



SCOTTISH EDUCATION DEPARTMENT

SCOTTISH
LEAVING CERTIFICATE
EXAMINATION

EXAMINATION PAPERS

1961



EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

1961

PRICE £1 0s. 0d. NET

SCOTTISH EDUCATION DEPARTMENT—1961

The following is a List of some of the more important Official Publications of the Department relating to the Scottish Leaving Certificate Examination and to the teaching of particular subjects in Senior Secondary Schools. They cannot be purchased from this Office, but may be obtained, either directly from HER MAJESTY'S STATIONERY OFFICE (Scottish Branch), 13A Castle Street, Edinburgh, 2, or through any bookseller. All prices are net, those in brackets include postage.

Circular 30. (December, 1960.) Relating to the conduct of the Scottish Leaving Certificate Examination of 1961. 2s. 0d. (2s. 4d.).

Introduction of the Ordinary Grade of the Scottish Leaving Certificate. Report of the Working Party on the Curriculum of the Senior Secondary School. 3s. 6d. (3s. 10d.).

The Post-Fourth Year Examination Structure in Scotland. Report of a Special Committee of the Advisory Council on Education in Scotland. 1s. 3d. (1s. 6d.).

Circular 412. (June, 1959.) Part I of the Report of the Working Party on the Curriculum of the Senior Secondary School relating to the organisation and curricula of certificate courses. 9d. (11d.).

Circular 424. (December, 1959.) Introduction of Ordinary Grade Examination. Syllabuses and Specimen Question Papers and other Arrangements. 6d. (8d.).

Circular 452. (February, 1961.) Date of the Scottish Certificate of Education Examination and Conditions for the Award of the Certificate. 6d. (8d.).

Circular 459. (April, 1961.) Scottish Certificate of Education—Mathematics on the Higher Grade. 1s. 0d. (1s. 2d.).

Examination Papers. Scottish Leaving Certificate Examination, 1960. 17s. 6d. (18s. 11d.).

Scottish Leaving Certificate Examination. Memorandum for the Guidance of Teachers on the Setting and Marking of School Tests and Examinations :

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Technical Subjects in Secondary Schools. Rooms, Equipment and Safety Precautions. 1s. 3d. (1s. 5d.).

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Teaching in Secondary Schools. (Extracts from the Reports of the Secretary of State for Scotland on Education in Scotland, 1955-59) :

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- English. 9d. (11d.) (1955).
- Science. 1s. 0d. (1s. 2d.) (1956).
- Rural Subjects. 6d. (8d.) (1956).
- History. 9d. (11d.) (1957).
- Geography. 9d. (11d.) (1957).
- Homecraft. 9d. (11d.) (1958).
- Physical Education. 9d. (11d.) (1958).
- Mathematics. 9d. (11d.) (1958).
- Health Education. 9d. (11d.) (1958).
- Classics. 9d. (11d.) (1959).
- Music. 9d. (11d.) (1959).
- Pre-Employment Courses in Scotland. 1s. 3d. (1s. 5d.) (1959).

SCOTTISH EDUCATION DEPARTMENT

SCOTTISH
LEAVING CERTIFICATE
EXAMINATION

EXAMINATION PAPERS

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

The Scottish Leaving Certificate Examination is held annually by the Scottish Education Department. In 1961 it commenced on Monday, 6th 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 (1960), dated December, 1960. (Price 2s. 0*d.*; post free 2s. 2*d.*)

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

- 22 Latin, Higher II, question 1 : in line 4 of passage, comma should be inserted after " and " and not after " travelling ".
- 50 Gaelic, Lower (a), Aural Comprehension, passage to be read to candidates, 3rd paragraph, line 3 : full stop should be inserted after " comhairle ".
- 66 Italian, Lower (b), question 2, B(7), page 3 : inverted commas should be inserted after ". . . del mondo ".
- 67 Italian, Higher I, question 2 : after the asterisk at the end of the poem read " una " instead of " une ".
- 79(a) Technical Drawing, Lower, question 1, figure 1 : the thickness of the head of the hinge pin is $\frac{1}{8}$ th inch.

ACKNOWLEDGMENTS

- 4 English, Higher I (b), question 1 : the passage set for interpretation is an extract from " A Short Introduction to Archæology " by V. Gordon Childe, and is reproduced by permission of Messrs. Frederick Muller Limited, London, E.C.4.
- 101 Typewriting, Lower (a), question 2 : the Accuracy Test is an extract from " Catriona " by R. L. Stevenson, and published in " Collins Classics " by Messrs. William Collins Sons and Company Limited, Glasgow, by whose permission it is reproduced.
- 103 Typewriting, Higher (a).
Question 1 : the Copying Test is an extract from " Reading Topographical Maps " by A. H. Meux, M.A., and published by University of London Press Limited, London, E.C.4, by whose permission it is reproduced.
Question 2 : the Accuracy Test is an extract from " Animals Around Us " by J. Bentley Aistrop. It is reproduced by permission of Dennis Dobson, Publisher, London, W.8.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE—(FIRST PAPER—COMPOSITION)

Tuesday, 7th 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.

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

Write a composition of about three pages in length, with an appropriate title at the beginning, on any one of the following subjects :—

- (a) Write a letter to a friend abroad describing the town, village or countryside in which you live.
- (b) A description of **one** of the following incidents :—
a cowardly attack ; a gallant rescue ; a narrow escape ; a close finish ; an exciting chase ; a sudden shock ; a hair-raising experience.
- (c) Learning to Dance ; **or** Learning to play Chess ; **or** Learning to Cook ; **or** Learning to play a Musical Instrument.
- (d) A detailed description of **one** of the following. (Where appropriate, describe any apparatus or tools used with which the average layman might be unfamiliar.)
 - (i) Carrying out an experiment in the science laboratory (physics, chemistry, or biology) ;
 - (ii) constructing a scale model ;
 - (iii) making a successful repair ;
 - (iv) making an article in the technical **or** homecraft department ;
 - (v) preparing for a gymnastic display.
- (e) Shipwrecked on an Island. (Leave out the natives with poisoned arrows and the man-eating monsters. You are faced with the problem of survival : food, shelter and clothing.)
- (f) A story based on the following lines :—
“ O what is that sound which so thrills the ear
Down in the valley drumming, drumming ?
Only the scarlet soldiers, dear,
The soldiers coming.”

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE

(SECOND PAPER—INTERPRETATION, LANGUAGE, AND LITERATURE)

Tuesday, 7th 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.

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

1. Now that I am on the point of starting on another trip into Africa I feel quite exhilarated : when one travels with the specific object in view of ameliorating the condition of the natives, any act becomes ennobled. Whether exchanging the customary civilities on arriving at a village, accepting
 5 a night's lodging, purchasing food for the party, asking for information, or answering polite African inquiries as to our objects in travelling, we begin to spread a knowledge of that people by whose agency their land will yet become enlightened and freed from the slave-trade.

The mere animal pleasure of travelling in a wild unexplored country is
 10 very great. When one travels on lands of a couple of thousand feet, brisk exercise imparts elasticity to the muscles, fresh and healthy blood circulates through the brain, the mind works well, the eye is clear, the step is firm, and a day's exertion always makes the evening's repose thoroughly enjoyable.

We have usually the stimulus of remote chances of danger from either beasts
 15 or men. Our sympathies are drawn out towards our humble hardy companions by a community of interests and, it may be, of perils, which makes us all friends. Nothing but the most pitiable puerility would lead any manly heart to make their inferiority a theme for self-exaltation ; however, that is often done, as if with the vague idea that we can, by magnifying their deficiencies, demonstrate
 20 our immaculate perfections.

The effect of travel on a man whose heart is in the right place is that the mind is made more self-reliant : it becomes more confident of its own resources—there is greater presence of mind. The body is soon well-knit ; the muscles of the limbs grow as hard as a board and seem to have no fat ; the countenance
 25 is bronzed, and there is no dyspepsia. Africa is a most wonderful country for appetite, and it is only when one gloats over marrow bones or elephant's feet that indigestion is possible. No doubt much toil is involved, and fatigue of which travellers in the more temperate climes can form but a faint conception ; but the sweat of one's brow is no longer a curse when one works for God : it
 30 proves a tonic to the system and is actually a blessing. No one can truly appreciate the charm of repose unless he has undergone severe exertion.

Extract from the Journal of David Livingstone.

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

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

exhilarated (line 2) ; *ameliorating* (line 3) ; *enlightened* (line 8) ;
elasticity (line 11) ; *deficiencies* (line 19) ; *temperate* (line 28). (6)

- (b) Express in your own words the meaning of each of the following groups of words **as they are used in the passage** :—

the specific object in view (line 2) ; *customary civilities* (line 4) ;
whose heart is in the right place (line 21). (6)

- (c) Give a general analysis of the sentence, *The effect of travel*
more self-reliant : (lines 21–22). (3)

- (d) Name the part of speech and indicate the relation of *but* (line 28),
and *but* (line 29). (2)

- (e) (i) Form a verb from *stimulus* (line 14), and from *sympathies* (line 15) ;
(ii) form an adjective from *community* (line 16), and from *muscles*
(line 23). (2)

- (f) Why does Livingstone experience a feeling of exhilaration when he is
about to begin another journey into Africa ? (3)

- (g) Describe in your own words what Livingstone regarded as the effects
of travel in Africa on the body. (5)

- (h) What effects does such travel have on the mind and spirit ? (4)

- (i) What do we gather from the whole passage about Livingstone's
attitude towards the natives ? (4)

2. (a) By means of careful explanation **or** illustrative use in sentences
or both, bring out clearly the difference in meaning between

aged as one syllable and as two ; *dogged* as one syllable and as two ;
wooded and *wooden*. (6)

- (b) Choose **two** of the following pairs of sentences, and explain clearly the
difference in meaning between the sentences in each pair :—

- (i) You have repeatedly been told not to ring the bell.
You have been told not to ring the bell repeatedly.

- (ii) Budgerigars which can talk make me uneasy.
Budgerigars, which can talk, make me uneasy.

- (iii) Sitting at the edge of the ring, one of the performing monkeys
bit him.

Sitting at the edge of the ring, he was bitten by one of the performing
monkeys. (4)

3. Which character in a Shakespeare play would you like to act in a stage performance? Give adequate reasons for your choice. (10)

4. Name **three** poems which you would regard as suitable for reading aloud to the members of your school class. State briefly your reasons for choosing these poems, and indicate more fully which of the three appeals most to you. (10)

5. Select an essay with which you are familiar and which you enjoyed reading. What special features made it appeal to you? (10)

6. Choose any **one** of the following from any play **or** poem **or** story you have read, and write a brief description of his or her character :—

a sailor, a soldier, a scientist, a clergyman, an attractive young woman, a queen. (10)

7. Write a brief account of any book you have read on **one** of the subjects named below. What qualities does it possess which would make you recommend it to a friend?

travel ; exploration ; scientific discovery ; music ; archæology ; world affairs. (10)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ENGLISH****HIGHER GRADE—(FIRST PAPER (a)—COMPOSITION)**

Tuesday, 7th 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.

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

Write a composition of about three pages in length, with an appropriate title at the beginning, on any one of the following subjects :—

- (a) "Self-government is more important than good government." Discuss.
- (b) Describe a recent outstanding event in the world of sport, or the arts, or industry, or scientific discovery.
- (c) A swimming pool, a properly-equipped stage, a library. In what order of importance would you place these three desirable adjuncts to a school? Give reasons for your choice.
- (d) Does scientific advancement necessarily increase the happiness of mankind?
- (e) "There is nothing worse than earning a living in a job you dislike." Do you agree?
- (f) "The city teaches the man." Is this as true now as it was in the days of the Ancient Greeks, one of whom first expressed this thought?
- (g) "I was there." An eye-witness account of a famous event in history.
- (h) "The young should be ambitious." Discuss.
- (i) "Grey recumbent tombs of the dead in desert places,
Standing stones on the vacant wine-red moor,
Hills of sheep, and the howes of the silent vanished races,
And winds austere and pure."

Describe the thoughts aroused in you by these lines.

(35)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

THE HIGHER GRADES OF THE SCOTTISH LEAVING CERTIFICATE EXAMINATION

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

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

Tuesday, 7th March—11.0 A.M. to 12.40 P.M.

Answer all three Questions.

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.

1. Archæology is a source of history, not just a humble auxiliary discipline. Archæological data are historical documents in their own right, not mere illustrations to written texts. Just as much as any other historian, an archæologist studies and tries to reconstitute the process that has created the human world in which we live—and us ourselves in so far as we are each creatures of our age and social environment. Archæological data are all changes in the material world resulting from human action or, more succinctly, the fossilized results of human behaviour. The sum total of these constitutes what may be called the archæological record. This record exhibits certain peculiarities and deficiencies the consequences of which produce a rather superficial contrast between archæological history and the more familiar kind based upon written records.

Not all human behaviour fossilizes. The words I utter and you hear as vibrations in the air are certainly man-made changes in the material world and may be of great historical significance. Yet they leave no trace in the archæological record unless they be captured by a dictaphone or written down by a clerk. The movement of troops on the battlefield may change the course of history, but it is equally ephemeral from the archæologist's standpoint. What is perhaps worse, most organic materials are perishable. Everything made of wood, hide, wool, linen, grass, hair and similar materials, nearly all animal and vegetable foods, and so on, will decay and vanish in dust in a few years or centuries, save under very exceptional conditions. In a relatively brief period the archæological record is reduced to mere scraps of stone, bone, glass, metal, earthenware, to empty cans, hinges without doors, broken window-panes lacking sashes, axeheads without handles, post-holes in which no post now stands. How serious the resultant gap is can be judged by a quite cursory glance through the ethnographic* galleries in any museum. Better still, go through the catalogue of a general stores, and tear out all the pages dealing with foodstuffs, textiles, stationery, wooden furniture and similar articles; the fat tome will have been reduced to a slim pamphlet. And remember that even in England a few centuries ago not only country carts but also complicated geared machines were constructed entirely of wood and leather without even metal nails, while in a normal farm-house receptacles of perishable wood and leather took the place of the familiar china and earthenware. Still, modern archæology, by applying appropriate techniques and comparative methods, aided by a few lucky finds from peat bogs, deserts and frozen soils, is able to fill up a good deal of the gap.

* *ethnographic* : concerned with the scientific study of the customs and habits of peoples or nations.

V. G. Childe.

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

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

data (line 2) ; *succinctly* (line 7) ; *cursory* (line 26) ; *tome* (line 30) ;
receptacles (line 33) ; *techniques* (line 35). (6)

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

auxiliary discipline (lines 1-2) ; *creatures of our age and social environment* (lines 5-6) ; *comparative methods* (line 35). (7)

- (c) Give the name and the relation of **each** of the following clauses :—

(i) *in so far as we are each creatures of our age and social environment* (lines 5-6) ;

(ii) *unless they be captured by a dictaphone or written down by a clerk* (lines 16-17) ;

(iii) *How serious the resultant gap is* (line 26). (3)

- (d) (i) Comment on the use of the word *be* in line 16 ;

(ii) name the part of speech and indicate the relation of *save* in line 22. (2)

- (e) Express as fully as you can in your own words the meaning of the first sentence of the second paragraph : *Not all human behaviour fossilizes.* (4)

- (f) *Save under very exceptional conditions* (line 22).

Find from the passage what these exceptional conditions are, and describe them in a brief paragraph. (4)

- (g) What do you gather from the passage about the kind of work an archæologist does ? (4)

- (h) Suggest a word which is opposite in meaning to *superficial* (line 11), and to *ephemeral* (line 18). (1)

- (i) Make a summary of the whole passage. (N.B.—Your summary should not exceed 130 words. Please indicate the number of words you use at the end of your summary.) (14)

2. Rewrite the following statements in one compact, well-knit paragraph.

You may rearrange the order where necessary, or compress where you so desire, but all the facts given below must be included ; no new facts should be added.

island of Crete has a rich and varied civilisation—roughly 3,000 B.C.—called Minoan civilisation—reached Palestine and Egypt eventually—spread over Cyprus—also spread over Greek peninsula and Aegæan islands—named after Minos—Minos a lawgiver—in Greek tradition he was a friend of Zeus—Zeus was sovereign of the seas—Crete a natural link between Europe, Asia, Africa—flourished for 600 years—centre of famous maritime empire—it influenced Greek civilisation—recent excavations in Crete at Cnossos—splendid royal palace—treasures in gold and copperwork—ample evidence of high plane of culture—town in itself—captives led through maze to bullring—captives taken in war—blood offerings to sacred bull—bull worshipped by Cretans. (10)

3. **Either** (a) In **each** of the following sentences, state which of the bracketed words fits the context ; then write a sentence to show clearly the meaning of the word **not** selected, remembering to underline the word.

- (i) Any suggestion of bribery I should strongly (deprecate, depreciate) at present.
- (ii) In some parts of Britain people insist on the very strict (observance, observation) of Sunday.
- (iii) In cartoon films there is no attempt to give the (delusion, illusion) of reality.
- (iv) Such reprehensible conduct will (detract, distract) from your reputation as a sportsman.
- (v) Though he had never been in the army, he held the (honourable, honorary) rank of colonel. (10)

or (b) Write an explanatory comment on the origin of **five** of the following words :—

bishop, courtesy, damask, tantalize, sepoy, boycott, pasteurize, romantic. (10)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ENGLISH****HIGHER GRADE—(SECOND PAPER—LITERATURE)**

Tuesday, 7th 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.

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.

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

1. (a) Select any **one** of Shakespeare's comedies. To what extent is it a comedy of situation, and to what extent a comedy of character? (20)

or

(b) "In reading a tragedy of Shakespeare's we are left with an overwhelming impression of the essential greatness of human character, and we are also conscious of a profound feeling of waste." Discuss this statement with reference to **one, or more than one**, of Shakespeare's tragedies. (20)

or

(c) Discuss the element of patriotism in **one, or more than one**, of Shakespeare's history plays. (20)

or

(d) From your reading of Shakespeare's plays, choose a comic scene from a comedy and a comic scene from a tragedy; describe each briefly, and show in a paragraph how they serve different purposes. (20)

2. (a) Deriving your information from the *Prologue* to *The Canterbury Tales*, compare and contrast the pilgrims in **one** of the following pairs:—

the Monk and the Poor Parson; the Wife of Bath and the Prioress; the Squire and the Clerk of Oxenford; the Knight and the Franklin. (15)

or

(b) Choose any **one** of *The Canterbury Tales* and show in what ways it was calculated to appeal to the interests of its audience. (15)

or

(c) Here and there in the *Prologue* to *The Canterbury Tales* one finds evidence that Chaucer was alive to the growing wealth and importance of the English middle classes. Show that this is so. (15)

3. (a) "Burns, the Ballads, Scott—these are the supreme expressions in literature of Lowland Scotland." How far do you agree with this judgment? Indicate, with reasons, which of the three appeals most to you personally. (15)

or

(b) Show, with reference to any poem by Dunbar, or Henryson, or Fergusson, or Burns, or any more recent Scottish poet, how the poet successfully combines humour and realism in his work. (15)

4. Choose any **one** of the following prose works, and write a brief critical account of it, dealing with such aspects as the author's method of presenting his subject matter, and, where this is relevant, his intention in writing it. What light does the work throw on the author's personality or attitude towards life?

Bunyan's *Pilgrim's Progress*; Defoe's *Robinson Crusoe*; Swift's *Voyage to Brobdingnag*; Boswell's *Journal of a Tour to the Hebrides*; Macaulay's *Essay on Clive*; Stevenson's *Travels with a Donkey in the Cevennes*; Orwell's *Animal Farm*; H. Trevor-Roper's *Last Days of Hitler*; Laurie Lee's *Cider with Rosie*. (15)

5. Show, with apposite quotation if you can, what qualities of thought, emotion and expression distinguish any **one** of the following poems:—

Lycidas; *Elegy written in a Country Churchyard*; *The Deserted Village*; *Lines composed a few miles above Tintern Abbey*; *Ode to Autumn*; *Ulysses*; *My Last Duchess*; *Among School Children*; *Fern Hill*. (15)

6. If you were compiling an anthology of essays, in which you were limited to **two** essays by each author, which essays would you choose to represent any **two** of the following authors? In each case, give briefly your reasons for your choice.

Bacon, Addison, Steele, Goldsmith, Lamb, Hazlitt, Stevenson, Chesterton, Max Beerbohm. (15)

7. Write a critical account of any modern poem you have read, showing in what ways it differs from or resembles the poetry of the past with which you are familiar. (15)

8. Write a character sketch of any **one** of the following:—

Mrs. Bennet, Balfour of Burley, David Deans, Catherine Linton, Mr. Rochester, Becky Sharp, Uriah Heep, Miss Havisham, Sergeant Troy, Ebenezer Balfour, Almaycr, Stephen Dedalus, Mrs. Dalloway, Solly Jimson. (15)

9. Which novel, written by a reputable twentieth-century novelist, has most appealed to you? Show what you found interesting in such matters as the author's characterization, technique and style. (15)

10. Write a brief critical essay on **one** of the following topics :—

- (a) Burns, **or** Blake, **or** Shelley as a lyric poet ;
- (b) Pope **or** W. H. Auden as a social satirist ;
- (c) Coleridge **or** Walter de la Mare as a poet of the mysterious and the supernatural ;
- (d) Wordsworth's treatment of common life ;
- (e) Arnold's imitation of the epic style ;
- (f) John Betjeman's treatment of suburban life.

(15)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

LOWER GRADE

Wednesday, 8th 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. Give an account of the feudal system **either** in England in the reign of William the Conqueror **or** in Scotland in the reign of David I. **20**

2. Write notes on **two** of the following : Julius Agricola ; the Celtic Church before the Synod of Whitby ; Pope Gregory VII ; Henry II's Empire ; John Balliol ; the Lollards. **20**

3. State very briefly why there was an increase in exploration in the fifteenth century. **5**

Give an account of the main achievements of Spaniards and Portuguese outside Europe during the Renaissance period. **15**

[TURN OVER

4. Outline the main steps in the English Reformation in the reigns of Henry VIII and Edward VI.

20

5. **Either**—Trace the relations of England and France with Scotland from the death of James V in 1542 to the return of Mary to Scotland in 1561.

Or—Explain the attitudes of Spain and France to England on the accession of Elizabeth Tudor, and trace the relations of Spain and England up to 1587.

20

6. Give an account of the dealings of James VI and Charles I with the Scottish Church from 1592 to 1640.

20

7. What were the main achievements of the Long Parliament before the outbreak of the Civil War?

15

How far was its conduct justified?

5

8. Do you agree with the view that Cromwell's rule (1653–1658) was a failure?

20

9. In what ways did the revolution of 1688–9 increase the power of the English Parliament?

15

What was its effect on the Scottish Parliament?

5

Section 3 (1714 to the present day)

10. Describe Walpole's contributions to (a) commercial prosperity and (b) the development of cabinet government.

20

11. What grievances did the American colonists have against the British government in the years 1763–1775?

20

12. What were the main technical changes in the making of textiles that took place during the Industrial Revolution?

15

State very briefly the effect of this series of changes on working conditions.

5

13. Give an account of the Whig measures of reform between 1830 and 1841 and show how far they improved the lot of the poorer classes.

20

14. Describe Gladstone's Irish policy. 15
 Did he show himself in this matter to be a great statesman ? 5
15. Why were Trade Unions more important in the nineteenth than in the eighteenth century ? 5
 Trace their development in the nineteenth century. 15
16. Write notes on **two** of the following :—
 the Durham Report ;
 railway development in Canada ;
 relations of Boer and British in the first half of the nineteenth century ;
 the second Boer War 1899–1902. 20
17. Write notes on **two** of the following : the Jacobite Rising of 1715 ; Warren Hastings ; Thomas Telford ; Disraeli's domestic Policy, 1874–81 ; the Unification of Germany by Bismarck (1863–71) ; David Lloyd George. 20
18. (a) What is meant by Central African Federation and what arguments have been advanced for and against it ?
 or
 (b) Show the effects of the division of Germany upon international relations since 1945.
 or
 (c) Estimate the importance of the Press in the life of Britain to-day. 20



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

HIGHER GRADE

(FIRST PAPER—BRITISH HISTORY)

Wednesday, 8th 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. Compare the importance of the Roman and Celtic missionaries in the conversion of Britain.

2. How far is it true that William the Conqueror introduced feudalism into England?

3. To what causes do you attribute the success of the Scots in the War of Independence?

4. Give a brief description of life in a mediaeval burgh and explain how burghs came into existence in **either** Scotland **or** England.

5. Write notes on **two** of the following: Agricola; Alfred the Great; Henry II and the Church; the Black Death; Henry V's French War; James III of Scotland.

[TURN OVER

Section 3 (1485 to 1763)

6. Was the power of Henry VIII due more to his father's measures or to his own?

7. **Either**—Do you consider that the deposition of Mary Queen of Scots was justified by her conduct and policy?

Or—To what extent and by what means were the social grievances of the Elizabethan period remedied?

8. Explain the grounds of Parliament's opposition to Charles I in the first four years of his reign. How far was it justified?

9. Account for the enthusiasm with which the Restoration was greeted and trace the relations between King and Parliament during Charles II's reign.

10. How far did Britain gain the objects with which she entered the war of the Spanish Succession?

11. Trace the development of government by party cabinets in the first half of the eighteenth century.

Section 4 (1763 to 1914)

12. Compare the services to Britain of the Elder and the Younger Pitt.

13. On what grounds may the British navy be considered more important than the army in the French Wars of 1793–1815?

14. Were the reforms of the 1830s or those of the 1840s more beneficial to the poorer sections of the community?

15. Do you consider that Gladstone or Disraeli had the sounder views on the Eastern Question?

16. How far is it true that the Liberal government was more successful in domestic than in foreign policy in the years between 1905 and 1914?

17. **Either**—(a) Why was a union of Canada formed in 1840 and why did it give way to a federation in 1867?

Or—(b) Explain the causes of the Great Trek and show how it led to the establishment of the Boer Republics in South Africa.

18. Write notes on **two** of the following :—the results of the Rising of 1745 ; the Enclosure Movement of the 18th century ; the Irish Act of Union, 1800 ; railway development, 1825–1850 ; the Education (Scotland) Act, 1872 ; Joseph Chamberlain.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

HIGHER GRADE

(SECOND PAPER—EUROPEAN HISTORY)

Wednesday, 8th 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. "The greatness of Athens depended on her navy". How far is this a sufficient explanation of her power in the fifth century B.C.?
2. Do you consider that Alexander was greater as a soldier or as a statesman?
3. Trace briefly the steps by which Rome came to rule over all Italy.
4. Explain the grievances which the Gracchi sought to remove. Why were they not more successful?
5. Estimate the work of Augustus Caesar.
6. Write notes on **two** of the following: The Ionian Revolt; the Spartan Constitution; Lysander; Demosthenes the Orator; Quintus Fabius Cunctator; the Dacian war.

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

7. Do you consider that Otto I deserves to be called "the Great"?
8. Estimate the importance of the reign of Philip II (Augustus) in the development of the French Kingdom.
9. On what grounds may Innocent III be considered the last of the great mediaeval Popes?
10. Explain and illustrate the importance of the Low Countries in the fourteenth and fifteenth centuries.
11. Explain the objects of the Hussite movement and show its religious and political importance.
12. Write notes on **two** of the following : the Partition of Verdun ; Robert Guiscard ; the Lombard League ; the Knights Templar ; the Jacquerie ; Prince Henry the Navigator.

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

13. Compare the ways in which Italy and Germany were affected by the Renaissance.
14. Why did the Netherlands revolt against Spain and why did they succeed?
15. Estimate the gains and losses of the principal European states from the Thirty Years War.
16. Discuss the view that Louis XIV was not a great statesman but only a man of second-rate ability.
17. What problems faced Maria Theresa of Austria on her accession and how far had she solved them by 1763?
18. Write notes on **two** of the following : Charles VIII's invasion of Italy ; John Calvin ; Sully ; the domestic policy of the Great Elector of Brandenburg ; Charles XII of Sweden ; the War of the Polish Succession.

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

19. Explain the merits and defects of the policy of Catherine II of Russia in home and foreign affairs.
20. When do you consider that the power of Napoleon was at its height, and why?
21. Explain and criticise the attitude of (a) Russia and (b) France towards Turkey between the Treaty of Adrianople (1829) and the Dardanelles Convention (1841).
22. Why did Italy fail to achieve union in 1848-49 and succeed in 1859-61?
23. Do you consider that France was the chief threat to the peace of Europe between 1871 and 1914?
24. Write notes on **two** of the following : J. J. Rousseau ; Robespierre ; The Congress System (1818-22) ; Louis Kossuth ; the Schleswig-Holstein Question ; the Balkan Wars of 1912-13.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

LOWER GRADE

Thursday, 9th 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.

[TURN OVER

SECTION A

The whole of this section should be attempted

Marks

1. On the accompanying map of Scotland :—

(a) (i) Mark with a cross and name the Cheviots, the Sidlaws, the Ochils, and the Cuillins ;

(ii) Name the four districts stippled in red ; and

(iii) Name the four towns marked with black dots.

3

(b) Delimit, with a continuous line, the drainage basin of the River Tweed.

2

(c) Shade thus, ///, all areas of Scotland, excluding Shetland, with less than 30 inches of rain per annum.

2½

(d) Name the chief industry of each of the five towns marked by a red circle.

2½

(e) Mark, with a continuous line, the shortest railway route between :—

(i) Edinburgh and Aberdeen ;

(ii) Glasgow and Carlisle.

3

(13)

2. On the accompanying map of the world :—

(a) (i) Name the four mountain ranges stippled in black ; and

(ii) Name the four ports marked with black dots.

2

(b) Mark, with arrows to show direction, the July winds at San Francisco, Valparaiso, and Java.

3

(c) At 60° N., 30° W., and at 45° S., 30° W., print the number of hours of daylight experienced at these points on the spring equinox.

2

(d) Name the metal ores mined at the four places marked with a red cross.

2

(e) Three man-made features are marked by blue lines. **Either** name these **or** state what they are.

3

(12)

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

(a) (i) Describe in **not more** than 20 lines the relief of the area.

7

(ii) Name the features lettered A and F.

1

(b) (i) What is the building at X?

1

(ii) What is the gradient of the tunnel? Z to Y is two miles.

2

(c) Comment on the site of the villages D, K, and L.

4

(15)

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. Geographical descriptions must include a sketch-map.

SECTION B

Marks

4. Describe the relief (including landforms) of **two** of the following :—
The Cairngorms ; the coast of S.W. Ireland ; East Anglia ; the Pennines. (15)
5. (a) Give **one** example of each of the following :—
 (i) A grassland area which has cold winters ;
 (ii) A river basin with high temperatures all year and double rainfall maximum ; and
 (iii) An area with summer drought and winter rainfall. 3
 (b) Account for the climate of **one** of your examples. 12
 (15)
6. (a) Select **either** wool **or** cotton and name **three** separate areas noted for its production (as a raw material). 3
 (b) **By referring to the areas named** describe the geographical conditions which favour the production of the selected commodity. 12
 (15)
7. (a) Explain why the lands of the southern hemisphere are, in general, more sparsely populated than those of the northern hemisphere. 10
 (b) What effect does this have on world trade? 5
 (15)

SECTION C

British Isles

8. (a) Compare and contrast the climates of north-east Scotland and south-west England. 9
 (b) How far do the differences in climate account for differences in the farming of the two areas? 6
 (15)
9. Attempt **either** (a) **or** (b) :—
 (a) Write a geographical description of **one** of the following :—
 Strathmore, north-east of the River Tay ; the Fens ; Central Ireland. (15)
 (b) Write a geographical description of **one** of the following British industries :—
 Fishing ; motor-car industry ; chemical industry. (15)
10. (Turn over)

Europe, excluding the British Isles

10. Compare the Rhine and the Rhône as routeways. (15)
11. Attempt **either** (a) **or** (b) :—
- (a) Describe and account for the **manufacturing** industries of Sweden **or** Switzerland **or** the basin of the Po. (15)
- (b) Write a geographical account of the agriculture of **one** of the following :—
Spain ; Holland ; Denmark. (15)

North America

12. Give an account of the forests and the lumbering industry of North America **either** east **or** west of 100° W. (15)
13. Write notes on **three** of the following :—
- (i) Meat-packing industry of Chicago ;
 - (ii) Iron smelting at Cleveland ;
 - (iii) Fruit growing in British Columbia ;
 - (iv) The Peace River Settlement ;
 - (v) The Fall Line ;
 - (vi) Montreal. (15)

The Rest of the World

14. (a) Describe the seasonal distribution of rainfall at Bombay, Madras, and Calcutta. 9
- (b) For **one** of these show how this distribution affects agriculture in the adjacent areas. 6
(15)
15. Write a geographical description of **one** of the following river basins :—
Nile ; Niger ; Congo ; Zambezi. (15)
16. Describe the relief, climate, and main occupations of **one** of the following areas :—
North Island, New Zealand ; Western Australia ; Queensland. (15)
17. (a) Draw a sketch-map of South America to show the full extent of the Andes. 4
- (b) Why have they attracted a larger population in the north than in the south? 11
(15)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(FIRST PAPER)

Thursday, 9th 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 is shown in the margin.

SECTION A

The two questions of this section should be attempted.

1. After studying the part of the Ordnance Survey map which is provided :—

Mark

- | | |
|---|------|
| (a) Write a brief description (not more than 12 lines) of the relief of the area. | 15 |
| (b) (i) On a sketch-map make a simple division of the whole area into two regions :—(i) predominantly rural settlement and (ii) predominantly urban settlement. | 5 |
| (ii) Relate this division of settlement to your description of relief. | 10 |
| (c) Comment on the position of Guisborough (610160). | 6 |
| | (36) |

2. On the accompanying map of part of the world :—

- | | |
|---|------|
| (a) (i) Give the exact latitude of the northern and southern edges of the map. | 2½ |
| (ii) Insert the Prime Meridian. | 1 |
| (b) Mark, with arrows to show direction, and name :— | |
| (i) the ocean currents of that part of the Atlantic Ocean shown on the map ; and | 2½ |
| (ii) the winds of the Indian Ocean during July. | 2 |
| (c) Delimit the areas of equatorial forest. | 3 |
| (d) Mark, with the letter given in brackets, areas noted for the production of rubber (R), coffee (C), tea (T) and palm oil (P). (One area for each commodity.) | 2 |
| (e) Mark and name the new capital city of Brazil and the mineral producing areas known as Katanga and Bauchi. | 3 |
| | (16) |

SECTION B

THREE questions should be attempted.

Mark

3. (a) Express the following scales in terms of **either** inches to the mile **or** miles to the inch whichever is appropriate :—

(i) $\frac{1}{253,440}$;	(ii) $\frac{1}{10,560}$;	(iii) $\frac{1}{1,000,000}$.	6
---------------------------	---------------------------	-------------------------------	---

(b) How does the detail of maps on scales (i) and (ii) differ from that of maps on the scale of 1 : 63,360? Restrict your examples to Ordnance Survey maps.

10
(16)

Marks

4. Describe and explain the relief of **either** (i) a scarpland such as that of south-eastern England or the Paris Basin **or** (ii) a Karst region such as that of western Yugoslavia or those in the south of the Massif Central.

(16)

5. (a) Explain "the swing of the wind belts".

6

(b) Show by referring to **two** areas experiencing quite different climates that it is of great human significance.

10
(16)

6. (a) Select **one** of the great temperate grasslands and describe its climate by seasons.

10

(b) Discuss the extent to which the selected grassland has now been converted to arable farming.

6
(16)

7. (a) What was the Triangular Trade Route?

4

(b) To what extent was its course decided by winds and ocean currents?

12
(16)

8. "Large ports develop mainly where there are cargoes for shipment and where there are adequate, though not necessarily ideal, harbours." Discuss in relation to **three** of the following ports:—

Montreal, Singapore, Calcutta, Sydney, Cape Town, New York.

(16)

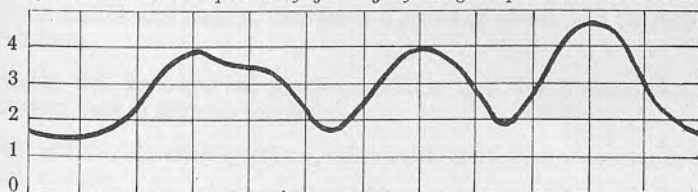
9. The accompanying graph shows the seasonal employment of agricultural labour in the Lille area of north-eastern France where the main crops are cereals and sugar beet.

Explain the seasonal fluctuations in the demand for labour in terms of the cultivation and harvesting of these crops.

(16)

Agricultural Labour Curve, N.E. France (Lille Area).

Jan. Feb. Mar. April May June July Aug. Sept. Oct. Nov. Dec.



(After Jean Brunhes.)

Key to vertical scale

Above 4 Demand for imported labour.

4 Local labour fully occupied.

3 Normal work.

2 Normal work.

1 Local labour partly unoccupied.

0 Complete idleness.

1000

(10)

(11)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(SECOND PAPER)

Thursday, 9th 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. Geographical descriptions must include a sketch-map.

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.

[TURN OVER

SECTION A

British Isles

Marks

1. Using the following statistics write a short essay on the production of electricity in Scotland.

Production of Electricity in Scotland
(Figures in millions of units)

	Total Production	Production by hydro-electric means
Scotland, north of the Highland Edge	1,910	1,620
The Rest of Scotland	5,400	300
Total	7,310	1,920

(20)

2. (a) What are the main industries located on or near the Clyde below Glasgow, **or** the estuary of the Mersey, **or** the Forth below Alloa?

4

(b) Why have they developed there?

16

(20)

3. Attempt **either** (a) **or** (b).

(a) "In Britain there is only mixed farming". Discuss. In your answer consider Ayrshire, East Anglia, and Cheshire in addition to any other areas you may wish to select.

(20)

(b) Write a geographical description of Eire.

(20)

SECTION B

Europe (excluding British Isles)

4. Show how physical features associated with glaciation have affected (i) farming, (ii) growth of industry, and (iii) tourism in **either** Norway **or** Switzerland.

(20)

5. Attempt **either** (a) **or** (b).

(a) Write a geographical description of **one** of the following :—

Denmark ; Portugal ; Hungary ; Greece.

(20)

(b) (i) Select **one** fairly extensive densely peopled area in north-west Europe and **another** in Mediterranean Europe and explain why they are densely peopled.

15

(ii) Emphasise any significant differences.

5

(20)

6. (a) Recently a number of European countries joined together to form the European Common Market. Name these countries.

3

(b) What town would you have chosen as a convenient administrative centre for them? Give reasons for your answer.

17

(20)

SECTION C

Marks

North America

7. (a) Describe the present distribution of population in Canada. 8
 (b) How far can it be explained in terms of communications and distribution of minerals? 12
 (20)
8. Why is the St. Lawrence and Great Lakes Waterway more important than the Mississippi to the United States? (20)
9. Compare and contrast **either** Jamaica and Newfoundland **or** the basins of the rivers Ohio and Missouri under the headings of relief, climate, vegetation, and occupations. (20)

SECTION D

Asia

10. (a) Describe the relief and climate of **either** Japan **or** Java. 12
 (b) Relate them to agriculture. 8
 (20)
11. Attempt **either** (a) **or** (b).
 (a) Compare and contrast the network of communications of the U.S.S.R., east and west of the Urals. (20)
 (b) Select a large industrial area of the U.S.S.R. and write a geographical description of it. (20)
12. Select **either** the Indus and the Ganges **or** the Yantze-Kiang and the Hwang-Ho and describe the similarities and differences in the climate, agriculture, and distribution of population of their basins. (20)

SECTION E

The Southern Continents

13. (a) Account for the differences in density of population per square mile between Australia and New Zealand as shown in the following statistics :—

		Area in square miles	Population	Density per square mile	
Australia	2,974,581	9,377,253	3	
New Zealand	103,736	2,174,062	21	13

- (b) (i) How, in round figures, do these densities compare with that for Scotland as a whole? 2
 (ii) Account briefly for the difference. 5
 (20)
14. (a) On a sketch-map sub-divide **either** Brazil **or** Chile climatically. 5
 (b) Select the least densely peopled and the most densely peopled of your sub-divisions and explain the contrast. 15
 (20)
15. In what ways do **either** the two areas of Mediterranean climate in Africa **or** the savanna lands of West and East Africa resemble and differ from each other. (20)

24-25

1950-1951

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ARITHMETIC

Monday, 6th 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.

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.

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

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.

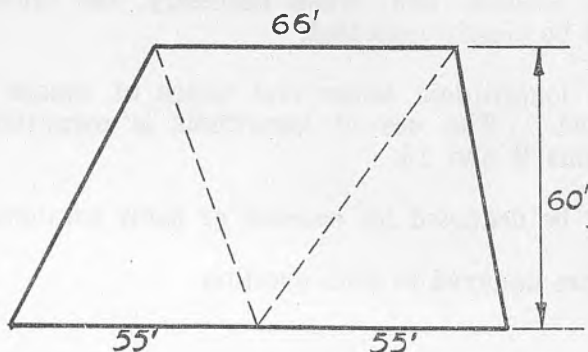
1. (i) Divide 1.62 by 0.108 exactly.
- (ii) There are four companies in a group. The average profit of three of these companies was £3,500 but the fourth made a loss of £2,500. Find the average profit of the four companies.
- (iii) An aircraft has a wing span of 95 feet and a length of 75 feet. Find the wing span of a scale model whose length is 15 inches.
- (iv) A load of wet sand weighs $17\frac{1}{2}$ cwt. When dry, the same sand weighs $15\frac{3}{4}$ cwt. Find what percentage, by weight, of the load is water.
- (v) Find the cost of 39 articles at £2 13s. 7d. each.

2. The total weight of a drum and its contents, 8 gallons of oil, is 77 lb. 6 oz. When 10 pints of the oil have been withdrawn, the total weight of the drum and its contents is 66 lb. 2 oz. Find the weight of one gallon of the oil and the weight of the drum when empty.

Find also the volume of oil remaining when the drum and its contents weigh 44 lb. 12 oz.

3. A plot of land has the shape of a trapezium the parallel sides of which are 60 feet apart and are of lengths 66 feet and 110 feet respectively. If feu-duty is charged at £92 8s. per acre, find the sum due on this plot.

If the plot is divided into three triangular pieces as shown by the broken lines in the diagram, find the feu-duty which should be allocated to each piece.



4. To finance new building, a town of rateable value £1,200,000 borrows £264,000 at $5\frac{1}{4}$ per cent. per annum simple interest. What rate in the £, to the necessary whole penny, should be levied to meet the annual interest charge on this loan?

If this rate is levied, find the resulting surplus.

5. British Railways offer, for return journeys, the following reduced fare facilities for parties of juveniles accompanied by adults :—

Under 16 years of age—three-quarters single fare ;

16 and under 18 years of age—single fare plus one-half single fare ;

Adults accompanying—single fare plus one-half single fare.

For a minimum of 51 fare-paying passengers, *two* free adult tickets are allowed and for every additional 50 fare-paying passengers *one* free adult ticket.

Calculate the total cost of a return journey, for which the single fare is 13s. 8d., for a school party consisting of

213 passengers under 16 years of age,

146 passengers between 16 and 18 years of age,

12 adults.

6. A customer buys a new car costing £992 and is allowed £380 for his old one. He is offered a choice between two hire-purchase agreements. Under the first he can pay the balance in monthly instalments over a period of three years, simple interest being charged at $6\frac{1}{4}$ per cent. per annum ; under the second he can pay the balance in monthly instalments over a period of four years, simple interest being charged at $7\frac{1}{2}$ per cent. per annum. Under either agreement the interest is charged on the initial balance for the whole time of the agreement and is added in equal amounts to each monthly instalment payment.

Find (i) the total amount of interest which would be paid under each agreement ;

(ii) the amount of each monthly payment, including interest, under each agreement.

7. A man has an annual earned income of £1,530. He is allowed free of income tax

(i) two-ninths of his earned income ;

(ii) a total of £665 for all his other personal allowances.

The rest of his income is taxed at the following rates :—

the first £60 at 2s. 3d. in the £, the next £150 at 4s. 3d. in the £, the next £150 at 6s. 3d. in the £, and the rest at 7s. 9d. in the £.

Calculate his net income after tax is deducted.

If his salary is raised by £180 per annum, find his new net income after tax is deducted, assuming that his other personal allowances remain fixed at £665.

8. (*Turn over*).

8. Sand from a certain quarry can be separated into two grades A and B in the ratio of 2 : 3 by volume. By a second process, grade B can be further separated into two grades C and D in the ratio of 2 : 3 by volume.

Find how many cubic yards must be dug to produce 900 cubic yards of grade D, and how many cubic yards of grade A and grade C will thus be obtained.

Find the total cost of producing this sand if the cost of digging is 1s. 8d. per cubic yard and the cost of the first and second grading processes 1s. 4d. and 2s. 6d. per cubic yard respectively.

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

9. (i) Use mathematical tables to evaluate

$$\frac{13.62 \times (3.05)^2}{156.8}$$

- (ii) Calculate the volume of a sphere of radius 5.64 cm.

$$(\pi = 3.142.)$$

- (iii) Calculate the length of the hypotenuse of a right-angled triangle whose other sides are of lengths 12.37 metres and 9.55 metres respectively.

10. A pump delivers water at the rate of 172 gallons per minute through a circular nozzle of diameter 1.36 inches. Calculate the speed, in feet per second, at which the water leaves the nozzle.

If the diameter of the nozzle is doubled, how many gallons per minute would now be required to maintain the previous speed?

$$(1 \text{ gallon} = 277.3 \text{ cubic inches,} \\ \pi = 3.142.)$$

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

LOWER GRADE—(FIRST PAPER)

Monday, 13th March—9.30 A.M. to 11.30 A.M.

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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.

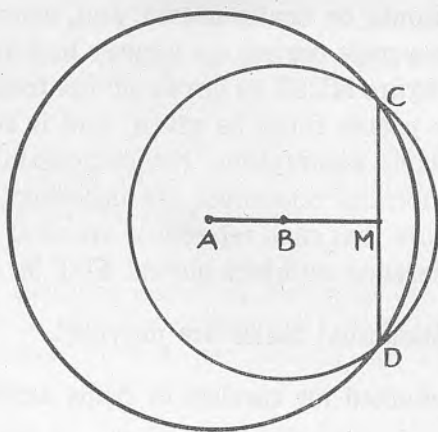
Marks

1. Prove that the angle at the centre of a circle is twice any angle at the circumference standing on the same arc. 12

2. Prove that the internal bisector of an angle of a triangle divides the opposite side in the ratio of the sides containing the angle bisected. 12

3. Two circles with centres A and B and radii R and r respectively cut at C and D as shown in the accompanying diagram, and CD cuts AB produced at M. If AB is 2 units in length and BM 3 units, prove that $R^2 - r^2 = 16$. 5

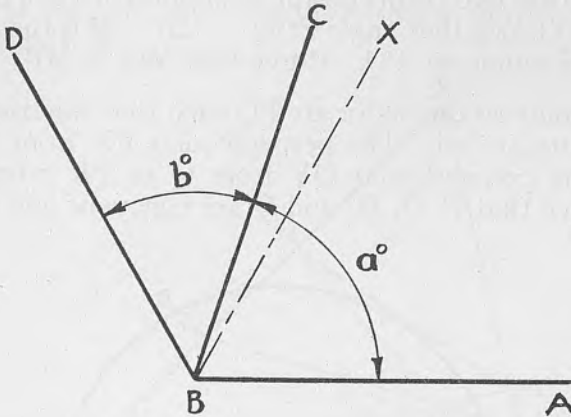
If, also, $R + r = 10$, find the value of $R - r$, and deduce the lengths of the radii of the circles. 4



4. (The figure in this question need not be reproduced. References are not required. In (iii) any geometrical instruments may be used.)

- (i) ABC and CBD are adjacent angles of sizes a° and b° respectively, a being greater than b , and BX is the bisector of the angle ABD. Calculate the size of the angle XBC in terms of a and b .

4



- (ii) N is a fixed point on a circle with centre O and radius 6 inches. ON is produced its own length to a point A. P is a point on the circle. State the locus of the mid-point of AP as P moves round the circle.
- (iii) Draw a straight line AB 2 inches long. Without using tables, construct an angle at A whose cosine is $\frac{2}{3}$. State briefly the construction.
- (iv) In a triangle ABC, $BC = 3.5$ inches, angle $ABC = 25^\circ$, and angle $ACB = 53^\circ$. Calculate the length of AC.

4

4

4

5. (Turn over.)

SECTION II

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

Marks

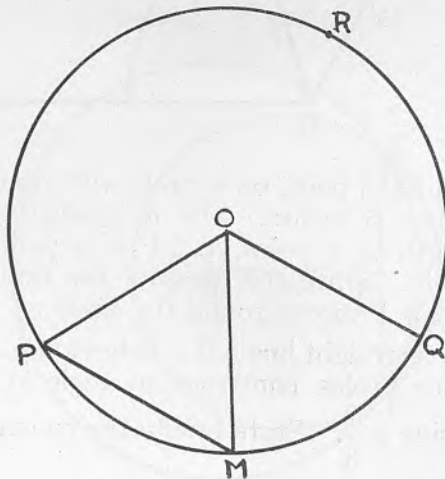
5. (The diagram for this question should be copied into your answer book and completed.)

P and Q are two points on the circumference of a circle with centre O such that $\angle POQ = 120^\circ$. M is the mid-point of the minor arc PQ. Prove that $MO = MP$.

4

R is a point on the major arc PQ such that the triangle PQR is acute-angled. The perpendicular PX from P to QR and the perpendicular QY from Q to PR intersect at H. Prove that P, O, H, and Q are concyclic and that $MH = MO$.

