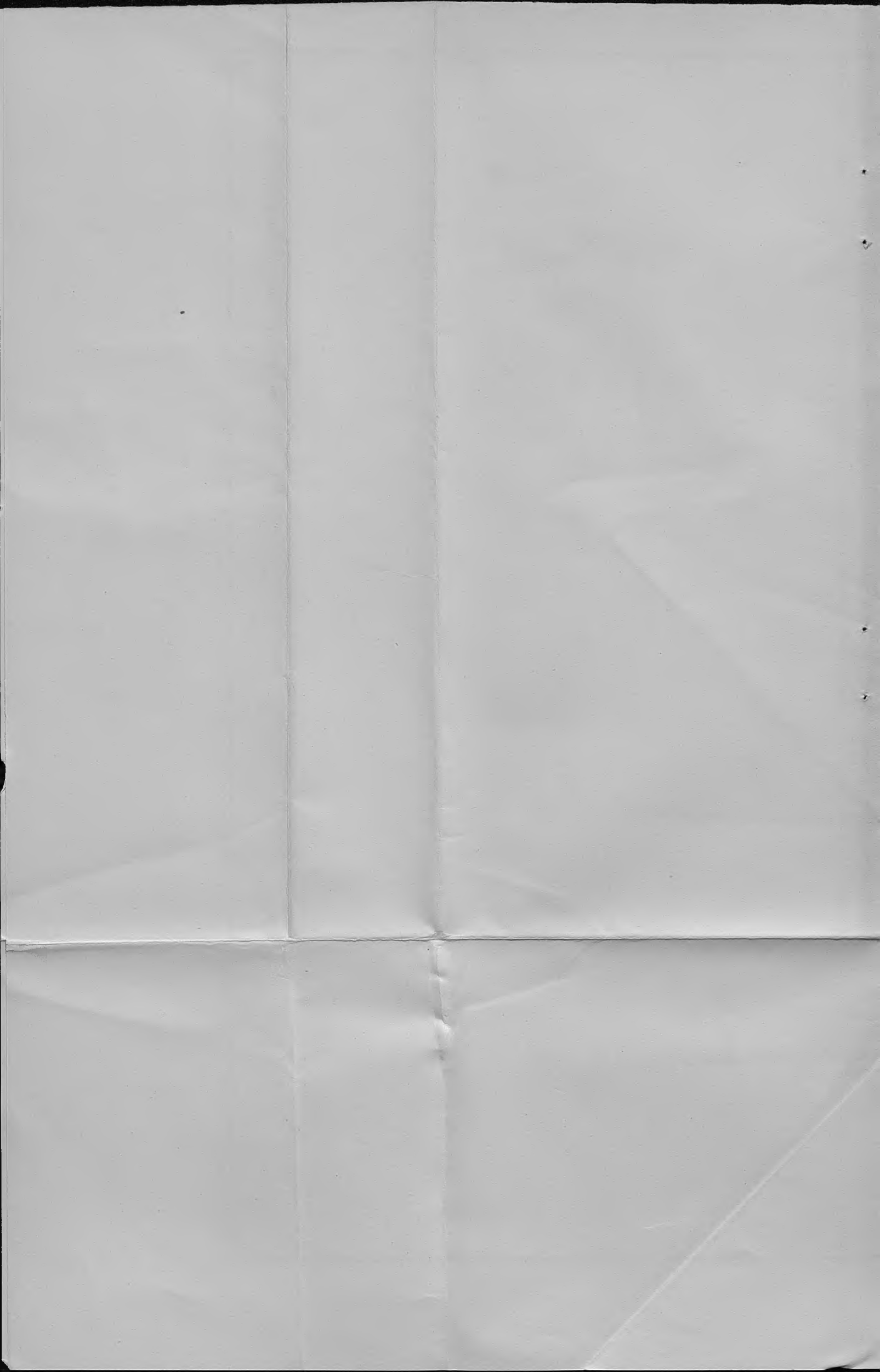
TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.

[OVER

[10 (b)]

NORTH and SOUTH AMERICA





HIGHER GEOG. I

(MAP)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1956

GEOGRAPHY

HIGHER GRADE (FIRST PAPER)

MAPS

FILL THIS IN FIRST

Name of School

Name of Pupil

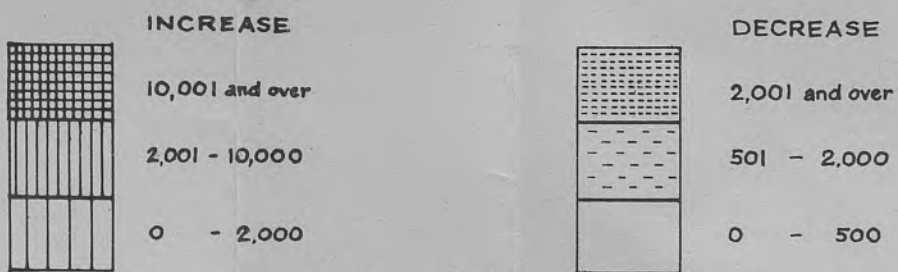
TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.

[OVER

[10 (c)]

Intercensal Increase and Decrease 1931 - 1951

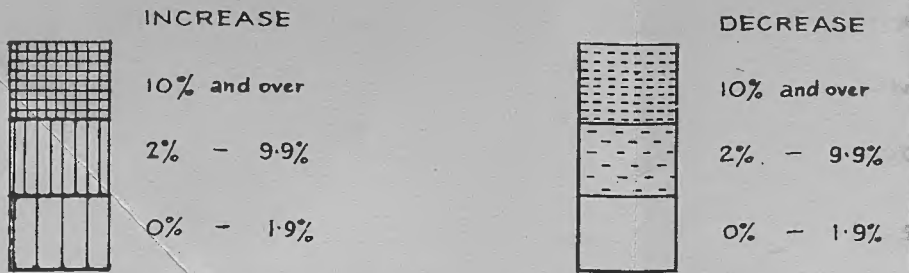
Question 8. Map A



Figures on map give actual increase or decrease

Intercensal Increase and Decrease 1931-1951 Expressed as a Percentage

Question 8. Map B



Figures on map give the percentage for each county.