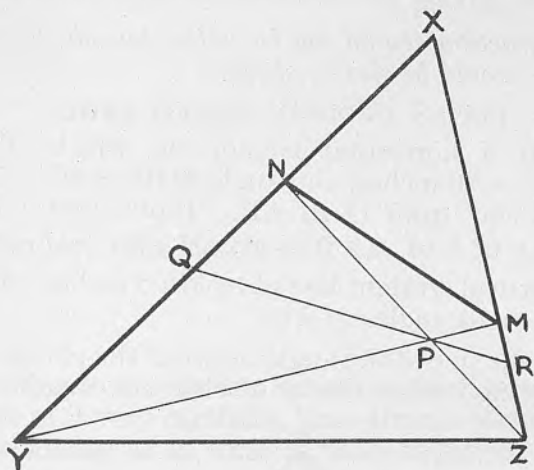
8, 5



6. In the triangle XYZ , XY is greater than XZ and XZ is greater than $\frac{1}{2}XY$. M and N are points on the sides XZ and XY respectively, such that $XM = \frac{1}{2}XY$ and $XN = \frac{1}{2}XZ$. Prove that $YZMN$ is a cyclic quadrilateral. **4**

If YM and ZN intersect at a point P , prove that the triangles PYZ and PNM are similar and find the value of the ratio $PY : PN$. **3, 5**

If Q is the point of trisection of YN nearer to N and if QP intersects ZM at R , prove that R is a point of trisection of ZM (Section I, 2.) **5**



7. Write down the formula for the area of a triangle ABC in terms of a , b , and C . **1**

In a triangle ABC , D is the point of trisection of BC nearer to B , E is the point of trisection of CA nearer to C , and F is the point of trisection of AB nearer to A .

Prove that (i) triangle $AEF = \frac{2}{9}$ triangle ABC ; **5**

(ii) triangle $DEF = \frac{1}{3}$ triangle ABC . **4**

If AD cuts EF at X and if AH and DK are the perpendiculars from A and D respectively to EF , prove that $AX : XD = AH : KD$ and hence evaluate the ratio $AX : XD$. **4, 3**

8. (Turn over.)

8. (i) A regular pentagon ABCDE is circumscribed about a circle with centre O and radius 2 inches. Calculate the area of the pentagon.

If P, Q, R, S, and T divide OA, OB, OC, OD, and OE respectively in the ratio 2 : 3, calculate the area of the pentagon PQRST.

(ii) Draw a triangle GBC in which $BC = 2.3$ inches, angle $GBC = 52^\circ$, and angle $GCB = 28^\circ$.

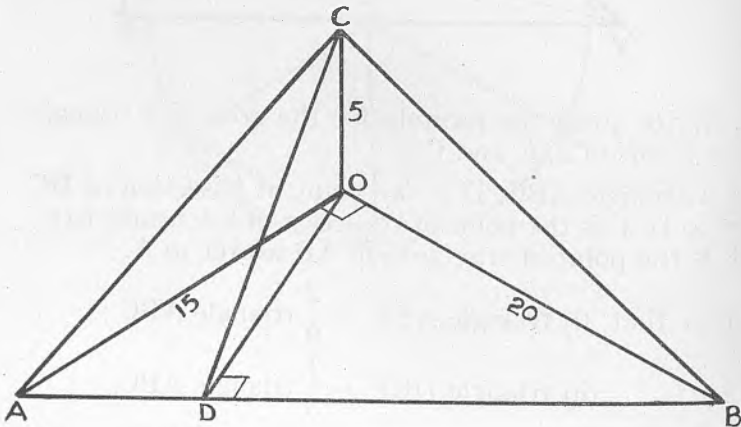
Using ruler and compasses only, find a point A such that G is the centroid of the triangle ABC. Measure the length of AB in inches, giving your answer to two decimal places.

(The construction should not be stated, but all necessary lines and arcs should be clearly shown.)

9. OAB is a horizontal triangle in which $OA = 15$ inches, $OB = 20$ inches, and angle $AOB = 90^\circ$. OD is the perpendicular from O to AB. Prove that $OD = 12$ inches.

OC is a vertical straight line of length 5 inches. Prove that CD is at right-angles to AB.

Calculate the size of the angle between the planes CAB and OAB, giving reasons for your choice of angle.



1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**MATHEMATICS**

LOWER GRADE—(SECOND PAPER)

Monday, 13th 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.

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

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.

SECTION I

All the questions in this Section should be attempted.

1. (i) Use logarithms to evaluate Marks

$$\frac{1}{2} \times 10 \cdot 5 \times 7 \cdot 83 \times \sin 57^\circ 6'.$$

4

- (ii) Divide $24x^3 - 10x^2 - 13x + 6$ by $2x - 1$.

Hence factorise completely

$$24x^3 - 10x^2 - 13x + 6.$$

3, 2

- (iii) If $v^2 - u^2 = 2gh$, express u in terms of v , g , and h . 3

2. (i) Solve the equation

$$\frac{x}{x-1} - \frac{x+1}{2-x} = 2.$$

5

- (ii) The lengths of the sides of the parallelogram ABCD are given as follows :—

$$AB = (p - 4) \text{ inches ; } BC = (q + 3) \text{ inches ;}$$

$$DC = (5 - q) \text{ inches ; } AD = (p + 2) \text{ inches.}$$

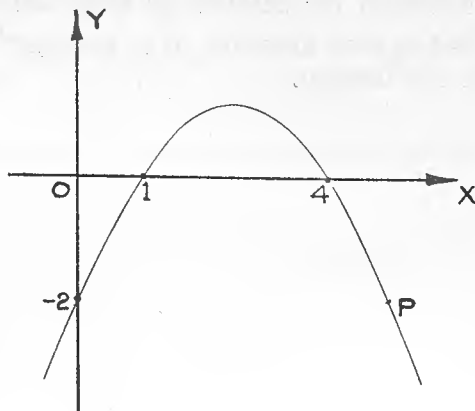
Find the values of p and q . 6

3. (i) Find, in gallons, the quantity of milk which is left when y bottles, each containing $\frac{1}{3}$ pint, have been filled from a tank containing x gallons. Allow a wastage of z pints. 4

- (ii) A sum of money, $\pounds b$, is divided between two persons, A and B , in the ratio $p : q$ (where p is greater than q). Find, in terms of b , p , and q , how much more A receives than B . 5

- (iii) The sketch (not drawn to scale) shows the graph of $y = a(x - b)(x - 4)$. Use the data on the sketch to find the values of a and b . 4

Find also the x -coordinate of the point P on the curve, given that its y -coordinate is -2 . 3



4. (i) Find the values of x , y , and z between 0° and 180° such that

(a) $\log \tan x = \bar{1} \cdot 9003$; (b) $\cos y = -0 \cdot 1745$;

(c) $\sin z = 2 \sin 24^\circ 6'$.

5

(ii) Calculate the size of the largest angle in the triangle ABC whose sides are $a = 7$ inches, $b = 8$ inches, $c = 13$ inches.

5

(iii) A ladder rests with its top against a vertical wall and its foot on horizontal ground 7.5 feet away from the wall. If the ladder is inclined at 22° to the wall, find the length of the ladder.

3

SECTION II

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

5. (i) If $x = \frac{2a-1}{2a+1}$ and $y = \frac{a-2}{a+2}$, express $\frac{x+y}{1-xy}$ as simply as possible in terms of a .

6

(ii) The expression

$$\frac{a}{3-x} + \frac{b}{3+x}$$

has the value zero when $x = 0$ and the value 1 when $x = 1$; find the values of a and b .

5

Using these values of a and b , find the values of x for which the expression has the value -1 .

5

6. (*Turn over.*)

6. (i) The weight, W grams, of a solid cylinder of given height made from a certain metal varies directly as the square of the radius, r cm.

If, when the radius is 2 cm., the weight is 256 grams, express W in terms of r .

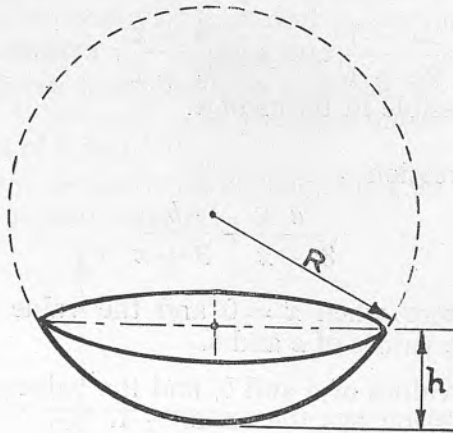
Find also the radius when the weight is 10 kilograms. **4, 3**

(ii) The diagram shows a bowl, of depth h inches, which is part of a hollow sphere of radius R inches. The capacity, V cubic inches, of the bowl is given by the formula

$$V = \frac{\pi h^2}{3} (3R - h).$$

(a) Express R in terms of V , π , and h . **4**

(b) If $V = \frac{52\pi}{3}$ and $h = 2$, evaluate R and determine the radius of the circular top of the bowl. **3, 2**



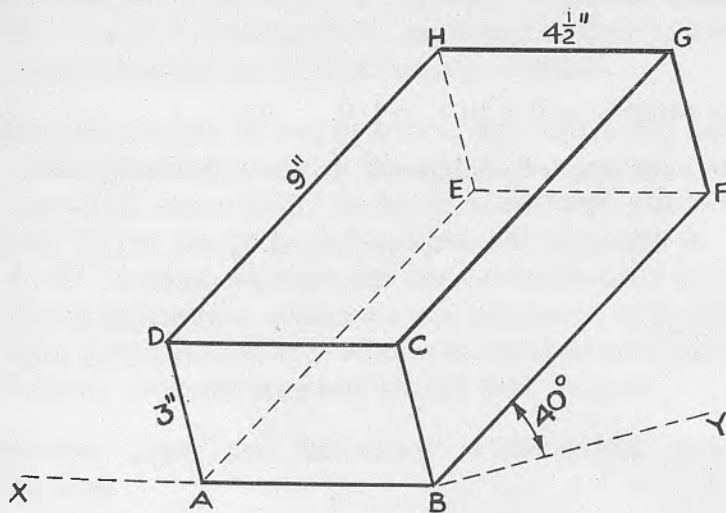
7. (The diagram should be copied into your answer book and any construction lines added.)

XB_Y is a corner of a rectangular horizontal table. A brick of length 9 inches, breadth $4\frac{1}{2}$ inches, and height 3 inches is placed with one corner at B and with the edge AB along the edge of the table. The brick is tilted so that the plane face ABFE is inclined at an angle of 40° to the table.

Calculate (a) the angle made by the plane ABGH with the table ;

(b) the length of BG and the height of the edge GH above the table ;

(c) the inclination of the line AG to the table.



8. (i) Factorise completely

$$x^4(x-1)^2 - x^2(x-1)^4.$$

(ii) A motorist travels from home to a place 55 miles away at an average speed of x miles per hour. On the return journey his average speed is 4 miles per hour greater and the time he takes is 8 minutes less than on the outward journey. Find x , correct to the nearest whole number.

9. (Turn over.)

9. (i) Find the exact value of $\frac{4.2 \times 10^{10}}{0.2 \times 0.3}$, giving your answer in the form $p \times 10^q$, where p and q are integers and p is less than 10.

5

(ii) Calculate the values of $x^2 - \frac{1}{x+1}$ which are omitted from this table. (*The table need not be copied.*)

x	0.5	0.6	0.7	0.8	0.9	1.0
$x^2 - \frac{1}{x+1}$...	-0.265	-0.098	+0.085	+0.284	...

Using scales of 1 inch = 0.1 on the x -axis and 1 inch = 0.2 on the other axis, plot the graph of

$$x^2 - \frac{1}{x+1}$$

for the range $x = 0.5$ to $x = 1.0$.

Use your graph to determine, to three decimal places, a root of the equation

$$x^2(x+1) = 1.$$

11

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(FIRST PAPER)

Monday, 13th March—9.30 A.M. to 11.30 A.M.

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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.

SECTION I

All the questions in this Section should be attempted.

Marks

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

11

2. Prove that, if the square on one side of a triangle is equal to the sum of the squares on the other two sides, then these two sides contain a right angle.

8

In the triangle PQR, $PQ = a\sqrt{2}$ units, $QR = a(\cos \theta - \sin \theta)$ units, and $RP = a(\cos \theta + \sin \theta)$ units, where θ lies between 0° and 45° . Show that the triangle is right-angled and that its area is $\frac{1}{2}a^2 \cos 2\theta$ square units.

4

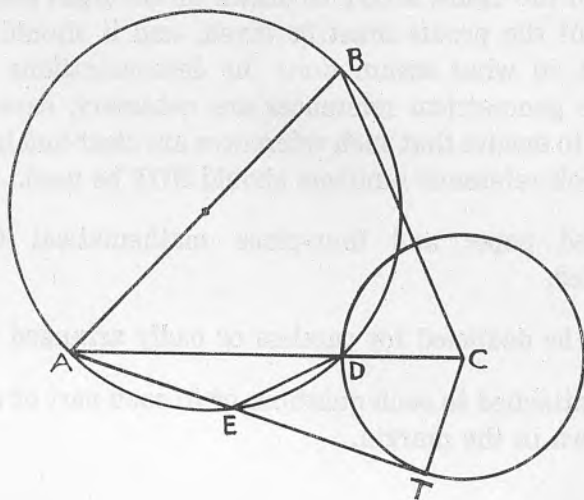
3. With the usual notation, prove that in the triangle ABC, $a = 2R \sin A$, considering the cases when (i) A is acute, (ii) A is obtuse.

5

In triangle ABC, $AB = AC$ and the circle on AB as diameter cuts AC at D. The tangent AT from A to the circle with centre C and radius CD cuts the circle on AB as diameter at E.

Prove that $DE = CD$.

6



4. Establish the formula for the distance between the points $A(x_1, y_1)$ and $B(x_2, y_2)$.

5

Show that the points $P(-1, -1)$, $Q(1, -5)$, $R(5, -3)$, and $S(3, 1)$ are the vertices of a square.

5

The diagonal QS and the line joining P to the mid-point of QR intersect at T. Find the coordinates of T.

5

SECTION II

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

Marks

5. The diagonals of a rectangle ABCD, in which AB is greater than AD, intersect at O; the perpendicular from A to BD meets BD at E, and AE is produced its own length to F. Prove that A, B, C, D, and F are concyclic.

4

The perpendicular from F to BC meets BC at G. Prove that EG is parallel to AC.

6

EG cuts DC at H. Prove that F, D, E, H are concyclic and that FHCG is a rectangle.

7

6. The side AB of a triangle ABC is produced its own length to D; XY is drawn parallel to AB to meet AC at X and BC at Y; BX and DY are produced to meet at E.

Prove that (i) $XY : AB = EX : EB$;

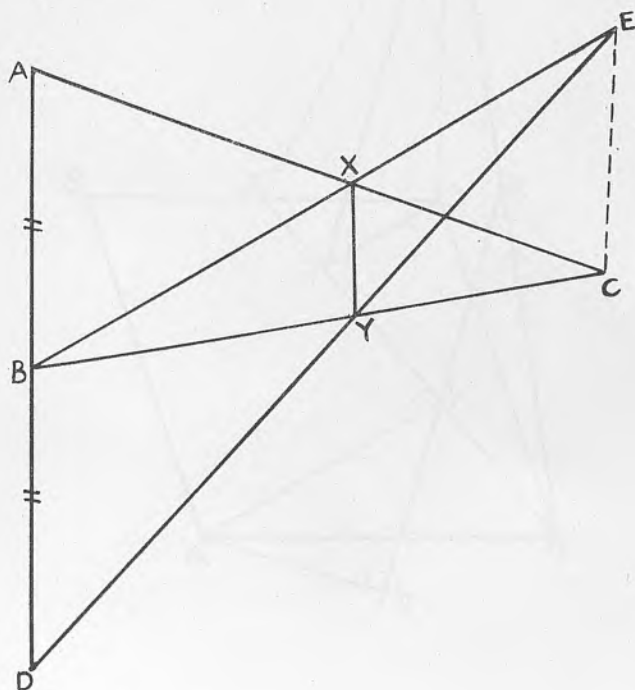
4

(ii) CE is parallel to BA.

6

If AB is of length 7 units and XY is of length 3 units, find the length of CE.

7



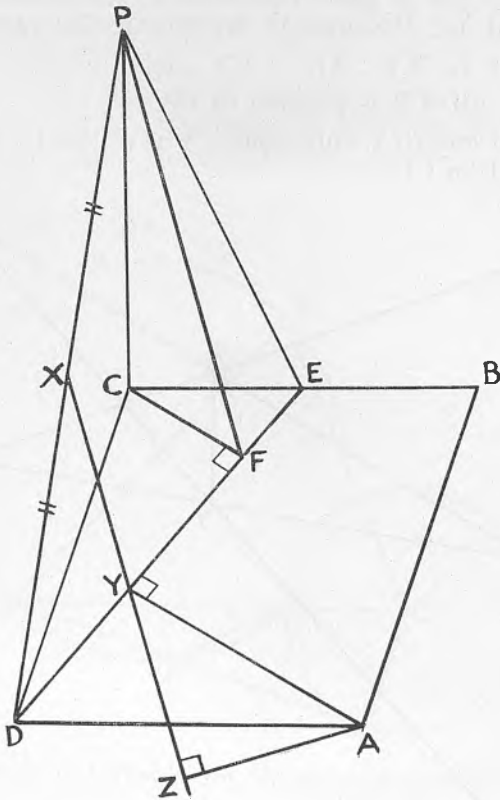
7. (Turn over.)

7. ABCD is a square of side $2\sqrt{5}$ inches and E is the mid-point of BC. The perpendicular from C to DE meets DE at F. On the normal at C to the plane ABCD, the point P is $2\sqrt{5}$ inches from C.

Find the lengths of EF and CF and show that the triangle FPE is right-angled. State in surd form the sine of the angle that the plane PDE makes with the plane ABCD.

AY is the perpendicular from A to DE. Find the lengths of DY and YF.

If X is the mid-point of PD and AZ is the perpendicular from A to XY, find the length of AZ.



8. Find the equation of the circle which touches the x -axis at the point A $(-4, 0)$ and passes through the point B $(0, 2)$.

8

A circle of radius 10 units touches this circle externally at B. Find its equation.

6

Obtain the length intercepted on the y -axis by this latter circle.

3

9. From a point A on the tangent at T to a given circle a secant ABC is drawn so that angle TAB is acute. If $BC = p$, $AT = q$, angle $TAB = \alpha$, and angle $BTC = \beta$, prove that

$$\frac{p}{q} = \frac{2 \sin \alpha \sin \beta}{\cos \alpha + \cos \beta}.$$

10

If $\frac{p}{q} = \frac{8}{3}$ and $\sin \alpha = \frac{3}{5}$, find β .

7

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(SECOND PAPER)

Monday, 13th March—1.0 P.M. to 3.30 P.M.

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SECTION I

All the questions in this Section should be attempted.

Marks

1. (i) Solve the equation

$$x^3 + 9x^2 - x - 105 = 0.$$

4

- (ii) Factorise

$$a(b + c)x^2 + b(a + b + c)x - c(a + b).$$

3

- (iii) Solve, for x and y , the equations

$$x \cos A + y \sin B = \cos B,$$

$$x \sin A - y \cos B = \sin B.$$

4

[TURN OVER

2. (i) Find the values of x which satisfy the equation
 $\log_5(3 - 2x) + \log_5(2 + x) = 1.$

4

- (ii) Simplify

$$\frac{p^{\frac{2}{3}}q^{\frac{1}{3}} + p^{\frac{1}{3}}q^{\frac{2}{3}}}{p^{\frac{4}{3}}q^{-\frac{1}{3}} + p},$$

and find its value when $p = 8q$.

5

- (iii) Express the fractions $\frac{4\sqrt{3}}{1 + \sqrt{3}}$ and $\frac{9 - 5\sqrt{3}}{7 - 4\sqrt{3}}$ with rational denominators and find the mean proportional to these fractions.

5

3. (i) Differentiate with respect to x

$$8x - (2x - 1)^{\frac{4}{3}}.$$

Obtain the turning value of this function and determine the nature of this turning value.

7

- (ii) Evaluate $\int_{-1}^2 (x + 1)(x - 2)^2 dx.$

5

4. Establish the formula for the sum of n terms of the arithmetic progression whose first term is a and whose common difference is d .

3

Show that the expression

$$\frac{1 + 2 + 3 + \dots + (n - 1)}{n + n + n + \dots + n},$$

where there are the same number of terms in numerator and denominator, has a constant value for all positive integral values of n greater than 1 and state this value.

3

An enclosure has parallel rows of seats, each row having two seats fewer than the preceding one. If the longest row contains 128 seats and there are 2,180 seats altogether, find how many rows of seats there are.

5

Marks

5. In a triangle ABC, $b = 6.54$, $c = 4.29$, and $A = 54^\circ 48'$; find a to three significant figures.

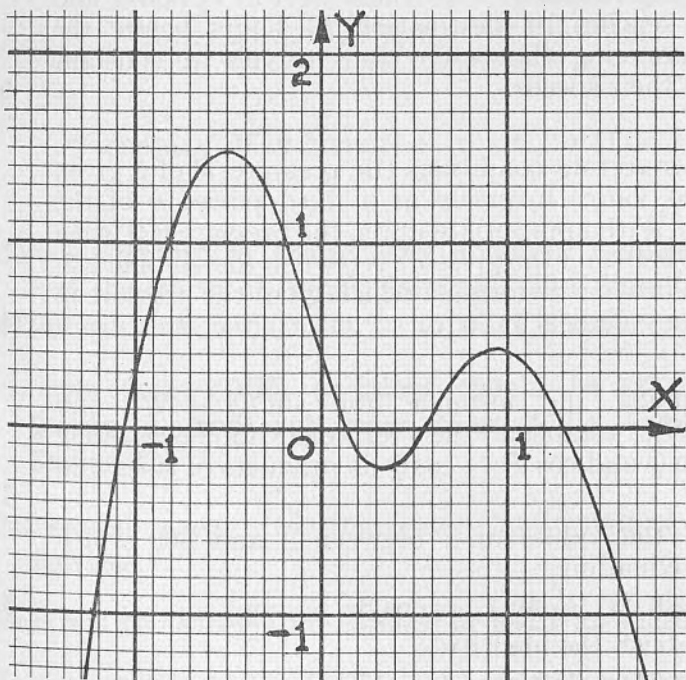
7

Using this value of a , calculate the radius of the inscribed circle of triangle ABC from the formula $r = (s - a) \tan \frac{1}{2}A$, where $2s = a + b + c$. Determine the length of the minor arc of the inscribed circle which is intercepted between sides AB and AC.

(Take $\pi = 3.142$.)

3, 5

6. The graph of a polynomial, $f(x)$, is shown below for a limited range of values of x .



(i) Within the given range of values, determine the maximum and minimum turning values of the polynomial, and the positive values of x between which the polynomial increases as x increases.

(ii) State, with a brief explanation, the smallest possible degree of the polynomial.

(iii) Draw a rough sketch, not necessarily on squared paper, of the graph of $y = -f(x)$.

9

7. (Turn over.)

SECTION II

Only TWO questions should be attempted from this Section.

Marks

7. (i) If α and β are the roots of the equation $2x^2 + 3x - 4 = 0$, obtain the equation whose roots are

$$\frac{\alpha}{\beta - 1} \text{ and } \frac{\beta}{\alpha - 1}.$$

5

(ii) Two trains start at the same time, the one from P to Q and the other from Q to P, the distance between P and Q being 75 miles. The trains meet in $1\frac{1}{2}$ hours, and the faster reaches its destination $1\frac{1}{4}$ hours before the slower. Assuming that each train travels at constant speed, find their speeds.

9

8. Under certain conditions the pressure P of a given mass of gas varies inversely as a fixed power n of the volume V . With appropriate units, the pressure is 3 when the volume is 10 and the pressure is 8 when the volume is 5. Find n and obtain the formula which gives the pressure in terms of the volume.

14

9. Assuming the formulæ for $\sin(A \pm B)$ and $\cos(A \pm B)$, establish the formulæ for expressing $\sin P + \sin Q$ and $\cos P - \cos Q$ as products of sines and cosines.

4

(i) Find the values of x between 0 and 360 which satisfy the equation

$$\sin 3x^\circ + \sin x^\circ = \cos 3x^\circ - \cos x^\circ.$$

5

(ii) Establish the identity

$$4 \cos(A - 45^\circ) \cos(A + 15^\circ) \sin(A - 15^\circ) \\ = \sin(3A - 45^\circ).$$

5

10. (i) Find the finite area enclosed by the curves

$$y = 10 - x^2 \text{ and } y = (x - 2)^2.$$

5

(ii) The tangent at the point $(-1, 1)$ on a curve whose equation is of the form $y = ax^3 + bx^2 + cx$ cuts the curve again at the point $(3, 9)$. Find the equation of the curve.

9

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ELEMENTARY ANALYSIS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 15th 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) Show that, if

$$\begin{vmatrix} 1 & x & x+a \\ x & x & 1+a \\ x & 1 & x+a \end{vmatrix} = 0$$

and $x \neq 1$, then $a = -2x - 1$.

- (ii) Find the real value of b which is such that the simultaneous equations

$$3x + by + z = 0,$$

$$bx - y - z = 0,$$

$$x + 3y + bz = 0$$

have a solution with x, y, z not all zero.

2. (i) Express the function $\cos \theta - \sqrt{3} \sin \theta$ in the form $R \cos(\theta + \alpha)$, where R and α are constants. Hence find the maximum and minimum values of the function and the values of θ within the range $0 \leq \theta < 360^\circ$ for which they are attained.

Find the general solution of the equation

$$\cos \theta - \sqrt{3} \sin \theta + \sqrt{2} = 0.$$

- (ii) Eliminate ϕ from the equations

$$x = \sin \phi + \cos \phi,$$

$$y = \sin 2\phi + \cos 2\phi.$$

3. (i) Find the sum to n terms of the series

$$1.3 + 2.5 + 3.7 + 4.9 + 5.11 + 6.13 + \dots$$

Deduce the sum to n terms of the series

$$u_1 + u_2 + u_3 + \dots,$$

where

$$u_1 = 1.3, u_2 = 2.5 + 3.7, u_3 = 4.9 + 5.11 + 6.13, \dots$$

- (ii) Find the range of values of x for which

$$2 \leq \frac{x}{3-x} \leq 5.$$

4. (i) Differentiate the following functions with respect to x :—

$$(a) \tan^{-1} \sqrt{(2x^2 - 1)} ; \quad (b) \frac{e^{x^2}}{1 + x^2} . \quad 4, 4$$

(ii) For the curve $y = (12x + x^3)^{\frac{1}{3}}$, show that

$$\frac{d^2y}{dx^2} = \frac{8(x^2 - 4)}{(12x + x^3)^{\frac{2}{3}}} .$$

Indicate in a diagram the shape of the curve near the point of inflexion given by $x = 2$. 7

5. (i) Integrate the following functions with respect to x :—

$$(a) \frac{5x - 8}{(x - 1)(2x - 3)} ; \quad (b) \frac{x^3}{\sqrt{(x^2 + 5)}} . \quad 4, 4$$

(ii) A curve is such that, at each point,

$$\frac{d^2y}{dx^2} = \frac{x^2}{1 + x^2} .$$

If the curve passes through the point A (0, -1) and has gradient 1 at A, find the equation of the curve. 7

SECTION II

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

6. (i) Obtain the first three terms in the expansion in ascending powers of x of $(8 + 3x)^{\frac{1}{3}}$, and state the range of values of x for which the expansion is valid. Prove that

$$\lim_{x \rightarrow 0} \frac{(8 + 3x)^{\frac{1}{3}} - (16 + 8x)^{\frac{1}{4}}}{x^2} = \frac{1}{64} . \quad 8$$

(ii) Find the sum to infinity of the series

$$\frac{2}{1.3} + \frac{2}{3.5} + \frac{2}{5.7} + \dots . \quad 5$$

(iii) Discuss, for all real values of x , the convergence of the series whose n^{th} term is

$$\frac{n}{n^2 + 1} x^n . \quad 7$$

7. (Turn over.)

7. (i) Find the equation of the tangent at the point with parameter $t = 1$ on the curve with parametric equations

$$x = \frac{t}{t^3 + 3}, \quad y = \frac{t^2}{t^3 + 3}.$$

Find the coordinates of the point at which this tangent meets the curve again. 13

(ii) If the function

$$\frac{(a + 2 \cos \theta)^{\frac{3}{2}}}{\cos \theta - a},$$

where a is a positive constant, has a turning value when

$$\theta = \frac{\pi}{3}, \text{ find the value of } a. \quad 7$$

8. (i) Evaluate

$$(a) \int_0^a \frac{2x + a}{x^2 + a^2} dx; \quad (b) \int_1^e x(\log_e x)^2 dx. \quad 5, 5$$

(ii) Find the area in the first quadrant enclosed by the circle $x^2 + y^2 = 4$ and the hyperbola $xy = \sqrt{3}$. 10

9. (i) If $z = \cos \theta + i \sin \theta$, find the modulus and amplitude of $1 + z$, (a) when $0 < \theta < \pi$ and (b) when $\pi < \theta < 2\pi$. 6

(ii) Show that, if $x = 1 + i$ is a root of the equation

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

then $a = -2$, and find the other roots of the equation. 7

(iii) If $\omega^7 - 1 = 0$ and $\omega \neq 1$, show that

$$1 + \omega + \omega^2 + \omega^3 + \omega^4 + \omega^5 + \omega^6 = 0.$$

If $\alpha = \omega + \omega^2 + \omega^4$ and $\beta = \omega^3 + \omega^5 + \omega^6$, show, by considering $\alpha + \beta$ and $\alpha\beta$, that α, β are the roots of the equation $x^2 + x + 2 = 0$. 7

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOMETRY

ADDITIONAL MATHEMATICAL SUBJECT

Monday, 20th March—10.0 A.M. to 12 NOON

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. Textbook 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, if θ is an angle between the pair of straight lines represented by the equation

$$ax^2 + 2hxy + by^2 = 0,$$

then

$$\tan \theta = \pm \frac{2\sqrt{h^2 - ab}}{a + b}.$$

6

Show that the equation

$$x^2 - 4y^2 - 18x + 24y + 45 = 0$$

represents a pair of straight lines, and that the acute angle between them is equal to the acute angle between the pair of lines with equation

$$7x^2 + 6xy - y^2 = 0.$$

7

Draw a rough sketch indicating the position of these four lines and show that they form a cyclic quadrilateral. Verify that the point A (1, 7) is a vertex of this quadrilateral and obtain the equation of the tangent at A to the circle circumscribing the quadrilateral.

7

2. Prove that the length d of the tangent from the point (x_1, y_1) to the circle

$$x^2 + y^2 + 2gx + 2fy + c = 0$$

is given by

$$d^2 = x_1^2 + y_1^2 + 2gx_1 + 2fy_1 + c.$$

5

(i) Show that the locus of the point which moves so that its distance from the y -axis is always equal to the length of the tangent from it to the circle

$$x^2 + y^2 - 4x - 6y + 10 = 0$$

is a parabola. Find the coordinates of the focus of the parabola.

8

(ii) Find the length of a chord of the circle

$$2x^2 + 2y^2 - 4x + 6y - 7 = 0$$

which is divided in the ratio $-2 : 1$ by the point (2, 4).

7

3. Prove that the equation of the chord joining the points P ($ap^2, 2ap$), Q ($aq^2, 2aq$) on the parabola $y^2 = 4ax$ is

$$2x - (p + q)y + 2apq = 0,$$

and find the equation of the tangent at P.

5

(i) The tangents at any points P, Q on a parabola meet at T; TH, parallel to the axis of the parabola, meets the parabola at H; the tangent at H meets TQ at R. Show that R is the mid-point of TQ.

7

(ii) A variable chord UV of a parabola always passes through the focus, and the straight line through the vertex and V meets the normal at U in W. Show that the equation of the locus of W is

$$4x^2(x + 2a) + ay^2 = 0.$$

8

4. Define *conjugate diameters* of an ellipse, and find the equations and the length of two equal conjugate

diameters of the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$.

2, 6

If P is any point on this ellipse, A' and A the ends of the major axis, prove that the diameters parallel to A'P and AP are conjugate.

6

Show that the eccentric angle of one end of the diameter parallel to A'P is half the eccentric angle of P.

6

5. Prove that the equation of the chord joining the points A (x_1, y_1) and B (x_2, y_2) on the hyperbola $xy = c^2$ is

$$\frac{x}{x_2} + \frac{y}{y_1} = 1 + \frac{x_1}{x_2}.$$

5

Prove that, if the chord AB cuts the asymptotes of the hyperbola at H and K, then AH = KB.

7

Show that the line joining the mid-points of any two perpendicular chords of a rectangular hyperbola subtends a right angle at the centre of the hyperbola.

8

6. (Turn over.)

SECTION II

Marks

6. (i) If O is the mid-point of AB, and P, Q are points on the straight line AB so placed that $OB^2 = OP \cdot OQ$, prove that

$$\frac{AP}{PB} = -\frac{AQ}{QB}.$$

A straight line perpendicular to the diameter AB of a circle cuts the circle at H and K ; L is any point on the circle, and HL and KL meet AB at P and Q. Prove that (AB, PQ) is a harmonic range.

(ii) The escribed circle of a triangle ABC, opposite B, touches BC produced at D, CA at E, and BA produced at F ; FE cuts AD at R and BC at S. Prove that (FE, RS) is a harmonic range.

7. Define the *radical axis* of two circles, and prove that the radical axes of the three pairs of circles which can be chosen from three given circles are concurrent.

S is a fixed circle, and A, B are fixed points ; a *variable* circle passes through A and B and cuts the circle S at P and Q. Prove that PQ always passes through a fixed point.

If A and B are both outside, or both inside, the circle S, show how to find the points of contact with the circle S of the two circles which pass through A and B and touch the circle S.

8. Prove that, if the polar of P with respect to a given circle passes through Q, then the polar of Q passes through P.

(i) ALB and CLD are given straight lines intersecting at L ; P is a point in AB and Q is a point in CD such that the angle PLQ is obtuse. Show how to construct the circle relative to which CD is the polar of P and AB is the polar of Q.

(ii) P is a point on the circumference of a circle within the acute angle formed by two given diameters ; H and K are the feet of the perpendiculars from P to the diameters and HK cuts the circle at L and M ; the tangents at L and M intersect at R ; U and V are the feet of the perpendiculars from R to the diameters. Prove that UV is the tangent at P.

9.
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of $\frac{\pi}{3}$

9. In a tetrahedron $ABCD$, $AB = AC$ and $DB = DC$. Prove that AD and BC are at right angles, and that every point on AD is equidistant from B and C .

8

If, in that tetrahedron, the edges BC , AB , AD , and DB are respectively 12, 13, 14, and 15 units long, show that the planes ABD and ACD are inclined at an angle

of $\frac{\pi}{3}$.

12

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

DYNAMICS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 22nd 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.

Take $g = 32$.

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. The vertices of a triangle are the points A(4, 0), B(0, 3), and C(7, 4). Forces of magnitudes P , P , and $P\sqrt{2}$ act along AB, AC, and BC respectively in the directions indicated by the order of the letters. Find the magnitude and direction of the resultant. Obtain also the equation of the line of action of the resultant. 9, 6

2. A train of mass 200 tons is moving along a level track at 54 miles per hour. If the frictional resistances are 10 lb. wt. per ton, find the horse-power at which the locomotive is working. 4

The locomotive maintains this rate of working when the train is ascending an incline which rises 1 foot vertically for each 160 feet of its length. Assuming that the frictional resistances remain constant, find (a) the deceleration at the moment when the train is travelling at 40 miles per hour; (b) the uniform speed, in miles per hour, at which the train will ultimately move up the incline. 7, 4

3. A particle of mass 2 lb., which is initially at rest, moves in a straight line under the action of a force whose magnitude in poundals, at time t seconds after the start of the motion, is given by

$$F = 12 - 4t.$$

Find the distance through which the particle has moved

(a) when the force becomes zero;

(b) when the particle is again at rest. 8

Show that, in the period from the start of the motion till the force becomes zero, the greatest rate of working of the force occurs when $t = 3 - \sqrt{3}$. 7

4. (i) A uniform lamina in the form of a semicircle on the line joining the points A($-a$, 0) and B(a , 0) as diameter has its centroid at the point $(0, \frac{4a}{3\pi})$. State the coordinates of the centroid of the quadrant OBC where O is the origin and C is the point $(0, a)$. Find the coordinates of the centroid of the segment cut off by BC. 2, 5

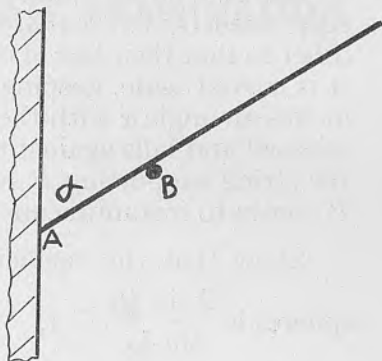
(ii) A particle is projected at an angle to the horizontal from a point P 36 feet above sea level and strikes the sea 3 seconds later at a point Q 144 feet distant from the vertical line through P. Find the speed and the angle of projection. 8

SECTION II

Only TWO questions should be answered from this Section.

Marks

5. A uniform rod of mass 4 lb. has its lower end A against a smooth vertical wall and is supported by a smooth peg at a point B which is 8 inches from A. The rod lies in a vertical plane perpendicular to the wall and is inclined at an angle α to the vertical such that $\tan \alpha = \frac{4}{3}$.



If the rod is in equilibrium, find the reactions at A and B, and determine the length of the rod.

5, 4

If the wall is rough, the coefficient of friction between the rod and wall being $\frac{1}{3}$, and if the rod, in the same position as before, is acted upon by a couple so that the end A is on the point of slipping down the wall, find the moment of the couple.

11

6. State Newton's Second and Third Laws of Motion. 2

A uniform board of mass M rests on a smooth horizontal table and a particle of mass m rests on the board, the coefficient of friction between the particle and the board being μ . The board is instantaneously given a horizontal velocity V . Show that the particle slips on the

board for a time $\frac{MV}{\mu g(m + M)}$, and find the common velocity of the particle and the board when slipping ceases.

14

Show also that the loss of kinetic energy during the period of slipping is $\frac{mMV^2}{2(m + M)}$.

4

7. (Turn over.)

7. (i) A mass of 4 lb. moving at 3 feet per second collides with a stationary mass of 16 lb., the coefficient of restitution between the masses being $\frac{2}{3}$. Find the velocities of the masses after the collision.

6

(ii) Two small spheres A and B of equal mass are suspended by two equal vertical strings and touch each other so that their line of centres is horizontal. The sphere A is moved aside, keeping the string taut, until the string makes an angle α with the vertical. The sphere A is then released and falls against the sphere B . After the impact, the string supporting B swings through an angle β before B comes to instantaneous rest.

Show that the coefficient of restitution between the spheres is $\frac{2 \sin \frac{1}{2}\beta}{\sin \frac{1}{2}\alpha} - 1$.

14

8. (i) Define simple harmonic motion.

2

A particle, describing a simple harmonic motion of amplitude a , moves with speed v when it is at a distance x from its mean position. Prove that v^2 is proportional to $a^2 - x^2$.

4

If the speed of the particle in its mean position is 20 feet per second, find its speed when it is three-fifths of the way from its mean position to a point of instantaneous rest.

4

(ii) A van moves at a speed of 30 miles per hour round a bend of radius 121 feet on a horizontal road surface. Find the least value of the coefficient of friction between the road and the tyres so that there may be no sideways slipping.

5

If the front wheels and also the rear wheels are 4 feet apart, find the greatest possible height of the centre of mass (assumed to be in a plane mid-way between the inner and outer pairs of wheels) if the van is not to overturn on the bend.

5

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

LOWER GRADE

Friday, 17th 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.

1. Translate into English :—

Either (a) or (b)

(a) Eumenes, treacherously betrayed to his enemy Antigonus, chafes at his imprisonment and regrets that he did not fall in battle.

Sic Eumenes Antigonom, callidum⁽¹⁾ imperatorem, vicit consilio, neque tamen multum profecit⁽²⁾ : nam invidia ducum, cum quibus erat, perfidiaque Macedonum veteranorum Antigono est deditus. itaque cum eum Antigonus in custodiam dedisset, et praefectus custodum Onomarchus quaeisset quem ad modum servari eum vellet, "ut acerrimum," inquit, "leonem aut ferocissimum elephantum" : nondum enim statuerat utrum conservaret eum necne. at Eumenes, cum diutius in vinculis esset, ait Onomarcho se mirari quare iam tertium diem sic teneretur. hic cum ferocissime Onomarcho loqui videretur, "quid?" inquit ille, "animo si isto eras, cur non in proelio cecidisti potius quam in potestatem inimici venires?" huic Eumenes "utinam quidem istud evenisset! sed non accidit quod nunquam cum fortiore in acie sum congressus."

(1) callidus = skilful.

(2) proficere = to gain an advantage.

(28)

(b) When the earth reappears after the Great Flood, Deucalion and Pyrrha, the sole survivors, ask the goddess Themis how to restore the human race.

Redditus orbis erat; quem postquam vidit inanem,
Deucalion lacrimis ita Pyrrham affatur obortis :
"O soror, o coniunx, o femina sola superstes,"⁽¹⁾
nunc genus in nobis restat mortale duobus,
(sic visum superis), hominumque exempla manemus."
dixerat, et flebant. placuit caeleste precari
numen, et auxilium per sacras quaerere sortes.⁽²⁾
ut templi tetigere gradus, procumbit uterque
pronus humi, gelidoque pavens dedit oscula saxo.
atque ita, "si precibus," dixerunt, "numina iustis
victa remollescunt,"⁽³⁾ si flectitur ira deorum,
dic, Themis, qua generis damnum reparabile nostri
arte sit."

(1) superstes = surviving.

(2) sors, sortis, f. = oracle.

(3) remollescere = to be softened, touched.

(28)

2. Translate into English :—

The inhabitants of Alce surrender to Gracchus. Their chieftain, Thurrius, agrees to support the Romans.

Ab hoc proelio Gracchus duxit legiones ad Alcen, atque eam urbem oppugnare institit.⁽¹⁾ oppidani primum impetum hostium sustinuerunt ; deinde, cum iam non armis modo sed etiam operibus oppugnarentur, diffusi praesidio⁽²⁾ urbis in arcem universi concesserunt. postremo, praemissis oratoribus, in dicionem⁽³⁾ se suaque omnia Romanis permiserunt. magna inde praeda facta est ; multi captivi nobiles in potestatem venerunt, inter quos et Thurrii filii duo et filia. regulus hic earum gentium erat, longe potentissimus omnium Hispanorum. audita suorum clade, missis qui sibi venienti fidem peterent, in castra ad Gracchum venit. et primum quaesivit ab eo num sibi liceret ac suis vivere. cum praetor victuros respondisset, quaesivit iterum num cum Romanis militare liceret. id quoque Graccho permittente, "sequar," inquit, "vos adversus veteres socios meos." secutus est inde Romanos, fortique ac fideli opera multis locis rem Romanam adiuvit.

⁽¹⁾ institit = coepit.

⁽²⁾ praesidium = protection.

⁽³⁾ dicio, dicionis, f. = sway, power.

(34)

3. Translate into Latin :—

(1) He returned to Rome in order to help his friends. (3)

(2) If we had set out before dawn, we should have saved the ships. (3)

(3) I am afraid that the robbers will gain possession of the gold. (3)

(4) Surely you are not so foolish as to hand over the city to the enemy ? (3)

(5) Since we are unable to persuade the barbarians, let us depart at once. (4)

(6) The generals hoped that, having lost their leader, the Gauls would not fight at that time. (4)

4. (a) Give the third person singular of the imperfect subjunctive of : nolo, proficiscor, fio, prosum, abeo, sedeo. (3)

(b) Give the dative plural of senex, vis, vulnus and the ablative singular of vetus, cornu, tristis. (3)

(c) Give English synonyms, derived from Latin, for the following words : stormy, afraid, mad, heavenly. (2)

5. (Turn over).

5. (a) In two sentences for each, give some account of **two** of the following :—

praetor ; Colosseum ; Horace ; vestal virgins.

(4)

- (b) Name the goddess who was the wife of Jupiter.

Name the battle in which Hannibal was finally defeated.

Name the Roman emperor who succeeded Augustus.

Name the port of Rome.

Name the principal gate in a Roman camp.

Put the following events in chronological order, placing the earliest first :—the battle of Pharsalus, the revolt of Boadicea, the defeat of the Gauls by Marius.

(3)

- (c) In about fifty or sixty words tell what you know about any **one** of the following :—Regulus ; Roman roads ; the interior of a Roman house.

(3)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(FIRST PAPER)

Friday, 17th 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. Even Caesar's own exploits cannot dim the glory of Pompey. In supporting Pompey against Caesar, King Deiotarus was merely fulfilling his obligations.

Ignosce, Caesar, si Cn. Pompeii auctoritati rex Deiotarus cessit; quem nos omnes secuti sumus, in quem tu ipse plurima et maxima conguessisti. neque enim, si tuæ res gestae ceterorum laudibus obscuritatem attulerunt, idcirco Cn. Pompeii memoriam amisimus. quantum nomen eius fuerit, quantae opes, quanta in omni genere bellorum gloria, quis ignorat? tanto ille superiores vicerat gloria, quanto tu omnibus praestitisti. itaque Cn. Pompeii bella, victorias, triumphos, consulatus admirantes numerabamus; tuos enumerare non possumus. ad eum igitur rex Deiotarus venit hoc misero fatalique bello, quocum erat non hospitio solum, verum etiam familiaritate coniunctus. et venit vel rogatus, ut amicus; vel arcessitus, ut socius; vel evocatus, ut is, qui senatui parere didicisset; postremo venit, ut ad fugientem, non ad insequentem, id est, ad periculi, non ad victoriae societatem. itaque, Pharsalico proelio facto, a Pompeio discessit; officio satis factum esse duxit; domum se contulit; teque Alexandrinum bellum gerente, utilitatibus tuis paruit.

(42)

2. **Anchises appears to Aeneas in a vision and tells him that, if he makes his way to the underworld, he will learn what the future has in store.**

Visa dehinc caelo facies delapsa parentis
 Anchisae subito tales effundere voces ;
 " nate, mihi vita quondam, dum vita manebat,
 care magis, nate, Iliacis exercite⁽¹⁾ fatis,
 imperio Iovis huc venio, qui classibus ignem
 depulit, et caelo tandem miseratus ab alto est.
 consiliis pare quae nunc pulcherrima Nautes
 dat senior : lectos iuvenes, fortissima corda,
 defer in Italiam. gens dura atque aspera cultu
 debellanda tibi Latio est. Ditis tamen ante
 infernas accede domos et Averno per alta
 congressus pete, nate, meos. non me impia namque
 Tartara habent, tristes umbrae, sed amoena piorum
 concilia⁽²⁾ Elysiumque colo. huc casta Sibylla
 nigrarum multo pecudum te sanguine ducet.
 tum genus omne tuum et quae dentur moenia disces.
 iamque vale ; torquet medios nox umida cursus,
 et me saevus equis Oriens adflavit anhelis.⁽³⁾ "

(1) exercitus = vexatus.

(2) concilia = gathering-places.

(3) anhelus, -a, -um = panting.

(37)

Scan the line beginning " nate, mihi vita " and the two following lines, marking the quantities and the feet only.

(3)

3. **Xenophanes, the emissary of King Philip of Macedon to Hannibal, tricks the Roman commander into granting him safe passage through the Roman lines.**

Philippus Macedonum rex, ubi primum accepit Hannibalem Alpes transgressum, incertis adhuc bellantium viribus fluctuatus animo erat. postquam tertia iam victoria cum Poenis erat, legatos ad Hannibalem misit ; qui vitantes portus Brundisinum Tarentinumque, quia custodiis navium Romanarum tenebantur, ad Laciniae Iunonis templum in terram egressi sunt. inde petentes Capuam media in praesidia Romana inlati sunt deductique ad Valerium Laevinum praetorem, circa Luceriam castra habentem. ibi intrepide Xenophanes, legationis princeps, a Philippo rege se missum ait ad amicitiam societatemque iungendam cum populo Romano. praetor inter defectiones veterum sociorum nova societate tam clari regis laetus admodum hostes pro hospitibus comiter accepit. dat qui prosequantur ; itinera cum cura demonstrat, et quae loca quosque saltus aut Romanus aut hostes tenerent. Xenophanes per praesidia Romana in Campaniam, inde in castra Hannibalis pervenit, foedusque cum eo atque amicitiam iungit.

(38)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(SECOND PAPER)

Friday, 17th 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

When it was announced that the only army which remained to him had been utterly defeated, the king decided to leave the country. Since his wife and his two eldest sons had already escaped to Gaul, he wished to follow them there, and travelling, only by night with few companions, lest he should be recognized and arrested by his enemies, he made for the coast. From there he crossed over to a small island, where he hoped to find a ship in which to make his journey. The governor of the island, although he had fought in the royal army, imprisoned the king in a large country house and sent envoys to his enemies to inquire what they wished him to do. After the lapse of a considerable time, during which the king's friends tried vainly to rescue him, the envoys returned. They announced that the king must return to the mainland and that his enemies intended to accuse him of betraying his country.

(50)

[TURN OVER

2. Translate into Latin :—

- | | |
|---|-----|
| (1) Ought he not to set an example to other men ? | (3) |
| (2) There is no doubt that Caesar will arrive before the enemy can gain possession of the camp. | (4) |
| (3) If we had allowed the scouts to set out at once, they would have discovered the plans of the Gauls. | (4) |
| (4) However wise he may be, I fear that the Romans will not be willing to appoint him consul. | (4) |
| (5) He told the boys not to go so far that they could not return the same day. | (4) |
| (6) The cavalry advanced into the middle of the plain as if unaware what the Samnites were doing. | (4) |
3. (a) Give the perfect infinitive active of : cado, sumo, sto, confero, ignosco, haereo. (3)
- (b) Give the nominative singular of tellure and nivis, and the genitive plural of litus and palus. (2)
- (c) Give the Latin for : down stream ; on the 15th of May ; from all sides ; at my house. (2)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

LOWER GRADE

Tuesday, 21st 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.

1. Translate into English :—

Marks

(a) The friends of Socrates visit him for the last time in prison.

Ἐγώ σοι ἐξ ἀρχῆς πάντα πειράσομαι λέγειν. αἰεὶ γὰρ δὴ καὶ τὰς πρόσθεν ἡμέρας εἰώθεμεν ἵεναι καὶ ἐγὼ καὶ οἱ ἄλλοι παρὰ τὸν Σωκράτη, συλλεγόμενοι ἕωθεν εἰς τὸ δικαστήριον, ἐν ᾧ καὶ ἡ δίκη ἐγένετο· πλησίον γὰρ ἦν τοῦ δεσμωτηρίου. περιεμένομεν οὖν ἐκάστοτε ἕως ἀνοιχθείη τὸ δεσμωτήριον, διατρίβοντες⁽¹⁾ μετ' ἀλλήλων· ἀνεψήγετο γὰρ οὐ πρῶ· ἐπειδὴ δὲ ἀνοιχθείη, εἰσῆμεν παρὰ τὸν Σωκράτη καὶ τὰ πολλὰ διημερεύομεν⁽²⁾ μετ' αὐτοῦ. καὶ δὴ καὶ τότε πρωϊαίτερον συνελέγημεν· καὶ οὐ διὰ πολλοῦ ὁ θυρωρὸς ἐκέλευσεν ἡμᾶς εἰσιέναι. εἰσιόντες οὖν κατελαμβάνομεν τὸν μὲν Σωκράτη ἄρτι λελυμένον, τὴν δὲ Ξανθίππην ἔχουσάν τε τὸ παιδίον αὐτοῦ καὶ παρακαθημένην. ὥς οὖν εἶδεν ἡμᾶς ἡ Ξανθίππη, ἀνευφήμησέ⁽³⁾ τε καὶ εἶπεν, “ὦ Σώκρατες, ὕστατον δὴ σε προσερούσι νῦν οἱ φίλοι καὶ σὺ τούτους.” καὶ ὁ Σωκράτης βλέψας εἰς τὸν Κρίτωνα, “ὦ Κρίτων,” ἔφη, “ἀπαγαγέτω τις ταύτην οἴκαδε.”

(1) διατρίβειν = to converse.

(2) διημερεύειν = to pass the day.

(3) ἀνευφημεῖν = to shriek.

(34)

- (b) Mithridates makes a treacherous attack on the retreating Greeks, who suffer severely at the hands of the enemy archers and slingers.

Μετὰ ταῦτα ἀριστήσαντες καὶ διαβάαντες τὸν ποταμὸν ἐπορεύοντο τεταγμένοι, τὰ ὑποζύγια ἐν μέσῳ ἔχοντες. οὐ πολὺ δὲ προεληλυθότων αὐτῶν, ἐπιφαίνεται πάλιν ὁ Μιθριδάτης, ἱππέας ἔχων καὶ τοξότας καὶ σφενδονήτας. καὶ προσήκει μὲν ὡς φίλος ὢν πρὸς τοὺς Ἑλλήνας· ἐπεὶ δὲ ἐγγὺς ἐγένετο, ἐξαπίνης οἱ μὲν αὐτῶν ἐτόξευον καὶ ἱππεῖς καὶ πεζοί, οἱ δ' ἐσφενδόνων καὶ ἐτίτρωσκον. οἱ δ' ὀπισθοφύλακες τῶν Ἑλλήνων ἔπασχον μὲν κακῶς, ἀντεποιοῦν⁽¹⁾ δ' οὐδέν· οἳ τε γὰρ Κρήτες βραχυτέρα τῶν Περσῶν ἐτόξευον, οἳ τε ἀκοντισταὶ βραχυτέρα ἡκόντιζον⁽²⁾ ἢ ὥστε ἐξικνεῖσθαι τῶν σφενδονητῶν. ἐκ τούτου Ξενοφῶντι ἐδόκει διωκτέον εἶναι. διώκοντες δὲ οὐδένα κατελάμβανον τῶν πολεμίων. οὔτε γὰρ ἱππεῖς ἦσαν τοῖς Ἑλλησιν, οὔτε οἱ πεζοὶ τοὺς πεζοὺς ἐκ πολλοῦ φεύγοντας ἐδύναντο καταλάμβανειν.

(1) ἀντιποιεῖν = to retaliate.

(2) ἀκοντίζειν = to hurl javelins.

(27)

2. Translate into Greek :—

- (1) We hope that they will arrive within three days. (3)
- (2) The tyrant was so wicked that he was hated by the citizens. (3)
- (3) Will you not fight in order to save your children, Athenians? (3)
- (4) If the soldiers help us, we shall attack the barbarians at once. (3)
- (5) He does not know how many men escaped when the ship was captured. (4)
- (6) I fear that his friends will prevent him from ruling the city wisely. (4)

3. (a) Give the first person singular of the aorist indicative active of ἀγγέλλω, πάσχω, γινώσκω and the perfect infinitive active of λείπω, ποιῶ, δίδωμι. (3)

(b) Give the accusative singular of βούς, ἔτος, ῥήτωρ and the dative plural of ὄρνις, ὁδοὺς, πόλις. (3)

(c) Give the Greek for :—

tomorrow; at dawn; for the sake of one's country; thirty soldiers.

(2)

4. (Turn over.)

4. (a) In two sentences for each, give some account of **two** of the following :—

Theseus ; Sophocles ; Alcibiades ; Epaminondas. (4)

- (b) Name the Greek goddess of wisdom.

Name the league organized by the Athenians against the Persians.

Name any ancient Greek city in Sicily.

Name a famous Athenian lawgiver.

Name the slave class in Sparta.

Name a Greek historian other than Xenophon.

Name the battle in which Themistocles defeated the Persians in 480 B.C.

Name the hero who personified strength in the ancient world. (4)

- (c) In about fifty or sixty words tell what you know about **one** of the the following :—

the battle of Marathon ; the organization of the Spartan state ; the Delphic oracle. (3)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(FIRST PAPER)

Tuesday, 21st 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

Translate into English :—

Marks

1. The Greek cities of Asia Minor, faced with a demand for submission from the Persian Tissaphernes, seek aid from Sparta.

Ἐπεὶ μέντοι Τισσαφέρνης, πολλοῦ ἄξιος βασιλεὶ δόξας γεγενῆσθαι ἐν τῷ πρὸς τὸν Κῦρον πολέμῳ, σατράπης κατεπέμφθη ὧν τε αὐτὸς πρόσθεν ἦρχε καὶ ὧν Κῦρος, εὐθύς ἡξίου τὰς Ἰωνικὰς πόλεις ἀπάσας ἑαυτῷ ὑπηκόους εἶναι. αἱ δέ, ἅμα μὲν ἐλεύθεραι βουλόμεναι εἶναι, ἅμα δὲ φοβούμεναι τὸν Τισσαφέρνην, ὅτι Κῦρον, ὅτ' ἔζη, ἀντ' ἐκείνου ἡρημένα ἦσαν, εἰς μὲν τὰς πόλεις οὐκ ἐδέχοντο αὐτόν· εἰς Λακεδαιμόνα δὲ ἔπεμπον πρέσβεις καὶ ἡξίουσιν, ἐπεὶ πάσης τῆς Ἑλλάδος προστάται⁽¹⁾ εἰσὶν, ἐπιμεληθῆναι καὶ σφῶν, τῶν ἐν τῇ Ἀσίᾳ Ἑλλήνων, ὅπως ἢ τε χώρα μὴ δροῖτο αὐτῶν καὶ αὐτοὶ ἐλεύθεροι εἶεν. οἱ οὖν Λακεδαιμόνιοι πέμπουσιν αὐτοῖς Θίβρων ἀρμοστήν, δόντες στρατιώτας, τῶν μὲν νεοδαμῶδων⁽²⁾ εἰς χιλίους, τῶν δ' ἄλλων Πελοποννησίων εἰς τετρακισχιλίους· ἡτήσατο δὲ ὁ Θίβρων καὶ παρ' Ἀθηναίων τριακοσίουσ ἱππέας, εἰπὼν ὅτι αὐτὸς μισθὸν παρέξει. οἱ δ' ἔπεμψάν τινες τῶν ἐπὶ τῶν τριάκοντα ἱππευσάντων, νομίζοντες κέρδος τῷ δήμῳ, εἰ ἀποδημοῖεν⁽³⁾ καὶ ἀπόλουντο.

(1) προστάτης = protector, champion.

(2) νεοδαμῶδεις = newly-enfranchised citizens.

(3) ἀποδημεῖν = to go abroad.

(40)

2. The speaker recalls to the Athenians how their ancestors won undying glory by encountering the Persian invaders alone at Marathon.

Πολλὰ μὲν καλὰ καὶ θαυμαστὰ οἱ πρόγονοι τῶν ἐνθάδε κειμένων εἰργάσαντο, αἰώνηστα δὲ καὶ μεγάλα πανταχοῦ οἱ ἐξ ἐκείνων γεγονότες τρόπαια διὰ τὴν αὐτῶν ἀρετὴν κατέλιπον. μόνοι γὰρ ὑπὲρ ἀπάσης τῆς Ἑλλάδος πρὸς πολλὰς μυριάδας τῶν βαρβάρων διεκινδύνευσαν. ὁ γὰρ τῆς Ἀσίας βασιλεὺς, οὐκ ἀγαπῶν⁽¹⁾ τοῖς ὑπάρχουσιν ἀγαθοῖς, ἀλλ' ἐλπίζων καὶ τὴν Εὐρώπην δουλώσεσθαι, ἔστειλε πεντήκοντα μυριάδας στρατιάν. ἡγησάμενοι δέ, εἰ τήνδε τὴν πόλιν ἢ ἐκοῦσαν φίλην ποιήσαιντο ἢ ἄκουσαν καταστρέψαιντο, ῥαδίως τῶν ἄλλων Ἑλλήνων ἄρξειν, ἀπέβησαν εἰς Μαραθῶνα· ἐνόμιζον δὲ οὕτως ἂν ἐρημοτάτους εἶναι συμμάχων τοὺς Ἕλληνας, εἰ, ἔτι στασιαζούσης⁽²⁾ τῆς Ἑλλάδος ᾧτινι χρή τῷ τρόπῳ τοὺς ἐπιόντας ἀμύνασθαι, τὸν κίνδυνον ποιήσαιντο. οἱ δ' ἡμέτεροι πρόγονοι οὐκ ἐφοβήθησαν τὸ πλῆθος τῶν ἐναντίων ἀλλὰ τῇ αὐτῶν ἀρετῇ μᾶλλον ἐπίστευσαν, καί, αἰσχυνόμενοι ὅτι ἦσαν οἱ βάρβαροι αὐτῶν ἐν τῇ χώρᾳ, οὐκ ἀνέμειναν πυθέσθαι οὐδὲ

βοηθήσαι τοὺς συμμάχους. οὐδ' ᾤήθησαν δεῖν ἑτέροις τῆς σωτηρίας χάριν εἰδέναι, ἀλλὰ σφίσιν αὐτοῖς τοὺς ἄλλους Ἑλλήνας. ταῦτα μὲν γνῶμη πάντες γνόντες ἀπῆντων ὀλίγοι πρὸς πολλοὺς.

(1) ἀγαπᾶν with dative = to be contented with.

(2) στασιάζειν = to dispute, wrangle. (45)

3. Either (a) or (b).

(a) Telemachus tells Nestor that he and his companions have come to Pylos to seek news of his father's fate.

“ὦ Νέστορ Νηληιάδη, μέγα κῦδος Ἀχαιῶν,
εἴρεαι ὀππόθεν· εἰμέν· ἐγὼ δέ κέ τοι καταλέξω.
ἡμεῖς ἔξ Ἰθάκης ὑπονῆιου⁽¹⁾ εἰλήλουθμεν·
πρῆξις δ' ἦδ' ἰδίη, οὐ δῆμιος,⁽²⁾ ἦν ἀγορεύω.
πατρὸς ἐμοῦ κλέος εὐρὺ μετέρχομαι, ἦν που ἀκούσω,
δίου Ὀδυσσῆος ταλασίφρονος, ὃν ποτέ φασι
σὺν σοὶ μαρνάμενον Τρώων πόλιν ἐξαλαπάξει.
ἄλλους μὲν γὰρ πάντας, ὅσοι Τρῳσὶν πολέμιζον,
πενθόμεθ', ἦχι ἕκαστος ἀπώλετο λυγρὸν ὄλεθρον·
κείνου δ' αὖ καὶ ὄλεθρον ἀπευθέα⁽³⁾ θῆκε Κρονίων.
οὐ γάρ τις δύναται σάφα εἰπέμεν ὀππόθ' ὄλωλεν,
εἴθ' ὃ γ' ἐπ' ἠπείρου δάμη ἀνδράσι δυσμενέεσσιν,
εἴτε καὶ ἐν πελάγει μετὰ κύμασιν Ἀμφιτρίτης.
τοῦνεκα νῦν τὰ σὰ γούναθ' ἱκάνομαι, αἶ κ' ἐθέλησθα
κείνου λυγρὸν ὄλεθρον ἐνισπεῖν, εἴ που ὅπως
ὀφθαλμοῖσι τεοῖσιν ἢ ἄλλον μῦθον ἄκουσας
πλαζομένου· πέρι γάρ μιν οὕζυρον τέκε μήτηρ.”

(1) ὑπονῆιος, -ον = lying under the promontory Neion.

(2) δῆμιος, -ον = public, official.

(3) ἀπευθέας, -ές = unknown. (37)

Scan the first three lines of the above passage, marking the quantities and the feet only.

(3)

(b) Athena bids Theseus not to give up the bodies of the dead Argive champions unless Adrastus swears an oath that the Argives will never invade Attica.

ΑΘ. ἄκουε, Θησεῦ, τῆσδ' Ἀθηναίας λόγους,
 ἃ χρεὶ σε δράσαι, δρώντα δ' ὠφελεῖν τάδε.
 μὴ δῶς τάδ' ὅσῃ τοῖσδ' ἐς Ἀργείαν χθόνα
 παισὶν κομίζειν, ῥαδίως οὕτως μεθείς,
 ἀλλ' ἀντὶ τῶν σῶν καὶ πόλεως μοχθημάτων
 πρῶτον λάβ' ὄρκον. τόνδε δ' ὀμνύναι χρεὼν
 Ἄδραστον· οὗτος κύριος, τύραννος ὢν,
 πάσης ὑπὲρ γῆς Δαναϊδῶν ὀρκωμοτεῖν·
 ὁ δ' ὄρκος ἔσται, μήποτ' Ἀργείους χθόνα
 ἐς τήνδ' ἐποίσειν πολέμιον παντευχίαν,⁽¹⁾
 ἄλλων τ' ἰόντων ἐμποδῶν θήσειν δόρυ.
 ἦν δ' ὄρκον ἐκλιπόντες ἔλθωσιν πόλιν,
 κακῶς ὀλέσθαι πρόστρεπ' Ἀργείων χθόνα.
 ἔστιν τρίπους σοι χαλκόπους εἴσω δόμων·
 ἔγγραψον ὄρκους τρίποδος ἐν κοίλῳ κύτει,⁽³⁾
 κάπειτα σῶζεν θεῶ δὸς ᾧ Δελφῶν μέλει,
 μνημεῖά θ' ὄρκων μαρτύρημά θ' Ἑλλάδι.

(1) παντευχία = array, armed host.

(2) προστρέπειν = to pray.

(3) κύτος = bowl.

Scan the line beginning παισὶν κομίζειν and the two following lines, marking the quantities and the feet only.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(SECOND PAPER)

Tuesday, 21st 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

In this year Phoebidas, the Spartan, treacherously seized the citadel of Thebes. He had been persuaded to do this by a few Thebans, friendly to Sparta, who hoped thus to get the better of their private enemies in the city. The Spartans punished Phoebidas for this deed, but they did not give back the citadel to the Thebans, since they feared that the latter might take from them the leadership which they had won from the Athenians. They appointed their own friends as magistrates in Thebes and exiled Pelopidas and a number of other young men. These men, however, went to Athens and immediately began to plot against the Spartans. They decided to attack the citadel at Thebes on a day when the magistrates feasted together according to custom. In order to reach Thebes towards evening, Pelopidas and his friends left Athens in the morning, saying that they were going to hunt⁽¹⁾ in the country. Through the carelessness of the magistrates themselves, the exiles entered the citadel unnoticed and slew all their enemies as they feasted.

⁽¹⁾ I hunt = κυνηγέω.

(48)

[TURN OVER

2. Translate into Greek :—

- (1) Although I was poor, I said that I would not sell the house for two talents. (4)
- (2) Surely the Athenians will not be so foolish as to condemn all the generals to death ? (4)
- (3) If the leaders were to make a truce, he would forbid the soldiers to obey them. (4)
- (4) You must find out at once how the prisoner escaped from the prison so easily. (4)
- (5) Order the guards to take precautions so that no one will sail out of the harbour during the night. (4)

3. (a) Give the first person singular of the future indicative active of :—

ἀφίημι, *ἔχω*, *ἐλαύνω* and the first person singular of the perfect indicative active of *αἶρω*, *λαμβάνω*, *βάλλω*. (3)

(b) Give the dative singular of *ἔαρ*, *νεώς*, *Ζεύς*, *ἐλπίς*. (2)

(c) Give the Greek for :—

within three months ; Brasidas and his men ; on these conditions ; day by day. (2)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(FIRST PAPER)

Monday, 20th 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) or (c).

(a)

וַיָּעֲמֵן שָׂר-צָבָא מֶלֶךְ-אַרְם הֵיךָ אִישׁ גָּדוֹל לִפְנֵי אֲדֹנָיו וַיִּנָּשָׂא פָנָיו
 בִּי כוּ נִתְּן-יְהוָה תְּשׁוּעָה לְאַרְם וְהָאִישׁ הֵיךָ גִּבּוֹר חֵיל מְצָרָע: וְאַרְם
 יָבֹאוּ יְהוּדִים וַיֵּשְׁבוּ מֵאֶרֶץ יִשְׂרָאֵל נַעֲרָה קִטְנָה וַתְּהִי לִפְנֵי אִשְׁתּוֹ
 וַעֲמִן: וַתֹּאמֶר אֶל-גִּבְרָתָהּ אַחְלִי אֲדֹנִי לִפְנֵי הַנָּכִיָּא אֲשֶׁר בְּשֹׁמְרוֹן אֲזוּ
 יֹאסֵף אֶתּוֹ מִצָּרְעָתוֹ: וַיָּבֹא וַיַּגִּד לְאֲדֹנָיו לֵאמֹר כָּזָאת וְכָזָאת דִּבְרָה
 וַתַּעֲרָה אֲשֶׁר מֵאֶרֶץ יִשְׂרָאֵל: וַיֹּאמֶר מֶלֶךְ-אַרְם לְדָבָא וַאֲשַׁלְּחָהּ
 סֹפֶר אֶל-מֶלֶךְ יִשְׂרָאֵל וַיִּקַּח בְּיָדוֹ עֶשֶׂר כִּפְרֵי-כֶסֶף וּשְׁשֶׁת אֲלָפִים
 זָהָב וְעֶשֶׂר חֲלִיפוֹת בָּגָדִים: וַיָּבֹא הַסֹּפֶר אֶל-מֶלֶךְ יִשְׂרָאֵל לֵאמֹר
 וַעֲתָה כִּבּוֹא הַסֹּפֶר הַזֶּה אֵלַיִךְ הִנֵּה שָׁלַחְתִּי אֵלַיִךְ אֶת-נַעֲמָךְ עַבְדִּי
 וַאֲסַפְתּוֹ מִצָּרְעָתוֹ: וַיְהִי כִּקְרָא מֶלֶךְ-יִשְׂרָאֵל אֶת-הַסֹּפֶר וַיִּקְרַע אֶת-
 בְּגָדָיו וַיֹּאמֶר הֲאֵלֵהִים אֲנִי לְהָמִית וּלְהַחְיֹת כִּי-זֶה שָׁלַח אֵלַי לְאֹסֵף
 אִישׁ מִצָּרְעָתוֹ בִּי אֲדָד-עוֹנָא וְרָאוּ כִּי-מִתְאַנֶּה הוּא לִי:

(II Kings v, 1-7)

29

(b)

שִׁירֵי לִיְהוָה שִׁיר חֲדָשׁ	וַתִּחַלְתּוּ מִקְצֵה הָאָרֶץ
יְהוּדֵי הַיָּם וּמִלָּא	אֵיִים וַיִּשְׁבִּיהֶם:
וַיָּבֹאוּ מִדְבָּר וַעֲרִיו	חֲצֵרִים הַשֵּׁב קָדָר
וְנֹו יִשְׁבִּי סֹלַע	מִרְאשׁ הָרִים יִצְחָנוּ:
וַיִּשְׁמְנוּ לִיְהוָה כְּבוֹד	וַתִּחַלְתּוּ בְּאֵיִם וַיְהִי:
וְהוּא כְּגִבּוֹר יֵצֵא	כְּאִישׁ מִלְחָמוֹת יַעִיר קִנְיָה
וַיַּעַף אֶף יַצְרִית	עַל-אִיְבָיו וַתִּנָּבֵר:
וַחֲשִׁיתִי מֵעוֹלָם אַחֲרִישׁ	אַתְּאֶפֶק בִּיּוֹלָדָה אֶפְעָה אִשִּׁם וְאִשָּׁאף
	יָחַד:

אַחֲרִיב הָרִים וּנְבָעוֹת	וְכָל-עֲשָׂבִים אוֹבִישׁ
וְשִׁמְתִי נְהָרוֹת לְאֵיִם	וְאִנְגִּימִם אוֹבִישׁ
וְחִלַּכְתִּי עוֹרִים בְּדֶרֶךְ לֹא יָדְעוּ בְּנִתִּיבוֹת לֹא יָדְעוּ אֲדָרִיכֶם	
אִשִּׁים מִחֲשָׁף לִפְנֵיהֶם לְאוֹר	וּמִעַקְשִׁים לְמִישׁוֹר
אֵלֶּה הַדְּבָרִים עֲשִׂיתֶם	וְלֹא עֲזֹבְתִים:

חֲשֵׂה = To keep silence

(Isaiah xlii, 10-16)

אֶפֶק = To restrain

פָּעָה = To puff

נָשַׁם = To pant

29

(c)

הַמַּצֵּבָה הָעֲשׂוּיָה בַּזֶּלֶת שֶׁחָתְרָה שְׁמוֹשְׁקָלָהּ בְּשֵׁשׁ וְעֶשְׂרֵה טוֹנוֹת הַצֵּבָה
 אֶתְמוּל עַל קִבְרוֹ שֶׁל הָרָצֵל בִּירוּשָׁלַיִם. הַמַּצֵּבָה מְרַבֶּת מְנוּשֵׁי
 בַּזֶּלֶת בְּאַרְךָ שֶׁל שְׁנֵי מִטְרִים. עָלֶיהָ חֲרוּטָה רַק הַמִּלָּה „הָרָצֵל“
 אֲשֶׁר חֲרִיטְתָּהּ בְּתוֹךְ הָאֵבֶן הִשְׁחָרָה נִמְשָׁכָה בְּמַאתִים שָׁעוֹת. גִּישׁ
 הַבַּזֶּלֶת הוּבְאוּ מִיְּדֵי חֲקוֹק שְׁבִבְקַעַת הַיַּרְדֵּן וְהִעָבְרוּ לְלִטּוּשׁ בְּבִתּוֹ
 הַמְּלָאכָה שֶׁל „אֵבֶן וָסִיד“. מְלָאכַת הַלִּטּוּשׁ נִמְשָׁכָה שְׁלוֹשָׁה חֳדָשִׁים
 בְּשֵׁלֶשׁ מִשְׁמָרוֹת לַיָּמָה.

From the daily newspaper 'Omer'

29

גִּישׁ = Block

2. Point and translate :—

- (a) והנה הילד חלי וישארו אביו ויביארו אל אמו וישימרו על ברכיה:
 (b) ויהי כהעלות האלהים את הנביא השמים וילך הוא ורעהו ויעברו
 את־הירדן:
 (c) ויען איש האלהים ויאמר שמע עבדי ועשית את כל אשר אנני
 לך:
 (d) וישא המלך את קולו ויבך ויאמר אם לא יושיעך האלהים מאין
 אושיעך:

28

[TURN OVER

3. Write :—

(a) the 3rd plural masculine imperfect Qal of

שוב, ישוב, ילד, גלה, עלה

5

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

the Qal of נתן

the Hiphil of בוא

the Niphal of ערך

the Piel of גרש

20

(c) the construct plural of :—

בית, שר, יום, שנה, אב

5

(d) Translate and explain the following

חִייהוּה אִם אֱלֹהִים
חִייהוּה אִם לֹא אֱלֹהִים

4

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(SECOND PAPER)

Monday, 20th 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 Vespasian marched with his army, and came to the bounds of Galilee, where he pitched his camp and restrained his soldiers, who were eager for war ; he also showed his army to the enemy, to affright them so that they might repent and not fight, and also to prepare to besiege their strongholds. And indeed this sight of the general and his army brought many to repent of their revolt, and put them in terror ; for those that were in Josephus' camp, when they heard that the war was come near them, and that the Romans would soon fight them hand to hand, dispersed and fled, not only before they came to a battle, but before the enemy ever came in sight, while Josephus and a few others were left behind. When Josephus saw that he had not an army sufficient to engage the enemy, and that the greater part of his men would willingly submit to the enemy, he despaired of success, and determined to get as far as possible from danger ; so he took those that stayed along with him, and fled to Tiberias.

60

2. Render into pointed Biblical Hebrew :—

(a) And the wives and daughters of the men of the city said to one another, Come, let us flee, for our men have fallen into the hands of our enemies.

(b) He swore to his brother saying, I shall certainly give thee that which my father gave me, and it shall be thine and thy sons' for ever.

(c) Let us arise and return unto the land of our fathers and build up the cities thereof and dwell in them in peace.

(d) My son, fear thy God, walk in his perfect way, and thou shalt increase thy knowledge and wisdom all the days of thy life.

20

1957

(1957)

BRITISH LEAVING CERTIFICATE EXAMINATION

PHYSICS

PHYSICS: SECTION 1 (PAPER 1)

Duration: 1 hour 15 minutes

Answer the questions for this paper in an answer book with margins on a plain paper.
Marks will be indicated for questions that are marked as such.
Answer three in which in the space provided.
The time allowed for each question is given in the margin.

1957

1. A body of mass m is moving with a constant velocity v in a straight line. It is acted on by a constant force F perpendicular to its direction of motion. The body moves through a distance s in the direction of its initial velocity. Show that the final velocity v_f is given by $v_f^2 = v^2 + \frac{2Fs}{m}$.
2. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
3. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
4. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
5. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
6. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
7. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
8. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
9. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
10. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.

1957

11. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
12. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
13. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
14. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
15. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
16. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
17. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
18. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.
19. A body of mass m is moving in a circular path of radius r with a constant linear velocity v . Show that the centripetal force F is given by $F = \frac{mv^2}{r}$.
20. A body of mass m is moving in a circular path of radius r with a constant angular velocity ω . Show that the centripetal force F is given by $F = m\omega^2 r$.

1957

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**FRENCH**

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 10th 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 invigilator, 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 invigilator, 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 voulait à tout prix gagner le village qu'il voyait de l'autre côté de la rivière. Le seul moyen d'y arriver était le pont du chemin de fer ; malheureusement le pont était surveillé nuit et jour par un gardien qui avait une cabine tout près de la voie. Pierre s'approcha de cette cabine et se cacha dans un buisson d'où il pouvait observer le passage des trains et les mouvements du gardien. On lui avait dit qu'un train passait toutes les dix minutes et il jugeait qu'il lui faudrait au moins un quart d'heure pour traverser le pont, même en courant. Il devait donc rencontrer inévitablement un train sur le pont. L'idée le terrifia. Il voyait que les trains rasaient le parapet des deux côtés et qu'il y avait seulement deux refuges sur le pont, deux petites plates-formes qui surplombaient la rivière.

Il resta caché toute une heure à attendre une occasion favorable, mais le gardien regardait trop attentivement, ou bien Pierre trouvait quelque prétexte pour ne pas bouger.

Peu à peu la nuit descendait. Bientôt le gardien alluma sa lampe. Le moment de se décider était venu. Mais il attendait toujours que le gardien détournât la tête. Enfin le gardien fit mieux : il sortit de sa cabine et s'éloigna de la voie.

Sans perdre un instant, Pierre se leva et partit en courant sur le pont. Le gardien l'entendit et cria très fort. Pierre courut encore plus vite. Tout à coup un roulement sourd se fit entendre ; de l'autre rive un rapide s'engageait sur le pont et venait tout droit vers lui. Epouvanté, Pierre se retourna et courut en arrière. Au dernier moment il fit un bond désespéré d'un côté. Heureusement il tomba dans un des refuges et le train passa avec un bruit de tonnerre sans lui faire de mal. Pierre resta un moment stupéfait. Puis il entendit un cri ; le gardien venait ! Il repartit à toute vitesse vers la rive espérée. Cette fois il y parvint, quitta le chemin de fer et, tout joyeux, se dirigea vers le village.

F (Lower (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 10th 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 Peter making for ?	1
2. Explain the various circumstances which made the crossing of the bridge so difficult for him.	4
3. Where did he hide before crossing the bridge ? Why did he choose this place ?	2
4. What factors finally induced him to make the attempt to cross the bridge ?	1½
5. What danger did he then encounter ? Describe how he escaped it.	3½
6. What happened thereafter ?	3
	<hr/> 15 <hr/>

1961

JOINT LEAVING CERTIFICATE EXAMINATION

1961

ALBERT G. GIBSON

Highway, 100-100000

100-100000

100-100000

100-100000

100-100000

100-100000

100-100000

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100-100000

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (b))

Friday, 10th 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 :—

Je trouvais les responsabilités de la ferme souvent lourdes, mais j'étais fier de m'asseoir à la tête de la table et d'avoir le soir la place d'honneur au coin de la cheminée.

En été j'étais au travail dès le petit jour et je peux dire, sans me vanter, que mes hommes avaient de la peine à me suivre. Mon valet de ferme, Thomas, un garçon robuste de vingt ans passés, travaillait aussi dur que moi. En plus, j'engageais un journalier pour la moisson. Ce fut le père Fonchon, un homme déjà âgé, ayant de l'expérience, mais bavard et un peu lent. Il avait toujours des histoires à raconter et je m'apercevais que, sous prétexte de nous intéresser, il cherchait à faire ralentir le travail.

Un jour, d'accord avec Thomas, je résolus d'aller encore plus vite que de coutume, de sorte que le père Fonchon n'eût pas le loisir de parler. Après une demi-heure de travail, le père Fonchon eut sans doute un grand désir de repos et il se mit à raconter des histoires. Quand il se retourna, il fut étonné de voir que nous ne l'écoutions pas, que nous étions déjà loin. Peu à peu la distance entre nous augmenta et Fonchon était si fâché que, quand la servante apporta la soupe, il refusa de venir manger sans nous avoir rattrapés. Lorsqu'il nous rejoignit, haletant, ruisselant de sueur, nous étions sur le point de nous remettre au travail.

Pendant huit jours au moins le pauvre Fonchon bouda sans, cependant, être guéri de sa manie de raconter des histoires. (30)

[TURN OVER

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

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

On s'occupait très peu de moi pendant mon enfance. Quoique l'isolement me portât déjà à la rêverie, mon goût pour les contemplations vint d'une aventure qui vous peindra mes premiers malheurs. Il était si peu question de moi que souvent notre gouvernante, la terrible Mademoiselle Caroline, 5 oubliait de me faire coucher. Un soir, tranquillement assis sous un figuier, je regardais une étoile avec une passion intense. Mes sœurs s'amusaient et criaient ; j'entendais leur lointain tapage comme un accompagnement à mes idées. Le bruit cessa, la nuit vint. Par hasard, ma mère s'aperçut de mon absence. Pour éviter un reproche, Mademoiselle Caroline maintint que j'avais 10 la maison en horreur ; que si elle n'avait pas veillé attentivement sur moi, je me serais déjà enfui ; je n'étais pas imbécile, mais méchant ; parmi tous les enfants confiés à ses soins, elle n'en avait jamais rencontré de caractère aussi mauvais que le mien. Elle feignit de me chercher et m'appela, je répondis, elle vint au figuier où elle savait que j'étais. " Que faisais-tu donc là ? me 15 dit-elle.—Je regardais une étoile.—Tu ne regardais pas une étoile, dit ma mère, qui nous écoutait du haut de son balcon, connaît-on l'astronomie à ton âge ? "

" Ah ! madame, s'écria soudain Mademoiselle Caroline, il a ouvert le robinet du réservoir* ; le jardin est inondé." Ce fut alors une rumeur générale. Mes sœurs s'étaient amusées à tourner ce robinet pour voir couler l'eau ; mais, 20 surprises par un jaillissement d'eau qui les avait arrosées de toutes parts, elles avaient perdu la tête et s'étaient enfuies sans avoir pu fermer le robinet. Accusé de mensonge quand j'affirmais mon innocence, prononcé coupable d'avoir imaginé ce mauvais tour, je fus sévèrement puni. Plus horrible encore : ma mère me défendit de rester au jardin le soir. Cette défense tyrannique 25 augmenta encore plus ma passion pour la chose défendue. J'avais donc souvent le fouet à cause de mon étoile ; ne pouvant me confier à personne je prenais l'habitude d'aller lui raconter tous mes chagrins. Même aujourd'hui je la contemple avec amour, tant les impressions reçues au matin de la vie laissent de profondes traces au cœur.

*citerne installée dans le jardin d'une maison de campagne.

QUESTIONS

Marks

A. Answer in English :—

(1) What tendency had the author shown before this incident, and what had originally given rise to it ?

1

(2) " Pour éviter un reproche . . ." (line 9)

Why and from whom might Mademoiselle Caroline have received a reprimand on the night in question ?

What statements did she make about the author to avoid a reprimand ?

Show, by referring to the text, to what extent these statements were or were not justified.

8½

(3) " Ce fut alors une rumeur générale." (line 18)

(a) What discovery gave rise to this commotion ?

(b) Explain fully how the trouble had been caused.

(c) How did this episode concern the author and what was the immediate outcome for him ?

7½

(4) In what ways did the incidents of this evening continue to affect the author first as a child and later as a man ?

How does the author explain this ?

4½

(5) What incidents and remarks throughout this passage throw light on the relationship between mother and son ?

5

B. Answer in French :—

(6) " Le bruit cessa." (line 8)

D'où venait ce bruit et pourquoi cessa-t-il ?

3½

30

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

N.B.—Your story should be about 200 words in length (i.e. about four-fifths the length of the translation of Question 1). Use appropriate PAST tenses.

Deux garçons (jeunes filles) décident d'aider un vieux monsieur (une vieille dame) qui demeure seul(e)—travaillent dans la maison—écrivent des lettres—font des commissions—etc.

(25)

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(FIRST PAPER)

Friday, 10th 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 :—

La soirée commença toute pareille à la précédente, mais déjà je n'écoutais ni ne regardais personne ; une peur sans nom commença de peser sur moi. Et quand je me retrouvai seul dans ma chambre, une angoisse intolérable m'étreignit l'âme et le corps. Un mur de pluie me séparait du reste du monde ; je me sentais loin de la vie ordinaire, parmi des êtres étranges, à peine humains. Il me faudrait partir à tout prix. J'ouvris ma valise et saisis mon indicateur. Un train ! . . . A quelque heure que ce soit, du jour ou de la nuit !

L'impatience empêcha longtemps mon sommeil. Lorsque je m'éveillai le lendemain, ma décision n'était pas moins ferme, mais il ne me paraissait plus possible de partir sans inventer quelque excuse pour écourter mon séjour. Oh ! de mauvaises nouvelles me rappelleraient brusquement à Paris . . . Heureusement j'avais donné mon adresse ; on devait me renvoyer à Quart-fourche tout mon courrier ; c'est bien surprenant, pensai-je, s'il ne me parvient pas dès aujourd'hui quelque lettre dont je puisse habilement me servir . . . et je reportai tout mon espoir dans l'arrivée du facteur. Celui-ci arriva peu après midi, à l'heure où finissait le déjeuner. Je jouai donc la petite comédie que j'avais préméditée.

— Oh ! quel ennui . . . murmurai-je en ouvrant une des lettres que n'avait tendues la domestique. Madame Floche se hasarda à me demander d'une voix timide :

— Monsieur a reçu quelque fâcheuse nouvelle ?

— Oh, rien de grave, répondis-je aussitôt. Mais hélas ! je vois qu'il va me falloir rentrer à Paris sans retard. (30)

[TURN OVER

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

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

*Les Avantages de la Flânerie**

Tout d'abord la flânerie est purement récréative. On regarde en l'air, on fixe un rien, on souffle sur une plume, on considère une toile d'araignée. Ces choses-là consomment des heures entières, en raison de leur importance. Car elles sont importantes, ces choses-là. Je ne plaisante pas. Imaginez un
5 homme qui n'ait jamais passé par là. Qu'est-il ? Que peut-il être ? Une sotte créature, toute matérielle, sans pensée, sans poésie ; un automate qui descend la pente de la vie à la mort sans jamais s'arrêter, dévier du chemin, regarder à l'entour, ou s'aventurer dans l'inconnu.

Oui, la flânerie est chose nécessaire au moins une fois dans la vie, mais
10 surtout à dix-huit ans, au sortir de l'école. C'est dans la flânerie que ravive l'âme desséchée pendant des années sur les bouquins : elle fait halte pour s'examiner, elle finit sa vie empruntée pour commencer sa propre vie. Aussi un été entier passé dans cet état ne me paraît pas trop long dans une éducation soignée. Il est probable même qu'un seul été ne suffirait point à faire un grand
15 homme : Socrate flâna des années ; Rousseau jusqu'à quarante ans ; La Fontaine toute sa vie. Et cependant je n'ai jamais vu ce précepte consigné dans aucun livre d'éducation.

Ces pratiques, dont je viens de parler, sont donc la base de toute instruction réelle et solide. En effet, c'est dans la flânerie que l'esprit acquiert le calme.
20 d'abord, puis la disposition à observer—car que faire en flânant, à moins que l'on n'observe ?—puis enfin, par suite et à son insu, l'habitude de classer ses observations, de coordonner les résultats, et finalement de généraliser. Et le voilà tout seul arrivé à cette méthode philosophique mise en pratique par Newton, qui, un jour flânant dans son jardin et voyant tomber une pomme,
25 trouva la loi de l'attraction universelle.

Il est peu probable qu'un jeune homme fasse une telle découverte, mais par un procédé tout semblable, à force de flâner et de regarder, il lui arrive au
cerveau une foule d'idées qui, vieilles ou nouvelles en elles-mêmes, sont au moins nouvelles pour lui. Et immédiatement ces idées commencent à attaquer
30 ses anciennes idées empruntées et font naître d'autres pensées plus solidement basées et plus personnelles.

* flâner = to stroll, to idle (along), to dawdle

QUESTIONS

Marks

A. Answer in English :—

- (1) " Car elles sont importantes, ces choses-là ". (line 4)
(a) What are " ces choses-là " to which the author refers and what is surprising about his calling them important ?
(b) How does he proceed to develop the idea of their importance in the rest of this paragraph ?
(2) At what period in a person's life does the author consider that idling is a necessity ?

What reasons does he give in support of his statement ?

(3) How does the author try to prove in paragraphs 2 and 3 that idling is an essential part of a proper education ?

Show how he uses the example of Newton to support his theory. 7½

(4) How does the author develop his argument in the final paragraph ? 5

B. Answer in French :—

(5) Que veut dire " la flânerie récréative " ? (line 1) 1½

(6) Pourquoi est-ce qu'il est probable qu'un seul été ne suffirait point à faire un grand homme ? (lines 14, 15) 3

30

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

Alexandre avait grandi avec son frère dans une maison vieille et spacieuse. Leurs jeux étaient simples. Une de leurs grandes joies était de se glisser dans le salon où personne n'allait jamais, et de parcourir sur les mains et les genoux toute l'étendue de cette pièce solennelle. Cela était d'autant plus agréable que le tapis était épais et moelleux. Que de parties de cache-cache derrière les chaises et les meubles dans leurs couvertures ! Que de cris étouffés quand ils entendaient le pas de leur père ! Puis lorsque, fatigués par cet exercice, ils se laissaient tomber à plat ventre, ils s'amusaient à examiner les détails du tapis sur lequel ils étaient couchés.

C'était, je crois, une imitation de tapis persan. Le fond était pâle, à peine visible sous une forêt de plantes monstrueuses. Des tigres, des jaguars, beaucoup d'autres bêtes dont ils ignoraient les noms rampaient et bondissaient à travers cette végétation étrange. Mais quels étaient ces personnages que l'on voyait au cœur même des grandes plantes mystérieuses, avec leurs turbans, leurs vestes brodées et leurs pantalons flottants retenus aux chevilles par des cordons ? Les uns bandaient un arc, d'autres s'apprêtaient à lancer un javelot dans la direction des tigres rouges et des panthères bleues qui cherchaient à se dérober à leur attaque. (25)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Friday, 10th 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 invigilator, 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 invigilator, 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).

En flânant le long du boulevard, en attendant l'heure du déjeuner, je m'arrêtai devant une petite librairie. Les livres ne m'intéressaient pas tant qu'un jeune lycéen, de treize ans environ, qui fouillait les livres d'occasion étalés en plein vent. Assis sur une chaise de paille dans la porte de la boutique, le marchand surveillait le garçon d'un oeil placide. Pour ma part je feignais de contempler l'étalage, mais, du coin de l'œil, moi aussi, je surveillais le petit. Il était vêtu d'un vieux pardessus dont les manches étaient trop courtes et dont la poche de côté était déchirée et bâillante. Evidemment il avait l'habitude d'y mettre beaucoup trop de choses.

A un certain moment le marchand fut appelé à l'intérieur de la boutique. Il n'y resta qu'un instant, puis revint s'asseoir sur sa chaise, mais cet instant avait suffi pour permettre à l'enfant de glisser dans la poche de son manteau le livre qu'il tenait en main. Puis, tout aussitôt, il se remit à fouiller les rayons comme si de rien n'était. Pourtant il était inquiet. Je ne le quittais pas des yeux. Il releva la tête, remarqua mon regard et comprit que je l'avais vu. Tout de suite il commença à se livrer à une petite manœuvre où il tâchait de se montrer tout à fait à son aise. Il sortit de sa poche le livre dérobé, puis l'y remit et tira de son veston un pauvre petit portefeuille où il fit mine de chercher de l'argent qu'il savait fort bien ne pas y être. N'y trouvant rien, il fit une grimace, comme pour dire : Zut ! je n'ai pas d'argent. C'est curieux, je croyais en avoir. Tout cela fut joué d'une manière un peu exagérée comme un acteur qui a peur de ne pas se faire comprendre. Enfin il se rapprocha de l'étalage et remit le livre à la place que d'abord il occupait. Ce fut fait si naturellement que le marchand ne s'aperçut de rien. Puis l'enfant releva la tête, espérant cette fois être quitte de mon regard. Mais non, mon regard était toujours là.

F (Higher II (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Friday, 10th 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

	Marks
1. At the beginning of this story what was the author doing and where did he stop ?	1
2. (a) What was the boy doing whom he then saw ?	
(b) What details did he notice about his clothing, and what deduction did he make from one of these details ?	4
3. What other person was present ? Describe what this person was doing.	1½
4. How did the author conceal his interest in the scene ?	1
5. What happened at a certain moment, and what did the boy do as a result ? What made the boy feel uneasy after his action ?	2
6. What steps did he proceed to take to avoid the possible consequences of his action ? Show to what extent he was successful or unsuccessful and why this was so.	5½
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F (Higher II (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (b))

Friday, 10th 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 :—

On the beach, separated from the road only by a few trees, were to be seen several boats. An old sailor came forward proposing a trip to the small islands which lay not far from the coast.

"What lovely boats!" Anne cried. "What about hiring one, just for an hour?"

"We haven't enough money," replied David. "And Mother said that she could give us only half the pocket-money we generally have for the holidays, because our tickets for the journey were so dear."

Anne shrugged her shoulders impatiently and said, "What a pity! I do so much want to go out in a boat. I'll write to Mother and ask her for more money."

"No, you won't," said her brother sharply. "You mustn't worry Mother. You know she would give us plenty of money if she had it."

Anne was silent. Then at last she sighed, "Are we really so poor?"

"You must know that Mother wouldn't go and work in an office if she wasn't obliged to", said David, "and that she would much rather have come here with us than stay in London all summer."

Leaving the beach and making their way inland*, they took the road which at first followed the shore of the loch and then climbed up a short, steep slope. At the top they sat down on a flat rock and admired the landscape. The loch, a great stretch of blue water, sparkled in the golden sunlight of a summer afternoon.

*to make one's way inland = se diriger vers l'intérieur

(50)

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

Your essay should be from one to one and a half times the length of the translation of Question 1.

(a) Les choses que je déteste le plus dans la vie.

(b) Contrastes entre la vie en Ecosse et la vie en France d'après vos lectures ou vos expériences personnelles.

(c) Les avantages et les désavantages de vivre dans l'âge moderne. (25)

THE UNIVERSITY OF CHICAGO

1921

THE LEAVING OF THE LEAVY

BY

JOHN M. LEWIS

Author of "The Leaving of the Leavy"

THE UNIVERSITY OF CHICAGO PRESS

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1921

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Ger (Lower (a))

Aural Comp.—Instns.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 14th 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 invigilator, 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 invigilator, 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.
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 - (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).

Am Ostermontag waren meine Eltern nach dem Frühstück in die Stadt gefahren. Ich stand allein am Fenster ; da kam der gelbe Postwagen den Hügel herab. Der Postillion begann auf dem Horn ein Lied zu blasen ; es ergriff mich unwiderstehlich ; ich mußte in die weite Welt mitreisen. Mit laut schlagendem Herzen sprang ich auf die Straße, sah den Kopf des Postillions nach der anderen Seite gewendet und saß im Nu hinten auf dem Trittbrettchen.

Kirchgänger kamen den Weg entlang, nickten mir zu, gaben aber nicht weiter auf mich acht ; sie dachten wohl, ich würde bei den letzten Häusern wieder abspringen. Bald blieb das Dorf zurück, und ich erblickte nun mit Vergnügen die wohlbekannte kupferbraune Heide. Später aber fuhren wir bergauf durch einen mächtigen Wald und plötzlich fiel mir auf, daß ich die Gegend, welche wir nun durchfuhren, gar nicht kannte. Nie hatte ich so viele Bäume gesehen, nie so große Steine. Ich begann mich zu fürchten. Der Wagen rasselte die Steigung hinab und stand endlich vor einem Wirtshausgarten still, wo viele Leute an langen Tischen beisammen saßen.

Ich glitt von meinem Sitzplatz hinunter und wurde sogleich von Frauen umringt, die den erstaunten Postillion lächelnd fragten, welch eleganten Fahrgast er da mitgebracht habe. Sie fragten mich, wem ich gehöre, wuschen mir am Brunnen mein verstaubtes Gesicht und setzten mich an einen Tisch. Sie brachten Ostereier, Brötchen und Milch und sprachen dabei immer von meiner Mutter, wie sie sich um mich ängstigen werde. Zuletzt beschlossen sie, mich dem Postillion, der nach zwei Stunden zurückkehren mußte, einfach wieder mitzugeben.

Endlich war es Zeit. Die Frauen wickelten mich in ein Tuch, hoben mich auf den Bock hinauf, stellten einen Korb mit Geschenken vor meinen Sitz und befahlen mir, ihn der Mutter zu überreichen. Der Postillion blies, ich machte mirs auf dem Bock neben ihm bequem und wir rollten fort. Ich kam bei Vollmond und letztem Tageslicht im heimatlichen Dorfe an und wurde von meiner Mutter nicht mit den erwarteten Strafen sondern mit Tränen und großer Freude empfangen.

Ger (Lower (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 14th 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. Describe the circumstances which led up to the author's leaving home one day and explain why he was able to do so undetected.	3
2. Who subsequently noticed his departure and why did they not stop him ?	1½
3. Describe his journey from the village to the inn and his feelings during it.	3
4. How did the women at the inn greet his arrival and how did they treat him thereafter ? What did they finally decide should be done with him ?	4
5. Describe his departure from the inn and the preparations which preceded it.	2
6. When did he reach home ? How did his reception differ from what he had expected ?	1½
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Get lower (a)

1901

OTHER LEAVING CERTIFICATE EXAMINATION

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (b))

Tuesday, 14th 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.

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

A Strange Encounter

Ich saß im Restaurant an meinem Lieblingstisch, die Zeitung gegen die Wasserkaraffe gelehnt, vor mir ein wohlgefüllter Teller und daneben ein Glas Rheinwein. Ich war mit Messer und Gabel beschäftigt, als ein Herr mit einer für sein Gewicht erstaunlichen Leichtfüßigkeit das Restaurant betrat und ohne weiteres an meinem Tisch Platz nahm. Mein Weinglas und mein Teller wanderten überraschend schnell zu ihm hinüber, und unter dem Schutz des Tischtuches wurde mir ein Päckchen in die Hand gedrückt. Alles ereignete sich so plötzlich, daß mir keine Zeit blieb, zu überlegen, was ich unter diesen seltsamen Umständen tun sollte.

„Seien Sie, bitte, nicht böse auf mich!“ sagte er höflich und führte mein Glas an seine Lippen. „Ich bin gezwungen, mir einige Freiheiten herauszunehmen.“*

Ich starrte ihn einen Augenblick verständnislos an. Auf einmal erkannte ich ihn und schob das Päckchen hastig in meine Hosentasche. Ich zog mir ein anderes Glas heran und füllte es mit dem Rest, der noch in der Flasche war. Den hatte ich mir wenigstens gerettet!

„Ich werde Ihnen alles nachher erklären,“ fuhr mein ungeladener Gast mit vollem Munde fort. „Ich werde Sie auch bitten, mir das Vergnügen zu machen, später mit mir zu speisen. Ich glaube nicht zu irren, wenn ich behaupte, wir sind uns nicht ganz fremd?“

„Ich kenne Sie sehr gut vom Sehen,“ erwiderte ich. „Ich habe Sie hier öfters mit einer jungen Dame gesehen.“

„Mit meiner Tochter,“ stimmte er zu.

„Also um Ihrer Tochter willen“, sagte ich, leicht errötend, „werden Sie jederzeit an meinem Tisch willkommen sein.“

* mir einige Freiheiten herauszunehmen = to take certain liberties

(30)

2. (*Turn over*)

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

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

The Green Lizard

Der große Garten des Pfarrhauses, in dem ich geboren bin, war von dem benachbarten Kirchhof durch eine Mauer aus großen Feldsteinen abgegrenzt. An einer Stelle bildete unser Garten eine Art Halbinsel in den Kirchhof hinein und dieser kleine Winkel war mein Lieblingsspielplatz, denn selten kam jemand
5 in diese abgelegene Einsamkeit. In dem Buschwerk konnte ich ungestört meine Hütten bauen und wie ein Eichhörnchen geheime Vorräte von Nüssen zusammentragen. Wenn aber die Sonne schien, lag ich meistens stundenlang auf der Lauer, ob sich die grüne Eidechse nicht zeigen würde.

Unser früheres Dienstmädchen hatte die Eidechse gesehen. Wie Trina
10 mir erzählte, sei sie in der Mittagsstunde einmal in diese Ecke gekommen. Da habe ein schöner blauer Vogel auf einem Aste gesessen und immer gerufen: „s ist Zeit! s ist Zeit!“ Ihr habe es dabei gegruselt, denn es sei in dieser Ecke niemals recht richtig gewesen. „Aber ich habe wieder Mut gefaßt,“ fuhr sie fort, „da man sich am hellen Mittag doch nicht fürchten darf. Plötzlich
15 merkte ich etwas Blitzendes in der Mauer und da saß in einer Spalte eine große, grüne Eidechse, die eine zierliche, goldene Krone trug. Als ich das Tier nun starr ansah und vor Verwunderung große Augen machte, da richtete es sich ganz hoch auf und verbeugte sich höflich dreimal, wobei die kleine Krone jedesmal einen Funkenblitz warf, und witsch! da war es weg. Aus der Ferne
20 hörte ich noch einmal den Vogel rufen, aber nun klang es wie: „Vorbei! Vorbei!“ Mir lief es kalt den Rücken hinunter, so daß ich mich schnell davonmachte und nicht eher zur Ruhe kam, als bis ich in meiner Kammer war.“

Diese Erzählung hatte einen unvergeßlichen Eindruck auf mich gemacht, und ich hätte alles darum gegeben, ebenfalls dieses wunderbaren Tieres
25 ansichtig zu werden. Zwar hatte mein Vater über die Geschichte gelacht und mich belehrt, daß grüne Eidechsen, besonders solche mit goldenen Kronen, in unserer Gegend gar nicht vorkämen, und hatte gemeint, die gute Trina hätte wohl einmal bei hellem Tage und mit offenen Augen geträumt. Trotzdem
30 konnte ich noch immer die Hoffnung nicht aufgeben, desselben Glückes theilhaftig zu werden, und wurde nicht müde, mich immer auf die Lauer zu legen und die Spalten der Mauer mit wachsamen Augen zu mustern.

QUESTIONS

Marks

A.—Answer in English :—

1. Describe the author's favourite playground, saying why it appealed to him and what he was in the habit of doing there.

7½

2. Describe the adventure which Trina, the maid, once had there, and indicate the various feelings she experienced during this adventure.

How did the adventure reinforce her original impression of the place?

13

3. What did the author's father say about the maid's story?

What shows that he failed to shake the boy's belief in the story?

5½

B.—Answer in German :—

4. Was bedeuten die unterstrichenen Wörter in den folgenden Sätzen?

Unser früheres Dienstmädchen (Zeile 9)

einen unvergeßlichen Eindruck (Zeile 23)

4

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 about 200 words in length (i.e. about four-fifths the length of the translation of Question 1).

Wintertag—verirrtes Kind auf der Straße—Sie helfen ihm, die Mutter wiederzufinden.

(25)

CHAPTER II

The first part of the book is devoted to a general history of the world, from the beginning of time to the present day. The author discusses the various races of men, their customs, and their progress. He also touches upon the history of the different nations, and the events which have shaped the world as we know it. The second part of the book is a more detailed account of the history of the British Empire, from its early beginnings to its present extent. The author describes the various colonies and territories which have been acquired by Britain, and the manner in which they have been governed. He also discusses the political and social changes which have taken place in the Empire, and the influence of the British people upon the world. The third part of the book is a history of the British people themselves, from the earliest times to the present day. The author describes the various tribes and nations which have inhabited the British Isles, and the manner in which they have developed into the modern British people. He also discusses the various events which have shaped the history of the British people, and the influence of the British people upon the world.

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(FIRST PAPER)

Tuesday, 14th 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) Herr Eberhard war Lehrer für Chemie und Physik. Er gehörte zu jenen Lehrern, die sich für ihre Schüler von einem Experiment sehr viel versprechen, selbst dann, wenn das Experiment mißglückt. Eberhards Versuche mißglückten fast immer, doch stets in einer sehr eindrucksvollen Weise. Die Fenster standen im Chemiesaal, wenn Eberhard unterrichtete, immer offen, weil etwas zweifellos knallen⁽¹⁾ würde: Stoffe, die normalerweise ganz harmlos waren, zeigten eine seltsame Neigung, zu Feuerwerkskörpern zu werden, sobald Eberhard sich mit ihnen beschäftigte.

Ich erinnere mich an eine besonders bemerkenswerte Physikstunde. Eberhard führte uns ein neues Experiment vor. Bei diesem Experiment handelt es sich um zwei Halbkugeln,⁽²⁾ die so aufeinandergelegt werden, daß sie eine ganze Kugel bilden. Jede Halbkugel ist mit einer starken Kette versehen. Wenn die Kugel leergepumpt ist, bemächtigen sich zwei Personen der beiden Ketten und ziehen aus allen Kräften daran. Die Halbkugeln sollen aber vereint bleiben.

„Wer sind die sechs Stärksten in dieser Klasse?“ rief der Lehrer. „Drei hier, drei dort, ergreift die Ketten und zieht.“

Die sechs zogen, zunächst zaghaft, denn sie waren so wenig wie die Zuschauenden davon überzeugt, daß die Kugel ihrer gemeinsamen Kraft trotzen werde. Doch war das Mißtrauen unbegründet, die Kugel hielt. Die Kämpfer verstärkten ihre Bemühungen. Eberhard feuerte sie an. „Zieht, ihr Gladiatoren“, rief er. „vertrauet den Naturgesetzen. Man ließ einmal Ochsen an die Ketten spannen, aber auch diesen gelang es nicht, die Kugel zu zerreißen, und wenn ich auch nicht gewillt bin, euch mit Ochsen zu vergleichen . . .“

In diesem Augenblick gab es einen dumpfen Knall, die Kugel flog auseinander, und sechs Schüler rollten in einem wilden Durcheinander über den Boden.

(1) knallen = to explode

(2) die Kugel = the sphere

(b) Spätabends kam Gudmund zum Bauernhaus. Der Weg, der hinführte, war nicht befahrbar, und Gudmund hatte zu Fuß gehen müssen. Wäre nicht Vollmond gewesen, so hätte er überhaupt nicht hinfinden können. Durch das Fenster der Hütte drang Feuerschein, die Scheiben waren nicht verhangen; er warf einen Blick hinein, um zu sehen, ob Helga schon da wäre. Auf einem Tisch am Fenster brannte ein Lämpchen, und davor saß der Hausvater und flickte alte Schuhe. Im Hintergrunde neben dem Herd, auf dem ein schwaches Feuer brannte, saß die Hausmutter. Sie hatte zu arbeiten aufgehört, um mit einem kleinen Kinde zu spielen. Sie hatte es aus der Wiege genommen, und man hörte es bis zu Gudmund hinaus, wie sie mit ihm lachte und scherzte. Ihr Gesicht war von vielen Runzeln durchfurcht, und sie sah strenge aus; aber wie sie sich so über das Kind beugte und ihm zulächelte, bekam ihr Gesicht einen sanften, zärtlichen Ausdruck.

Gudmund spähte nach Helga aus, konnte sie aber in keinem Winkel der Hütte entdecken. Vielleicht war sie auf dem Heimweg bei Bekannten eingekehrt, sich ein wenig auszuruhen? Aber bald mußte sie kommen, wenn sie vor Einbruch der Nacht unter Dach sein wollte.

Kein Lüftchen regte sich. Es kam ihm vor, als ob ihn nie vorher eine solche Stille umgeben hätte. Es war, als hielte der ganze Wald den Atem an und stünde da und wartete auf etwas Merkwürdiges.

(25)

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

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

The Nose

Die Nase ist ein höchst wichtiger Körperteil, der zu den verschiedensten Zwecken dienen kann. Während einige Naturvölker die Nase zur Begrüßung gebrauchen, indem man beide freundlich aneinander reibt, sagen wir Deutsche hingegen „Ich kann ihn nicht riechen“. Ein Wort wie „hochsnasig“ zeigt, wie geeignet dieses Organ für den Ausdruck des Stolzes ist. Andererseits, wenn man „einen an der Nase herumführt“, kann die Nase ebensogut das Organ der Demütigung sein.

In der Tierwelt kann die Nase auch als Greiforgan, Waffe oder Wasserspritze verwendet werden, wie beim Elefanten. Beim Menschen aber ist sie streng spezialisiert zu Atmen, Niesen und Riechen. Der Winter ist die große Zeit der Nase, denn sie ist ein raffiniert gebauter Vorwärmer der Atemluft und schützt uns dann vor Lungenentzündungen. Gleichfalls ist das Niesen eine der bedeutendsten Betätigungen der Nase. Dieser alarmierende Trompetenstoß gegen den Angriff der Kälte macht unsere Abwehrkräfte sofort mobil.

Doch die wahre Bedeutung der Nase liegt natürlich im Riechen. Wie es eine Schönheit von Formen, Farben, Tönen gibt, so auch eine Schönheit des Duftes und eine Häßlichkeit des Gestanks. Unsere Nase unterscheidet zwischen Wohlgeruch und Mißgeruch, aber es ist eine Frage, wie weit der ästhetische Sinn der Tiere reicht. Was ist unsere Nase gegen die des Hundes! Aber noch nie hat ein Hund an einer Blume gerochen; Blumen gehen ihn nichts an, denn er ist Fleischfresser und interessiert sich nicht für das Ästhetische—nur für das Nützliche. Von diesem Standpunkt aus ist also unsere Nase eigentlich feiner als die des Hundes.

Die Nase hat auch eine weitere Eigenschaft: sie ist Zauberschlüssel der Erinnerung. Man schlendert für sich hin, aber schon lauert auf der Straße ein Duft und das längst Vergessene wird auf einmal lebendig. Die Mischung der Düfte ist aber besonders wichtig. Rosen plus Terpentin sind mir ein Saal im elterlichen Haus, doch Rosen plus Seetang sind die kleine Stadt an der Nordsee, wo wir als Kinder die Ferien zubrachten. Ja, unsere Nase ist ein fleischernes Teleskop in die Vergangenheit.

QUESTIONS

A.—Answer in English :—

Marks

1. In the opening paragraph the author suggests that the nose can express certain emotions. What are these emotions and how is the nose used to indicate them ?

4

2. The author twice contrasts the nose of a human with that of an animal (lines 8 on, 17 on). Indicate from what standpoints he does so and show to what extent he considers the human nose to be superior or inferior to an animal's. How does he illustrate his statements ?

8½

3. "Der Winter ist die große Zeit der Nase" (lines 10, 11).

What does the author mean by this statement ? What proofs does he offer of its truth ?

In this connection, explain clearly the comparison drawn in lines 13 and 14.

5

4. With what other senses is the author comparing the sense of smell in paragraph 3 and what similarity does he see ?

2

5. "Die Nase hat auch eine weitere Eigenschaft" (line 24).

What further quality does the nose possess ?

How does the author illustrate this idea and develop it ?

Show how the comparison he makes in the last sentence reinforces the same idea.

7

B.—Answer in German :—

6. Was ist ein *Naturvolk* ? (Zeile 2).

1½

7. Erklären Sie mit anderen Worten : „der zu den verschiedensten Zwecken dienen kann“ (Zeilen 1, 2).

2

30

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 14th 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 invigilator, read to the candidates the "Instructions to Candidates" given below.
(b) Write on the blackboard the title of the passage to be read, which is "The Circus comes to Suleyken".
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 invigilator, 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 "The Circus comes to Suleyken".

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

The Circus comes to Suleyken

Der Zirkus war ein Ereignis ersten Ranges, was man schon daraus entnehmen kann, daß es schulfrei gab für unsere Suleyker Jugend, daß die Arbeit auf den Feldern ruhte und in keinem Häuschen von etwas anderem gesprochen wurde.

Es dauerte nicht lange, bis man gebeten wurde, die erste Vorstellung zu besuchen. Eine Kapelle spielte lustige Musik, ein alter Elefant wurde herumgeführt, geheimnisvolle Geräusche lagen in der Luft—und das Zelt füllte sich alsbald.

Zuerst trat ein finsterer, halbnackter Mensch in die Arena, blickte düster nach allen Seiten, reckte sich, und öffnete ein Kästchen. Was in dem Kästchen war? Messer, lang, scharf, und gefährlich. Da erschien ein wohlgenährtes Weibchen und stellte sich mit dem Rücken gegen eine Bretterwand. Aber nun passierte es : dieser Mensch schleuderte seine Messer nach dem Weibchen, aber getroffen, gottlob, hat keines. Die Suleyker Gesellschaft stöhnte vor Entsetzen und verbarg das Gesicht hinter den Händen. Der riesige Schmied Valentin aber stand einfach auf von seiner Bank, trat in die Arena, ging seelenruhig zu dem Mann hin und sagte : „ Noch ein Messer und du bekommst es mit mir zu tun. In Suleyken wird nicht mit Messern auf Menschen geworfen.“

Als der halbnackte Mensch hastig verschwand, hüpfte schnell ein kleiner, buckliger Herr in die Arena und warf Kußhände in die Gesellschaft. Plötzlich aber griff er in die Suleyker Luft und hielt in der Hand einen mild duftenden Rosenstrauß. Ermutigt durch den Beifall, trat der Zauberer dann an den Rand der Arena, langte meinem Onkel Georg unter die Weste und zum Vorschein kam—ein Hase, zappelnd und ganz lebendig. Die Suleyker waren mit Sprachlosigkeit geschlagen und mein Onkel erhob sich und begann, der Reihe nach seine Kleidungsstücke abzunehmen. Hoffte natürlich, noch mehr Hasen zu finden, aber nichts dergleichen geschah.

Dann sprach mein Onkel : „ Dieser Hase ist mein Eigentum, denn, wie man gesehen hat, wohnte er an meinem Leib. Also möchte ich bitten um die sofortige Auslieferung des nämlichen Hasen.“ „ Aber“, stotterte das Herrchen, „ es war doch alles nur Zauberei.“ Mein Onkel blickte sich fragend um zu dem Gendarmen und das Gesetz nickte feierlich. So erhielt Onkel Georg den Hasen, setzte ihn auf seinen Schoß, und die Vorstellung ging ohne Streit weiter.

Ger (Higher II (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 14th 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

	Marks
1. What showed that the circus was an outstanding event in Suleyken?	1
2. What sights and sounds drew the people of Suleyken to the circus?	2
3. Describe the appearance and entry of the first performer and also his act.	3½
4. How did the audience in general and one member in particular react to this performance?	2½
5. Describe the appearance and entry of the magician. What two tricks did he perform?	2½
6. What was Uncle George's first impulse thereafter? What did Uncle George then assert and demand? What opposition did he meet with? What steps did he take to overcome the opposition and with what result?	3½
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UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT
MONTANA
SALT WATER CERTIFICATE EXAMINATION

1. Name of Applicant
2. Address of Applicant
3. City and State of Applicant
4. Date of Application
5. Name of Land
6. Section, Township and Range
7. County and State
8. Name of Surveyor
9. Date of Survey
10. Name of Owner
11. Name of Lessee
12. Name of Assignee
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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (b))

Tuesday, 14th 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 :—

It was six o'clock of a March morning and still dark. The express from London was at the end of its journey. Grant picked up his two suitcases, went out into the corridor, and lowered the window. The cold struck him in the face and he began to shiver.

"To the hotel?" the porter said. "Certainly, sir. I'll take your luggage over immediately."

Grant stumbled up the stairs and stepped out into the empty courtyard. The sudden quiet soothed him. The darkness was cold but clean. Presently Tommy would come to the hotel and pick him up and then they would drive away into the peaceful, friendly hills of the north.

In the hotel dining-room the lights were on only at one end. A child in a black dress poked her head into the room and seemed startled to see him. He asked if he might have breakfast.

"I'll send Mary to you," she said shyly and withdrew her head.

Mary was a plump, calm creature who served him in silence. Grant ate what she put before him and began to feel better. He reached for another roll and already the worries of town life seemed to fade away.

"You haven't lost your appetite," said a laughing voice and Tommy sat down beside him. Grant looked at him with affection. No friendship was so close, he thought, as the friendship which bound one to a man with whom one shared one's earliest recollections. (50)

2. Write, in German, an essay on **ONE** of the following subjects.

N.B.—Your essay should be from one to one and a half times the length of the translation of Question 1.

(a) Beschreiben Sie dieselbe Landschaft im Winter und im Sommer.

(b) Wie sollte die Schule uns für das Leben vorbereiten?

(c) Wenn Sie wählen könnten, wie alt möchten Sie jetzt sein? Aus welchen Gründen? (25)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 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 invigilator, 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 invigilator 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.

El gran buque *San Antonio*, que iba de España a América, se perdió durante la travesía del Atlántico. Nadie en España sabía qué había ocurrido. Se habló de una horrible tormenta, se imaginó un incendio, se inventaron cien historias sobre monstruos marinos y piratas ; pero no llegó a España ninguna noticia cierta sobre el asunto.

Entre los marineros del buque había un joven español llamado Juan Pérez, que por primera vez se separaba de sus padres y hermanos. Al cabo de algunos meses su familia creía que seguramente había muerto. No había más que vestirse de negro y llorar.

Pero dos años después llamó a su puerta un hombre que por su traje parecía un pobre pescador. Estaba un poco turbado al hallarse en la presencia de los Pérez, pero cuando le preguntaron qué quería, empezó a hablar. Lo que les dijo fué esto :

— Hace menos de un mes, encontré en el mar una botella perfectamente cerrada. La cogí y la llevé a casa. Al abrirla ví que contenía un rollo de papeles que creo que les interesarán a ustedes.

Los viejos padres del muchacho perdido le miraban al pescador con asombro, pero cuando vieron los papeles, creían reconocer inmediatamente que habían sido escritos por su hijo, porque eran de su letra. Temblando, se pusieron a leer lo siguiente:

“ Yo, Juan Pérez, escribo esto esperando que alguien encuentre esta botella y la lleve a la casa de mis padres, que viven en el pequeño puerto de San Juan, en el norte de España. Nuestro buque, el *San Antonio*, se hundió en una tormenta en medio del Atlántico. Se lanzaron los botes, pero desaparecieron al instante en el mar revuelto, pereciendo todos los pasajeros que iban en ellos. No sé como, yo me así a una tabla. Perdí conocimiento ; y al despertar, encontré que el mar me había lanzado en la playa de una isla desierta. No sé dónde está la isla, pero me acuerdo de que el día en que el buque se hundió el capitán dijo que estábamos a cuatro días de Buenos Aires.”

Los padres se miraron con esperanza mezclada con ansiedad.

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S (Lower (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 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

	Marks
1. What journey was the ship San Antonio making ?	1
2. What explanations were suggested for its loss ?	2
3. When did Juan Pérez's family give up all hope of his being alive, and why ?	1½
4. Describe the appearance and manner of the man who visited Juan's parents.	2
5. When had this man found the bottle he brought with him ? In what condition was it when he found it, and what was in it ? Why did the sight of its contents make the parents tremble ?	3
6. What did Juan's parents now learn about the sequence of events which immediately followed the sinking of the San Antonio ? What clues did they then have as to Juan's possible whereabouts ?	5½
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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (b))

Monday, 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 attention to English form and expression :—

The Blind Son

Era ciego de nacimiento. Le habían enseñado lo único que los ciegos suelen aprender, la música ; y fué en este arte muy adelantado. Su madre murió pocos años después de darle la vida. Tenía un hermano en América que no daba cuenta de sí. Sin embargo, se sabía que estaba casado, que tenía dos niños muy hermosos y que ocupaba buena posición. El padre, indignado de la ingratitud de este hijo, no quería oír su nombre ; pero el ciego le guardaba todavía mucho cariño. No podía menos de recordar que aquel hermano, mayor que él, había sido en la niñez el defensor de su debilidad contra los ataques de los demás chicos, y que siempre le hablaba con dulzura. La voz de Felipe, al entrar por la mañana en su cuarto diciendo : “ ¡ Hola, Juanito ! Arriba, hombre, no duermas tanto,” sonaba en los oídos del ciego más grata y armoniosa que las teclas del piano y las cuerdas del violín, y por eso le buscaba un millón de disculpas.

Unas veces achacaba la falta al correo ; otras se le figuraba que su hermano iba a darles una sorpresa, presentándose un día cargado de millones de pesetas ; pero no se atrevía a comunicar ninguna de estas imaginaciones a su padre. Únicamente cuando éste, exasperado, decía algo amargo contra el hijo ausente, osaba decirle : “ No se desespere usted, padre ; Felipe es bueno ; me da el corazón que ha de escribir uno de estos días.”

(30)

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

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

A Dream that Taught a Lesson

Juanito Manso era un hombre tímido y sin carácter, un tipo dócil que nunca en su vida había roto un plato ni cerrado una puerta con violencia. De niño, cuando jugaban al burro sus compañeros, de burro hacía él. Como hombre, aborrecía los negocios y los argumentos políticos; pensaba mal de todos, 5 pero de todos hablaba bien. Era un hipócrita que buscaba solamente la tranquilidad. Tampoco tenía que esforzarse trabajando, porque le había legado bastante dinero su madre.

Pero llegó el día en que, ya viejo, cayó muy enfermo; y una noche tuvo un sueño en que creyó que había ido al otro mundo. Lo primero que vió allí 10 fué una gran sala que parecía una especie de aduana, donde había un ángel con una espada de fuego que hacía el apartado de las almas, enviando a unas al cielo, a otras al infierno. ¡Era de ver el remolino de gente y la prisa que tenían todos por conocer su destino eterno; y era de oír el alboroto que armaban, gritando en todas las lenguas de la tierra!

15 Pero lo que le sorprendió fué que cuando llegó ante el ángel, éste no le hizo caso alguno. Y viendo una cola de almas que iban al cielo, se fué tras ellas. ¡Se había salvado así, sin decir nada!

La cola sin embargo era larguísima; y hubo aun más sorpresas; pues encontró que todos los que venían tras él le tomaban el puesto, explicando 20 cortésmente que tenían tanta prisa para llegar al cielo que no podían esperar más. Así pasó años en la cola, sin hacer progresos.

Desesperado, abandonó la cola del cielo y tomó la del infierno. Aquí había muy poca gente, y pronto llegó ante un ancho portalón de donde salía humo espeso y negro y un estrépito infernal. En la puerta había un pobre diablo 25 que gritaba a más no poder: “¡ Pasen ustedes, señores! ¡ Aquí entra el que quiere!”

Juan Manso cerró los ojos y fué hacia la puerta. “¡ Eh, mocito, alto!” le gritó el diablo. “ Dije que entra el que quiere, pero, ya ves—y se puso muy serio, acariciándose el rabo—aún nos queda un poco de conciencia, y la verdad 30 es que tu eres un tipo tan nulo que no mereces entrar al infierno.”

Despertándose en este momento, llegó Juan Manso a comprender que lo peor de su vida era que nunca había querido luchar.

Questions

Marks

A.—Answer in English :—

1. (a) What type of person was Juan Manso ?
 (b) What illustrations of his character are given in the first paragraph?
 Show which aspect of Juan's character each illustration brings out.
 (c) Explain briefly the connection between the last sentence in the first paragraph and the rest of the paragraph. 9
2. Describe the place where Juan dreamt he found himself after his death, and explain what was happening there. .
 When he arrived, how were the people in this place behaving and for what reason(s) ? 6
3. Explain (i) how Juan came to be in the queue for Heaven and (ii) what led up to his leaving it. 6
4. Describe the scene before the entrance to Hell.
 Who refused to admit Juan, and what reasons did this person give for his refusal ? 6

B.—Answer in Spanish :—

5. Exprésese con otras palabras: "... lo peor de su vida era que nunca había querido luchar." (lines 31-32) 3

 30

6. Write, in Spanish, a continuous story based on the following summary.

N.B.—Your story should be about 200 words in length (i.e., about four-fifths the length of the translation of Question 1). Use appropriate PAST tenses.

Una clase hace una excursión por las montañas en el otoño—el tiempo se vuelve malo—se pierde el camino—vuelta por fin a casa. (25)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(FIRST PAPER)

Monday, 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 attention to English form and expression :—

Aquella tarde nos dirigimos, Emilio y yo, hacia la caseta de Tonet. Este Tonet era un verdadero moro por sus ojos, por su tez, por sus dientes y, sobre todo, por su silencio. Siempre que se nos ocurrió ir a visitarle, nos recibía con la gravedad y cortesía de un señor feudal. No se alegraba nunca, pero gustaba de ver alegres a los demás. Era un prodigio para tocar el clarinete, y los domingos y también muchas tardes, cuando terminaba temprano su trabajo, solía sentarse delante de su caseta y hacía sonar suavemente su instrumento. Poco a poco iban acudiendo todas las mocitas de las casetas próximas, y se improvisaba un baile. Pasaba horas enteras haciendo música, con los ojos fijos en el espacio, sin atender al bullicioso baile que la música promovía.

Cuando llegamos a la caseta y nos hubimos sentado para tomar la merienda que nos tenían preparado, Emilio me preguntó en voz baja :

—¿Conque estás decidido a irte pasado mañana?

—¿Cómo no? respondí. Me aburre esta vida de aldea, de hombres atrasados y tan satisfechos de sí. Quiero ver mundo.

—¿Ver mundo? Bien. Voy a decirte lo que te pasará. Llegarás un día a algún pueblecito extranjero. Trabaras amistad con alguno de los jóvenes aldeanos; te llevará a visitar a algún viejo que será exactamente lo mismo que nuestro Tonet. Y luego dirás: “¡Pero qué hombre más interesante! He aquí la realidad, la vida que anhelaba yo.”

(30)

[TURN OVER

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

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

La poesía de la naturaleza

- 1 Hay una poesía dulce, tierna,
melancólica, vaga, y misteriosa
que nadie ha escrito, y que tal vez ninguno
podrá jamás copiar en sus estrofas.
- 2 Son cantos sin palabras, armonías
del himno universal, que el mundo entona
cuando en ocaso⁽¹⁾ las postreras luces
su puesto ceden a las pardas sombras.
- 3 Vive en las luces que en ocaso expiran,
blando murmura en las tranquilas olas,
vaga en los ayes⁽²⁾ de la brisa errante,
y en las riberas solitarias mora.
- 4 Yo desde niño con afán buscaba
las apartadas playas donde a solas,
mecido por quiméricos ensueños,
escuchaba los cantos de las ondas.
- 5 Un ser acaso indefinible y tierno,
de simpática esencia misteriosa,
para alternar⁽³⁾ con el linaje humano
ese lenguaje melodioso adopta.
- 6 Es el amigo, confidente mudo
de esa sentida mas oculta historia
de nuestro pensamiento, que nos habla
en su armonioso pero triste idioma.
- 7 Con placer melancólico al oírlo
me late el corazón, y el alma, rotas
las prisiones que al mundo la encadenan,
libre por el espacio se remonta.
- 8 Y es algo entonces de ese todo inmenso,
de esa alma universal, que vaga armónica
entre las olas de la brisa errante,
y de la mar las sonantes olas.

(1) la puesta del sol

(2) los suspiros

(3) comunicar

A.—

B.—

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(C34)

Questions

A.—Answer in English :—

Marks

1. The poet talks in the first verse of “ una poesía . . . que nadie ha escrito, y que tal vez ninguno podrá jamás copiar en sus estrofas.”

(a) Explain what this means.

(b) What, in the poet's opinion, are the main characteristics of such poetry ?

(c) What illustrations does he give in verses 2 and 3 of this sort of poetry ?

Show how far these illustrations are in keeping with the characteristics he attributes to it.

10

2. How and when did the poet learn to appreciate this kind of poetry ?

3½

3. The poet speaks of the spirit of nature as “ un ser ”. Show how he uses this device, in verses 5 and 6, to bring out the harmony between himself and nature, and indicate to what extent this is in keeping with what he has already said.

6

4. How does the poet react to this contact with nature and what effect has it on him ?

3½

5. Show how the poet sums up in the last verse the ideas he has expressed throughout the poem.

3

B.—Answer in Spanish :—

6. ¿ Por qué, en su opinión, emplea el poeta la palabra “ himno ” y no “ canción ” en la segunda estrofa ?

2

7. ¿ Qué significa “ confidente ” ? (Estrofa 6)

2

30

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

Fugitives in Saragossa

Me parece que fué al anochecer del 18 cuando avistamos a Zaragoza. Entrando por la Puerta de Sancho, oímos que daban las diez. Nuestro estado era excesivamente lastimoso, porque las largas jornadas que habíamos hecho desde Lerma, escalando montes, vadeando ríos hasta llegar al camino real, nos habían dejado molidos, extenuados y enfermos de fatiga. Con todo eso, la alegría de vernos libres endulzaba todas nuestras penas.

Éramos cuatro los que habíamos logrado escapar. Reuníamos entre los cuatro un capital de once pesetas. Compramos pan y nos lo distribuimos. Teníamos amigos en la ciudad, pero aquella no era hora de presentarnos a nadie. Aplazamos para el día siguiente el buscar amigos, y como no podíamos alojarnos en una posada, íbamos por la ciudad buscando un abrigo para pasar la noche. Llegamos por fin a la vieja torre inclinada, que nos sirvió de descanso y también de comedor para nuestra cena de pan seco, la cual despachamos alegremente, mirando de rato en rato la gran mole amenazadora del edificio, cuya desviación la asemeja a un gigante que se inclina para mirar quién anda a sus pies. Cuando corren las nubes por encima de su aguja, el espectador que mira desde abajo se estremece de espanto, creyendo que las nubes están quietas y que la torre se le viene encima.

(25)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Monday, 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. (a) When so instructed by the invigilator, read to the candidates the "Instructions to Candidates" given below.
(b) Write on the blackboard the title of the passage to be read, which is "The Legend of Moncayo."
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 invigilator, 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.

7. I am going to write on the blackboard the title of the passage, which is "The Legend of Moncayo."

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

El tío Gregorio era el hombre más viejo de la aldea ; pero a pesar de sus noventa años, tenía todavía la boca de risa y los ojos alegres. Nadie sabía historias más estupendas, ni las contaba con más gracia que él. Un día estaba sentado en el pórtico de la iglesia cuando las muchachas del lugar volvían de la fuente con sus cántaros en la cabeza. Al verle, se detuvieron y todas le suplicaron que les contase una historia. Una vez obtenida su promesa de que les referiría alguna cosa, las muchachas dejaron sus cántaros en el suelo y se sentaron alrededor del viejo, que comenzó así :

— ¡ Mirad ! — dijo, señalando con su bastón la cumbre del Moncayo, coronada aún de nieve. — Vosotras sabéis que hay muchas cuevas en la montaña. Pues, hace muchos años que un pastor, siguiendo a una oveja extraviada, penetró por la boca de una de estas cuevas. Andando por la caverna adelante, encontró unas galerías subterráneas e inmensas, alumbradas con un resplandor fantástico, producido por la fosforescencia de las rocas. El suelo, la bóveda y las paredes de la caverna parecían hechos de los mármoles más ricos, y a su grande asombro, vió en el suelo montones de piedras preciosas de todos colores y tamaños.

Al llegar aquí en su relación, el tío Gregorio se detuvo un momento, y hubo un profundo silencio que rompió al fin una de las muchachas.

— Y qué, ¿ no se trajo nada de todas esas riquezas ? — preguntó.

— Nada — contestó el anciano, — pues en el momento en que la avaricia comenzaba a disipar su miedo y tendía la mano para apoderarse de algunas joyas, la campana en la iglesia de Nuestra Señora del Moncayo empezó a repicar con una voz amonestante. Al oírlo el pastor cayó al suelo sin conocimiento y, cuando volvió en sí, se halló fuera de la caverna, echado en el camino que conduce a la aldea.

Desde aquel día, a pesar de los muchos esfuerzos que hizo, no logró encontrar otra vez la caverna, que guarda todavía su secreto.

S (Higher II (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Monday, 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

Marks

- | | |
|---|----|
| 1. Who was Gregory and what description is given of his appearance ? | 1 |
| 2. Where was he on the day in question ?
Who joined him and what had these people been doing ?
What promise did they ask of him, and why did they do so ? | 2½ |
| 3. Who was the central figure in Gregory's story ?
Where did this person once find himself and how did he come to be there ? | 2 |
| 4. Describe this place and what he saw in it. | 4 |
| 5. What succession of feelings did he experience in this place ? | 1 |
| 6. What question did one of the listeners ask Gregory ?
What was Gregory's answer and how did the rest of his story explain this answer ? | 4½ |

15

S (Higher II (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(SECOND PAPER (b))

Monday, 20th 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 :—

My early days

We were a very happy family in those days. We all went to the village school, but no one bothered much about lessons.

And yet I had my troubles. Above all, I soon began to suspect that my brothers and sisters were much cleverer than I ; and one day this was sadly confirmed. My uncle William had come to see us. He was a sailor, fat and with a jolly air ; but he used to say unpleasant things sometimes, as if he had something bitter in his heart that insisted on getting out. Looking at me and meditating for a moment, he suddenly said : "Ah, William ! Strong arm, weak head ! Speaking as one William to another, I think you had better be a sailor too." Then he went on smoking his foreign cigarette, which smelt of cigars.

My mother, who was sewing a shirt near the fire, lifted her head.

"None of that", she said. "He's going to be a farmer."

"And how is a poor widow going to manage that ?"

"We shall start very simply, with one cow."

"One cow, one calf ; two cows, two calves—why, you'll soon be rich !"

My elder brother Henry thought this a magnificent joke, and from that day took to calling me "Old cowhand." This nickname became popular in the village, and of course it infuriated me. So I can tell you that the first result of my mother's ambition was that I learnt to use my fists.

(50)

2. Write, in Spanish, an essay on **ONE** of the following subjects :—

Your essay should be from one to one and a half times the length of the translation of Question 1.

(a) Mi autor favorito.

(b) Lo que yo ambiciono en mi vida.

(c) Los placeres y disgustos de levantarse temprano.

(25)

Gaelic (Lower (a))

Aural Comp.—Instns.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

Gaelic

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 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 invigilator, 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 invigilator, 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):—

Bha aig ceud Mhac an t-Saoir Ghlinne Nodha leannan-sidhe a bha a' tathaich ghleann agus choireachan uaigneach Chruachan Beann. Bu ghnàth leis a chomhairle a chur ris a' bhean-shidhe so an uair a thuiteadh dha a bhith an càs air bith, agus nach robh fios ciamar a' gheibheadh e as.

Thachair so uair a bha a bhràthair bu shine a' dol a chumail uaithe a chòrach féin de stoc Inbhir Odha. Bha an dà bhràthair a' còmhnaidh le chéile, agus a' còrdadh math gu leòir, gus an do phòs am fear a bu shine dhiubh. Ach aon uair is gun do thachair sin, cha robh sìth na b' fhaide aig an fhear a b' òige. Mu dheireadh dh' òrdaich a bhràthair e an t-àite fhàgail, agus falbh leis na bhuineadh dha do Ghleann Nodha agus fuireach an sin. "Agus gu dé a bhuineas dhomh?" dh' fheòraich am bràthair òg. "Am mart bàn agus na leanas i," fhreagair am fear eile. Shaoil am bràthair òg gu robh e a' ciallachadh a' mhairt bhàin agus a dà laogh a mhàin, agus uime sin gu robh e a' dol a chumail uaithe a chòrach féin de 'n stoc. Cha robh fhios aige fhéin ciod a dhèanadh e san t-suidheachadh san robh e, ach smuainich e gun gabhadh e comhairle na mnatha-sidhe.

Dh'irich e Cruachan, agus fhuair e i an aon de na h-àitibh sam b' àbhaist dhi tachairt air. Dh' innis e dhi ciod a thubhairt a bhràthair, agus an sin dh' iarr e oirre a chuideachadh le a comhairle "Rach air t' ais gu tigh do bhràthar agus fuirich an sin an nochd. Mun tig an latha bidh cur sneachda ann, agus còmhdaichear an talamh leis. Anns a' mhadainn gabh sguab arbhair agus gairm am mart bàn as do dhéidh. Thoir ort an sin gu Gleann Nodha leatha féin agus leis na leanas i, agus fuirich ann."

Thill Mac an t-Saoir do dh' Inbhir Odha, agus rinn e gach nì mar a dh' iarr a' bhean-shidhe air. Dh' éirich e moch an ath latha, thug e sguab choireach as an t-sabhal, agus dh' fhalbh e do Ghleann Nodha leis a' mhairt bhàn agus an leth bu mhotha de spréidh Inbhir Odha 'na déidh.

Gaelic (Lower (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 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 did Macintyre's fairy sweetheart live ?	2
2. Under what circumstances did he normally consult his sweetheart ?	2
3. When did Macintyre and his elder brother first disagree ? What instructions did he receive from his elder brother ?	3
4. Tell what he understood these instructions to mean and what he decided to do.	2
5. Give, in full, the advice which he received from the fairy woman.	4
6. Tell when this advice was taken and with what result.	2
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Gaelic (Lower (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (b))

Monday, 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 into English :—

Cha robh fiosaich no taibhsear eile air Gàidhealtachd na h-Alba cho ainmeil ri Coinneach Odhar. Ged tha còrr math agus dà cheud bliadhna bho dh' eug e, a réir barail cuid, oir chan eil dearbh chinnt air àm no àite a bhreith, tha ainm an duine iomraitich so fhathast gu tric air bilean luchd nan seanchas anns na tighean-céilidh. An uair a bha e 'na ghille òg tha e coltach nach robh umhail ri chur air seach gille sam bith eile ; bha e air a thighinn gu là agus inbhe fir mun d' fhuair e buaidh agus spiorad na fàidheadaireachd.

Theireadh am mór-shluagh gu robh an dà-fhradharc aige, agus tha e air aithris gur e leug shoillseach gheal agus toll 'na meadhon a thug tannasg nighean rìgh Lochlainn dha a bhuilich an comas iongantach so air. Cha robh uair a chuireadh e a shùil ris an toll nach fhaiceadh e seallaidhean dìomhair nach robh nàdurach do mhac an duine fhaicinn leis an t-sùil luim ; na linntean a tha fada thall thigeadh iad 'nan ruith a nall. Ach, ma tha an sgeul fìor, bha goirt an ceannach aig Coinneach air a' chloich. A' cheud uair a sheall e troimpe bha a buaidh cho cumhachdach 's gun do chaill e fradharc na dara sùla, agus bha e cam gu bràth tuilleadh.

(30)

[TURN OVER

2. Read the poem below, then answer the questions which follow it :—

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

Dh'innsinn air thoiseach an òrain
Fine an fhiùrain⁽¹⁾ gun fhòtus,⁽²⁾
Camshronaich o bhun na Mòr-thìr
'S o Lòchaidh an òilte fion.

5 'S iomadh meangan a tha lùbadh
'S a' dìreadh mu ghuaillnibh an fhiùrain,
Bidh na Camshronaich air thùs ann,
Is Dòmhnullaich nach diùltadh strì.

10 Do na h-uaislean tha thu càirdeach,
Chan ann 'nan iomall a dh'fhàs thu,
Eadar Ardghobhar 's Cinnghèarrloch
Far an àird' am fàs a' choill.

'S beag an t-iongnadh i bhith éibhinn,
Ge be té a gheibh dhi fhéin thu,
15 Cridhe fialaidh 'n com na céille
Nach cuir éisleàn oirr' a chaoidh.

Dannsair thu air ùrlar clàraidh,
Cho math 's a tha measg nan Gàidheal ;
20 Cha mhios thu 'd sgiobair air bàta,
'Ga toirt sàbhailte gu tìr.

'S iomadh talla is tigh-tàirne⁽³⁾
Am bi iad ag òl do dheoch-slàinte ;
'S sgoilear thu sgrìobhas gu sàr-mhath ;
Dròbhair àrd air a' chrodh laoi gh.

25 Dà shùil mheallach ann ad aodann,
Aghaidh mhaiseach, thlachdmhor, aobhach,
Slios mar eala bhàn nan caoiltean,
Shnàmhadh aotrom air na tuinn.

Dh' éireadh tu moch madainn Chéitein,
30 Bhiodh damh nan cabar fo éisleàn ;
Chan eil fios aig neach fo 'n ghréin so
Ciod an ceudfath tha 'gad dhith.

'S beag an t-iongnadh thu bhith ainmeil,
'S tu 'n fhuil ròghail, mhùirnich, mheanmnaich,
35 Tha thu de 'n fhine neo-chearbach,
Gallain⁽¹⁾ ris an earbta 'n rìgh.

(1) fiùran }
gallan } = a handsome young man.

(2) fòtus = a blemish.

(3) tigh-tàirne = an inn.

Note:

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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. To which clan does the young man belong? Tell where his clan lives.	2
2. Mention another clan with which he is connected. What does the poet say about this clan?	2
3. Show that the young man had other close relations in a different part of the country.	2
4. What qualities of his are mentioned as likely to please his bride?	3
5. Name four of his attainments or accomplishments. Show that he was held in high esteem.	5
6. Give a description of his appearance. Explain the reference to "eala".	5
7. From the last four lines of the poem select two reasons for his fame.	2
8. Translate into English :— o Lòchaidh an òilte fion (4) Chan ann 'nan iomall a dh'fhàs thu (10) Bhiodh damh nan cabar fo éisleán (30)	3
9. Give the meaning of Ardghobhar and Cinnghèarrloch.	2
10. Pick out four feminine and four masculine nouns from the poem, and give the genitive singular of each.	4
	<hr/> 30 <hr/>

3. Write, in Gaelic, an essay of about a page and a half in length on any one of the following subjects :—

(a) Mi-fhìn.

(b) Banais no cruinneachadh sunndach aig an robh thu.

(c) Là fliuch, no là reòta, no là grianach samhraidh.

(25)

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Gaelic (Higher I (a))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (a))

Monday, 20th 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 :—

Màiri Nighean Iain Bhàin

Cha d' fhuair i facal, co-dhiùbh móran, sgoile. Coltach ri cuid eile de ar bàirdibh Gàidhealach, ged a leughadh i, cha robh comas sgriobhaidh aice 'na cainnt fhéin. Nì motha bha leabhraichean soirbh ri am faighinn; ach 'na h-òige cha robh litreachas na Gàidhlig a bh' air aiseag le beul-aithris fhathast air call a shùgh no an t-ùghdaras sin, am facal 's am briathar, a dh' fhàg cho snasail cuid de ar seann sgeulachdan. Bhà crìonadh cainnte, gun teagamh, air tòiseachadh, is bha caoin-shuarachas is dìth-suim, ann an tomhas, air lagachadh ar cànan; ach dh' éisd Màiri le cluais bhioraich ris na bloighean seann bhàrdachd is sgeulachdan bha fhathast ri an cluinntinn—bloighean a bha comasach, le cho simplidh, soilleir, is deas-bhriathrach 's a bha iad, air greim-eachadh ri inntinn na h-òigridh 's air a dùsgadh gu ùr-dhealbhadh. Le cuimhne anabarrach làidir chum i an tasgadh gach nì a chuala i anns na céilidhean, ma bha luach air bith ann; is tha e air innse gu robh deich mìle fichead sreath bàrdachd aice air a teangaidh.

Mar bhuil air an eòlas fharsaing so air seann litreachas an t-sluaigh, gheibh sinn i a' cleachdadh modh cainnte a tha anabarrach glan, soilleir—gach facal air a thoirt a fìor charraig na Gàidhlig, gun fiù is amharas blas leabhraichean no smuain choimhich. Tha so 'na ùrachadh dhuinn an uair a bhitheas sinn seachd sgìth de mhìn-bhòidheachas is riomhadh cainnte, a tha air a snasadh fo ghob a' phinn gu ìre an anail bheò fhàsgadh aise. (30)

[TURN OVER

1. (b) Translate into idiomatic English :—

Chaidh dà bhliadhna seachad mar sin, ach is iomadh atharrachadh a dh' fhaodas tighinn air àite beag ann an dà bhliadhna. Shiubhail am Bàillidh agus a bhean agus gun dad aca air chùl an cinn ach a mhàin gun do phàidh an àirneis na fiachan a bha orra, agus cosdas an tiodhlacadh anns a' bhaile bheag anns a bheil uaighean an sinnsir. B' fheudar do Eilidh an tigh-bàn anns an do thogadh i fhàgail, gun airgead, gun ealdhain, gun sgil, no gun dad eile fòidhepe ach an dubh-chosnadh. Chaochail am muillear agus a bhean cuideachd, mar sheachdain d' a chèile, ach, ged is e bàs aithghearr a thàinig air, bha a thiomnadh agus a shealbh saoghalta air an cur an òrdugh gu dìongmhalta roimh-làimh le fear-lagha anns an Oban, agus triùir chileadairean no luchd-urrais air an ainmeachadh—am fear-lagha fhéin, agus ministear, agus bancair Chille-Sgumain. Leugh mise an tiomnadh sin iomadh uair, agus feumaidh mi a ràdh nach robh dad eile am beachd a' mhuilleir ach nach làimhsicheadh agus nach froiseadh Edgar Notman an t-airgead a bha e a' fàgail aig Màiri agus aig a teaghlach, nam biodh teaghlach aice.

(20)

2. Read the poem below, then answer the questions which follow it :—

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

Luinneag MhicLeòid

- Clann Ruairidh nam bratach,
Is e mo chreach-sa na dh' fhialbh dhiubh ;
Ach an aon fhear a dh' fhuirich
Nior chluinneam sgeul marbh ort ;
- 5 Ach, eudail de fhearaibh,
Ge do ghabh mi uat tearbadh,
Fhir a' chuirp as glan cumadh,
Gun uireasbhuidh dealbha ;
- 10 Cridhe farsaing fial fearail,
Is math thig geal agus dearg ort.
Stiùil ghorm as glan sealladh
Mar dhearcaig na talmhainn,
Làmh ri gruaidh ruitich
Mar mhucaig na fearradhris,
- 15 Fo thagha na gruaige,
Cùl dualach nan camlùb.
Gheibhte sud ann ad fhàrdaich
An càradh air ealchann,
Miosair is adharc
- 20 Is rogha gach armachd,
Agus lanntainean tana
O 'n ceannaibh gu 'm barrdhéis.
Gheibhte sud air gach slios dhiubh
Isneach is cairbinn,
- 25 Agus iubhair chruaidh fhallain
Le an taifeidean cainbe,

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- Is cuilbheirean caola
Air an daoiread gun ceannaichte iad ;
Glac nan ceann liomhta
- 30 Air chur sìos ann am balgaibh
O iteach an fhìreoin
Is o shìoda na Gailbhinn.
- Tha mo chion air a' churaidh,
Mac Mhuire chur sealbh air.
- 35 Is e bu mhiannach le m' leanabh
Bhith am beannaibh nan sealga,
Gabhail aighir na frithe
Is a' dìreadh nan garbhghlac,
- A' leigeil nan cuilean
- 40 Is a' furan nan seanchon ;
Is e bu deireadh do 'n fhurann ud
Fuil thoirt air chalgaidh
O luchd nan céir geala
Is nam fallaingean dearga,
- 45 Le do chòmhlann dhaoine uaisle
Rachadh cruaidh air an armaibh ;
Luchd aithneachadh latha
Is a chaitheadh an fhairge
Is a b' urrainn 'ga seòladh
- 50 Gu seòlaid an tarraingte i.

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. Name the author of the poem, and tell the circumstances of its composition. What do you understand by "Ge do-ghabh mi uat tearbadh" ? (6) 3
2. Describe MacLeod's physical appearance. 3
3. Describe the weapons that were to be found in his armoury. 4
4. Summarise the description given of (a) the bows and (b) the arrows of the period. 3
5. Tell, in detail, what the poet says about MacLeod's interest in hunting. 4
6. What further skill is attributed to his noble companions ? 2
7. (Turn over.)

7. Translate into English :—

- (a) Làmh ri gruaidh ruitich
Mar mhucaig na fearradhris. (13–14)
- (b) An càradh air ealchainn. (18)
- (c) Air an daoiread gun ceannaichte iad. (28)
- (d) Mac Mhuire chur sealbh air. (34)
- (e) Gabhail aighir na frìthe. (37)

6

8. Analyse grammatically :—

- nior chluinneam (4)
- air an daoiread (28)
- a b' urrainn 'ga seòladh (49)

3

9. Write a note on the meaning and form of eudail (5) and uireasbhuidh (8).

2

30

Gaelic (Higher I (b))

Aural Comp.—Instns.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Monday, 20th 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 invigilator, 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 invigilator, 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):—

Oidhche Shamhna

Nuair a bha mi 'nam bhalach bha bodach ris an abradh iad Niall Gobha am baile àraidh air taobh siar an eilein. Bha e 'na thuathanach grinn. Cha robh càl sa' bhaile bu mhotha 's na bu mhillse na càl dearg Nèill. Bho Bheall-tainn gu Samhain bhiodh am bodach-ròcais aige an oisinn a' ghàrraidh le aid dhuibh spairte mu cheann, a ghàirdeanan sìnte a mach agus a pheallagan a' crathadh anns a' ghaoith.

Bha Niall 'na bhodach dranndanach is cha tugadh e luthaigeadh sam bith do na balaich ann a bhith a' cumail suas seann chleachdaidhean na Samhna. Thuirt e ris fhéin an oidhche so gun cumadh e cuideachd ris a' bhodach-ròcais ann a bhith a' dìon a' chàil; ach bha na balaich ro sgiobalta air a shon. Cha robh Niall fada san lios nuair a chunnaic e na stocan 'nan dusain a' leum thairis air bàrr a' ghàrraidh. Ach is ann a bha an t-uabhas ann nuair a thug am bodach-ròcais a mach as an déidh. Bha móran shreangan aig na balaich air an ceangal ris na bunan dubha, agus cha do dhìochuimhnich iad té a cheangal ris a' bhodach-ròcais. Chuir na bha ann a leithid de chlisgeadh air Niall bochd is gu robh dath na liaghaig air ag innseadh na dubh-sgeul do Mhàiri, is e a' bòideachadh nach fhaiceadh fear eile esan a rithist a' dol a chaithris a' ghàrraidh-chàil.

Cha b' e miann a' chàil a bha a' toirt air na balaich a bhith a' briseadh a steach do na liosan air Oidhche Shamhna, ach an toileachas-inntinn a bha aca fhéin ann a bhith a' cumail suas na fearas-chuideachd a bhuineadh do 'n oidhche. Dheidheadh iad gu neo-umhaileach a steach do thigh aig nach robh càl gè phailt. Thilgeadh iad stocanan air an stairsnich, tabhartas ma b' fhìor do bhean an tighe. Cha robh fhios có a b' àirde beannachdan na caillich no gnùsdaich a' chruidh. Ach an uair a b' fheàrr is a b' fheàrr a bhiodh a' chùis dheidheadh na balaich is an càl as an t-sealladh. Bha sreang aca ceangailte ri gach bun dubh leis an robh iad 'gan slaodadh as an déidh.

Gaelic (Higher I (b))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Monday, 20th 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

	Marks
1. Show that Niall Gobha excelled as a gardener.	1
2. During what period did he have to protect his garden? Describe the scarecrow which he used.	4
3. Describe Niall's attitude to the boys of the district at the season in question, and tell what he decided to do.	3
4. Summarise the account given of how the boys outwitted him.	3
5. What was Niall's reaction to the boys' trick?	2
6. Explain the real purpose behind the boys' behaviour.	2
	<hr/> 15 <hr/>

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Gaelic (Higher II)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(SECOND PAPER)

Monday, 20th 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 on any **one** of the following subjects :—

- (a) Innis mar dheasaicheadh tu biadh, **no** mar bhuaineadh tu mòine, **no** mar dhèanadh tu ullachadh airson dol air sgriob chun nan Eilean, no chun a' bhaile mhóir.
 (b) Gràdh-dùthcha.
 (c) Tha thu air tilleadh á dùthaich chéin far na chaith thu iomadh bliadhna. Thoir iomradh air na cùisean a tha a' cur iongnaidh ort am baile do bhreith.
 (d) Thoir iomradh air fear no té a tha 'nad bheachd-sa cliùiteach an eachdraidh na Gàidhealtachd. (30)

2. Translate into Gaelic :—

On our return journey north my mother wished to go by land, but it was, if possible, even less successful. I cannot remember how we got to Perth, but from there we travelled by the Highland stage-coach. It was mid-winter, and we managed to get as far as Blair Atholl when a violent snowstorm started, and a few miles beyond the village the coach was suddenly brought to a standstill by trees being blown across the road. A runner was despatched for a squad of men with saws and axes, but the blizzard was so severe that by the time help came the coach could not be moved on account of the depth of the snow, and we got back to Blair Inn by the help of a very high-wheeled dog-cart. How well I remember being lifted by our faithful Simon and carried in his arms to the trap! After being kept prisoners at Blair for several days, we managed to get back to Perth, whence we got to Aberdeen by the newly opened railway, and from there to Inverness by steamboat. Thus the land journey was not altogether a success, and we had to fall back upon the sea after all to get us north. (26)

SECTION II

Answer question (1) and any **TWO** of the others. The answers may be in Gaelic or in English.

- (1) Select **one** area from the following and give as complete a list as you can of the poets of the area, emphasising what seem to you the most important aspects of their work :—Ross and Sutherland; The Outer Hebrides; The Inner Hebrides; Inverness-shire; Argyll and Perthshire. (8)

or

Discuss, without giving biographical details, the poetry of Iain Lom or Iain MacCodrum or Niall MacLeòid or Deòrsa Caimbeul Hay. (8)

- (2) Write notes on **two** of the following :—

Gaelic folk-tales; Gaelic poems on the seasons; An Clàrsair Dall; Donald Lamont's prose. (8)

- (3) Give Gaelic equivalents for **eight** of the following :—

electricity, airport, cigarette, The Department of Agriculture and Fisheries, cinema, telescope, architect, The County Council, mobile library, laundry, primary education.

Add a brief note on the principles you would follow in coining new Gaelic words. (8)

- (4) Illustrate with phrases, giving English equivalents, four idiomatic usages of the simple prepositions *air* and *ri* or of the prepositional pronouns associated with them. (8)

- (5) Give some account of present day publications in Gaelic. (8)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 23rd 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 invigilator, read to the candidates the "Instructions to Candidates" given below.

3. Write on the blackboard the following words :—

Юн Цы : name of a Chinese boy.

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 invigilator, 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.)

Когда-то жил в Китае маленький мальчик по имени Юн Су. Отец его умер. Остался он один с матерью. В доме у них было бедно и пусто. Они часто терпели голод.

Пришло время Юн Су учиться, а у него не было ни бумаги, ни других письменных принадлежностей. Однако Юн Су твердо решил: „Буду учиться!“

Наутро он пришёл к богатому соседу и сказал:

— Я слышал, вы ищете работника в дом. Возьмите меня! Лет мне немного, это правда, да ведь я много и не прошу: позвольте мне изредка только смотреть, как учатся ваши сыновья, и я буду доволен.

Богач обрадовался: пришёл бесплатный работник! И согласился.

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С утра до вечера трудился Юн Су в доме богача. Всю грязную и тяжёлую работу оставляли ему. Но зато Юн Су мог изредка заглядывать в книги, по которым учились дети хозяина. А иногда удавалось прослушать и целый урок: придёт учитель, а Юн Су спрячется в угол и сидит. Так и слушал.

Через год он начал уже сам разбирать слова. Но вот беда — писать не умел! Нё на чем было. Задумался Юн Су: как тут быть? И придумал.

Жил Юн Су со своей матерью в маленьком домике на самом берегу моря. Волны целый день ровняли тонкий морской песок. И вот Юн Су взял длинную палку и пришёл на берег моря. Быстро нарисовал на песке слово. Накатилась волна и всё смыла. Нарисовал опять — и опять всё смыла другая волна. Так он мог бесконечно писать без бумаги.

Но теперь он стал нуждаться в книгах.

Однажды Юн Су подошёл к своему богатому хозяину и сказал:

— Я работаю на вас бесплатно. Теперь я хочу просить о платё. Однако, если вы разрешите мне читать ваши книги, я согласен работать у вас так же ещё год.

Хозяину жаль было терять такого выгодного работника, и он разрешил. Теперь у Юн Су были книги.

Прошло много лет. Юн Су добился своего — он стал великим учёным.

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 23rd 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 do we know about (a) Yun Su's parents and (b) the conditions in which he lived at home?	2
2. Why did Yun Su go and seek employment with a rich neighbour? What did he ask in return? How did the rich man receive the proposal and why?	3
3. How long was Yun Su's working day? What sort of work was he given?	1½
4. Who sometimes visited the house and what did Yun Su do then?	1½
5. What had Yun Su learned to do after a year and why was he still dissatisfied?	1½
6. Where was Yun Su's house situated? Explain what this fact enabled him to do. (Give reasons.)	2½
7. What new proposal did Yun Su make to his rich neighbour and for what reason? Why did the latter agree to it? What did Yun Su ultimately become?	3
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BRITISH LEAVING CERTIFICATE EXAMINATION

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R (Lower (b))

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (b))

Thursday, 23rd 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 :—

На берегу Ледовитого океана лежит широкая и пустынная полоса земли. Это тундра, или мёрзлое болото. Печальное это место. Лютая зима тянется здесь восемь месяцев, и всё это время тундра покрыта снегом. Солнце светит мало, а в середине зимы оно пропадает на целые два месяца.

Целые два месяца днём темно, как ночью, а светят только звёзды да луна, да ещё особое сияние. Зовут его северным сиянием, оно очень красиво.

Но если зимой солнышко пропадает в тундре, зато летом оно на небе и днём, и ночью. Лето в тундре короткое, всего два месяца, но в эти два месяца солнышко не сходит с неба и светит ночью так же ярко, как днём.

Но быстро промчится здешнее лето. Не успеешь оглянуться, как опять завывали метели, опять затрещали морозы и опять затихла и замерла под снежным покровом пустынная тундра.

[TURN OVER

В такой стране холода и снега нет ни лесов, ни лугов; здесь не может родиться ни рожь, ни пшеница. В тундре растёт только мох, низенькие кривые деревца и кустарник, да разного рода ягоды.

Только летом и оживает немного тундра: снег сходит, земля оттаивает, текут ручьи и реки, зеленеют деревца, краснеют ягоды. Всё быстро распускается,* спеет и созревает, как будто спешит воспользоваться коротким летом. Прилетает в тундру летом много птиц. Они кладут здесь яйца и выводят детёнышей.

Животных мало в тундре. Наши домашние животные не могли бы жить в тундре; им нечего было бы есть. В тундре находятся только олени, — они довольны и мхом, а его тут вдоволь. Живёт здесь ещё собака, — она всегда найдёт себе пищу.

* распускаться: blossom.

(30)

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

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

Ben-Ali's First Trip Across the Desert.

Рано-рано вышел караван из оазиса. Солнце ещё не вставало. Погонщики взяли с собой воды в кожаные мешки, еды и ушли. Через два дня они пришли к берегам Нила. Их ждал пароход.

“А в пустыне не так уж страшно, — подумал Бен-Али, — вот только жарко очень и пить всё хочется. А остальное только интересно.”

Погонщики отдохнули ночь и наутро принялись грузить товары на верблюдов. К двенадцати часам дня всё было готово. Пароход отошёл, и караван начал собираться в обратный путь. Все довольны, что возвращаются домой. Только старый Ибрагим угрюм и всё смотрит на небо. Ещё когда нагружали верблюдов, Ибрагим сказал:

— Лучше опоздать на день, чем итти сейчас по пустыне. Я боюсь, что нас застанет самум⁽¹⁾ в дороге.

— Ну, Ибрагим, ты стал очень осторожен. Посмотри, какое чистое небо и как ярко светит солнце. Самума не будет.

Бен-Али остался бы и подождал день, но все погонщики боятся хозяина.

Ибрагим поспорил ещё немного и замолчал. Стали собираться в путь.

Опять зашагали верблюды по песку Сахары, опять послышались крики погонщиков. Они шли до позднего вечера и очень устали.

Ибрагим хмурился всё больше и больше. Смотрел на небо и качал головой. А небо покрывалось серовато-красным туманом. Поднимался ветер. Погонщики стали беспокожно оглядываться.

Бен-Али чувствовал, как ветер обжигал его кожу, он видел, как начинает двигаться песок пустыни. Верблюды не хотели идти дальше, а погонщики всё сильнее били их. Опять сильный порыв ветра.

Вдруг один из верблюдов вытянул шею, лёг на песок и жалобно закричал, остальные тоже остановились. Удары не помогали.

— Ну, живее, снимайте поклажу! Разве вы не видите, что самум надвигается! — крикнул Ибрагим.

— Стройте стену, это хоть немного защитит нас от ветра! — закричал Махомед и стал снимать вещи.

Верблюды поближе легли друг к другу. Погонщики и Бен-Али легли за стену из товаров.

Бен-Али с трудом дышал. Хотелось пить. А ветер дул всё сильнее и сильнее. Али слышит стоны погонщиков. У него трескается⁽²⁾ кожа на теле. В эти раны попадает песок, и делается так больно, больно. Бен-Али чувствует, как песок покрывает его, и вместо Али теперь горка из песка. Больше он уже ничего не помнит.

Вдруг он почувствовал, что идёт дождь. Бен-Али открыл глаза и увидел хмурое лицо Ибрагима, которое улыбнулось ему.

— Счастье твоё, мальчик, что самум был такой недолгий. Песок сильно засыпал тебя, мы с трудом откопали тебя.

⁽¹⁾ самум: сильный ветер, который поднимает тучи песка в пустынях Африки.

⁽²⁾ трескаться: to crack.

[TURN OVER

QUESTIONS

A. Answer in English :—

Marks

- (1) Where had the caravan spent the night and when did it leave?
What preparations had been made for the journey?
Where were they going? How long did the journey last?
What was its purpose? 4½
- (2) What were Ben-Ali's first impressions of the desert? 2
- (3) What did they do when they reached the place they were making for? 1½
- (4) Between whom did a difference of opinion arise?
What were the different opinions expressed and on what were they based?
On whose side was Ben-Ali?
Which opinion carried the day and what was the deciding factor? 6
- (5) State as accurately as you can when it became obvious that the caravan was in danger.
What signs of approaching danger were there? 4½
- (6) What steps were taken to minimize the danger? 2½
- (7) Describe the various sensations now experienced by Ben-Ali.
Explain in what way(s) he was lucky.
How did he know the danger was past? 6

B. Answer in Russian :—

- (8) Почему погонщики кричали? 2
- (9) Что действительно была горка песка? 1

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3. Write in Russian a continuous story based on the following summary about how you entertain a Russian student in your town (village).

N.B.—Your essay should be about 200 words, i.e. about four-fifths the length of the translation of question 1. Write in the PAST tense and be careful to use correct aspects of verbs.

Как вы узнаете, что студент приедет. — Первая встреча с ним (например на вокзале). — Вы показываете ему всё интересное — знакомите его с разными людьми — посещаете школу — приглашаете его к себе. — Конец дня — Прощание.

(25)

R (Higher I)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 23rd 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:—

(а) Когда вчера поезд, мягко тронувшись, отходил от вокзала, друзья, провожавшие нас, пошли вслед за вагоном. Паровоз медленно набирал скорость, они убыстряли шаг и всё продолжали махать нам. Мы, высунувшись из окна по пояс, тоже махали и махали руками, не в силах оторваться.

За короткие два дня эти люди стали такими близкими, что, уезжая, мы прощались с ними, как с родными.

Вагоны все чаще и чаще отстукивают на стыках,⁽¹⁾ огни Чэнду⁽²⁾ тают в ночи. Ветер бросает в открытые окна аромат трав, влажной, теплой земли. Мы едем как раз по той самой дороге, о создании которой профессор Л. говорил нам так, будто сам, собственными руками, уложил ее, от первой до последней шпалы.⁽³⁾

Когда утром мы проснулись, справа по ходу поезда виднелись крутые, бурные скалы, а слева открывалась панорама величественной Янцзы.⁽⁴⁾ У каждой реки, как и у каждого человека, свой, особенный, неповторимый вид. У Янцзы, я бы сказал, вид силача, знающего о своей мощи, понимающего, что он велик, тяжел, и потому ступающего осторожно. Янцзы — река работающая. Даже из вагона нетрудно заметить ее трудолюбие. Пароходы, огромные баржи, большие и маленькие лодки — все это непрерывно движется по ней вверх и вниз. Но наряду с этим вполне современным транспортом, поддерживающим водную связь житницы⁽⁵⁾ страны, провинции Сычуань,⁽⁶⁾ с югом, с морем, вдоль ее берегов стоит и движется бесконечное количество лодок и лодочек, таких, какие можно было, вероятно, видеть здесь и сто, и двести, и тысячу лет назад.

⁽¹⁾стык: (rail) joint.

⁽²⁾Чэнду: Cheng-tu (Chinese city).

⁽³⁾шпала: (railway) sleeper.

⁽⁴⁾Янцзы: Yangtse (river).

⁽⁵⁾житница: granary.

⁽⁶⁾Сычуань: Szechwan.

(27)

(b) Наши автомобильные заводы выпускают ежегодно сотни тысяч автомобилей. Всё больше и больше их становится на городских улицах.

А улицы? Как поступить с улицей, когда она делается тесной для движения? Ведь вот, если рубашка становится узкой и короткой, ее перешивают или покупают новую, А тут ножницами и иголкой ничего не сделаешь. Но и из этого трудного положения наши советские специалисты нашли хороший выход.

Прекрасным примером является улица Горького в Москве. Это очень важная улица. Она идет от самого центра нашей столицы, пересекает несколько оживленных площадей, проходит мимо Белорусского вокзала и переходит затем в шоссе, ведущее на Ленинград.

Но вот беда : уж очень узкой была эта улица. Толпы пешеходов, потоки машин заполняли ее всю, и с каждым годом она становилась всё теснее. Тогда решили улицу раздвинуть.

Москвичи с интересом наблюдали, как за старыми небольшими домами, выходящими в то время на улицу Горького, вырастали новые красивые здания. Они поднимались удивительно быстро. Кажется, совсем недавно их с трудом можно было разглядеть за стенами старых домов. А уж спустя два месяца трехэтажные дома с трудом доставали „до колена“ новым зданиям, выросшим за их спиной.

Когда новые здания были закончены, туда переселили жильцов из старых домов. И вот наступил решающий момент этой „хирургической операции“. Старые дома были снесены, восьмиэтажные сзежеоштукатуренные⁽¹⁾ здания стали новой границей улицы Горького, а сама улица сделалась неузнаваемой. Выпрямленная и намного расширенная, она превратилась в великолепную столичную магистраль,⁽²⁾ по которой теперь свободно проносится многорядный поток разноцветных автомашин.

⁽¹⁾(о-)штукатурить : to plaster.

⁽²⁾магистраль : highway.

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

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

A night during our tour of the U.S.A.

В полной темноте мы прибыли в Грэнд-кэньон и остановились в одном из маленьких домиков для туристов. Дом был сложен из громадных бревен. Он должен был давать представление о первобытной, пионерской жизни американцев. Зато внутри он был обставлен вполне современно, и кровати, как всегда, были превосходны (в Америке покупателю продается не кровать, ему продают хороший сон). Итак, это были комнаты с отличным сном, с центральным отоплением, водой горячей, водой холодной и нью-йоркскими переносными лампами с большими картонными абажурами. Эти лампы высотой в человеческий рост, и стоят они не на столе, а на полу.

После ужина туристам, собравшимся в небольшом театральном зале гостиницы, тоже сложенной из гигантских бревен, показали короткую рекламную кинокартину, в которой изображался спуск на дно кэньона под руководством опытных проводников. После картины был дан концерт.

На сцену вышел толстый мальчик с банджо. Он независимо уселся на эстраде и стал щипать струны своего инструмента, изо всей силы отбивая такт ногами в ковбойских сапожках. На публику он смотрел высокомерно, и сразу было видно, что людьми он считает только ковбоев, а всех остальных — просто ничтожностями. За ним появился очень высокий, худой и носатый ковбой с гитарой. Он посмотрел на публику и сказал:

— Слушайте, тут мы должны были петь втроем, но остальные, как видно, не придут, так что я буду петь один . . . А то, может быть, не надо петь? Я-то, вообще говоря, петь не умею. Но насчет того, что петь он не умеет, ковбой соврал. Пел он хорошо и долго смешил всех.

После него вышел негр. Негр был крайне молодой и длинноногий. Ноги у него, казалось, начинались от плеч. Он танцевал с истинным удовольствием. Руки его как-то замечательно болтались вдоль тела. Он был в штанах с подтяжками и рабочей рубашке. Закончив танец, он весело взял метелку, стоявшую в углу, и ушел, скаля зубы.

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A.—A
(1)

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B.—A
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Утром мы увидели его возле бревенчатого домика, в котором ночевали. Он подметал аллею. И подметал он с таким же удовольствием, как танцевал. И казалось даже, что он продолжает танцевать, а метла — только оформление⁽¹⁾ танца. Он раздвинул свои большие серые губы и пожелал нам доброго утра.

Мы побежали смотреть кэньон.

⁽¹⁾оформление : внешняя форма.

QUESTIONS

Marks

A.—Answer in English :—

- | | |
|---|----|
| (1) Describe the house in which the author spent the night, and its contents.
What did he find surprising about the house?
What has he to say about American beds? | 7½ |
| (2) Where was the film shown and to whom?
What was it about and why was it shown? | 3½ |
| (3) Describe the first two performers at the concert and their acts.
Show how their attitude to the audience differed. | 8 |
| (4) Who was the last performer? What did the author notice about him?
When did the author meet him again? What was this person then doing and in what ways do his two appearances seem to be in keeping with each other? | 7½ |

B.—Answer in Russian :—

- | | |
|---|----|
| (5) Думаете вы, что автор был стар или молод в это время?
Почему вы так думаете? | 1½ |
| (6) Что такое ковбой? | 2 |

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R (Higher II (a))

Aural Comp.—Instns.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 23rd 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 invigilator, read to the candidates the "Instructions to Candidates" given below.
3. Write on the blackboard the following words, marking accent :
скоропортящиеся (Nom. Plur.) : quickly rotting, perishable (*e.g.* fruit).
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 invigilator, 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.)

В это время наш отец был инспектором школ в городе из Вёлге. Он происходил из простого звания, рано лишился отца и только при помощи старшего брата с трудом получил образование. По окончании университета он был сначала учителем. Ученики очень любили его, потому что он никогда не наказывал их, не жаловался на них директору, терпеливо и очень понятно объяснял им уроки. В свободное время он часто занимался бесплатно с теми, кто не успевал, кому дома никто объяснить не мог. И бывшие ученики его всегда с любовью и благодарностью вспоминали о нём. А теперь в нашей губернии он старался устроить побольше школ для бедных, для крестьянских детей и, не жалея сил и трудов, во всякую погоду ездил для этого по губернии.

Первые годы жизни в этом городе семья наша кочевала по разным более или менее неудобным квартирам. Наконец однако, отец купил деревянный дом на одной из главных улиц. Дом этот был двухэтажный, с очень низкими комнатами наверху, под самой крышей, которые отводились детям. Мы перебрались в этот дом, когда мне было около десяти лет, и мы прожили там лет девять. За домом был длинный зелёный двор, затем довольно большой сад, выходивший уже на другую улицу. Теперь садик этот вырублен, а на его месте стоит уже другой, каменный дом. Садик был

большой
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большей частью фруктовый: в нём были яблони, вишни и ягодные кусты различных сортов. Был также хорошенький цветник. Всем этим заведовала мать, очень любившая садоводство. Мы все ей помогали.

В осенние месяцы мы много ели ягод и фруктов. Но это происходило не беспорядочно, известная дисциплина была и тут. Так, нам разрешалось, когда яблоки поспевали, подбирать и есть так называемую „падаль“, то-есть упавшие на землю яблоки, но с деревьев мы не срывали. Затем был известный порядок: с каких деревьев есть раньше — скоропортящиеся сорта, — а какие собирать для варенья и на зиму. И в результате мы ели вдоволь в осенние месяцы и у нас хватало на всю зиму.

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Answer

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R (Higher II (a))

Aural Comp.—Questions.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 23rd 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

Marks

- | | |
|--|----------------|
| 1. Where did the narrator's father work?
What sort of education had the father received? What circumstances might have hindered his education and how had they been overcome? | 2 |
| 2. Why did the father's pupils like him?
What did he often do in his spare time and for what reasons? | 2½ |
| 3. What activity later involved him in much travelling and why? | 1½ |
| 4. Where did the narrator's family live for the first years in this place? | 1 |
| 5. Describe the house in which they eventually settled.
How old was the narrator when the family moved in? How long did they stay there? | 2½ |
| 6. Where was the garden of this house? What ultimately happened to it and why? | 1½ |
| 7. What grew in the garden? Who took the lead in caring for the garden? | 1½ |
| 8. What rule about the fruit was enforced in autumn? What procedure was subsequently followed? | 2½ |
| | <hr/> 15 <hr/> |

R (Higher II (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 23rd 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 :—

It happened in Moscow. One fine summer's day Katya Levina, a pupil of the third class, was going along the street to school. Suddenly Katya noticed that a little girl was sitting in the road in the middle of the tramway lines and playing with small stones. She was so occupied with the game that she saw and heard nothing around her. And along the line directly towards her a tram was coming. Katya knew the tram could not stop. What would happen to the girl?

Without hesitation Katya ran quickly across the road to the girl, took her up in her arms and carried her on to the pavement. She wanted to take her to her parents and began to ask the child she had rescued, "What is your name? Where do you live? Where has your mummy gone?" But the little girl only smiled in response and said nothing. She could not yet talk and did not even understand Katya's questions.

At last Katya decided to go to the police-station. There they took the little girl to the children's room, where she could play with toys while she waited. But Katya went to school. In an hour a woman came to the police-station weeping, and saying that she had lost her little daughter. They opened the door into the children's room:—the mother joyfully recognized her little daughter, who was too tired to play with the toys and lay on the couch peacefully sleeping. (50)

2. Write an essay on **one** of the following themes :

N.B.—Your essay should be from one to one and a half times the length of the translation of question 1.

(a) Прогулка в деревне.

(b) Как я провожу свое свободное время.

(c) Моя любимая книга.

(25)

I (Lower (a))

Aural Comp.—Instns.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 16th 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 invigilator, 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 invigilator, 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).

Nella casa dei miei nonni, che a quei tempi era ancora la più bella del quartiere, passai ogni inverno sino ai sei anni. Ma in primavera abitavamo in campagna, e un piccolo carretto tirato da un cavallino grigio mi portava ogni giorno a scuola. Nelle casette intorno abitavano piccoli contadini. Nessuno mi impediva di giocare con i bambini di questi contadini, ma io preferivo trovare i miei amici nelle famiglie di alcuni miei parenti. Spesso venivano ospiti, signorine e giovanotti che la sera cantavano seduti sui gradini del soggiorno.

Qui babbo mi insegnò a distinguere nel cielo la stella polare; qui ebbi senza saperlo il mio primo amore nella persona di un giovane servo che mi portava sulle spalle attraverso i campi, mentre il vento gli gonfiava come una vela la camicia di tela azzurra: mi sentivo altissima e mi sembrava che poco sarebbe bastato per toccare con la mano le nuvole che giocavano nel cielo come agnelli; qui ebbi il mio primo grande dolore per un nido con quattro uccellini che mi cadde nel pozzo e decisi di non cercarne mai più. Subito però qualcuno, credendo di consolarmi, me ne regalò un altro che accettai con cortesia; qui seppi che una sorellina era nata e che da allora questa bambina sarebbe stata fra me e mia madre.

D'estate c'era il mare, una cosa azzurra e lontana che esisteva solo per alcuni mesi, poi cessava di avere qualunque realtà.

In settembre andammo in montagna quando già gli ultimi fiori morivano sotto le querce ed era bello la sera sedersi attorno al fuoco sul quale, in una grande pentola nera, friggevano le patate. Poi di nuovo tornammo nella campagna dove al sole autunnale maturavano lentamente gli ultimi pomodori. Ci stavamo fino a che l'inverno non ci convinceva a tornare definitivamente in città nella grande casa che, ogni anno, al ritorno, mi sembrava nuova.

I (Lower (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 16th 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. Where did the writer at one time spend each winter ? For how many years did she do this ? | 1 |
| 2. How did the writer go to school when she lived in the country ? | 1 |
| 3. What playmates might the author have had at this time ? Whom did she prefer ? | 1½ |
| 4. What visitors often came to the country-house and what did they do there ? | 1 |
| 5. What did the writer learn to do while in the country ?
What does she tell us about (i) her first love, and (ii) her first deep grief ? | 3½ |
| 6. About what event did the writer hear while she was in the country and what were her feelings at the time ? | 1 |
| 7. What were the writer's impressions of the sea ? | 1½ |
| 8. What does the writer recall about her visits to the mountains ? | 3 |
| 9. What was the family's last stop before returning to town ? What indications are given of the time of year when they were here ? | 1½ |

15

I (Lower (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (b))

Thursday, 16th 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 un giorno dei primi di giugno, andai con mio zio a Castellalto, piccolo paese dell'Aspromonte. E con noi c'erano altri due contadini, più giovani di mio zio.

Camminammo per circa quattr'ore, sempre per ripide salite e discese, mentre il sole ci colpiva imperdonabilmente in faccia. Sudavamo come cavalli: io vedevo la camicia di loro bagnata di sudore, e così doveva essere la mia, perché me la sentivo attaccata alle spalle.

Ognuno di noi portava un sacchetto con dei pani dentro e una bottiglia d'olio. Facemmo qualche sosta presso qualche fontana, ci rinfrescammo e riprendemmo presto il cammino per la strada infuocata.⁽¹⁾ Dopo una lunga salita di più di un'ora, col sole sempre in faccia, avvistammo i tetti delle case di Castellalto.

Gli altri c'erano stati molte volte e dicevano che era un brutto paese, quello, il più brutto della provincia. Non c'era né la strada, né il medico. Dicevano che la gente viveva come poteva, come tanti barbari.

Ci sedemmo su delle pietre, all'ombra, per non entrare in paese così sudati e così rossi in viso, mettendoci la giacca sulle spalle. Riposati che fummo, riprendemmo il cammino. Arrivammo presto al paese e passammo per la piazza. Dei ragazzi quasi nudi erano seduti nella polvere, coperti di mosche, che a migliaia ronzavano intorno. Un porco scavava col muso vicino al muro di una casetta.

Arrivammo a casa nostra. Una casetta piuttosto pulita: una stretta cucina, e una cameretta pavimentata in cemento con un finestrone da cui si vedevano i tetti bassi delle case al di sotto di noi.

(30)

⁽¹⁾ Infuocata = ardente

[TURN OVER

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

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

Il piccolo villaggio di Borgonero nell'alta Lombardia era tutto scombussolato. In quell'angolo tranquillo del mondo, in quel paesello di semplici coltivatori si vedeva un movimento inusitato, un va e vieni di gente frettolosa e di curiosi, che arrestavano per via i vicini, interrogandoli.

- 5 Tutto questo movimento era stato prodotto da una semplice lettera d'un ministro a suo fratello, in cui annunciava la sua prossima visita al villaggio. Si raccomandava al fratello perché tenesse segreto il suo arrivo per evitare ogni specie di dimostrazione, ma in fondo alla lettera scrisse: "Salutami tanto la cognata Giulia e gli amici." Ahimè! Lasciandosi sfuggire queste parole
- 10 imprudenti il ministro aveva distrutto l'effetto delle prime raccomandazioni di segretezza: egli forse ignorava che sua cognata Giulia era la gazzetta del villaggio e che nel suo piccolo nido tutti gli abitanti erano amici. Eseguendo quest'ultimo incarico, il fratello aveva fatta la più estesa pubblicità del suo prossimo arrivo.
- 15 C'era dunque una grande aspettativa, tutti si promettevano di avvicinare il proprio compatriota salito al potere, ciascheduno pensava di approfittare delle antiche relazioni per raccomandargli qualchedo o qualche persona. I più ambiziosi speravano di mettersi in vista per ottenere una croce o almeno una medaglia. Il sindaco si proponeva di chiedergli degli aiuti finanziari pel
- 20 Comune*, il medico sperava un aumento di stipendio, il parroco voleva invocare il concorso del governo nella erezione del nuovo campanile. Le donne apparecchiavano bandiere e tappeti da fornire i balconi, e i candelieri per l'illuminazione, e si sentiva qua e là uscire dalle case qualche nota isolata di tromba e clarinetto, che prometteva il frastuono della musica paesana.
- 25 Invano il fratello del ministro raccomandava a tutti il silenzio e l'astensione d'ogni concorso; dalla stessa sua casa partiva il movimento. Sua moglie Giulia faceva lustrare i mobili delle camere e i rami della cucina, spazzare i pavimenti, lavare le scale, metteva al bucato le cortine, rinnovava le provvisioni.
- Così il villaggio si apparecchiava a ricevere Sua Eccellenza, che pretendeva
- 30 di giungere nel più stretto incognito; mentre a sua insaputa tutti i giornali annunziavano il suo viaggio, che suscitava diverse passioni, facendo sperare impieghi e onorificenze, risvegliando vecchi amori, minacciando di rompere il filo di nuove affezioni. Qualche corrispondente dei più accreditati periodici, non avendo niente da raccontare agli ingenui lettori, si era anche immaginato di
- 35 attribuire un motivo politico al viaggio del ministro; e l'opposizione dava dei consigli al governo sull'argomento.

* Comune — parish.

QUESTIONS

A. Answer in English :—

Marks

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| (1) What was the immediate effect on the village of the Minister's proposed visit ? | 2 |
| (2) The Minister made two requests in his letter to his brother. Explain why the second one defeated the purpose of the first one. | 4½ |
| (3) In what ways did the villagers and the village functionaries hope to take advantage of the Minister's visit ? | 5½ |
| (4) What preparations were made in the village for the Minister's arrival ? | 8½ |
| (5) How did the news of the Minister's visit come to reach the general public ? | |
| What was the effect of this publicity ? | |
| What reactions followed ? | 5½ |

B. Answer in Italian :—

- | | |
|--|----------------|
| (6) Qual'è il significato di " a sua insaputa " ? (line 30) | 2 |
| (7) Che vuole dire " un angolo tranquillo del mondo (line 2) | 2 |
| | <hr/> 30 <hr/> |

3. Write, in Italian, 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).

Pietro arriva a casa seguito da un cane sconosciuto—la mamma permette che rimanga fino all'indomani—durante la notte il cane abbaia—si scopre un incendio nella casa !

(25)

REPORT

1. 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 found that the work has been carried out in accordance with the plan and that the results are satisfactory. The second part of the report deals with the details of the work and the progress of the various projects. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory. The third part of the report deals with the financial statement and the balance sheet. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory. The fourth part of the report deals with the conclusions and recommendations. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory. The fifth part of the report deals with the appendix and the references. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 16th 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 :—

Il Conte di Fratta aveva un fratello che era canonico della cattedrale di Portogruaro, il canonico più rotondo e liscio che fosse nella diocesi ; un vero uomo di pace che divideva saggiamente il suo tempo fra il breviario e la tavola, senza lasciar travedere la sua maggior predilezione per questa o per quello. Non era stata l'intenzione del suo signor padre dedicarlo alla Madre Chiesa. L'albero genealogico dei Conti di Fratta vantava una gloria militare ad ogni generazione ; così egli doveva perpetuare la tradizione di famiglia. Fin da un'età ancora tenera cominciarono a mettergli in mano spade di legno ed elmi di cartone ; ma non appena gli veniva fatto, egli scappava in cappella a menar la scopa col sagrestano. Quanto al fargli prendere domestichezza colle vere armi, egli aveva un ribrezzo istintivo per i coltelli da tavola e voleva ad ogni costo tagliar la carne col cucchiaino. Suo padre cercava di vincere questa ripugnanza col farlo prendere sulle ginocchia da alcuni dei suoi soldati ; ma il piccolo se ne sbigottiva tanto, che conveniva passarlo alle ginocchia della cuoca perché non crepasse di paura. Il vecchio conte non si acquietava e sospirava, movendo gli occhi dal viso smarrito del bambino ai mostaccioni irti ed arroganti dei vecchi ritratti di famiglia. Raddoppiava di zelo per risvegliare gli spiriti bellicosi del figlio ; ma l'effetto non secondava l'idea. Orlando faceva altarini per ogni canto del castello, e quando vedeva un fucile correva a rimpiattarsi sotto le credenze in cucina.

(30)

2. Read the poem below, then answer the questions below it.

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

Orario Ferroviario

- Allineati dietro quel cristallo,
dicono i miei libri titoli e prezzi :
dove sei tu mio buon libretto giallo,
unico libro ch'ora io cerchi e apprezzi ?
- 5 Modesto sei come il mio canto, piccolo
come il mio cuore che non teme indagine.
Ecco, non sei più grosso d'un fascicolo*
ed hai trecento, quattrocento pagine !
- 10 Tutte conosci le città de' miei
sogni e i paesi che non vedrò mai,
tutte le strade ch'io saper vorrei
come per insegnarmele tu sai.
- 15 Tutto tu sai : costumi, alberghi, date,
e tutto insegna per ogni viaggio :
tu servi chi ti dà rapide occhiate
tanto preciso sei nel tuo linguaggio !
- 20 Ben conosci le stazioni : sai fino
quali san darci il cibo o a pena il bere,
e ce lo dici con un coltellino
ed una forchettina o col bicchiere ;
- ben tu conosci i numeri che buoni
s'allinean nelle pagine in colonne :
quei numeri che poi non addizioni
son tutte l'ore della vita insonne.
- 25 E a me dici : " Poeta, perché t'indugi
fra le tue carte e il tuo cuor che non sa,
se nemmeno nei piccoli rifugi
s'appiatta e ride la felicità ? "

* = une specie di libretto.

QUESTIONS

N.B.—Answer all questions in **English**, except where you are clearly told to do otherwise.

- | | |
|---|--------------|
| | <i>Marks</i> |
| 1. Where are the poet's books kept ? What can be read on them ? | 2 |
| 2. Describe the railway time-table the poet is looking for. To what does he compare it ? | 4½ |
| 3. " unico libro ch'ora io cerchi e apprezzi " (line 4).
(a) Suggest why this statement is rather surprising.
(b) Show how in verse 3 the poet offers an explanation of this statement. | 5½ |

4. (a) "Tutto tu sai." (line 13).

What claim does the poet here make and how does he proceed to illustrate it ?

- (b) Explain the connection of lines 19 and 20 with what the poet has just said.

- (c) Whom does the time-table serve especially well ? Why is this so ? 7

5. What in fact are "i numeri" mentioned in line 21 ?

How are they arranged and what does this arrangement make the poet think of ?

What do "i numeri" represent for the poet ? 4½

6. What message does the time-table have for the poet ? 3½

Answer in Italian :—

7. Perché, secondo l'orario, il cuore del poeta "non sa" ? (line 26) 3

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

"Debbo dirti," cominciai sorridendo, "come ho vissuto fino al giorno del nostro incontro. Sai che ho perduto mia madre a vent'anni e che d'allora io sono stato sempre con mio padre, accompagnandolo in tutti i suoi viaggi per l'Italia e fuori ; ma non sai quale notevolissima influenza sulla mia indole abbia esercitato questo genere di vita. Mio padre, vecchio colonello di cavalleria, era di quegli uomini meravigliosi che, dopo essere stati eroi in tempo di guerra, non s'eran dimenticati d'essere onesti in tempo di pace. Per me aveva molta benevolenza. Credette ottima idea d'evitarmi le noie e le ansie degli studi, supplendovi coi viaggi, ed io confortai questi col tuffarmi nella lettura di qualunque libro, di qualunque giornale, di qualunque opera mi fosse dato trovare. Ciò non era grave, alla fine ; conobbi molte cose superficialmente e nessuna con profondità, e la cultura saltuaria* mi rese servizi almeno nelle conversazioni, dove tutta la scienza si limita a ben poco. Gravissime, invece, furono le conseguenze morali di quella vita febbrile. Perdetti la nozione della famiglia, non amai nulla di quanto si conveniva alla mia età ; come i viaggi m'insegnavano che non v'era luogo così bello da escluderne altri migliori, la vita mi si presentava quasi un viaggio lungo, ed ogni avvenimento quasi un incidente di via, che al primo gomito della strada sarebbe dimenticato."

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* = a salti.

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 16th 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 invigilator, 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 invigilator, 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 certo pomeriggio, un capostazione stava passeggiando sulla banchina della sua stazione in attesa di un treno che doveva sbucare dal vicino tunnel.

La stazione era piccola, lontana dal paese e pochissimo frequentata. Quel giorno nemmeno un viaggiatore aspettava il treno e il facchino, vinto dal caldo, dormiva nella sala d'aspetto di terza classe. Il tunnel era appena a mezzo chilometro dalla stazione, e si inoltrava dentro la montagna, facendo qualche largo giro per uscire più a valle. La linea, dunque era in pendenza ; e i treni che venivano da Firenze faticavano sempre un poco a salire, ma rispettavano tuttavia l'orario.

Il capostazione, per ingannare l'attesa, stava pensando alla monotonia della vita—pensiero che occupa principalmente l'animo dei capistazione, costretti a regolare il moto altrui col sacrificio della propria mobilità—e rimpiangeva di non aver scelto una diversa carriera. Egli fantasticava di paesi nuovi, di sempre nuove avventure.

Il rumore di un treno lo scosse da queste fantasticherie. Si meravigliò tra sè, pensando che non era possibile un anticipo di cinque minuti sull'orario ; e poi il rumore non gli sembrava provenire dall'imbocco del tunnel. Guardò difatti verso il tunnel : niente. Ma il rumore si fece insistente e vicino ; lo si poteva, volendo, scambiare per il frastuono di un autocarro che passasse sulla strada maestra. Ma no ! Guardando dalla parte opposta, il capostazione vide giungere allegra a tutta velocità una enorme motrice elettrica, nuova di fabbrica.

Dapprima non seppe rendersi conto di quella irregolare presenza : doveva essere, pensava, una motrice mandata in aiuto al treno che stava per arrivare. Ma allora, perché non si fermava ? Poi vide al finestrino della motrice un uomo, certo il macchinista, agitare le braccia come un pazzo, gli occhi sbarrati, il viso bianco dal terrore. Passando, aprì la bocca, e senza che la voce gli uscisse di gola, sillabò distintamente la parola : aiuto.

I (Higher II (a))

Aural Comp.—Questions

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE (SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 16th 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

Marks

- | | |
|--|----|
| 1. At the beginning of this passage where were the two members of the station staff ?
What was each doing and why ? | 3 |
| 2. How far was the entrance of the tunnel from the station ? Describe the tunnel and say what effect it had on the trains. | 3 |
| 3. What thoughts were passing through the station-master's mind at this time ? | 1½ |
| 4. What sound interrupted his thoughts ? Why was he surprised to hear it ? | 1½ |
| 5. What did he then think the sound might be ? | 1 |
| 6. Describe the appearance and arrival of the electric train. | 1½ |
| 7. How did the station-master at first account for the arrival of the electric train ?
What made him realise that his explanation was wrong ? | 3½ |

15

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I (Higher II (b))

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 16th 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 :—

It was a fine, clear night ; there was no moon, but the air was soft and fresh. Grimaldi drove on in his carriage at a quicker pace than usual, fearing that they might be alarmed at home by his being so late, for he had just heard some distant clock strike the three quarters after eleven. Suddenly the horse stopped.

They were at a spot which the horse knew well, being accustomed to pause there for a minute before resuming his journey. But Grimaldi then heard a low sound and immediately afterwards three men darted out of a hedge. One ran to the horse's head, and the other two rushed up, one to each side of the carriage ; then, presenting pistols, they demanded his money.

Grimaldi sat for a moment quite incapable of speaking, the surprise had come so suddenly upon him ; but seeing a pistol close beside him and realising that he had no chance of escaping from three armed men, he cried :

"Mercy, gentlemen, mercy !"

"You won't be hurt," said the man on his left, "so long as you give your money directly."

"You shall have it," Grimaldi answered, "if you promise to let me go free." He put his hand in his pocket for his purse, and while doing so looked narrowly at the persons by whom he was attacked. They were all clad in black, with black masks which hid their faces : it was impossible to make out who they might be.

(50)

2. Write, in Italian, an essay on **ONE** of the following subjects :—

Your essay should be from one to one and a half times the length of the translation of question 1.

(a) Una persona indimenticabile.

(b) La televisione nella vita contemporanea.

(c) Una situazione imbarazzante.

(25)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

LOWER GRADE

Wednesday, 15th 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, are provided.

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. (i) How would you find experimentally the centre of gravity of an irregularly shaped sheet of cardboard? Explain the theory of your method.

6

Make a sketch of a body resting in stable equilibrium, and state why it is stable.

1½

(ii) Draw a sketch of a block and tackle which has a velocity ratio of 5. If the lower block has a mass of 4 lb., and if 28 lb. wt. is the least effort required to lift an attached load of 1 cwt., calculate the work done in overcoming friction when this load is lifted a distance of 10 ft.

5

2. What do you understand by the statement that the latent heat of fusion of ice is 80 cal. per gm.? Why is this heat "latent"?

2

State four of the precautions which should be taken when finding the latent heat of fusion of ice experimentally, and explain why they are necessary.

6

A calorimeter of water equivalent 5 gm. contains 20 gm. of ice and 100 gm. of water at 0° C. If 10 gm. of dry steam at 100° C. passed into the calorimeter bring the final temperature to 36° C., find the latent heat of steam.

4½

3. How would you measure the focal length of a convex lens?

3

Describe with the aid of sketches the images produced by a convex lens when an object is placed at a distance from the lens (i) greater than the focal length, (ii) less than the focal length.

5

Explain why a normal eye can focus an object clearly when it is 10 ft. away and 1 ft. away and cannot focus an object when it is 3 in. away.

4½

4. (a) Describe an experiment to determine the velocity of sound in air.

6

(b) Equal weights of lead and aluminium are suspended from spring balances and then completely immersed in water. State, with reasons, what you would expect to find.

3

A solid rectangular raft 8 ft. by 6 ft. by 1 ft. deep is made of wood of specific gravity 0.4. What is the maximum load which can be carried, if at least 3 in. of the depth of the raft should be above the surface of the water?

3½

Density of water = 62.5 lb. per cu. ft.

5. How does the resistance of a wire of given material depend on its length and on its cross-sectional area? How would you verify experimentally your statement regarding cross-sectional area?

7½

Two wires are connected in parallel across the terminals of a 6-volt battery of negligible internal resistance. One has a resistance of 10 ohms, and the other is of the same material and length but half the diameter. Find (i) the current flowing in the 10 ohm resistor, (ii) the total current flowing in the circuit, (iii) the total wattage supplied.

5

Marks

6. List **four** of the precautions necessary for the proper care and use of a lead accumulator.

2

Describe **two** ways by which you could tell if an accumulator required recharging.

3

Given two solenoids and an accumulator describe how you would show that the solenoids, when electric currents flow through them, have properties similar to those of bar magnets.

7½

7. (*Turn over.*)

SECTION II—Chemistry

Answers should, wherever possible, be supplemented by equations.
Atomic weights will be found in the book of mathematical tables.

	Marks
7. Write the names and the formulae of the two oxides of copper.	2
Using the two oxides, how would you determine experimentally the two equivalents of copper?	6½
A metal forms two different chlorides containing 56 per cent. and 66 per cent. respectively of chlorine. Use this information to illustrate the law of multiple proportions.	4
8. State briefly one method of obtaining hydrogen from (i) steam, (ii) nitric acid.	4½
Name two industrial uses of hydrogen.	2
What precautions should you take when burning hydrogen? How would you obtain and identify a sample of the product formed when hydrogen burns? Name one other test by which you could identify this product.	6
9. Calculate the equivalent weight of anhydrous potassium carbonate.	
Describe precisely how you would standardise an approximately normal solution of potassium carbonate against exactly normal sulphuric acid.	7½
When treated with excess zinc, 100 c.c. of dilute sulphuric acid yielded 1 litre of hydrogen at N.T.P. Calculate the normality and the concentration (in gm. per litre) of this acid solution.	5
10. Describe how you would prepare and collect nitric oxide. How would you show that this gas contains nitrogen?	8½
Describe two tests by which you could identify nitric oxide.	4
11. How would you prepare and collect chlorine?	5½
Outline a method for preparing bleaching powder. How would you use the powder to bleach a piece of cloth? What reactions take place?	7
12. What happens when carbon dioxide is passed over red hot carbon? State the type of reaction and how you would collect a reasonably pure sample of the product.	4½
Describe two experiments with carbon dioxide in which it shows chemical properties similar to those of sulphur dioxide.	4
What happens when sulphur dioxide is bubbled through concentrated nitric acid? What property of sulphur dioxide does this reaction illustrate?	4

SECTION III—Botany

Marks

13. The structure of certain flowers is specially adapted to assist cross-pollination. Choosing representatives of different families, name **two** such flowers and state their adaptations.

6½

Make a large labelled drawing of **one** of these flowers, cut lengthwise to show the structure. Write the floral formula.

6

14. Draw the leaf of a named deciduous tree. Make a labelled diagram of the midrib of any dicotyledonous leaf as seen in transverse section under a microscope.

4½

How could you show that water is transported in the veins of the leaf? Relate the structure of the veins and the arrangement of the veining to this and other functions of the veins.

8

15. By means of large labelled drawings show the structure of a grain of wheat or other cereal. What are the functions of the scutellum in this grain?

7

Describe an experiment to show that germinating wheat grains give off heat. What is the source of this heat?

5½

16. Describe an experiment on osmosis and explain how this experiment illustrates the entry of water into a root hair.

7½

Explain the dangers to plants of overwatering, and of applying too much artificial fertilizer.

5

17. Describe experiments with samples of garden soil

(i) to estimate roughly the relative proportions of the soil constituents,

(ii) to show that bacteria are present.

8½

Write a **brief** account of the part played by bacteria in making the nitrogen from humus available to plants.

4

18. Choose **five** of the following plants and, for each, describe the ways in which the plant appears to be adapted to the habitat in which it usually grows :—

creeping buttercup, dog rose, coltsfoot, honeysuckle, water lily, wild hyacinth, bracken, any named fungus.

12½

19. (Turn over.)

SECTION IV—Zoology

- | | Marks |
|---|-------|
| 19. Give an illustrated account of the structure and life history of <i>Amoeba</i> , including the period of encystment. | 9½ |
| What use does <i>Amoeba</i> make of its food ? | 3 |
| 20. Describe how an earthworm, a caterpillar, and a fish move from place to place. | 12½ |
| 21. Make large labelled diagrams of the urinogenital systems of a male and a female frog. State the functions of the different parts. | 10½ |
| Comment on the significance of the difference in size of the sperms and eggs. | 2 |
| 22. Why is digestion of food necessary? Give an account of the digestion of starch in the mammalian body. | 6½ |
| Describe an experiment by which you could show the conditions necessary for the digestion of starch. How would you identify the end product ? | 6 |
| 23. Write a brief account of the structure and composition of mammalian blood. | 5½ |
| What functions does the blood perform in addition to the transport of oxygen and carbon dioxide ? | 7 |
| 24. Select four of the following animals and describe how each is adapted for its mode of life :—
hare, stoat, swan, owl, crab, mussel, spider, garden snail, newt, a named aquatic insect larva. | 12½ |

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(BOTANY)

Thursday, 16th 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. Make a labelled drawing of what can be observed with the aid of a *hand lens* when a five-year-old woody stem of a dicotyledon is cut transversely. State the origin of each of the tissues which you have labelled and for each describe ways in which its structure may be related to its function or functions. 18

Explain the probable effect on a tree of stripping off a complete ring of bark. 2

2. Describe briefly the changes which usually take place in the ovule and other floral parts after fertilization. What special development occurs in the formation of the false fruits of the Rosaceae? 9

For any named member of the Rosaceae make a large labelled diagram of the flower, cut lengthwise. Describe the range of variation in *floral* structure within the Rosaceae with reference to named plants. 11

3. Write an account of the process of photosynthesis and indicate its importance to man. 12

Describe an experiment to demonstrate one necessary condition for photosynthesis. 5

Under what external conditions will the interchange of oxygen and carbon dioxide between a green plant and the surrounding atmosphere be reduced to a minimum? Give reasons for your answer. 3

4. Describe experiments to show
(i) anaerobic respiration,
(ii) effects of nitrogen deficiency,
(iii) the strong pull exerted by transpiring leaves. 15

Comment briefly on the significance of each of these phenomena in plant life. 5

5. What do you understand by *adaptation to environment*? Describe some of the ways in which the following plants appear in their form and life history to be so adapted :—

the sporophyte of a named fern, Spirogyra, mistletoe, marram grass or heather.

20

6. Describe experiments to show that

(i) roots respond to gravity,

(ii) the regions of perception of the stimulus of gravity and of the response to it are different.

10

How may this response be explained?

5

Write a note on **two** kinds of movement other than tropisms which certain named plants exhibit. What benefits, if any, may these movements confer on the plants?

5

7. EITHER

(a) Write an account of any field studies in botany which you have systematically undertaken and comment on those observations and findings which interested you most.

20

OR

(b) The following plants were found growing in a garden :—

young fern plants and pleurococcus in patches on a damp north wall,

ash seedlings at the foot of a wall,

chickweed in flower beds,

couch grass under a hedge,

toadstools near a compost heap.

Account for the presence of these plants in these situations by reference to their modes of dispersal and requirements for healthy growth.

16

Explain how it is possible for quite large flowering plants, including trees, to colonize rocky ledges which were originally bare of soil and vegetation.

4

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(CHEMISTRY)

Wednesday, 15th 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.

ATOMIC NUMBERS AND APPROXIMATE VALUES OF ATOMIC WEIGHTS
WILL BE FOUND IN THE BOOK OF MATHEMATICAL TABLES.

Marks

1. State Avogadro's Hypothesis and establish the relationship between the molecular weight of a substance and its vapour density. 6

Sketch the apparatus used in Victor Meyer's method of determining vapour density. Comment on the precautions taken in carrying out an actual determination. 8

The oxide of a metal contains 47.1 per cent. of oxygen and the chloride of the same metal has a vapour density of 66.8. Calculate a possible atomic weight of the metal. 6

[TURN OVER

2. Give the structural formula for acetic acid. Calculate the percentage weight of magnesium in magnesium acetate.

5

How would you show experimentally that acetic acid reacts with (i) sodium hydroxide, and (ii) ethyl alcohol? Comment on the second of these reactions.

10

Describe an organic preparation in which you would use the sodium compound produced by the sodium hydroxide reaction.

5

3. Discuss the differences in the electronic structures of a chlorine atom, a chlorine molecule, and a chloride ion.

5

Sketch the apparatus you would use in the laboratory for the electrolysis of a strong solution of sodium chloride. Describe what happens during the electrolysis. How would you identify the products?

8

Write the equations and state the conditions for the preparation of hydrogen chloride and hydrogen iodide. Why do the methods differ?

7

4. Define the term *normal solution*.

2

Given pure anhydrous sodium carbonate and concentrated hydrochloric acid (approximately 10N), describe in detail how you would prepare and standardise an approximately decinormal solution of the acid.

9

250 c.c. of decinormal sodium carbonate solution were added to 25 c.c. of a barium chloride solution in a flask, shaken up, and filtered with repeated washings, to remove the precipitate of barium carbonate. The filtrate was made up to 500 c.c. with distilled water. If 25 c.c. of this solution required 9.8 c.c. decinormal hydrochloric acid for neutralisation, calculate the concentration of the original barium chloride solution.

9

5. Outline methods of preparing nitric oxide and nitrous oxide, starting in each case with concentrated nitric acid. (No sketches are required.)

8

Give an account of the procedure and theory of the brown ring test for a nitrate.

7

200 c.c. of a mixture of nitric oxide and nitrous oxide were passed slowly over red hot copper until the reaction was complete. When the original conditions of temperature and pressure were restored, the volume of the resulting gas was found to be 160 c.c. What was the composition of the original mixture of gases?

5

6. What is meant by allotropy? Illustrate your answer by reference to two allotropes of sulphur and two of carbon.

5

Write equations for the reactions of sulphur and carbon with sulphuric acid. How would you show the second of these reactions and how would you identify the gaseous products?

9

Discuss fully the action of hot concentrated sulphuric acid on copper.

6

7. EITHER

(a) What is meant by *double decomposition* and under what conditions does it take place ? Illustrate from three reactions in which the method is used for the preparation respectively of a salt, a base, and an acid. 9

How would you prepare specimens of :—

(i) sodium sulphide starting with sodium hydroxide,

(ii) ferrous sulphate starting with ferric sulphate ?

In each case state the type of reaction involved. 11

OR

(b) (i) Give the equation for a reaction in which manganese dioxide acts as a catalyst. How would you show that the manganese dioxide is a catalyst ? 10

Name a catalyst used in a manufacturing process and state the action catalysed. 2

(ii) Write an account of the manufacture of producer gas and water gas. Which of these is chosen to supplement coal gas and why ? 8

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(PHYSICS)

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

Not more than FIVE questions should be attempted.

$g = 32 \text{ ft. per sec. per sec. or } 981 \text{ cm. per sec. per sec.}$

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

Mathematical tables are provided.

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.

[TURN OVER

1. Either

(a) Define the terms *mechanical advantage*, *velocity ratio*, and *efficiency* as applied to a machine, and show how their magnitudes are related.

6

Given a block and tackle of velocity ratio 6, outline an experiment to find how its efficiency varies with the load. Describe, with the aid of a sketch graph, the type of results you would expect to get and explain the trend of your graph.

6

A block and tackle of velocity ratio 8 is being used to raise a load of 5 cwt. by means of a donkey engine which applies the effort vertically downwards. If the load is being raised at the rate of 2 ft. per second, calculate the horse-power at which the engine is working, assuming that the efficiency of the machine is 60 per cent.

5

If the block and tackle itself weighs 50 lb. and is suspended from a hook, what is the force exerted on the hook as the load is being raised?

3

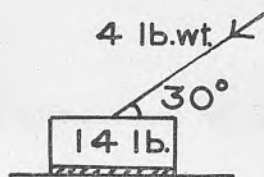
Or

(b) A heavy rectangular wooden block rests on a fixed horizontal wooden table. State the conditions under which friction will come into play between the two surfaces. Discuss the magnitude of the frictional force.

6

How would you find experimentally the coefficient of kinetic friction between the two surfaces?

6



The diagram represents a floor polisher, of mass 14 lb., with felt attached to the base. A force of 4 lb. wt. is applied along the handle in the direction shown and moves the polisher steadily along a polished floor. What is the coefficient of kinetic friction between felt and polished wood? How much work is done in moving the polisher 5 ft. along the floor?

8

2. State Newton's Second Law of Motion and from it derive a definition for unit force in the f.p.s. system. Explain the relation of this force to the pound weight.

6

How would you determine experimentally a value for g using a freely falling body?

7

A motor car of mass 1 ton travelling at a speed of 30 m.p.h. along a horizontal road is brought to rest in a distance of 40 ft. What is the average braking force applied? If the same braking force were applied when the car was travelling at 60 m.p.h., in what distance would the car come to rest?

7

3. Show how the Principle of Archimedes may be derived theoretically from a consideration of pressure in a liquid. How would you verify the principle experimentally?

9

A metal cylinder, of length 8 cm., cross-section area 1 sq. cm., and mass 20 gm., hangs by a thread from a spring balance with its axis vertical. It is slowly lowered into a large beaker containing water to a depth of 10 cm. on top of a layer of glycerine 6 cm. deep. What are the readings on the spring balance when the bottom of the cylinder is 5 cm., 10 cm., and 15 cm., below the top surface of the water?

4

Taking 1 in. to represent 5 cm. on the x-axis and 1 in. to represent 5 gm. on the y-axis, draw a graph showing the reading on the spring balance against the distance of the bottom of the cylinder below the top surface of the water from the time when the cylinder just touches the top of the water until it finally rests on the foot of the beaker.

7

Density of glycerine = 1.25 gm. per c.c.

4. Either

(a) Describe in detail an experimental method of finding the specific heat of copper. State, with reasons, any changes you would make in procedure if you were later asked to find the specific heat of marble and of common salt.

10

Why is it possible to keep liquid oxygen in an *unstoppered* thermos flask without serious loss of oxygen?

2

A lump of metal of mass 13 gm. is transferred quickly from liquid oxygen at its boiling point, -183°C ., to a calorimeter of water equivalent 7 gm. containing 25 gm. of water at 23°C . If the temperature of the calorimeter and contents falls to 17°C ., what is the average specific heat of the metal over the given range of temperature?

3

If this same lump of metal at 17°C . is dropped into liquid oxygen at its boiling point, -183°C ., what would be the volume at 17°C . and 750 mm. of mercury pressure of the gaseous oxygen formed?

5

Latent heat of vaporisation of oxygen = 51 cal. per gm.

Density of oxygen at N.T.P. = 1.43 gm. per litre.

Or

(b) Define the *erg* and the *joule*. What do you understand by the *mechanical equivalent of heat*?

4

Describe a mechanical method by which you could verify experimentally that $J = 4.2$ joules per calorie. Discuss the major sources of error and their probable effect on your result.

11

1 gallon of petrol in burning yields 3×10^7 cal. For how long can a motor car engine working at 10 h.p. run on 1 gallon of petrol if the efficiency of the engine is 20 per cent.?

5

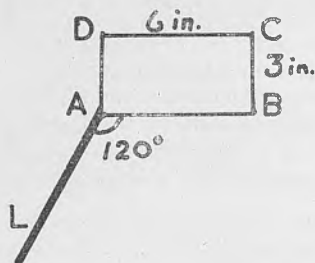
1 h.p. = 746 joules per second.

5. (Turn over)

5. (i) How would you determine the focal length of a concave spherical mirror? With the aid of sketches, show the changes that take place in the image formed by such a mirror as the object moves from a great distance to within the focal length of the mirror.

(ii) What do you understand by the statement that ${}_{\text{air}}\mu_{\text{glass}} = 1.5$?

Calculate the critical angle for glass.



A narrow parallel beam of light, LA, strikes the corner of the rectangular plate of glass, ABCD, as shown and is refracted at the faces AB and AD. Find the distances from C of the points of emergence of the rays that pass through the glass and the angles these emergent rays make with the sides of the plate. Write a note on the results.

6. Write a note on the type of wave motion produced in air by the vibration of a tuning fork. Describe, briefly, how you would demonstrate visually this type of wave motion. What do you understand by the statement that the wavelength in air of a certain musical note is 40 cm.?

Describe how you would use a tuning fork of known frequency and a sonometer to determine the frequency of another fork of somewhat higher frequency than the first fork.



This diagram is commonly used in connection with resonance. What does it represent? Explain, in particular, how the shape of the curve represents the movement of the air.

7. Make a labelled drawing of a Leclanché cell.

How would you determine, as accurately as possible, the internal resistance of a Leclanché cell when new and after 15 minutes continuous use? Explain the reason for any difference you might expect to find.

Two cells, each of e.m.f. 1.5 v. and internal resistance 0.2 ohm, are connected in series with a coil of wire of resistance 5 ohms and an ammeter formed by putting a shunt of 0.1 ohm across a milliammeter of resistance 5 ohms. What is the potential difference across the terminals of the battery? What is the error in taking this as the potential difference across the coil of wire?

8. Define the *volt*. Express Joule's law of electrical heating in three different mathematical forms. Assuming $J = 4.2$ joules per calorie, how would you calibrate a voltmeter by means of the heating effect of a current?

12

Two wires of resistance 300 ohms and 600 ohms are connected (i) in series and (ii) in parallel across the terminals of a 240 volt supply. In each case calculate the rate at which heat is generated and also the fraction of the total heat generated in the 600 ohm resistor.

8

9. State the two laws of electro-magnetic induction. Sketch a **simple** form of generator and show how these laws apply in its working.

12

Indicate two unsatisfactory features of generators of the type which you have sketched and write a brief note on the means by which these features may be remedied.

4

The horizontal component of the earth's magnetic field is 0.18 oersted (lines per sq. cm.) and the angle of dip is 70° . If a straight conductor of length 1 m. moves in a horizontal plane at right-angles to its own length with a speed of 500 cm. per sec., what potential difference will be generated across its ends?

4

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(ZOOLOGY)

Tuesday, 21st 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. Make fully labelled drawings of transverse sections of <i>Hydra</i> and of an earthworm. | 9 |
| Discuss, with special reference to these sections, the statement that the earthworm represents a higher stage of organisation than <i>Hydra</i> . | 11 |
| 2. Explain fully what you understand by the process of respiration. | 5 |
| Describe how the gaseous exchange of this process is carried out in <i>Amoeba</i> , an insect, and a mammal, illustrating in the case of the mammal the organs specially concerned. | 15 |
| 3. In what important structural features do the hearts of a dogfish, a frog, and a mammal resemble and differ from each other? | 12 |
| How are the differences in heart structure related to differences in the circulatory system and to differences in the mode of life of these animals? | 8 |
| 4. Write an account of the life history of a cockroach. | 8 |
| How is this insect adapted to its environment? Contrast its method of feeding with that of a butterfly. | 7 |
| In what respects do insects and crustaceans resemble and differ from each other? | 5 |

[TURN OVER]

5. What are the final products of digestion of starch, proteins, and fats in a mammal? What happens to them after they leave the small intestine?

15

Name **three** elements normally obtained from the mineral salts in the diet and state briefly why these three are essential to health.

5

6. Give an account of the development as observed with a hand lens of a young trout and a tadpole from the time of hatching until two months old. Comment on the significance of the changes.

15

What are the characteristic features of the respective classes to which these animals belong?

5

Either

7. (a) Name **two** ectoparasites and **two** endoparasites of man and indicate briefly how each may affect his welfare.

5

Describe the life history of **one** of these endoparasites and show how methods of control are devised from a knowledge of its life history.

15

Or

(b) Name **two** famous biologists and give an account of their major contributions to biological knowledge.

14

Write brief notes on the work of **two** other famous biologists.

6

Engineering

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE—ENGINEERING

HIGHER GRADE—(APPLIED MECHANICS AND HEAT ENGINES)

Tuesday, 21st March—9.15 A.M. to 11.15 A.M.

Candidates should attempt FIVE questions.

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.

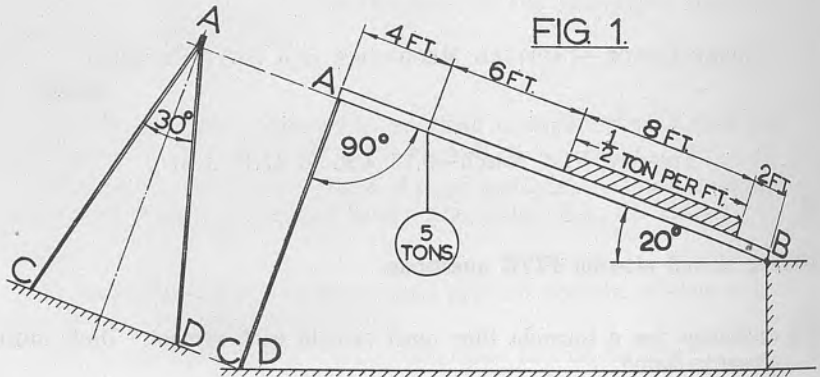
Square-ruled paper and four-place logarithmic tables are provided.

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

The value attached to each part of each question is shown in brackets.

1. A beam AB, of uniform cross-section and weighing 1 ton, is loaded as shown in Figure 1. The beam is inclined at 20° to the horizontal, is hinged at B and supported at A by two equally inclined struts AC and AD as shown in the end view. Determine :—

- (a) the load on each of the struts ; (16)
- (b) the stress in the struts if they consist of steel tubes $2\frac{1}{2}$ in. external diameter and 2 in. internal diameter. (4)



2. A wagon of 5 tons weight, having a tractive resistance of 14 lb. per ton, runs down an incline of 1 in 25, its speed being controlled by a wire-rope attached to the rear of the wagon and passing round a brake-drum at the top of the incline. Neglect the effect of the weight of the rope.

Determine :—

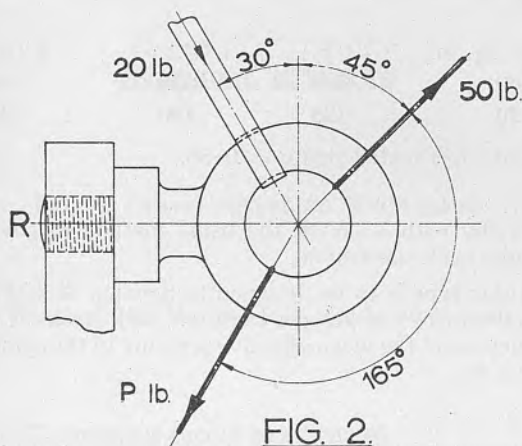
- (a) the tension required on the rope during each stage of the journey namely :—
 - (i) for the first 90 ft., during which the acceleration is 0.8 feet per sec. per sec. ; (7)
 - (ii) for the next 360 ft. during which the wagon runs at constant speed ; and (2)
 - (iii) for the remaining distance during which the retardation is 1.6 ft. per sec. per sec. (5)
- (b) the total distance travelled ; (3)
- (c) the total time taken. (3)

3. Figure 2 shows an eyebolt screwed to a fixed plate. The three coplanar forces shown, acting on the eyebolt, produce in it a resultant (R) lb. acting horizontally along its centre line.

Determine the magnitude of the forces (P) and (R) by :—

(a) graphical construction (scale 1 in. represents 10 lb.) ; (8)

(b) calculation. (12)



4. Define Young's Modulus of Elasticity. (4)

A tie-bar, 9 ft. long overall, consists of two steel bars welded on to the ends of a tube. The diameter of the steel bars is $1\frac{1}{2}$ in. and each is 2 ft. long ; the external diameter of the tube is $1\frac{1}{2}$ in., the internal diameter $\frac{3}{4}$ in. and the length is 5 ft.

Determine the extension of the tie-rod when it is subjected to an axial load of 9 tons if Young's Modulus for steel is 13,000 tons per sq. in. (16)

5. A railbus weighs 12 tons and has a tractive resistance of 25 lb. per ton. It is powered by a 6-cylinder Diesel engine, working on the four-stroke cycle with cylinders each of 4 in. diameter and a stroke of 6 in. On a test run up a gradient of 1 in 240, the following data were obtained at a certain point :—

Speed of vehicle = 45 miles per hour.

Acceleration of vehicle = 0.15 ft. per sec. per sec.

Engine speed = 1,800 r.p.m.

Mean effective pressure in cylinders = 96 lb. per sq. in.

Determine :—

(a) the I.H.P. of the engine, (10)

(b) the B.H.P., assuming a mechanical efficiency of 80 per cent., (2)

(c) the overall efficiency of the transmission from engine coupling to wheels. (8)

6. (a) A steam-engine of 250 I.H.P. requires 18 lb. of steam per H.P. per hour. The steam enters the cylinders at a pressure of 160 lb. per sq. in. and superheated to 500° F.; it is exhausted at a pressure of 20 lb. per sq. in. Determine the thermal efficiency of the engine. (10)

(b) The boiler supplying the steam is fired by oil-fuel at the rate of 400 lb. per hour, and the feed-water temperature is 84 °F. If the thermal efficiency of the boiler is known to be 72 per cent. determine the calorific value of the oil-fuel per pound. (10)

p (lb. per sq. in.)	t (°F.)	h (B.t.u.)	L (B.t.u.)
160	363	336	865
20	228	196	961

Specific heat of superheated steam = 0.55.

7. Explain briefly with a sketch the usual method of governing a single-cylinder four-stroke cycle gas-engine.

An engine of this type is to be designed to develop 36 I.H.P. at a speed of 220 r.p.m. with 102 firing strokes per minute. The stroke is to be 1.5 times the cylinder diameter and the mean effective pressure in the cylinder is estimated to be 90 lb. per sq. in.

Determine :—

(a) the cylinder diameter required (to the nearest inch) ; (13)

(b) the mean torque which will be available on the crankshaft at the running speed if the mechanical efficiency of the engine is 85 per cent. (7)

8. (a) Make sketches of a typical indicator diagram taken from (i) a gas-engine and (ii) a Diesel engine. Explain the essential points of difference. (6)

(b) Make a line diagram of a steam power-plant at an electricity generating station, naming the various details. Assume that the feedwater used is returned to the boiler. (7)

(c) Make a diagrammatic sketch of a throttling calorimeter for determining the dryness fraction of steam and explain briefly the principle on which it works. (7)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(APPLIED MECHANICS)

Tuesday, 21st 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.

$$\text{Take } \pi = \frac{22}{7}.$$

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.

The value attached to each part of each question is shown in brackets.

1. A garden roller, weighing 120 lb., is to be moved up an incline as shown in Figure 1.

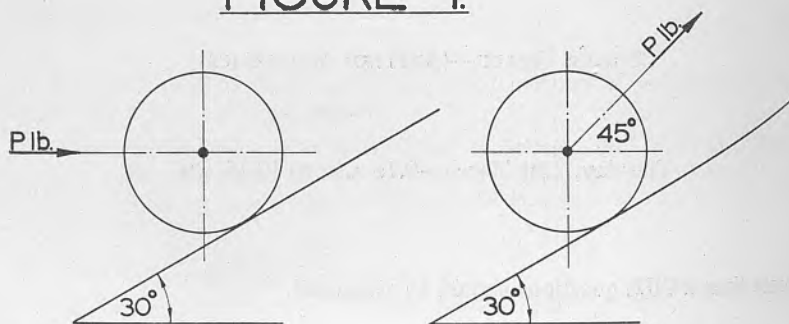
Determine—

(a) the force P required in each case ; (10)

(b) the least force, in magnitude and direction, required to move the roller up the incline, and (8)

the amount of work performed when the roller is moved through a distance of 20 ft. up the incline. (7)

FIGURE 1.



2. A pillar drill has a movable table weighing 44 lb. which is raised by a rack and pinion gear operated by rotating a handle 7 in. long. The table moves $\frac{1}{2}$ in. for each turn of the handle. The torque applied to the handle is 14 lb.in.

Find—

(a) the velocity ratio of the mechanism : (6)

(b) the mechanical advantage ; (6)

(c) the efficiency ; (5)

(d) the work done against friction when the table is raised 4 in. (8)

3. What is meant by *shear stress* ? (4)

Calculate the force required to punch a hole of $1\frac{1}{2}$ in. diameter through a steel plate $\frac{3}{8}$ in. thick if the ultimate shear stress of the steel is 24 tons per sq. in. (12)

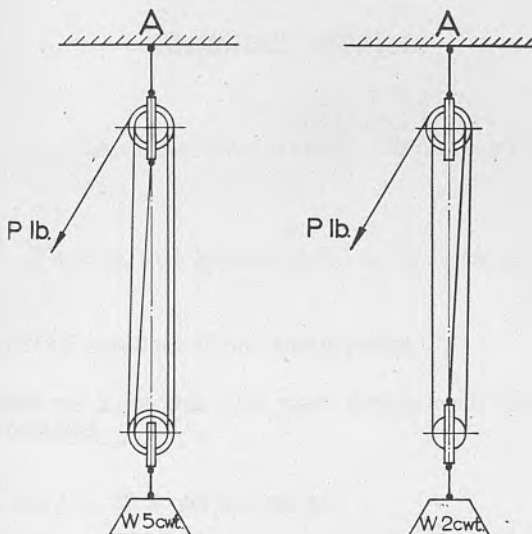
If the same force were used, what would be the maximum thickness of the steel plate if the rectangular hole punched were $1\frac{3}{4}$ in. by 1 in. ? (9)

4. Figure 2 shows two sets of pulley blocks. Assume that the efficiency of each arrangement is 75 per cent.

Determine—

- (a) the effort required to raise the load in each case ; (9), (8)
 (b) the force acting at the point of support A in each case if the weight of the pulley blocks and rope is neglected. (4), (4)

FIGURE 2.

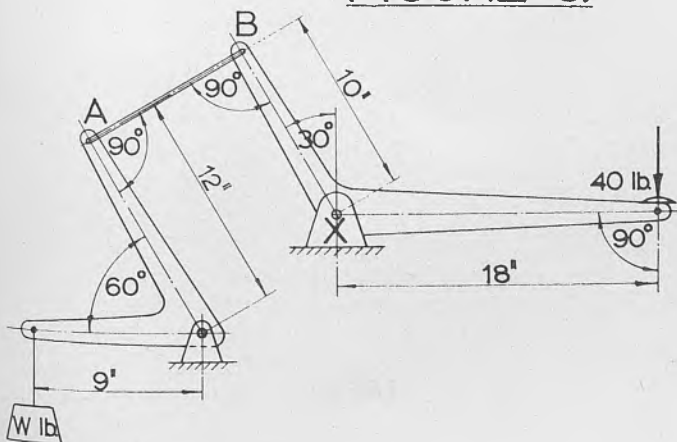


5. A force of 40 lb. is required to raise the weight W by means of the foot-pedal shown in Figure 3.

Find—

- (a) the tension in the connecting rod AB ; (7)
 (b) the weight W ; (8)
 (c) the reaction at X in magnitude and direction. (10)

FIGURE 3.



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(APPLIED MECHANICS)

Tuesday, 21st 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.

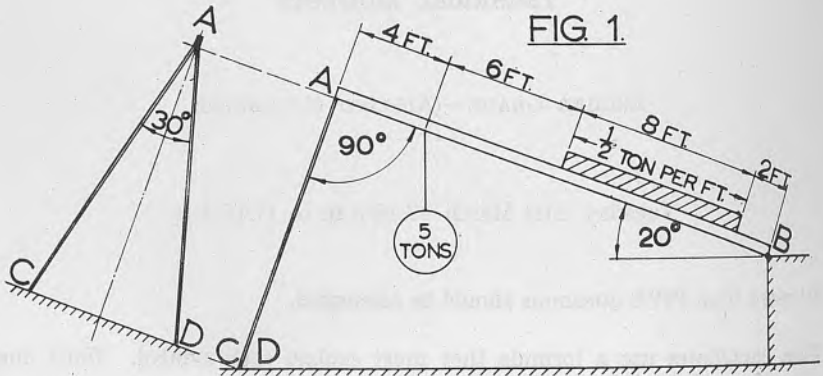
Square-ruled paper and four-place logarithmic tables are provided.

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

The value attached to each part of each question is shown in brackets.

1. A beam AB, of uniform cross-section and weighing 1 ton, is loaded as shown in Figure 1. The beam is inclined at 20° to the horizontal, is hinged at B and supported at A by two equally inclined struts AC and AD as shown in the end view. Determine :—

- (a) the load on each of the struts ; (16)
- (b) the stress in the struts if they consist of steel tubes $2\frac{1}{2}$ in. external diameter and 2 in. internal diameter. (4)



2. A wagon of 5 tons weight, having a tractive resistance of 14 lb. per ton, runs down an incline of 1 in 25, its speed being controlled by a wire-rope attached to the rear of the wagon and passing round a brake-drum at the top of the incline. Neglect the effect of the weight of the rope.

Determine :—

- (a) the tension required on the rope during each stage of the journey namely :—
 - (i) for the first 90 ft., during which the acceleration is 0.8 feet per sec. per sec. ; (7)
 - (ii) for the next 360 ft. during which the wagon runs at constant speed ; and (2)
 - (iii) for the remaining distance during which the retardation is 1.6 ft. per sec. per sec. (5)
- (b) the total distance travelled ; (3)
- (c) the total time taken. (3)

3. Figure 2 shows an eyebolt screwed to a fixed plate. The three coplanar forces shown, acting on the eyebolt, produce in it a resultant (R) lb. acting horizontally along its centre line.

Determine the magnitude of the forces (P) and (R) by :—

(a) graphical construction (scale 1 in. represents 10 lb.) ; (8)

(b) calculation. (12)

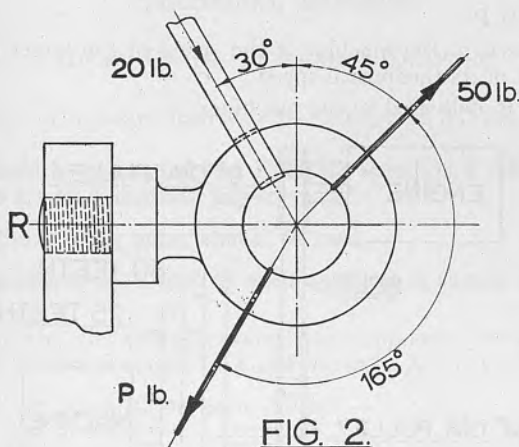


FIG. 2.

4. Define Young's Modulus of Elasticity. (4)

A tie-bar, 9 ft. long overall, consists of two steel bars welded on to the ends of a tube. The diameter of the steel bars is $1\frac{1}{2}$ in. and each is 2 ft. long ; the external diameter of the tube is $1\frac{1}{2}$ in., the internal diameter $\frac{3}{4}$ in. and the length is 5 ft.

Determine the extension of the tie-rod when it is subjected to an axial load of 9 tons if Young's Modulus for steel is 13,000 tons per sq. in. (16)

5. (i) A machine running at 120 r.p.m. drives a sliding block, having a stroke of 21 in., through a crank and connecting-rod mechanism. The block, weighing 150 lb., works between guide-bars inclined at 30° to the horizontal, the coefficient of friction being 0.05.

Calculate the horse-power absorbed in friction. (12)

(ii) A grindstone, 14 in. diameter, has a kinetic energy of 11,000 ft. lb. when running at a certain speed. At this speed the driving force is shut off and the wheel is brought to rest by pressing a piece of steel against the circumference with an effective radial force of 20 lb. If the wheel makes 250 turns before stopping determine the coefficient of friction. (8)

[TURN OVER

6. A four-stroke cycle Diesel engine has four cylinders each 4 in. diameter and 7 in. stroke. The speed is 1,200 r.p.m. and on full load the mean effective pressure in the cylinders is 85 lb. per sq. in. The engine drives a machine through a belt drive and spur-wheel gearing as shown in Figure 3. The mechanical efficiency of the engine is 80 per cent. and the overall efficiency of the drive is 70 per cent.

Determine :—

- (a) the I.H.P. of the engine ; (9)
- (b) the B.H.P. ; (2)
- (c) the speed of the machine if the speed of the larger pulley is 96 per cent of its theoretical speed ; (7)
- (d) the H.P. delivered to the machine. (2)

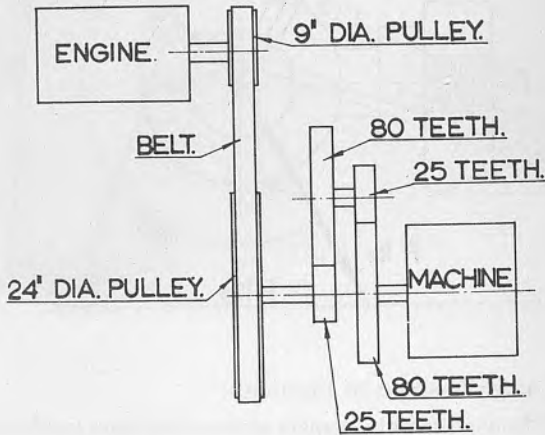


FIG. 3.

7. Figure 4 shows a thin metal plate of uniform thickness weighing 0.1 ounce per sq. in.

- (a) Determine the position of the centre of gravity of the plate. (15)
- (b) If the plate is to be balanced on the knife-edge XX by using a 2 ounce weight, find where this weight will have to be placed. (5)

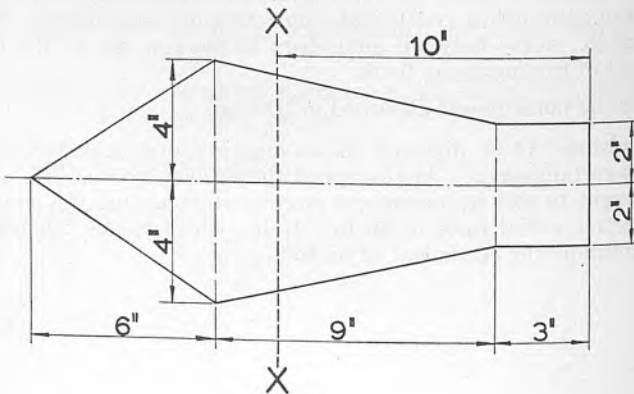


FIG. 4.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(TECHNICAL DRAWING)

Thursday, 16th 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 part of each question is shown in brackets.

1. The plan and elevation of a machine component are given in Figure 1. The part "A" is turned about the hinge pin until XX is vertical.

With "A" in this position draw full size—

- (a) the plan ; (15)
- (b) the elevation ; (15)
- (c) the sectional elevation on XX viewed from the right. (35)

N.B.—The dimensions 8 in. and 12 in. shown in Figure 1 give a convenient setting for your drawing on the paper.

EITHER

2. Two elevations of a shaped block are shown in Figure 2.

Draw full size—

- (a) the given views ; (8)
- (b) the plan ; (12)
- (c) an auxiliary view projected on the XY line given : omit the hole in this view. (15)

OR

3. Figure 3 shows a turret resting on a flat and pitched roof. The turret is formed by a cone and a part cylinder.

Draw to a scale of $\frac{1}{2}$ in. representing 1 ft.—

- (a) the given view ; (2)
- (b) the plan ; (2)
- (c) the end view in the direction of arrow "A" ; (15)
- (d) the true shape of the cylindrical part on the pitched roof ; (10)
- (e) the development of the cylindrical part. (6)

Tech. Drg.
(Lower)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
LOWER GRADE TECHNICAL DRAWING
QUESTION PAPER

Figures

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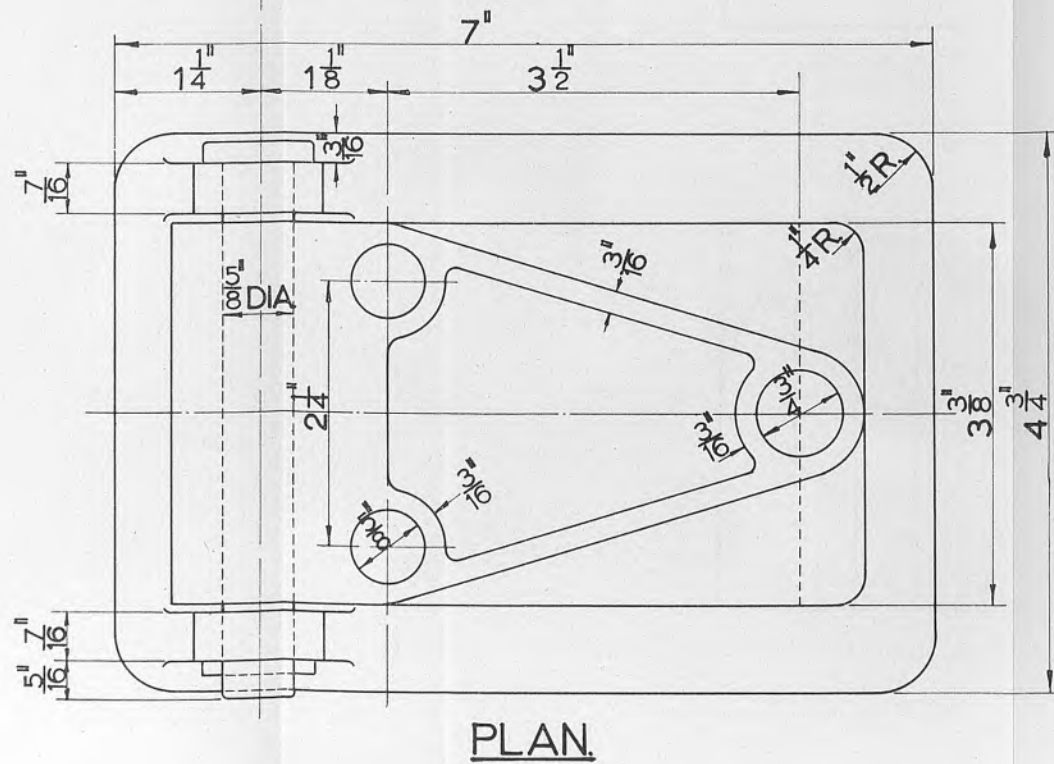
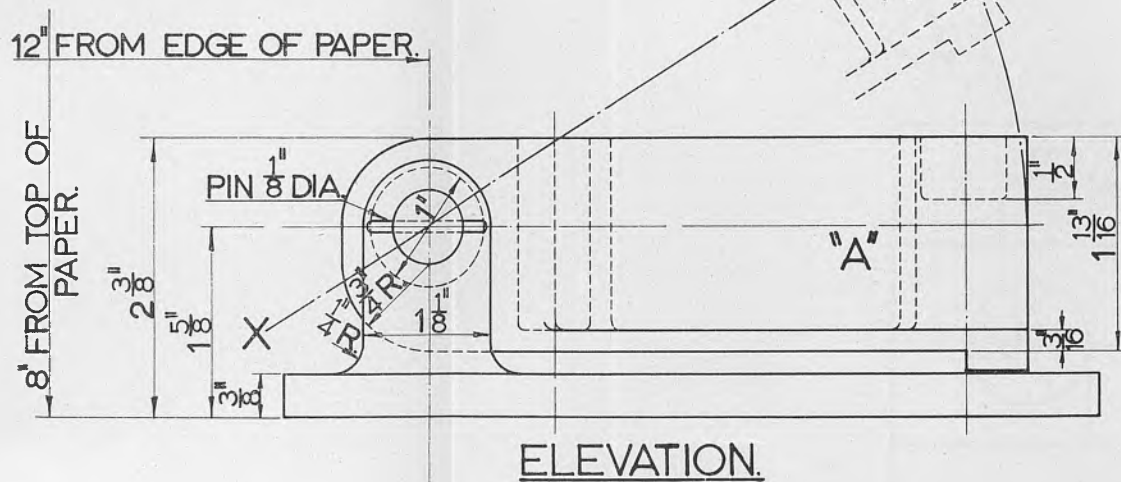
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FIG. 1.



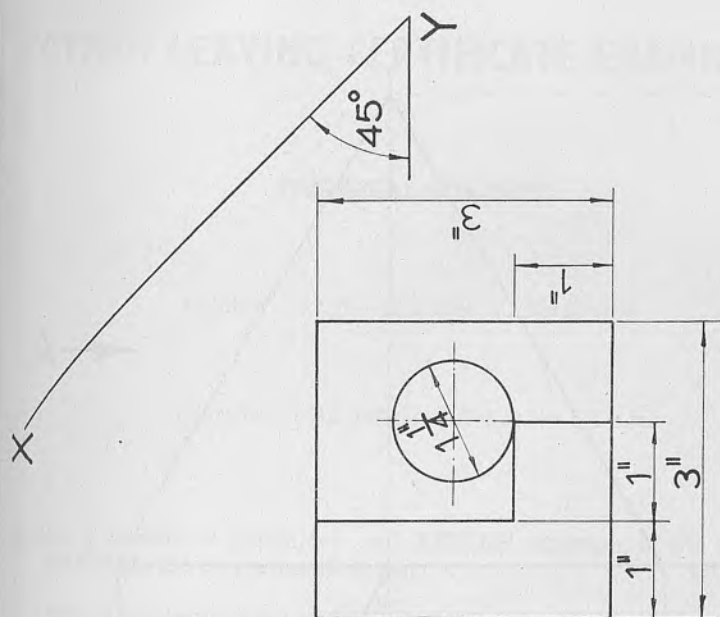
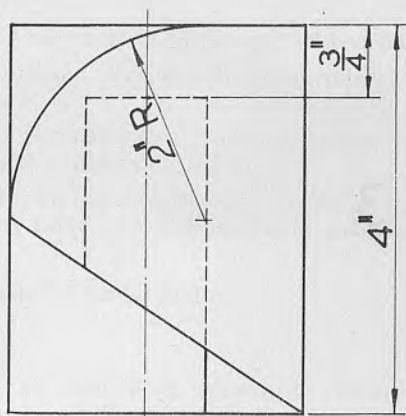
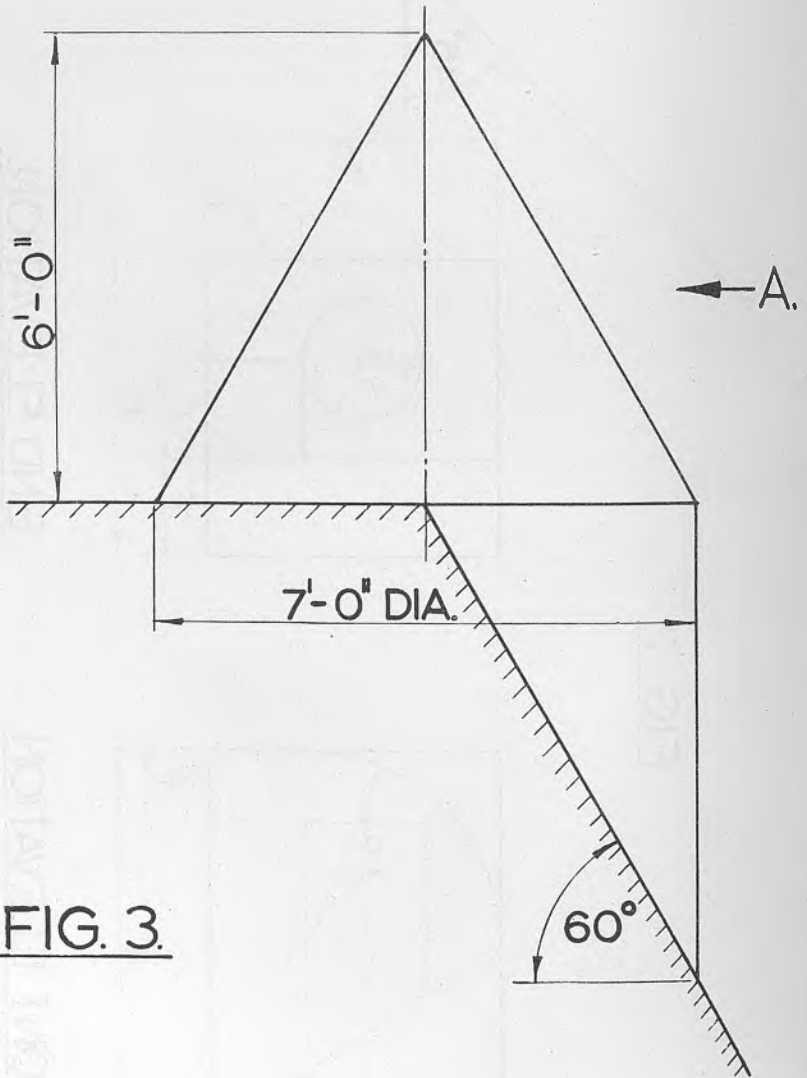


FIG. 2



END ELEVATION.

FRONT ELEVATION



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(TECHNICAL DRAWING)

Thursday, 16th 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 part of each question is shown in brackets.

1. Figure 1 shows details of a Roller Bearing used for supporting large diameter cylinders during welding.

Draw **half full-size** the following views of the assembled bearing :—

- (a) a front elevation showing a sectional elevation on AA ; (only one bolt need be shown.) (20)
- (b) an end elevation, the left-hand half being an outside view and the right-hand half being a section on BB ; (20)
- (c) a half plan projected from the elevation and drawn on the upper side of the centre line—(only one bolt and one set screw need be shown.) (25)

Hidden parts should be omitted from (a) and (b).

Do not give dimensions.

N.B.—The dimensions $7\frac{1}{2}$ in. and 8 in. shown in Figure 1 give a convenient setting for your drawing on the paper.

[TURN OVER

EITHER

2. Figure 2 shows the part elevation and the part plan of a combined circular and hemispherical block embedded in a hexagonal prism.

Draw full size :—

- (a) the given views, completing them to show the intersections of the bodies ; (10) + (10)
- (b) an end elevation, also showing the intersections, looking from the left-hand side. (15)

OR

3. Figure 3 shows a pictorial view representing part of a building in which the end wall is angled instead of being perpendicular to the front. The points DEF are in a horizontal plane.

Draw to a scale of $\frac{1}{8}$ in. representing 1 ft. :—

- (a) the elevation looking in the direction of the arrow ; (5)
- (b) the plan ; (5)
- (c) the front elevation ; (5)
- (d) the constructions to find the true lengths of AB, BC, and AC and state their lengths in ft. ; (15)
- (e) the true shape of the roof section ABC. (5)

Tech. Drg.

Higher

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
HIGHER GRADE TECHNICAL DRAWING

QUESTION PAPER

FIGURES

Test Date

1921

WRITING CREATING CERTIFICATE EXAMINATION

THE WRITING CREATING CERTIFICATE EXAMINATION
IS A TEST OF THE WRITER'S ABILITY TO
PRODUCE ORIGINAL WRITING OF
HIGHER QUALITY THAN THAT
USUALLY PRODUCED BY THE
GENERAL PUBLIC.

THE WRITER'S NAME IS

THE WRITER'S ADDRESS IS

THE WRITER'S PHONE NUMBER IS

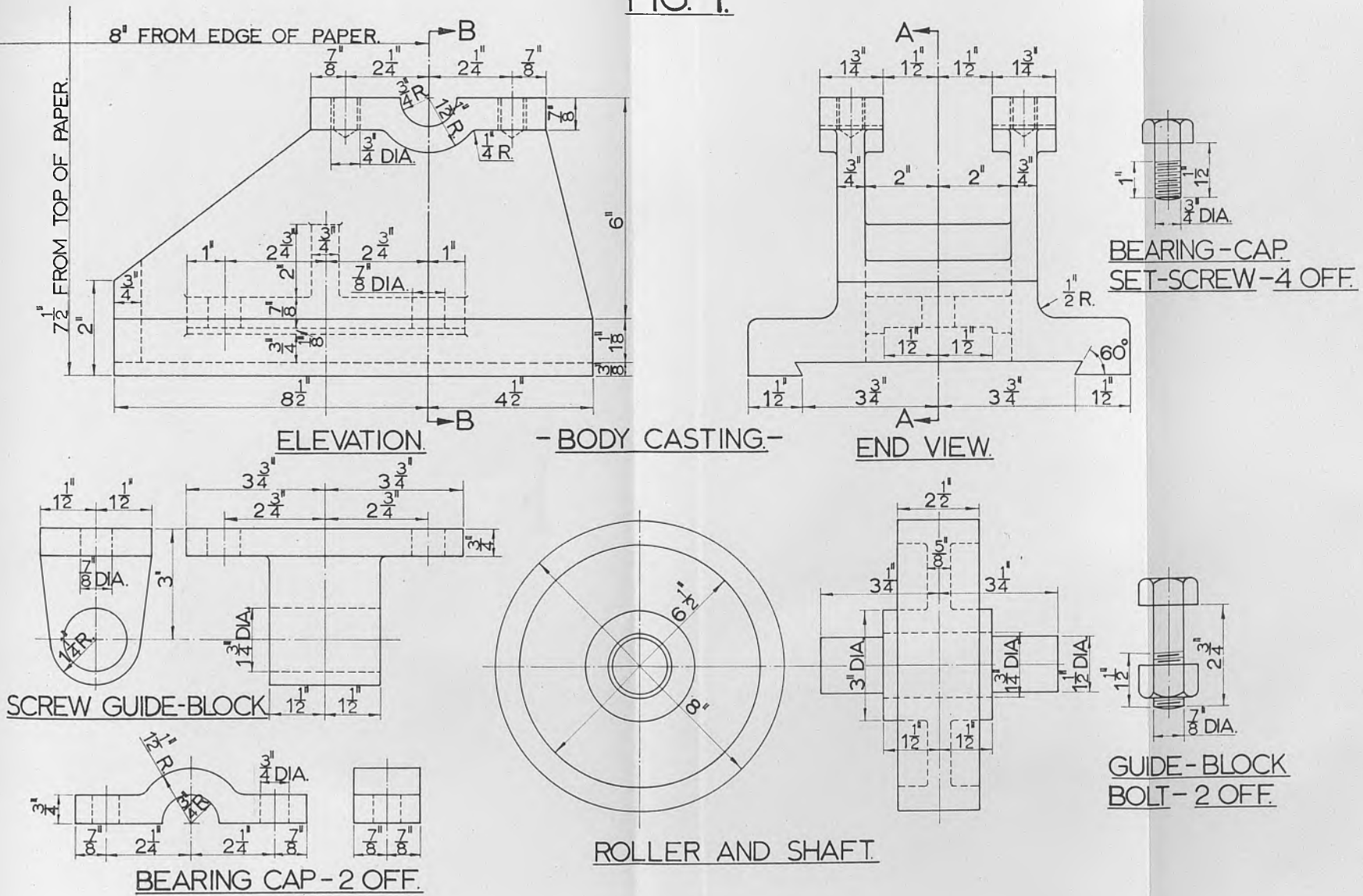
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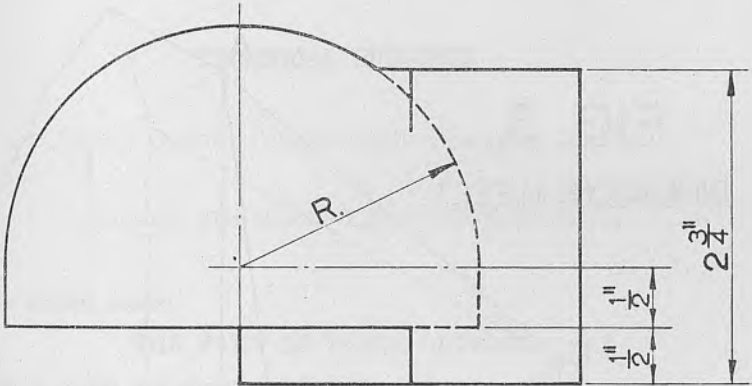
THE WRITER'S SIGNATURE IS

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WRITING

FIG. 1.





ELEVATION.

FIG. 2.

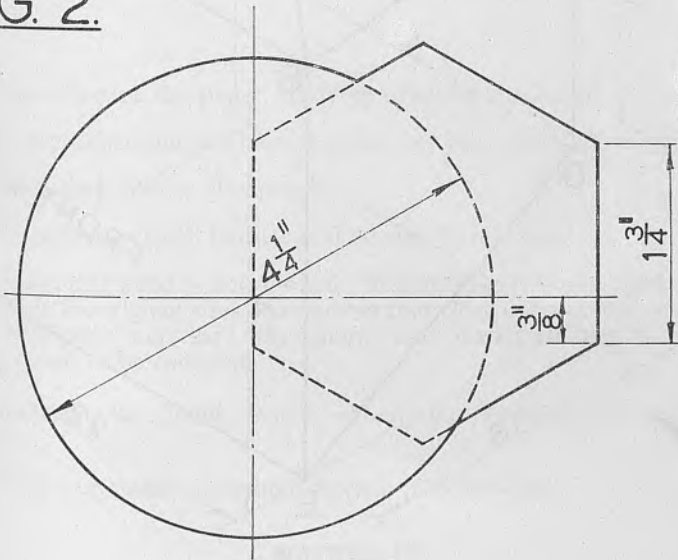
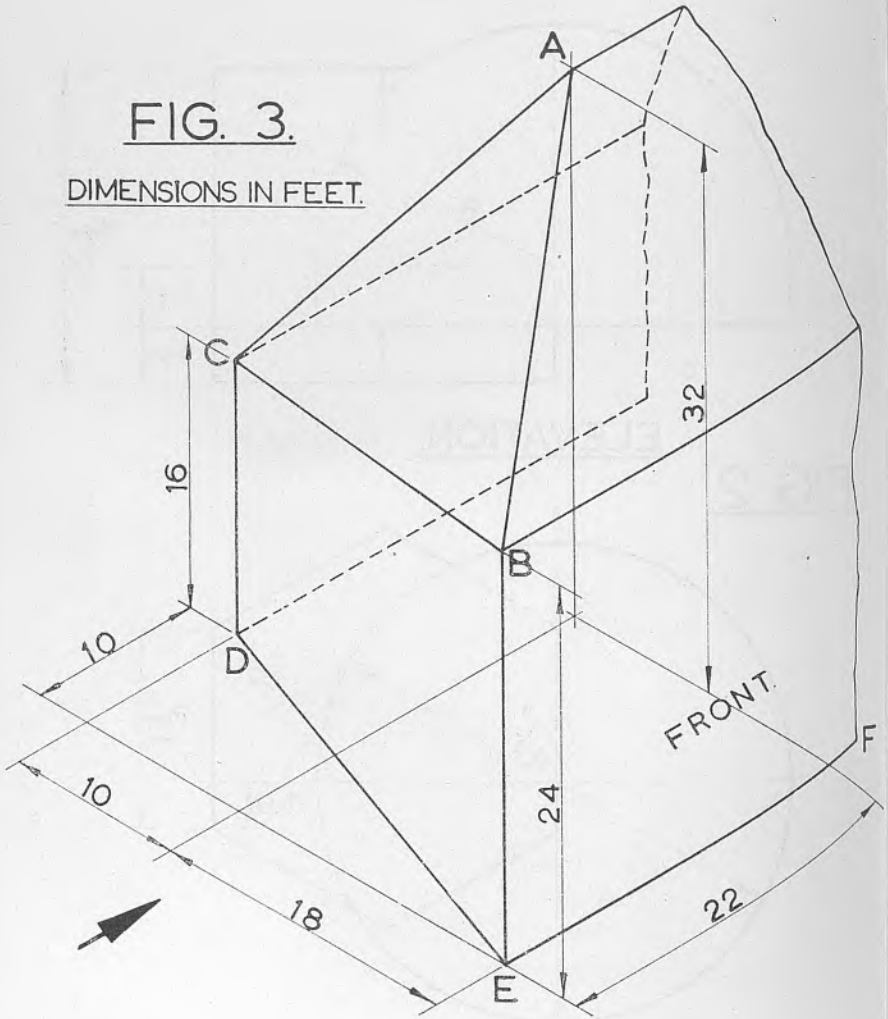


FIG. 3.

DIMENSIONS IN FEET.



1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(WOODWORK)—PRACTICAL TEST

Tuesday, 21st March—1.30 P.M. to 3.30 P.M.

Candidates should make

THE PART OF TABLE LECTERN

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. No power-operated tools should be used in this test.
5. 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.
6. Complete the joints before attempting exercises in shaping and chamfering.
7. Print your name and school on each piece of wood.

MATERIALS

Any easily worked hardwood.

2 pieces 13 in. by $1\frac{1}{2}$ in. by $\frac{5}{8}$ in. planed to correct width and thickness.1 piece 12 in. by $1\frac{1}{2}$ in. by $\frac{1}{2}$ in. planed to correct width and thickness.

Woodwk.

Lower

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE

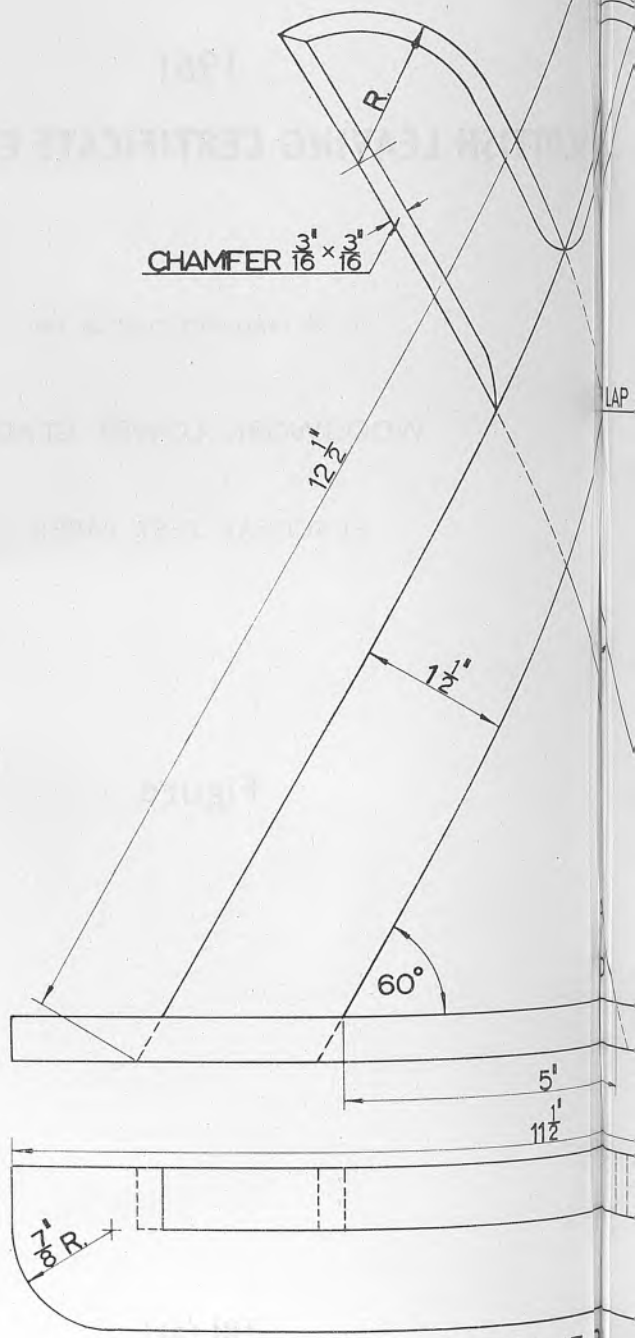
WOODWORK LOWER GRADE

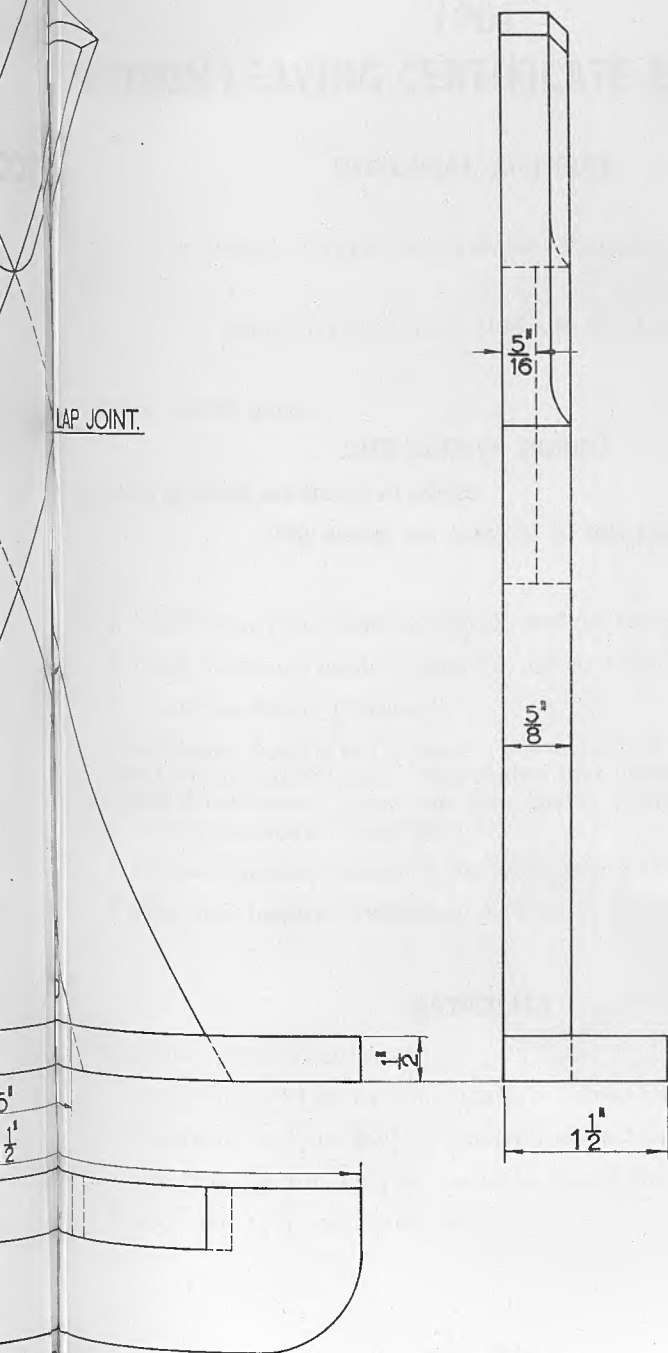
PRACTICAL TEST PAPER

Figure

[TURN OVER

[81 (a)]





1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—WOODWORK—PRACTICAL TEST

Monday, 20th March—9.15 A.M. to 12.15 P.M.

Candidates should make

THE SLEEVE BOARD

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. No power operated machines should be used in this test.
6. Print your **name** and **school** on each piece of wood.

MATERIALS

Any easily worked hardwood.

1 piece 19 in. by $3\frac{1}{8}$ in. by $\frac{3}{4}$ in. planed to correct thickness.1 piece 24 in. by $3\frac{1}{8}$ in. by $\frac{3}{4}$ in. planed to correct thickness.1 piece 12 in. by 3 in. by $\frac{3}{4}$ in. planed to correct thickness.1 wood screw $1\frac{1}{4}$ in. by No. 6 Csk.

Woodwk.

Higher

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE

WOODWORK HIGHER GRADE

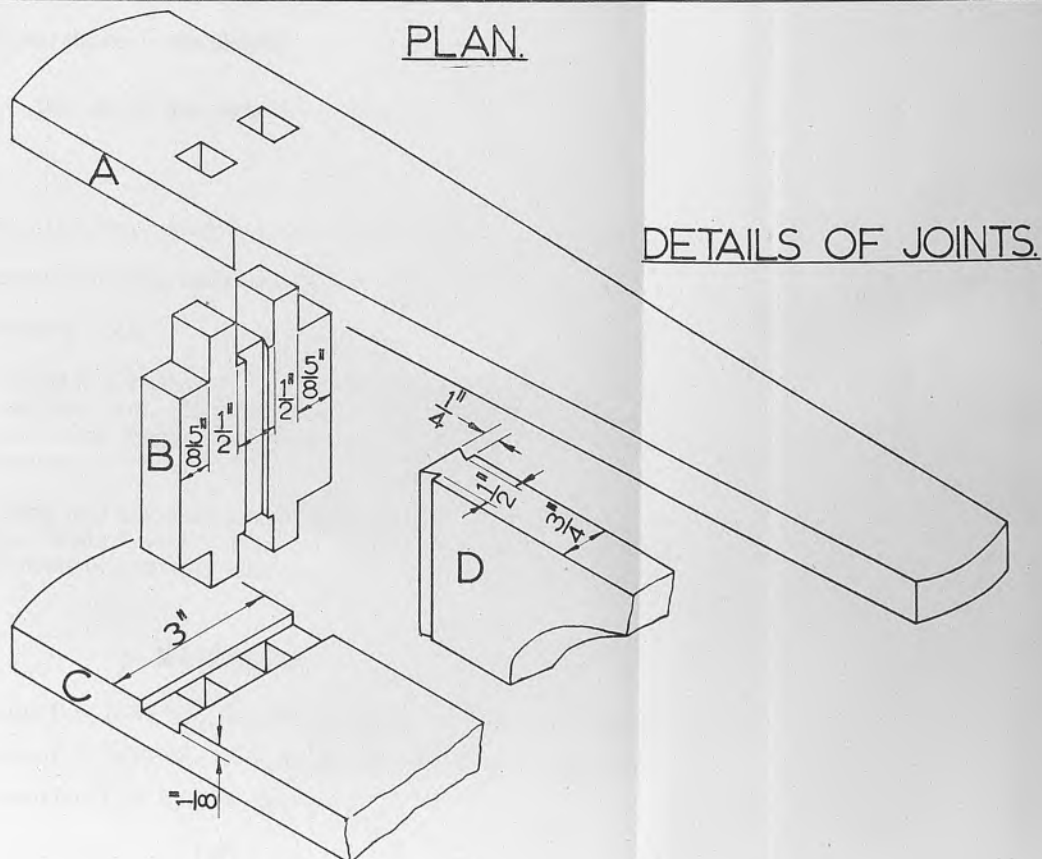
PRACTICAL TEST PAPER

FIGURE

[TURN OVER



PLAN.



1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—METALWORK—PRACTICAL TEST

Tuesday, 21st March—1.30 P.M. to 3.30 P.M.

Candidates should make

THE TIE RACK

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 it to the linen bag in which you place your finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Invigilator.

MATERIALS

- 1 piece Aluminium B.S. 1470, NS₃, B.A. 60, $\frac{3}{4}$ " H, $9\frac{1}{4}$ in. by $1\frac{1}{2}$ in. by 12 S.W.G.
- 1 piece Aluminium B.S. 1470, NS₃, B.A. 60, $\frac{3}{4}$ " H, 4 in. by $1\frac{1}{4}$ in. by 12 S.W.G.
- 1 piece Aluminium bar 7 in. by $\frac{3}{8}$ in. dia.

Metalwk.

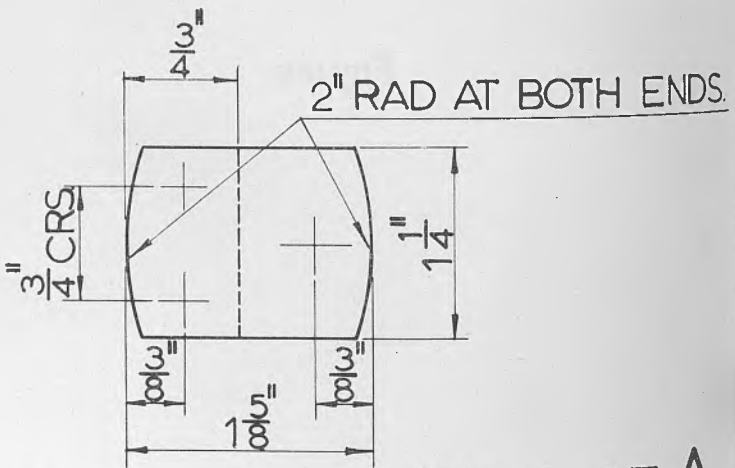
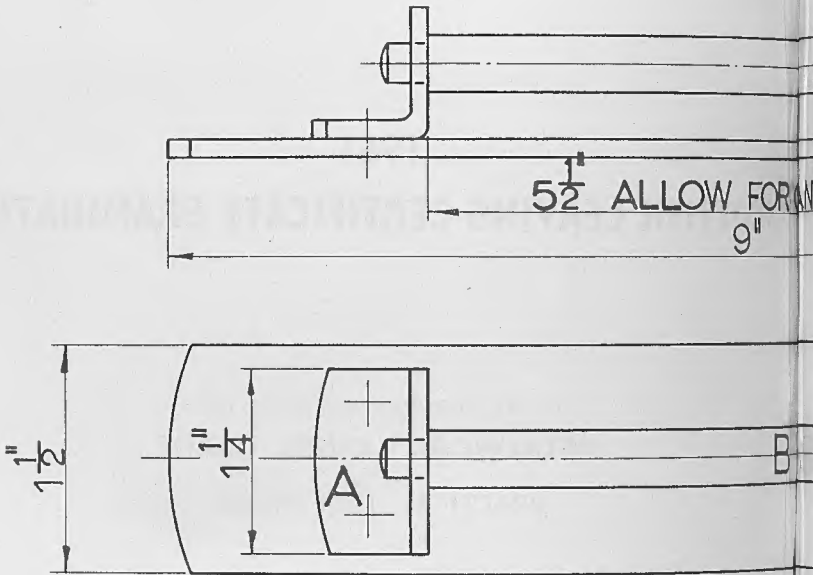
Lower

1961

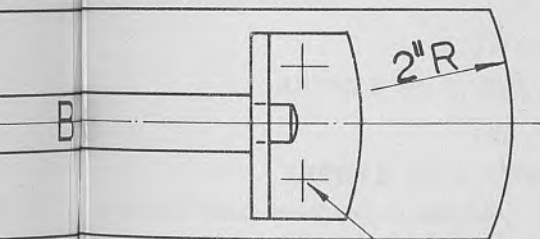
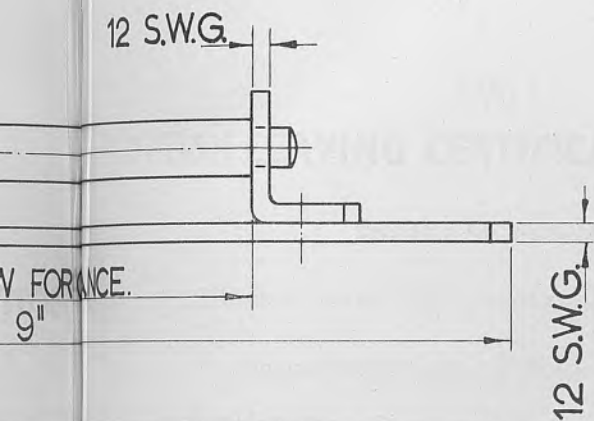
SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
METALWORK LOWER GRADE
PRACTICAL TEST PAPER

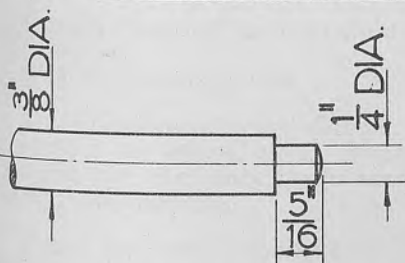
Figure



DETAIL OF A
BEFORE BENDING



$\frac{1}{8}$ " DIA. SNAPHEAD RIVETS
COUNTERSUNK ON UNDER SURFACE.



DETAIL OF END OF B.

A
ENDING

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(METALWORK)—PRACTICAL TEST

Monday, 20th March—9.15 A.M. to 12.15 P.M.

Candidates should make

EITHER

ARTICLE No. 1, THE GATE HINGE

OR

ARTICLE No. 2, THE OIL FILLER

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 it to the linen bag in which you place your finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Invigilator.

MATERIALS

- | | | |
|---------------|---|------------------------|
| Article No. 1 | 1 piece M.S. BRIGHT $4\frac{1}{8}$ in. by $1\frac{1}{4}$ in. by $\frac{3}{8}$ in. | } filed to exact size. |
| | 1 piece M.S. BRIGHT 3 in. by $1\frac{1}{4}$ in. by $\frac{3}{8}$ in. | |
| | 1 piece M.S. BRIGHT 3 in. by $\frac{3}{8}$ in. dia. | |
| Article No. 2 | 1 piece TINPLATE XX 10 in. by 6 in. | |
| | 1 piece TINPLATE XX 6 in. by $3\frac{1}{2}$ in. | |
| | 1 piece TINPLATE XX 14 in. by 1 in. | |

Memoirs

1951

1951

NOTES LEAVING CERTIFICATE EXAMINATION

PREPARED BY

THE BOARD OF EXAMINERS

OF THE

UNIVERSITY OF

EDINBURGH

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
HIGHER GRADE METALWORK

PRACTICAL TEST PAPER

FIGURES

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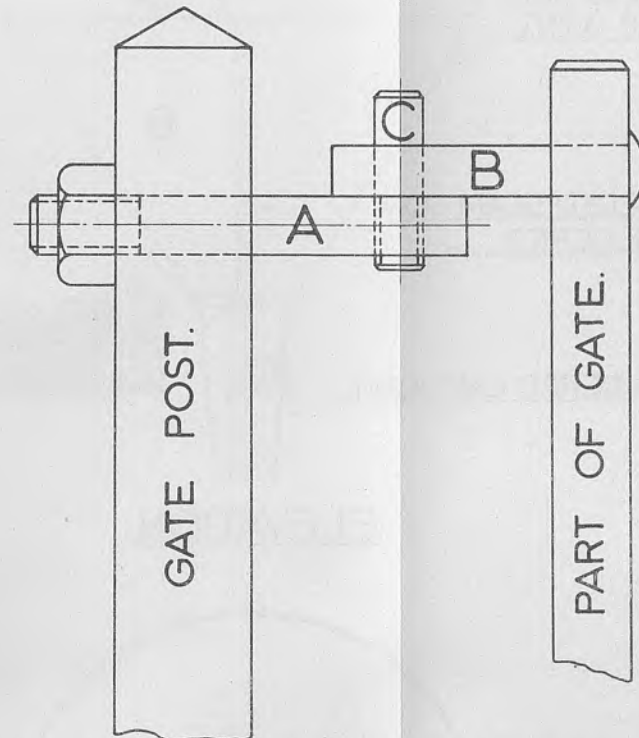
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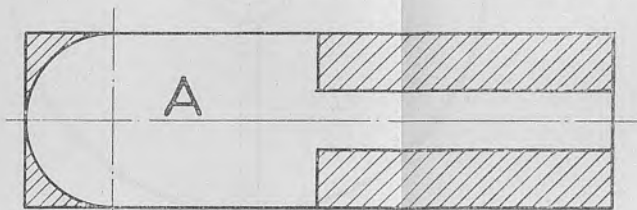
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SKETCH SHOWING
POSITION OF HINGE.



USE THE HACK SAW TO CUT
OUT SHADED PARTS BEFORE
FILING OR TURNING.

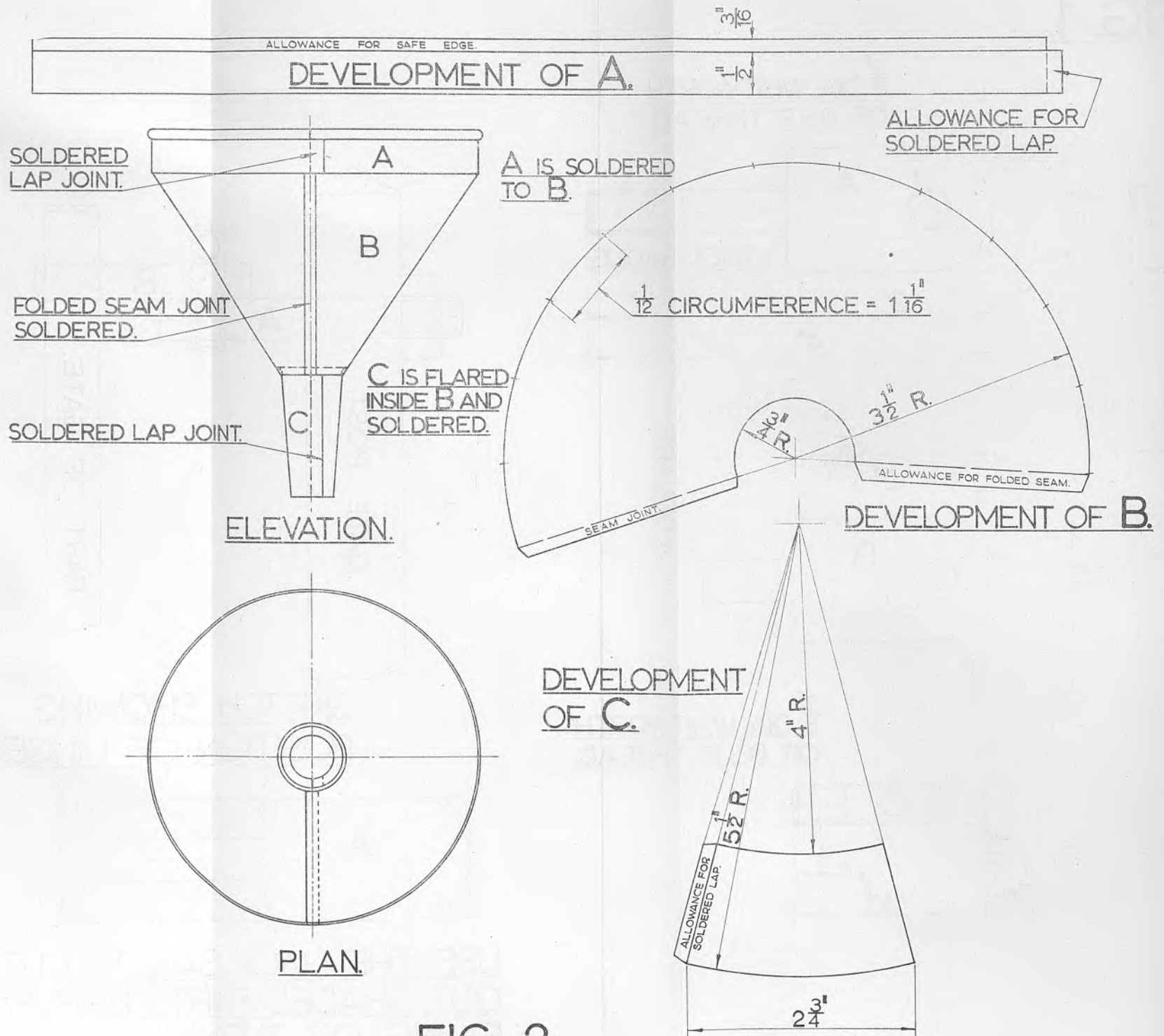


FIG. 2.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

LOWER GRADE

Monday, 6th March—2.0 P.M. to 4.0 P.M.

N.B.—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

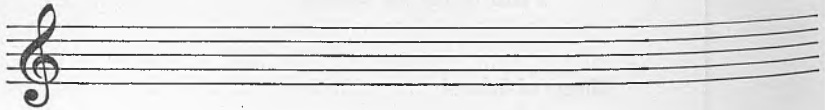
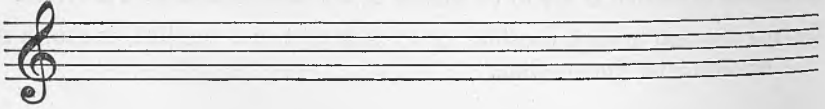
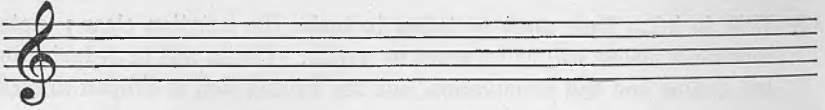
ALL the questions in this section should be attempted.

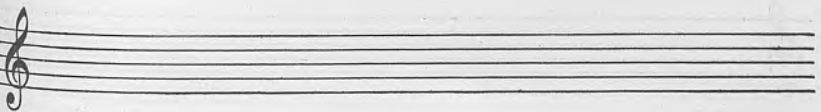
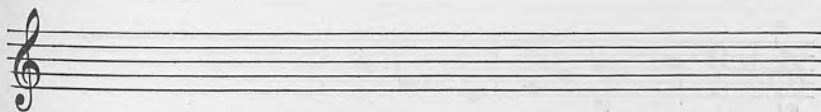
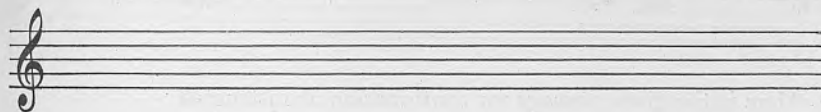
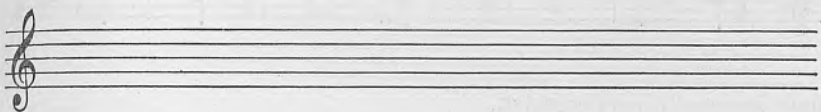
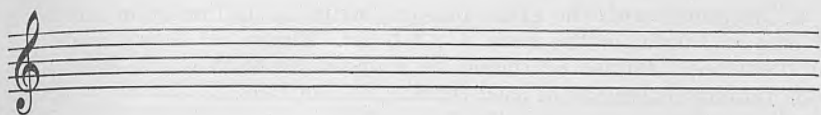
1. Write in staff notation a melody suitable for singing to the following stanza. Place each syllable of the words below the note or notes to which it is to be sung. Add a musical term to indicate tempo or mood, and insert any necessary expression marks. Words or phrases may be repeated.

“ Above the pines the moon was slowly drifting,
The river sang below ;
The dim sierras, far beyond, uplifting
Their minarets of snow.”

Longfellow.

(28)





llowing
ch it is
ert any

(28)

2. Beginning with the given passage, write in staff notation a melody of 16 bars in length, in the form $A A^2 B A^3$. Phrase A^2 should modulate to the dominant. Phrase A^3 should be a decorated form of the given phrase, using running quavers in at least three of its four bars.

For example,

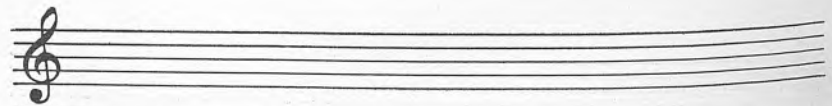
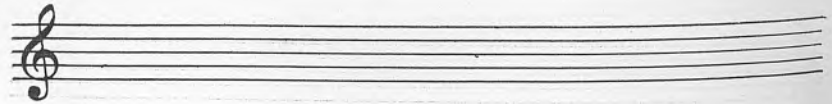


might become, when decorated,

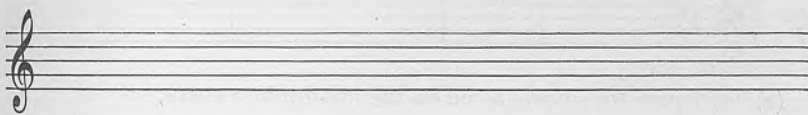
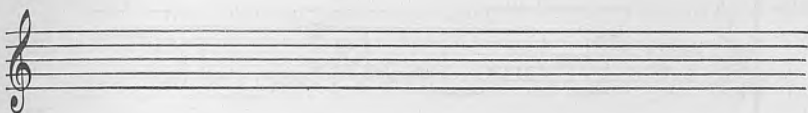
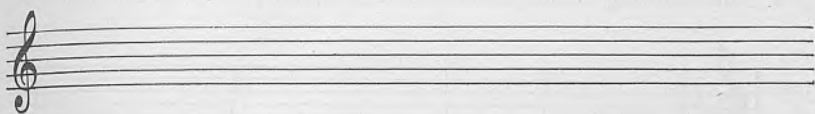


Here is the given passage for continuation as instructed :—

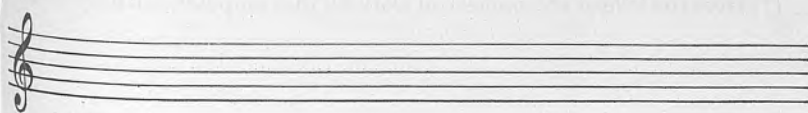
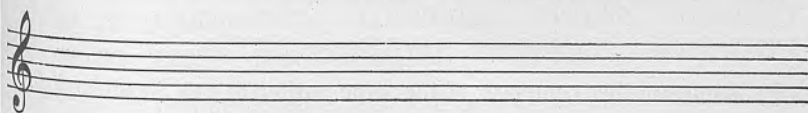
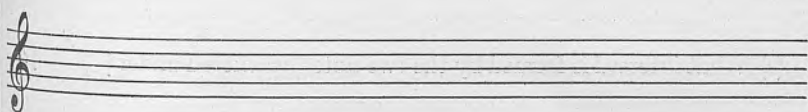
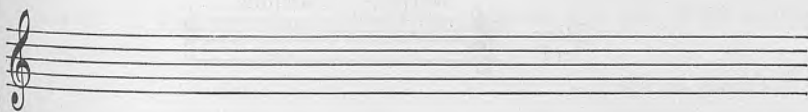
(28)



body of
ate to
phrase,



(28)



3. The following theme is taken from Symphony No. 1 by Shostakovich :-

Clarinet in A

Horn in F

- (a) Transpose the given theme on the appropriate stave,
(i) for Clarinet in A to sound at the same pitch ;

(4)

Clarinet in A

Written	Sounds

- (ii) for Horn in F to sound an octave lower.

(4)

Horn in F

Written	Sounds

- (b) What chord is formed by the three notes bracketed under ?

(2)

- (c) What interval is formed by the two notes bracketed under ?

(1)

- (d) What interval is formed by the two notes bracketed under ?

(1)

- (e) Name another composer of the same nationality as Shostakovich.

(1)

- (f) Give the title of any orchestral work by the composer you have named.

(1)

(Total marks = 14)

SECTION II

Answer Question 7 and ONE other question from this section.

4. (a) How do the following aspects of Handel's writing for solo voice differ from those of Schubert? (6)

(i) FORM; (ii) TREATMENT OF WORDS; (iii) ACCOMPANIMENT.

(b) Name two examples of vocal solo by each composer. (4)

(c) Write, in staff notation, at least four bars of one of the examples you have named. (4)

(Total marks = 14)

5. (a) Distinguish between grand opera, light opera, and ballad opera. (6)

(b) Name two examples of any one of the above. (2)

(c) Name one example of each of the remaining two. (2)

(d) Write, in staff notation, at least four bars of any one of the examples you have named. (4)

(Total marks = 14)

6. (a) Name a composition, or a series of compositions, for a keyboard instrument, by each of the following composers. Name the instrument for which each work was written, and indicate approximately the lifetime of each composer. (10)

BACH BEETHOVEN COUPERIN CHOPIN DEBUSSY
GRIEG LISZT MENDELSSOHN SCHUBERT SCHUMANN


(b) Write, in staff notation, at least four bars of any one of the compositions which you have named. (4)

(Total marks = 14)


7. (a) What is the meaning of "Ane groundel"? (1)
- (b) What is meant by "senza Ripieni"? Name a work in which this musical term is used. (1½)
- (c) Name an important difference between the form of the first movement of the piano concerto which you have been studying, and the form of the first movement of the string quartet which you have also been studying. (1)
- (d) Name three features of the development section of the first movement of the quartet. (1½)
- (e) What is the form of the overture "Roman Carnival"? (1)
- (f) List the percussion instruments used in that work. (2)
- (g) Write, in staff notation, the second subject of the last movement of the piano concerto which you have studied. (4)
- (h) Identify any **THREE** of the following excerpts. Name the work and the composer, indicate the movement if there is more than one, and the date of composition. (4½)

(Total marks = 16)


Rather slow

A 

Fast

B 


Lively

C 

At a moderate pace

D 

At a moderate pace

E 

At a moderate pace

F 

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

LOWER GRADE

DICTIONATION TEST

Monday, 6th March—1.30 P.M. to 1.50 P.M.

GENERAL INSTRUCTIONS FOR THE GIVING OF THE TEST

1. Instructions printed in bold type are to be read aloud to the candidates. All other instructions are for the use of the teacher administering the test. No further instructions, guidance, advice, or help of any kind, spoken or otherwise, beyond those in **bold type**, are to be given to the candidates.

2. The test must be played with a beat or pulse speed of 60 to the minute. This, roughly, is the speed at which the National Anthem is played on official occasions. An audible, ticking metronome must not be used during the examination.

3. In playing the melody dictation test, the melody should be *slightly* more prominent than the accompaniment. If difficulty is found in playing the test, the omission of a note or two in the accompanying parts on occasion is less important than allowing the rhythm to falter.

4. The sustaining pedal should not be used during the playing of the test as it blurs the outline.

5. Read the instructions in bold type aloud to the candidates, clearly and slowly. If the instructions about timing pauses for writing are adhered to closely, it will be found that the test can be comfortably administered within the time allowed.

6. The music teacher may prefer to administer the test without assistance, in which case the invigilator will exercise only normal general supervision of the examination. It may be found, however, that the test might be more conveniently and comfortably administered by two persons. Here are two suggested methods, either of which is permissible.

(a) The music teacher reads the instructions aloud to the candidates, and plays the test ; the invigilator measures the pause lengths and signals the teacher when to begin to play or speak again after each pause.

(b) The music teacher and an assistant may arrange it so that one of them reads aloud the instructions to the candidates, and measures the length of time allowed for pauses, and the other does the actual playing of the test only ; where this method is used the invigilator will exercise only normal general supervision.

Whichever method is used, the invigilator will not intervene to end the examination before the final playing of the test has been completed and a final pause of one minute has elapsed for writing. If the administration of the test overruns the allotted time given at the top of this paper, the invigilator will make a note of the amount of extra time taken, and attach it to the answers handed in by the candidates, so that the examiner may take into consideration the extra time allowed for working when he assesses the answer.

7. A stop-watch (or clock) should be used for the timing of pauses for writing.


8. Candidates are to be allowed to work, and hand in, their answers in pencil, and they may be allowed to use an indiarubber.

This is the test in musical dictation. Write in pencil, clearly and legibly. You are to write down the melody only, although the melody will be played with accompaniment most of the time. The test will be written in the treble clef, in the key of F major. Now, write the treble clef and the key-signature of F major, then put down your pencils.

Allow $\frac{1}{2}$ minute to write.

After giving you the beat-speed, the key-chord, and the key-note, I shall play the test twice before you begin to write. The test will then be played at short intervals for about ten minutes. At an early stage the melody will be played twice without accompaniment. Do not write until you are told. Listen carefully and try to remember the melody.

This is the speed of the beat or pulse.

Tap aloud 6 beats at  = 60.

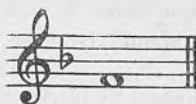
This is the key-chord in F major.

Play



This is the key-note, F, in the first space.

Play



Here is the test :—

Play as written :—

Piano

$\text{♩} = 60$

senza Pedale

The musical score is written for piano in B-flat major (one flat). It consists of four systems of two staves each. The tempo is marked as quarter note = 60. The first system is labeled 'senza Pedale'. The second system has a star above the final note of the right-hand staff. The piece ends with a double bar line and repeat dots.

Continue without any pause.

I am going to tap the beat-speed again. I want you to tap with your fingers on the desk along with me, and you will continue to tap while I play through the test again.

Tap at $\text{♩} = 60$ for 6 beats, at which point you begin to play the test again as written, without giving either key-chord or key-note, and without making any break in the tapped rhythm.

You may now write. Be sure to insert the time-signature.

Allow a pause of 1 minute for writing.

I am now going to play the first half of the test, melody only.

Sound the key-chord as above ;

sound the key-note as above ;

play from the beginning to ★, melody only.

Allow a pause of 1 minute for writing.

I am going to play the test right through from beginning to end, melody only.

Sound the key-chord ;

sound the key-note ;

play, melody only, through the whole test.

Allow a pause of 1 minute for writing.

I am going to play the second half of the test, melody only.

Do NOT sound the key-chord, or key-note.

Play the test from ★ to the end, melody only.

Allow a pause of $\frac{1}{2}$ minute for writing.

I am going to play the test right through, with accompaniment.


Sound the key-chord ;

sound the key-note ;

play the test through as written.

Allow a pause of 1 minute for writing.

I am going to give the beat-speed again, and then play the test through.

Tap 6 beats at  = 60 ;

Sound the key-chord ;

sound the key-note ;

play the test as written.

Allow a pause of 1 minute for writing.

I am going to play the test through twice in succession.

Sound the key-chord ;

sound the key-note ;

play the test through as written, twice in succession with no break for writing between the playings.

Allow a pause of 2 minutes for writing.

During the next two playings, which are the last two, listen carefully to the phrasing, and add phrasing marks.

Here is the test for the second last time.

Sound the key-chord ;

sound the key-note ;

play the test as written, phrasing carefully.

Allow a pause of 1 minute for writing.

Here is the test for the last time.

Sound the key-chord ;

sound the key-note ;

play the test as written, phrasing carefully.

If there is more than one minute of the allotted time left candidates may use it to revise their work, but, NO FURTHER PLAYINGS OF THE TEST ARE TO BE GIVEN.

One minute before the end of the examination time, give the candidates the following instruction :—

Before handing in your papers, draw a pencil line through all rough workings.

END

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(FIRST PAPER)

Monday, 6th March—2.0 P.M. to 4.0 P.M.

N.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.

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

FILL THIS IN FIRST

Number of seat occupied at examination.

Name of School.....

Name of Pupil

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. Harmonize the following for S.A.T.B. throughout. Your choice of chords for the first phrase should lead naturally to an imperfect cadence in D minor in the second bar. (28)

Andante

choice of
ence in
(28)

2. Complete the following for oboe and bassoon. Indicate how your added part is to be performed by adding slur marks. Notes not slurred together will be tongued separately. If detached notes are to be very short add staccato marks. (20)

(20)

Moderato

Oboe

Bassoon

The image shows a musical score for Oboe and Bassoon, marked *Moderato*. The score is written in 3/4 time. The first system shows the Oboe and Bassoon parts. The second system shows the Oboe and Bassoon parts. The third system shows the Oboe and Bassoon parts. The fourth system shows the Oboe and Bassoon parts.

3. This extract is from a sonata for violin and pianoforte. Read it, try to hear it mentally, then answer the questions which follow.

Violin

Piano

fp (1)

(2) (3) (4)

(5) (6)

(7) (8)

etc.

etc.

- (a) Insert the time signature. (1)
- (b) What is the principal feature of the first four bars of the extract ?
..... (2)
- (c) Place the letter " A " above or below two examples of an auxiliary note.
..... (1)
- (d) Indicate, by reference to bar numbers, an example of sequence.
..... (1)
- (e) Give your opinion of the approximate date of composition of the work from which the extract is taken.
..... (1)

(f) Indicate three examples of a suspension and its resolution by reference to bar numbers and to beats. For the purpose of this question, regard a crotchet as one beat.

.....

.....

.....

.....

.....

.....

..... (3)

(g) Name the two principal keys of this extract, and, by reference to bar numbers, indicate where these keys are used.

.....

.....

.....

..... (3)

(h) Describe the following chords; relate each to the key in use at the moment at which the chord occurs :— (6)

(i) The chord in the piano part on the sixth crotchet of bar 1 ;

.....

(ii) the chord in the piano part on the sixth crotchet of bar 4 ;

.....

(iii) the chord on the first crotchet of bar 5 ;

.....

(iv) the first chord of bar 7.

.....

(h) Name the cadence with which the extract ends.

..... (2)

(Total Marks = 20)

SECTION III

Answer ONE question only in this Section.

4. Write a melody for an average high voice or for an average low voice to suit the following stanza. State at the beginning for which kind of voice your setting is intended.

Indicate the modulations, insert expression marks, and place at the beginning a musical term to indicate speed or style. Write each syllable of the words below the note or notes for which it is intended to be sung. (22)

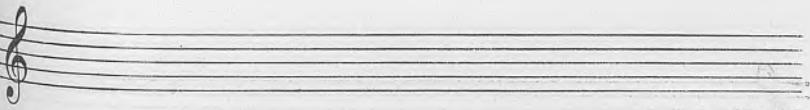
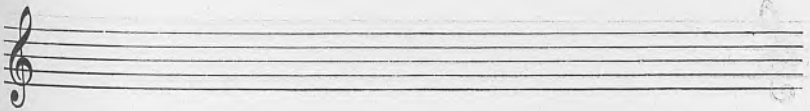
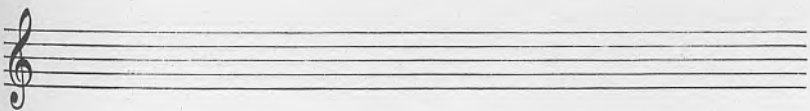
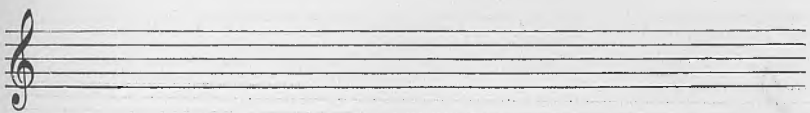
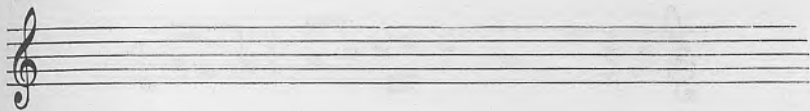
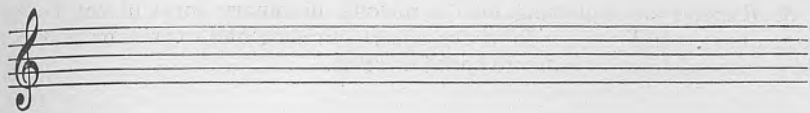
"Is there anybody there?" said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door a second time;
"Is there anybody there?" he said.

Walter de la Mare.



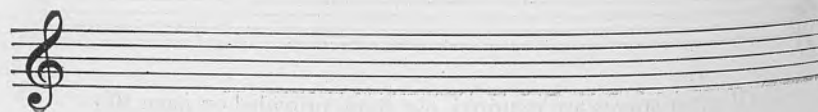
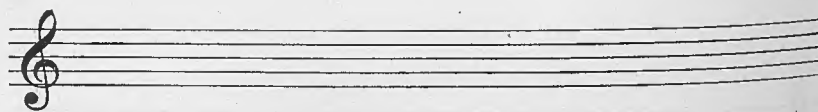
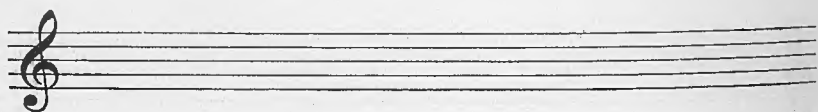
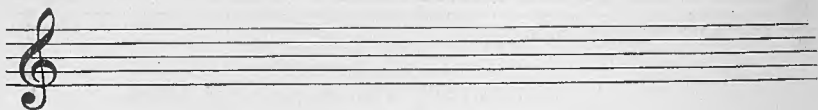
voice
f voice

inning
words
(22)

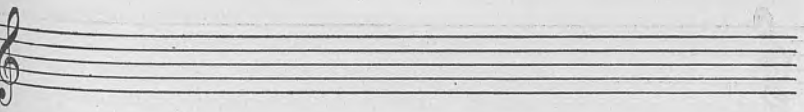
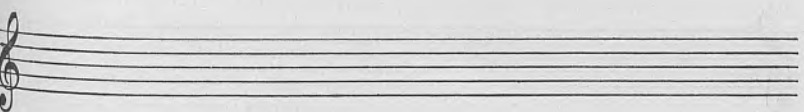
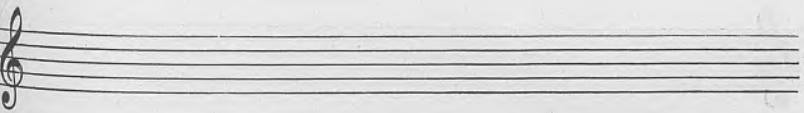
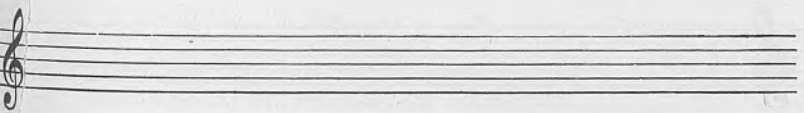
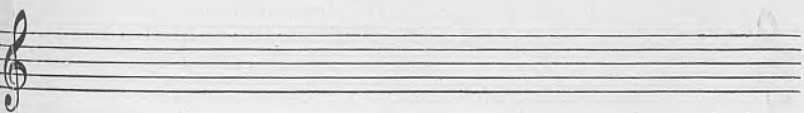
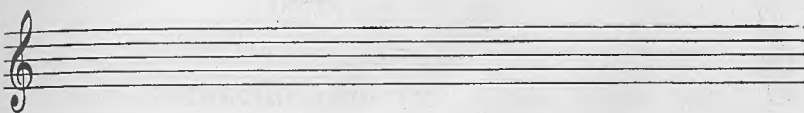
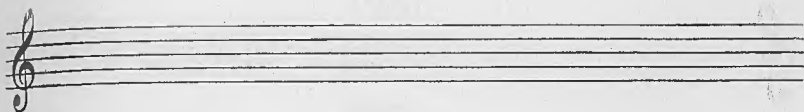


(If extra staves are required, use those provided on page 10.)

5. Expand the following into a melody in binary form of not less than sixteen bars. Indicate modulations, insert phrasing and expression marks, and add a musical term to indicate speed or style. (22)



ss than
ks, and
(22)



(If extra staves are required, use those provided on page 10.)



1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE

DICTATION TESTS

Monday, 6th March—11.0 A.M. to 11.30 A.M.

GENERAL INSTRUCTIONS FOR THE GIVING OF THE TESTS

1. Instructions printed in bold type are to be read aloud to the candidates. All other instructions are for the use of the teacher administering the tests. No further instructions, guidance, advice, or help of any kind, spoken or otherwise, beyond those **in bold type**, are to be given to the candidates.

2. The tests must be played with a beat or pulse speed of 60 to the minute. This, roughly, is the speed at which the National Anthem is played on official occasions. An audible, ticking metronome must not be used during the examination.

3. In playing the melody dictation test, the melody should be *slightly* more prominent than the accompaniment. If difficulty is found in playing the test, the omission of a note or two in the accompanying parts on occasion is less important than allowing the rhythm to falter.

4. The sustaining pedal should not be used during the playing of the tests as it blurs the outline.

5. Read the instructions in bold type aloud to the candidates, clearly and slowly. If the instructions about timing pauses for writing are adhered to closely, it will be found that the tests can be comfortably administered within the time allowed.

6. The music teacher may prefer to administer the tests without assistance, in which case the invigilator will exercise only normal general supervision of the examination. It may be found, however, that the tests might be more conveniently and comfortably administered by two persons. Here are two suggested methods, either of which is permissible.

(a) The music teacher reads the instructions aloud to the candidates, and plays the tests; the invigilator measures the pause lengths, and signals the teacher when to begin to play or speak again after each pause.

(b) The music teacher and an assistant may arrange it so that one of them reads aloud the instructions to the candidates, and measures the length of time allowed for pauses, and the other does the actual playing of the tests only; where this method is used the invigilator will exercise only normal general supervision.

Whichever method is used, the invigilator will not intervene to end the examination before the final playing of the second test has been completed and a final pause of one minute has elapsed for writing. If the administration of the tests overruns the allotted time given at the top of this paper, the invigilator will make a note of the amount of extra time taken, and attach it to the answers handed in by the candidates, so that the examiner may take into consideration the extra time allowed for working when he assesses the answers.

7. A stop-watch (or clock) should be used for the timing of pauses for writing.

8. Candidates are to be allowed to work, and hand in, their answers in pencil, and they may be allowed to use an indiarubber.

First Test—Melody Dictation

This is the test in melody dictation. Write, in pencil, clearly and legibly. You are to write down the melody only, although the melody will be played with accompaniment most of the time. The test will be written in the treble clef, in the key of E minor. Now write the treble clef and the key-signature of E minor, then put down your pencils.

Allow $\frac{1}{4}$ minute to write.

After giving you the beat-speed, the key-chord, and the key-note, I shall play the test twice before you begin to write. The test will then be played at short intervals for about ten minutes. At an early stage the melody will be played twice without accompaniment. Do not write until you are told. Listen carefully, and try to remember the melody.

This is the speed of the beat or pulse.

Tap aloud 6 beats at $\text{♩} = 60$.

This is the key-chord in E minor.

Play



This is the key-note, E, on the first line.

Play



Here is the test :—

Play as written.

$\text{♩} = 60$



I am going to tap the beat-speed again. I want you to tap with your fingers on the desk along with me, and you will continue to tap while I play through the test again.

Tap at $\text{♩} = 60$ for 6 beats, at which point you begin to play the test again as written, without giving either key-chord or key-note, and without making any break in the tapped rhythm.

You may now write. Be sure to insert the time-signature.

Allow a pause of 1 minute for writing.

I am now going to play the first half of the test, melody only.

Sound the key-chord as above ;

sound the key-note as above ;

play from the beginning to ★, melody only.

Allow a pause of 1 minute for writing.

I am going to play the test through from beginning to end, melody only.

Sound the key-chord ;

sound the key-note ;

play, melody only, through the whole test.

Allow a pause of 1 minute for writing.

I am going to play the second half of the test, melody only.


Sound the key-chord ;

sound the key-note ;

play the test from ★ to the end, melody only.

Allow a pause of 1 minute for writing.

I am going to give the beat speed again, and then play the test right through with accompaniment.

Tap 6 beats at  = 60 ;

sound the key-chord ;

sound the key-note ;

play the test as written.

Allow a pause of 1 minute for writing.

I am going to play the test through twice in succession.

Sound the key-chord ;

sound the key-note ;

play the test through as written, twice in succession, with no break for writing between the playings.

Allow a pause of 2 minutes for writing.

During the next two playings, which are the last two, listen carefully to the phrasing, and add phrasing marks.

Here is the test for the second last time.

Sound the key-chord ;

sound the key-note ;

play the test as written, phrasing carefully.

Allow a pause of 1 minute for writing.

Here is the test for the last time.

Sound the key-chord ;

sound the key-note ;

play the test as written, phrasing carefully.

Allow a pause of 1 minute for writing.

END OF MELODY DICTATION TEST.

Second Test—Harmony Dictation

The harmony dictation test is in three parts, soprano, alto, and bass. Bracket together two staves, one having a treble clef, and one having a bass clef, then put down your pencils.

Allow $\frac{1}{4}$ minute to do this.

The test is four bars long. Now write the key-signature of F major, and the time signature for 3-crotchets in a bar at the beginning of both staves, then put down your pencils.

Allow $\frac{1}{2}$ minute to do this.

The speed of the test is as follows :—

Here tap two bars of $\frac{3}{4}$ time at the speed $\text{♩} = 60$.

The key-chord in F major sounds thus :—

Here play,



The key-note, F, on the fourth line of the bass staff, and the key-note, F, in the first space of the treble staff, sound thus :—

Here play,



I shall play the test twice before you may start to write, and then six more times at intervals of about 1 minute, allowing you time for writing. Listen closely and try to remember it. Do not write until you are told.

Here it is :—

Sound the key-chord and key-notes as above.

Now play the test.



Without waiting after playing, continue as follows :—

Here it is again. This time I shall count aloud, “one-two-three, one-two-three”, as I play, so that you may sense the time of the passage.

Count aloud one bar before beginning to play the test, then continue to count aloud as you play through the test. Do NOT sound the key-chord and key-notes before playing over on this occasion.

You may now begin to write.

Allow a pause of 1 minute for writing.

I shall now play the test six times at intervals of 1 minute.

Here it is for the first time :—

Sound the key-chord and key-notes ;

count aloud at the speed ♩ = 60, “one-two-three” and play the test as written, ceasing to count aloud when you commence playing.

Allow a pause of 1 minute for writing.

Here it is for the second time :—

Proceed as for “ the first time ”.

Allow a pause of 1 minute for writing.

Here it is for the third time :—

Proceed as for “ the first time ”.

Allow a pause of 1 minute for writing.

Here it is for the fourth time :—

Proceed as for “ the first time ”.

Allow a pause of 1 minute for writing.

Here it is for the fifth time :—

Proceed as for “ the first time ”.

Allow a pause of 1 minute for writing.

Here it is for the sixth, and last, time :—

Proceed as for “ the first time ”.

Allow a pause of 1 minute for writing.

If there is more than 1 minute of the allotted time left, candidates may use it to revise their work, but, NO FURTHER PLAYINGS OF THE TEST ARE TO BE GIVEN.

One minute before the end of the examination time, give the candidates the following instruction :—

Before handing in your paper, draw a pencil line through all rough workings.

END

THE FIRST PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

THE SECOND PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

THE THIRD PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

THE FOURTH PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

THE FIFTH PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

THE SIXTH PART OF THE HISTORY OF THE
REIGN OF CHARLES THE FIRST
BY JOHN BURNET
OF THE UNIVERSITY OF OXFORD
M.D.C.LXXII.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(SECOND PAPER)

Monday, 6th March—11.45 A.M. to 12.45 P.M.

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.

PAPER II

Answer Question 4 and ONE other question.

(Extracts printed on this paper must not be used for quotation.)

1. (a) Why did Handel turn from opera to oratorio as his chief form of composition ? (1)

(b) Name very briefly the similarities and differences between opera and oratorio in Handel's time, with special reference to the music. (3)

(c) Describe briefly the differences between Handelian oratorio and 20th century oratorio. (3)

(d) Name three 20th century oratorios and give their composers. (3)

(e) Quote four bars of a theme from each of two different oratorios. (4)

(Total marks = 14)

2. (a) Briefly outline simple rondo form, naming an example. (3)

(b) Briefly outline classical sonata form, naming an example. (3)

(c) What form was produced by combining the two ? Outline the resultant form, referring to any example you know. (4)

(d) Quote two themes of four bars each from the example you have mentioned in (c). (4)

(Total marks = 14)

3. Improvements in design, playing mechanisms, tone quality, and even extensions of compass have been made to various instruments over the years. Choose any **ONE** instrument (string, wind, or keyboard) and describe briefly,

(a) the technical changes and improvements which have been made to it ; (4)

(b) how the improvements described in (a) have affected the composer's treatment and use of the instrument. Name some examples of actual compositions to illustrate your points ; (6)

(c) Quote two themes of four bars each, one from an early work for your chosen instrument, and one from a work written within the last 75 years. (4)

(Total marks = 14)

4. (a) If the Mozart Concerto in A major followed the Overture "Roman Carnival" by Berlioz in a concert programme, which players could leave the platform, not being required to play in the concerto? Name the instruments they play, and give the numbers of each. Do not include string players. (4)

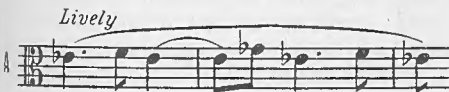
(b) What is the function of the continuo player in Handel's "Messiah"? Name any special musical skill required to be able to play his part. (2½)

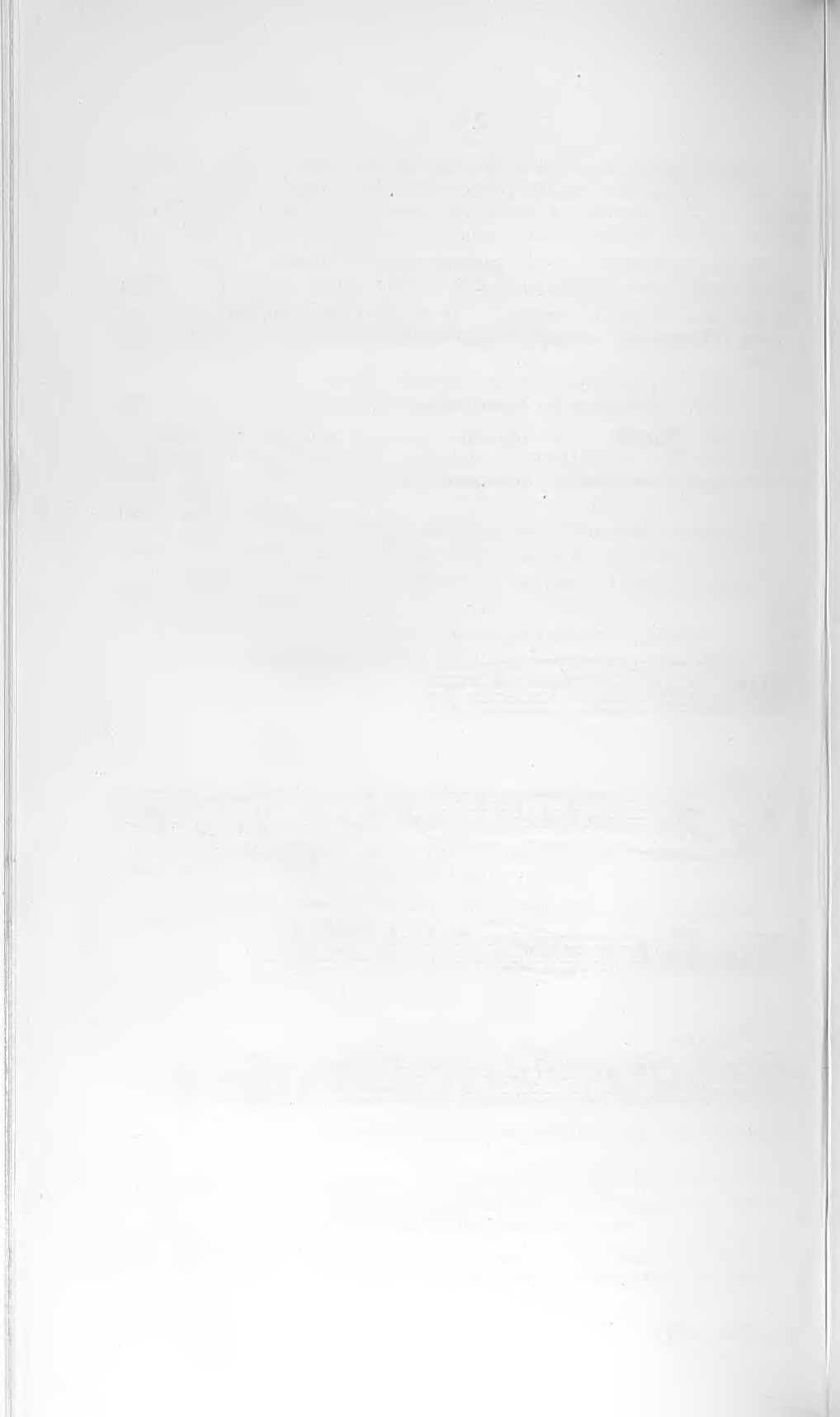
(c) What is a "Psalm in reports"? Quote the theme from the tenor part of "Psalm 113 in reports" from Musica Britannica, vol. XV, to which is sung the words:

"Yee children who do serve the Lord
Praise yee his Name with one accord:" (5)

(d) Identify **THREE** of the following excerpts from the list of pieces prescribed for study. Name the work, and the movement (if there is more than one), the composer, and the date of composition. (4½)

(Total marks = 16)





1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 22nd March—1.0 P.M. to 4.0 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, and should be painted on the side which has no printing. Due credit will be given to preliminary sketches which must be done on the sheet marked "Preliminary Sketching" and attached to the BACK of the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. Forest fire fighters.
2. Moonlight flitting.
3. Anxious watchers.
4. Demolition squad at tea break.

1981
1982

1981

NOTICE LEAVING CERTIFICATE EXAMINATION

1981

NOTICE LEAVING CERTIFICATE EXAMINATION

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NOTICE LEAVING CERTIFICATE EXAMINATION

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(SECOND PAPER)—DESIGN

Friday, 24th March—9.15 A.M. to 11.45 A.M.

All rough work and preliminary sketches must be done on the paper marked "Preliminary Sketching" and attached to the **BACK** of the completed design. Tracing paper may be used in all questions, but this should be handed in **SEPARATELY** from your finished work. Colour work must be executed in water colour or gouache (body colour) or poster or powder colour.

Your design must be painted on the side of the paper which has no printing.

100 marks are assigned to this paper.

Answer **ONE** of the following questions.

1. Design a repeating pattern based on vertical or horizontal bands. A simple line motif should be included. Complete, in either three or four colours, sufficient of the pattern to give the general effect.
2. Design **either** an embroidered evening bag **or** an embroidered belt. Make your design full size but, in the case of the embroidered belt, only the portion (with fastening), which would be seen from the front should be shown. Indicate the types of fabric, thread and stitch to be used.
3. Design the cover of a catalogue for an aquarium or a natural history museum. The size should be 10 inches by 7 inches (short dimension upright). Not more than three printing colours may be used.
4. Design a shallow circular bowl or dish with decoration on its inner (i.e. upper) surface. Make your design 9 inches in diameter and complete it in colour. Add a small sketch to show the shape of the bowl or dish.

100

1951

TRAINING CERTIFICATE EXAMINATION

1951

1951-1952

1951-1952

The following is a list of the names of the candidates who have been successful in the examination for the Training Certificate Examination, 1951-1952. The names are listed in alphabetical order of their surnames. The names of the candidates who have been successful in the examination are: [illegible names]

1951-1952

1951-1952

The following is a list of the names of the candidates who have been successful in the examination for the Training Certificate Examination, 1951-1952. The names are listed in alphabetical order of their surnames. The names of the candidates who have been successful in the examination are: [illegible names]

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(THIRD PAPER)—REPRESENTATIONAL DRAWING
AND PAINTING

Friday, 24th March—1.0 P.M. to 4.0 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.

6-18
1981

1981

ADDITIONAL LEAVING CERTIFICATE EXAMINATION

441

THE FOLLOWING INFORMATION IS FOR THE USE OF THE EXAMINER ONLY.

NAME OF CANDIDATE: [REDACTED]

DATE OF EXAMINATION: [REDACTED]

GRADE OF CANDIDATE: [REDACTED]

THE CANDIDATE HAS BEEN EXAMINED IN THE FOLLOWING SUBJECTS:

1.

THE CANDIDATE HAS BEEN EXAMINED IN THE FOLLOWING SUBJECTS:

THE CANDIDATE HAS BEEN EXAMINED IN THE FOLLOWING SUBJECTS:

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 24th March—1.0 P.M. to 3.30 P.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.

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Art

Lower III, IV

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—THIRD AND FOURTH PAPERS

CONFIDENTIAL INSTRUCTIONS

THIRD PAPER

(a) *Skill Life*

On a suitable foreground place a large coloured magazine, one earthenware coffee pot (lid separate) and one lemon. The background should be of striped material.

(b) *Plant Form*

The following should be provided for each candidate :—(1) a spray of leaves and (2) one of the following flowers or potted plants: Forsythia, geranium, narcissus, anemone.

FOURTH PAPER

(c) *Detailed Study from Life*

Dress for boys : Shorts, white shirt and shoes.

Dress for Girls : Short summer dress.

The model should be seated comfortably on a chair with his (her) right side turned towards the candidates. The left foot should be placed a little in front of the other ; the right arm should rest on the arm of the chair and the left arm on the lap. The head should be turned slightly to the right.

N.B.—Higher and Lower Grade candidates may draw from the same model as the pose is the same for both grades.

1951

LEAVING CERTIFICATE EXAMINATION

1951

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

HIGHER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 22nd March—1.0 P.M. to 4.0 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, and should be painted on the side which has no printing. Due credit will be given to preliminary sketches which must be done on the sheet marked "Preliminary Sketching" and attached to the BACK of the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. Gossips at the flower-show.
2. Drowsy afternoon.
3. Demonstrators' march.
4. The search-party's return.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(SECOND PAPER)—DESIGN

Friday, 24th March—9.15 A.M. to 11.45 A.M.

All rough work and preliminary sketches must be done on the paper marked "Preliminary Sketching" and attached to the BACK of the completed design. Tracing paper may be used in all questions, but this should be handed in SEPARATELY from your finished work. Colour work must be executed in water colour or gouache (body colour) or poster or powder colour. Your design must be painted on the side of the paper which has no printing.

100 marks are assigned to this paper.

Answer ONE of the following questions.

1. Design in colour a bold repeating pattern suitable for printed curtain material and suggested by one of the following :—ferns, cacti, crystals. The width of the repeat should be 4 inches and its depth should be of your own choice. Complete enough repeats to show the general effect of the pattern.
2. On the theme "Conservatory" design a panel, suitable for embroidery and/or appliqué, to hang in the entrance or stairway of a house. The size and shape should be of your own choice. The design should be drawn full size and the types of fabric, thread and stitch should be indicated.
3. Design the cover for a travel brochure or booklet to attract visitors to a Scottish city, town or area. Not more than three printing colours may be used. The size of the design should be 10 inches by 7 inches (either dimension vertical). The name of the place should be included.
4. Space out the following notice in Roman lettering :—

ART CLUB FILM SHOW THIS EVENING

A simple decorative motif may be included if desired. Careful consideration should be given to the layout in relation to the size and shape of the paper provided. Different sizes of lettering may be used. Complete at least three words carefully with paint or ink; the remainder may be sketched in outline.

5. Design in colour a glove puppet of one of the following characters :—Shylock, Sarah Gamp, Cassius, The Wife of Bath, Bottom the Weaver. Make your design full size and show the head (front and side views) and the costume (front view).

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(THIRD PAPER)—
REPRESENTATIONAL DRAWING AND PAINTING

Friday, 24th March—1.0 P.M. to 4.0 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.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 24th March—1.0 P.M. to 3.30 P.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 on which the model is seated should be indicated but not drawn in detail.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FIFTH PAPER)

Wednesday, 22nd March—9.15 A.M. to 11.30 A.M. (2 hours + 15 minutes break)

SECTION 1—HISTORY AND APPRECIATION OF PAINTING AND ARCHITECTURE—(9.15 A.M. to 10.15 A.M.)

TWO questions should be attempted, No. 1, and any one other.

25 marks are assigned to each question.

1. **Either**

Answer **briefly** any **five** of the following :—

- (a) Which “ism” derived from the work of (i) Van Gogh, (ii) Cézanne?
Name **one** artist from each movement.
- (b) Name the artist and describe **either** “Arnolfini and his Wife” or “The Maids of Honour” (“Las Meninas”).
- (c) Name **two** Scottish genre painters and give the title of **one** work by each.
- (d) Who painted “Primavera”, “The Raft of Medusa,” “Guernica,” “The Surrender of Breda,” “The Leaping Horse”? Give the nationality of each artist.
- (e) Which artist of the early 19th century is said to be the founder of Scottish landscape painting? Name **two** other Scottish landscape painters of the same century.
- (f) With which pictorial process do you associate each of the following :—
gesso, tesserae, impasto, copper plate, wet plaster?

Or

Answer **briefly** any **five** of the following :—

- (g) Name **one** well-known example of architecture from each of the following :—Beni-Hassan, Pisa, Nimes, Constantinople, Knossos.
- (h) State the architectural styles in which the following features occur :—
sculptured pediment, fan vaulting, bell capital, flying buttress, rustication.
- (i) Sketch the plan of an Early Christian church and identify the main parts.
- (j) What constructional feature is characteristic of Byzantine architecture?
Illustrate with a simple sketch.
- (k) To which architectural style does each of the following belong :—
St. Machar’s Cathedral (Aberdeen), Dunfermline Abbey, Glasgow Cathedral, Linlithgow Palace, Traquair House?
- (l) Sketch a house appropriate to a Scottish laird of the 17th century.
Indicate **three** characteristic features.

2. Discuss the aims and work of any **two** of the following :—Goya, Hogarth, Daumier, Breughel. Illustrate your answer by reference to examples of their work.

3. Compare the landscape painting of the French Impressionists with that of the Dutch "Little Masters," with special reference to aims, subject matter and methods of work.

4. In what ways has your study of art history led you to think that artistic ability and training can contribute to the well-being of society?

5. Discuss the emergence of secular painting during the Italian Renaissance, with special reference to the artists of Florence and Venice.

6. Compare a Greek temple and a Gothic cathedral with regard to differences of function, structure and decoration. Illustrate by sketches.

7. What features of design and construction in Roman architecture were used and developed in Byzantine architecture? Illustrate by sketches.

8. Compare the decorative features of Egyptian architecture with those of another period or country. Illustrate by sketches.

9. In the last fifty years great changes have taken place in the design and construction of school buildings. Discuss this in the light of what you yourself have observed.

SECTION 2—DRAWING FROM LIFE—10.30 A.M. to 11.30 A.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 be allowed for the posing of the second model.

N.B.—A finished drawing of each model is not desired. Any object the sole function of which is to enable the model to maintain the pose should be indicated but not drawn in detail.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(THIRD, FOURTH AND FIFTH PAPERS)

CONFIDENTIAL INSTRUCTIONS

THIRD PAPER

(a) *Still-Life*

With a loosely draped pale lilac background and a lime green or other suitable foreground, compose a group consisting of a black or dark brown teapot, one white egg-cup, two eggs and one pear.

FOURTH PAPER

(b) *Detailed Study from Life*

Dress for Boys : Shorts, white shirt and shoes.

Dress for Girls : Short summer dress.

The model should be seated comfortably on a chair with his (her) right side turned towards the candidates. The left foot should be placed a little in front of the other ; the right arm should rest on the arm of the chair and the left arm on the lap. The head should be turned slightly to the right.

N.B.—Higher and Lower Grade candidates may draw from the same model as the pose is the same for both grades.

FIFTH PAPER

(c) *Drawing from Life*

1st Model. Dress : White shirt or blouse (sleeves rolled up), shorts, heavy stockings or socks, boots.

The model, with a light rucksack on his (her) back, should stand facing the candidates. The feet should be apart, with the weight on the left foot and the other slightly in advance. The right thumb should be hooked, at shoulder height, in the strap of the rucksack and the left thumb hooked in the belt. The head should be turned slightly to the right.

2nd Model. Dress : Shorts, gym shoes, white vest or blouse.

The model should stand with his (her) back to the candidates. The feet should be apart, with the weight on the right foot and the left foot slightly back. A canvas bucket or light pail should be in the right hand and the left hand should be placed on the hip. The head should be tilted slightly downward.

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOK-KEEPING

LOWER GRADE

Wednesday, 15th 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. State why it is important that assets should appear at their correct value in a balance sheet and describe in some detail **two** distinct methods by which the book value of assets can be adjusted to their correct value. (12)

2. During a certain year the turn-over of a business was doubled. What would you expect to be the effect of this change on each of the following items in the final accounts, when compared with the corresponding figures for the previous year? Give reasons in each instance.

(a) Factory wages ; (b) gross profit ; (c) rent and rates ; (d) discounts received ; (e) sundry debtors ; (f) net profit ; (g) stock at close. (21)

3. The balances appearing in the books of J. Brown at 28th February, 1961, after a profit and loss account had been prepared, were as follows : cash in hand, £25 ; bank overdraft, £283 ; stock at 28/2/61, £1,364 ; sundry debtors, £573 ; sundry creditors, £452 ; bills receivable, £398 ; bills payable, £225 ; loan from R. Holmes, £400 ; motor vehicles, £885 ; net profit, £1,060 ; drawings, J. Brown, £630 ; capital, J. Brown, £1,455.

It was subsequently discovered that no account had been taken of the following matters :—

(a) Wages and salaries unpaid on 28th February, 1961, amounted to £45.

(b) Interest was due on R. Holmes' loan for four months at 6 per cent. per annum.

(c) Included in the bills receivable was a bill for £28 accepted by R. Noble : the acceptor had disappeared, leaving no assets.

(d) Included in the stock figure were goods value £60 which had been sold on credit to W. Black for £85.

(e) J. Brown had, during the year, taken goods for his own use to the value of £78.

(f) In the course of the year J. Brown had transferred to the business, for use by one of the representatives, his private car value £450.

1. Prepare a statement to show the correct figure of net profit.

2. Draw up in correct form J. Brown's balance sheet as at 28th February, 1961. (23)

(NOTE.—Journal entries are not required.)

[TURN OVER

4. On 1st February, 1961, W. Wright and M. Vincent agreed to enter into partnership. W. Wright contributed as his share of the firm's capital goods valued at £475, buildings worth £1,100, and £225 in cash. M. Vincent brought in as his share £850 in cash and a motor van valued at £450. The cash was duly paid into the firm's bank account.

On the same day they took over, as a going concern, the business of R. Proctor at a price of £2,500. The assets and liabilities of the vendor were as follows:—Furniture and fittings, £160; sundry debtors (R. Henry, £73; N. Hepburn, £48; D. Cross, £61) £182; sundry creditors (G. Barr, £154; J. Darby, £73) £227; stock of goods, £1,242; bills receivable (No. 46, on D. Cross due 24/2/61, £47; No. 48, on D. Darwin, due 16/3/61, £142) £189; bill payable (No. 22, to G. Grant, due 15/2/61) £124; motor vehicles, £760; provision for bad debts, £35. It was agreed that the new firm should pay £1,000 of the purchase price in cash forthwith and should accept three bills, each for £500, at 30, 60, and 90 days respectively, for the balance.

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. Make up the ledger account of D. Cross *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 bank on the days they were received.

1961.

- Feb. 1. Sent R. Proctor cheque for £1,000 and accepted bills as agreed.
- „ 2. Bought of G. Barr goods value £85, less 10 per cent. trade discount.
- „ 3. Paid Senior & Co., solicitors, their account for legal expenses arising out of the formation of the partnership, etc., £22 1s.
- „ 4. Sold to R. Henry goods value £46.
- „ 4. D. Cross paid on account, £20.
- „ 6. Drew from bank for office cash, £30.
- „ 8. Discounted at bank bill No. 48: amount received, £140 17s. 6d.
- „ 9. Returned to G. Barr goods value £12 gross and paid total amount owing, less $2\frac{1}{2}$ per cent. cash discount.
- „ 11. Sold on credit to Fowler's Garage, Ltd., for £250 surplus delivery van the book value of which was £220.
- „ 13. W. Wright took for his own use goods worth £15.
- „ 15. Duly met bill due today.
- „ 17. D. Cross is insolvent; agreed to accept composition of 15s. in the £ on total amount owing: cheque duly received.
- „ 18. Made R. Henry an allowance in respect of goods damaged in transit, £7 10s., and received his acceptance for £108 at one month in full settlement of total amount owing.

1961

- Feb. 20. Bought of J. Darby goods value £37 and paid total amount owing, less 5 per cent. cash discount.
- " 24. Paid Fowler's Garage, Ltd., their account for petrol and oil, £12 16s. and repairs to vehicles, £3 12s.
- " 25. Received from bank statement showing a total of bank charges for period of £1 4s. 9d.
- " 27. Bought national insurance stamps for cash, £2 15s. 3d.
- " 28. Paid wages for month, £72, less national insurance, £1 8s., and income tax, £2 2s. 6d.
- " 28. Paid to M. Vincent his salary for month, £50. (44)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOK-KEEPING

HIGHER GRADE

Wednesday, 15th 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. In certain businesses it is considered necessary to prepare weekly Trading and Profit and Loss Accounts. State how, in such cases, you would deal, (i) with expenses ; and, (ii) with stock, on the assumption that it is impracticable to take stock weekly. (16)

2. M. Fraser and W. Smith are in partnership and have made on average a net profit of £1,500 per annum (before charging partners' salaries and interest on capital) over the past seven years. The average capital employed in the business was £15,000. If the business is offered for sale at £19,500 and you are consulted by a prospective buyer, what advice would you give ? (16)

3. A manufacturing firm sells goods in containers which it charges to customers at 30s. each and credits, if returned within four months, at 25s. each. At the stocktaking period all containers in stock are valued at 15s. each.

On January 31st, 1960, 8,000 containers were held in stock in the warehouse, and 6,500 returnable containers were in the hands of customers. In the course of the year ended 31st January, 1961, 7,000 containers were purchased for £1 each, 23,000 were charged to customers, 20,000 were returned by customers, and 700 were disposed of at a total scrap value of £40.

You are required to prepare statements to show :—

- (i) the value of the containers in stock at 31/1/61 ;
- (ii) the number of containers retained in customers' hands at 31/1/61 ;
and,
- (iii) the actual profit or loss made by the company on the containers during the financial year ended 31/1/61. (24)

(Details of working must be given.)

4. On 1st November, 1960, the balances in the books of A. Morris and R. Slater, who shared profits and capital in the proportion of two-thirds and one-third respectively, were as follows :—cash in hand, £60 ; stock of goods, £1,970 ; motor vehicles, £1,246 ; sundry debtors (W. Robins, £196 ; J. Colman, £73) £269 ; sundry creditors (R. Morgan, £148 ; A. Maxwell, £110) £258 ; provision for replacement of machinery, £200 ; bills receivable (No. 31, on W. Robins, due 20/11/60, £105 ; No. 32, on J. Wylie, due 21/11/60, £95) £200 ; bill payable (No. 14, S. Jordan, due 25/11/60) £90 ; machinery, £1,500 ; loan to R. Slater, £500 ; insurance paid in advance, £41 ; buildings, £2,500 ; balance at bank, £80.

On the same day it was decided to admit T. Curran into partnership, the following terms being agreed :—

- (i) Curran was to purchase one-quarter of the goodwill for £1,200, and was to provide £3,000 as capital, all of which would remain in the business ;
- (ii) Slater's loan was to be recovered by transfer from capital account ;
- (iii) machinery was to be reduced in value by 33 per cent., stock and buildings were to be revalued at £2,330 and £3,000 respectively, and a provision of £90 was to be created for doubtful debts ;
- (iv) profits were to be divided in the proportion of one-half to Morris and one-quarter each to Slater and Curran ;
- (v) by withdrawals or additions, the capitals of Morris and Slater were to be made proportionate to that of Curran on the basis on which profits are divisible ;
- (vi) after the adjustments have been completed the capitals of the three partners are to remain constant.

Open the necessary books of account for the partnership and record therein the above and the following transactions. Bills books should be kept. Balance off the bank cash book. Do **NOT** post any transactions to the ledger.

All payments were made by cheque, unless otherwise stated, and all receipts were duly paid into the bank on the days they were received.

1960.

- Nov. 1. The adjustment of partners' capitals was duly made as agreed.
- „ 2. Bought of A. Maxwell goods value £650, less 15 per cent. trade discount.
- „ 3. W. Robins paid by Money Order, £25.
- „ 4. Consigned to J. Inman, Gibraltar, goods costing £360, and paid £24 expenses in cash ; drew on Inman a bill for £200 at 20 days which was discounted at the bank, discount charges being 25s.
- „ 7. Sold to J. Colman on credit goods value £100, less 3 per cent. trade discount.
- „ 8. Paid legal fees by cheque, £271.
- „ 8. Paid in cash to Slater £13 for the use of his car on the firm's business.
- „ 9. In a stock-room fire goods valued at £600 were damaged ; of these, £450 were rendered useless and a claim was submitted to the Majestic Insurance Co., Ltd. The salvaged stock was reconditioned at a cost of £20, paid in cash, and was sold on credit to J. Stokes for £200.

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- Nov. 10. W. Robins is insolvent; composition of 12s. 6d. in the £ duly received.
- " 11. T. Curran took for his own use goods value £36.
- " 14. Returned to A. Maxwell goods value £15 gross, and gave him in full settlement of indebtedness a bill of exchange for £640 at 60 days.
- " 15. The legal fees paid on Nov. 8 included a sum of £250 in respect of the acquisition of buildings in October, 1960; this sum is to be capitalized.
- " 16. Received from J. Colman amount owing, less $2\frac{1}{2}$ per cent. cash discount.
- " 17. M. Martin bought goods value £117.
- " 18. Sold on credit to Ray Manufacturing Co., machinery value £120 and purchased, by cheque, replacements costing £180.
- " 18. Cheque for £400 received from Majestic Insurance Co., Ltd., in settlement of claim.
- " 21. Bill due today met at bank.
- " 22. Received from M. Martin on account, £56.
- " 25. Met at bank bill due today.
- " 28. Cash sales to date, £473, of which £43 was retained in office. Paid wages for month in cash, £37, less National Insurance, £2 6s. and Income Tax, £3 7s.
- " 30. Received from J. Inman account sales showing that part of the goods have been sold. These had realised £426 and Inman's expenses and commission totalled £32. Draft for balance due was enclosed. (44)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL ARITHMETIC

HIGHER GRADE

Tuesday, 21st 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. A reservoir, which supplies a town of 7,260 inhabitants, has an area of $12\frac{1}{2}$ acres and an average depth of 33 feet. If the average daily consumption per head of the population is 77 gallons, how many days' supply (correct to the nearest day) is in the reservoir? ($6\cdot23$ gallons = 1 cubic foot.) (16)

2. (a) The issued capital of a company consists of 50,000 7 per cent. Preference shares of £1 each, 80,000 Ordinary shares of 10s. each, and 100,000 Deferred shares of 2s. each. There are also outstanding £20,000 in 6 per cent. Redeemable Debentures. The company's Articles provide that, after a dividend of $7\frac{1}{2}$ per cent. has been paid on the Ordinary shares, of the disposable profit remaining two-thirds shall be paid as additional dividend on the Ordinary shares and one-third as dividend on the Deferred shares.

In a certain year the amount available for distribution was £26,700, before payment of interest on debentures. It was decided that, out of this sum, £4,000 should be set aside for the redemption of debentures, that £7,500 should be carried forward, and that the remainder should be distributed to holders of debentures and shares. Calculate the rate of dividend per cent. paid on (i) Ordinary shares and (ii) Deferred shares.

(b) If an investor held 1,500 Ordinary shares and 2,000 Deferred shares, what was his net dividend after income tax at 7s. 9d. in the £ had been deducted? (20)

[TURN OVER]

SECTION B

FOUR questions should be attempted from this Section.

3. How much did a merchant receive for a bill for £385 8s. 4d., which was drawn on 27th December, 1960, at two months and discounted on 3rd January, 1961, at $6\frac{1}{4}$ per cent. per annum? (16)

4. An investor, who held 1,500 shares of 10s. each, received a dividend of 8d. per share and a capital bonus issue of one new share for every five shares held. If he sold his total holding at 9s. 6d. per share and invested the proceeds in a $6\frac{1}{2}$ per cent. stock at 92 $\frac{1}{4}$, what was the change in his actual income? (Brokerage : on shares, 3d. per share ; on stock, $\frac{1}{4}$ per cent.) (16)

5. A merchant found that his average weekly sales of a certain blend of tea, which he sold at 8s. 4d. per lb., amounted to 172 lbs. How much of each of two kinds of tea, one costing 7s. 4d. per lb., and the other 5s. 6d. per lb., must he buy each week so that, after mixing them together, he may have a profit of $17\frac{1}{2}$ per cent. on the selling price of the blend? (16)

6. A bankrupt's liabilities amounted to £7,659, of which £379 were preferential and had to be paid in full. His assets were as follows :—sundry debtors, Great Britain, £1,863 ; sundry debtors, France, Frs. 5,500 ; stock, £2,145 ; buildings and plant, £1,900. Of the British sundry debtors, £1,543 were paid in full and on the remainder a dividend of 14s. in the £ was received. The French debts were sold to a collecting agency at 90 per cent. of their face value. The buildings and plant were sold at a loss of £345. If the expenses of winding up the estate were £386, and the ordinary creditors receive a dividend of 12s. 9d. in the £, what did the stock realise? (Frs. 13.75 = £1.) (16)

7. A corporation, which borrowed £20,000 at $6\frac{1}{2}$ per cent. per annum, agreed to repay the capital sum at the end of 15 years. How much must it provide at the end of each year to meet the charge for interest and to establish a sinking fund which will be sufficient, at $5\frac{1}{2}$ per cent. per annum compound interest, to pay off the loan at the agreed time? (16)

8. A manufacturer, who allowed 20 per cent. trade discount and 5 per cent. cash discount, made a profit of 25 per cent. on net selling price. When the cost of production increased by 15 per cent, the manufacturer wished to fix a new list price so that, after allowing the same rates of discount as before, he might have the same actual profit per article, i.e. £5 14s., as previously. What was the new list price? (16)

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL SUBJECTS—SHORTHAND

Thursday, 23rd March—9.30 A.M. to 11.30 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 invigilator, 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 invigilator 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 invigilator 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 invigilator, together with all other shorthand notes made by you.

SHORTHAND

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.

I reported last year that the lowering of prices in / the early months of the year had a marked effect / on our margins. A few weeks later, the strike in / the trade reduced the demand from certain of our mills. / Business showed a marked improvement in the fourth quarter, however, / and thanks to the modernisation of our mills we were / able to meet the calls made upon us. In all / the circumstances, it is felt that the improvement is satisfactory. /

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,

I hope that these comments which I agreed to send you on the recent report of the board may be helpful.

In the twelve months covered by the / report, milk supplies were similar in total to the previous year : the one was a / very wet year and the other almost permanently dry in most parts of the country. // For most of the period markets were favourable and as you know a much higher / quantity of milk was sold in the liquid market. The trend of rising sales has / now continued for more than two years and it would seem that sales are still / rising when compared with a year ago.

Although these results are pleasing we must remind // ourselves that conditions are in our favour. There has been a steady rise in population / and the real incomes of the people have increased, while the retail price of milk / remains low compared with the price of almost any similar product. I am informed that / the average working man today has only to toil for seven minutes for his pint // of milk compared with twelve minutes twenty years ago. A great deal of work is / going on in an endeavour to develop the market and the new sales division has / made a very good beginning. It is pleasing to note that this great but usually / steady market has moved and is beginning to rise.

I believe that the scope for // further progress is enormous but only if you and all other firms engaged in selling / this product will keep in step with the rapid changes made recently in the distribution / of food. The scope and variety of your products and the way in which they / are presented and packed require increasing attention if sales are to be increased.

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 fifty-seventh annual general meeting of the company will be held on 30th March in London. / The following is an extraet from the statement by the ehairman which has been circulated with the report / and aecounts for the year ended 31st January, 1961.

It is most / pleasing to be able to present to you results which show profits higher than the best figures previously // reached by your company. As you may reeall, I issued a statement at the time of the / payment of our interim dividend to the effect that, while turnover and profit for the first six months / of the year were lower than in the same period of the previous year, it was expected / that the results for the full twelve months would be not less satisfactory than those for last year. // As events have turned out the final figures have more than exceeded our expectations. The net profit / of the group, after meeting all eharges including taxation, amounts to £763,000, / against £570,000 in the previous year.

In view of the increase in / the net profit your board recommends the payment of a final dividend of 14 per cent. on the // capital, increased, as it was, by the issue of one and a half million shares in March, / 1960. This dividend, if approved, compares very favourably with last year's final dividend which was / $11\frac{1}{2}$ per cent. on the lower capital.

To turn now to the sales of / the company, while there was a falling off in demand during the first six months of the year, // which was felt throughout the group, and, indeed, by most companies concerned with the supply of capital / goods, there has been an improvement which has gained strength over the second half of the year and / which, I am happy to report, has so far continued into 1961. There / appears to be no reason why this improvement should not be maintained during the rest of the year. //

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 following is the statement circulated by the chairman :—

$\frac{1}{4}$ Once again it gives me pleasure to place before stockholders accounts /
which show better results than those of the preceding year, and I hope
 $\frac{1}{2}$ that the final dividend which the board / has recommended will meet with
your approval. Although we shall do our best, I do not anticipate that
 $\frac{3}{4}$ the profit / in 1961 will be as good as it was last year when circumstances
1 proved most favourable. //

$\frac{1}{4}$ In the consolidated balance sheet there is quite a large increase in
the amount due to our bankers owing to / our having borrowed more
 $\frac{1}{2}$ against a good crop, but this is balanced by a corresponding decrease in
the amount of / bills payable because we have not been drawing against
shipments of tea to this country.

$\frac{3}{4}$ At the time my statement / was prepared a year ago the quotation
2 for plain teas in London was between 3s. 2d. and // 3s. 10d. per lb. and I
 $\frac{1}{4}$ had occasion to refer to the dangerous position in which the / producers
of this class of tea were then placed. The market continued to weaken
 $\frac{1}{2}$ until the end of July, by / which time the quotation had fallen to between
 $\frac{3}{4}$ 2s. 9d. and 3s. 4d., a / level well below the cost of production. From this
3 point, however, a marked improvement set in and this fortunately lasted //
over the period when the greater part of the Company's 1960 teas were
 $\frac{1}{4}$ sold. We recently had / a sharp warning against complacency, however,
when during the second half of February there was a sudden drop of
 $\frac{1}{2}$ several / pence. The present quotation is 3s. 1d. to 3s. 9d. per lb. The
 $\frac{3}{4}$ reason / for this sudden change is not clear as the last overseas sale of
4 the season was held at the end // of February and the quantity remaining
for sale in London is lower than it was a year ago.

$\frac{1}{4}$ The African / Company, Ltd., in which your company has an
interest, continues to make progress and had a satisfactory year. The
 $\frac{1}{2}$ total / weight of tea made during the twelve months was 7,263,000 lb.
 $\frac{3}{4}$ and I / am glad to say that the standard of production was very much
5 better than it has been in the past. //

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 29th annual general meeting of the company was held yesterday in London.

The following is an extract from the statement / by the chairman which had been circulated with the report and accounts for the year ended 31st December, 1960. /

I am very glad to be able to report that once again your company has had a very successful year. In this / country, in spite of increased competition, the amount of new business we did was again a record. Not only was there an increase // in the total number of contracts with both new and old customers, but the number of contracts for large installations included in / the total was much greater.

This success was of course largely due to the increase in production which took place throughout the country / during the course of the year, but it also reflected the attention given to the training and instruction of sales staff in / recent years.

I can also report that our overseas companies have continued to make satisfactory progress. Although these companies still form only a // small part of our total enterprise, they are growing rapidly and will make a valuable addition to the strength of the organisation. / All the overseas companies, with the exception of Canada, traded at a profit during the year and all, except Canada and France, paid / a dividend either direct or, in the case of South Africa, to our holding company there.

We expect that France will be / in a position to pay a dividend at the end of the current year, but it will still be some years before Canada // will be in a similar position. We tend to forget how long it took to establish our business in Britain during the / first quarter of the present century and we shall be wise to content ourselves with a long period of slow progress in Canada. /

As a result of all these activities, the profit before tax amounted to £1,200,000, which represents an / increase of £140,000 on the previous year and is the highest we have so far achieved. Taking all // factors into consideration your directors feel justified in recommending a final dividend of 10 per cent. making with the interim dividend already / paid a total for the year of 15 per cent. As we have found from past experience, it is most desirable that a / company of this nature should as far as possible be able to finance its operations from its own resources. The board would / not be prepared to recommend an increased dividend if there was a risk of the liquid resources of the company being seriously reduced. //

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.

At the annual general meeting of the company the chairman in his report said :—

$\frac{1}{4}$ The confidence of the public in our goods has been gained / over many years of trading. The growth in the volume of business clearly shows that we have given satisfaction to our customers.

$\frac{1}{2}$ Our brand name / is without doubt the most popular trade mark in the country and the goods which bear its name are exclusive to our stores. $\frac{3}{4}$ The range / and variety of our garments for all the family grows each year to meet the general and wider requirements of the public at prices well // within their reach. But price is not the only factor—it is the $\frac{1}{4}$ quality and beauty of the materials, the fashionable styling and the high / standards of manufacture which count in the end. Our brand has become $\frac{1}{2}$ the hall-mark of quality and value and our fine goods at inexpensive / prices attract 7,000,000 customers to the stores each week. Their goodwill is one of our greatest assets which we prize most dearly.

$\frac{3}{4}$ You will / be interested to know that we have entertained over 1,000 of our manufacturers recently at a series of receptions in our offices. $\frac{1}{2}$ These occasions // have given me and my colleagues on the board the opportunity of getting to know our friends more personally. We have been $\frac{1}{4}$ able to show / them our building and merchandize exhibitions which enable them better to understand and appreciate the scope of the work we $\frac{1}{2}$ are carrying out. They for / their part have built new factories, extended their plants and installed modern machinery in order to meet the demands of our growing business.

$\frac{3}{4}$ I have / on many occasions expressed my appreciation of the valuable co-operation we receive from our suppliers, and the confidence we have in them is shown by // the fact that 99 per cent. of our goods are of British $\frac{1}{4}$ manufacture. The unique relationship we enjoy with them has been built up / over many years of joint effort to extend and improve the range of our merchandize. The success of our combined endeavours is to $\frac{1}{2}$ be seen / in the volume of turnover we now report. I thank our friends for their splendid work in the past year and look forward to our / future $\frac{3}{4}$ progress together.

$\frac{1}{4}$ It is my pleasure once again to ask you to join me in thanking the staff, both at head office and in // the stores, for their devoted work. We pay particular attention to creating desirable working conditions. The $\frac{1}{4}$ impressive range of amenities we provide is a source / of pleasure and satisfaction to all the members of our staff. They have splendid meals $\frac{1}{2}$ at very modest prices in attractive dining rooms and enjoy / most comfortable staff quarters. The medical and dental schemes we have operated for many years have promoted a high standard of health among $\frac{3}{4}$ our employees. / We also give every encouragement and support to the many social, athletic and other activities in which the staff take part $\frac{1}{2}$ in their leisure hours. //

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

LOWER GRADE

Thursday, 16th 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. Describe the organisation of **one** of the main produce markets in this country. What benefits does the market confer on the producer of the product ? (20)

2. Explain the term " bank clearing " and discuss its importance in the working of a banking system. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Give an account of the main functions of the Stock Exchange. (20)

4. Write an account of the special services which the Post Office provides for business firms. (20)

5. Distinguish clearly between invisible imports and invisible exports, giving examples of each. Explain why the balance of trade of the United Kingdom seldom balances. (20)

6. What is meant by " the multiple shop " ? Compare the advantages and disadvantages of this form of retailing with those of the independent retailer. (20)

7. What services should be provided for the business community by modern docks and harbours ? (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

HIGHER GRADE

Thursday, 16th 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. Describe the main features of the organisation of either the British coal industry or British railways. (20)

2. What steps should be taken by the producer of an established product who wishes to enter the export trade? (20)

SECTION B

THREE questions should be attempted from this Section

3. What is the meaning of "resale price maintenance"? Discuss its advantages and disadvantages from the point of view of the consumer. (20)
4. Why, despite its obvious advantages, has the retail co-operative movement failed to dominate the field of retail distribution in this country? (20)
5. Describe three business risks against which a wholesale warehouseman should insure, and explain how this insurance would be arranged. Against what business risks can a trader not insure? (20)
6. Describe the essential features of the self-service shop and discuss its possible effects on the future of retailing. (20)
7. A list headed "Foreign Exchanges" appears regularly in the financial columns of newspapers. Describe the nature of the information contained in this statement and indicate its value to the business man. (20)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ECONOMICS****LOWER GRADE**

Thursday, 16th 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. In what respects do the functions of the Bank of England differ from those of a joint-stock bank? (20)
2. Discuss the meaning of "production" in economics. At what point do goods pass out of the productive process? (20)

SECTION B

THREE questions should be attempted from this Section.

3. Explain and discuss the factors which may limit the supply of any particular type of labour. How do these factors affect the reward? (20)
4. "Profits are the reward of the entrepreneur's skill." Discuss this statement. (20)
5. Discuss the advantages and disadvantages of joint stock organisation. (20)
6. What are the circumstances in which a government may interfere in order to fix the price of a commodity? (20)
7. Describe the main features of the device used by governments in an attempt to measure changes in the value of money. (20)

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UNITED STATES EXAMINATION

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMICS

HIGHER GRADE

Thursday, 16th 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. Compare and contrast the relative advantages enjoyed by the large firm and the small firm. (20)
2. For what reasons do governments sometimes attempt to influence the location of new firms and new industries? (20)

SECTION B

THREE questions should be attempted from this Section.

3. What is meant by the phrase "inflationary tendencies"? What are the indications that such tendencies exist at any particular time? (20)
4. Examine the circumstances in which a producer can pass to the consumer the burden of the tax on a product. Give examples. (20)
5. Discuss why it is usually necessary to supplement Bank Rate as an instrument of monetary management by more direct controls. (20)
6. What do you understand by the term "the trade cycle"? Why has there been little evidence of its occurrence in the post-war period? (20)
7. "The aim of a trade union is to substitute collective for individual action". Discuss this statement and suggest reasons for the increase in recent years in the number of unofficial strikes. (20)

LEAVING CERTIFICATE EXAMINATION

ECONOMICS

Time: 1 hour

Answer all questions in the spaces provided.

1. (a) Define the term 'GDP'. (2 marks)
(b) Explain the difference between GDP and GNP. (2 marks)
(c) State two factors which can cause a shift in the demand curve for a country's exports. (2 marks)
(d) Explain how a shift in the demand curve for a country's exports can affect the country's balance of payments. (2 marks)

SECTION B

Answer any two of the following questions. (12 marks)

2. (a) Explain the concept of 'marginal propensity to consume'. (2 marks)
(b) Explain the concept of 'marginal propensity to save'. (2 marks)
(c) Explain the concept of 'marginal efficiency schedule'. (2 marks)

SECTION C

Answer any two of the following questions. (12 marks)

3. (a) Explain the concept of 'marginal propensity to consume'. (2 marks)
(b) Explain the concept of 'marginal propensity to save'. (2 marks)
(c) Explain the concept of 'marginal efficiency schedule'. (2 marks)
(d) Explain the concept of 'marginal efficiency schedule'. (2 marks)
(e) Explain the concept of 'marginal efficiency schedule'. (2 marks)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

LOWER GRADE

Friday, 24th 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.

Credit will be given for sketch maps and diagrams in any question in which they are appropriate.

SECTION A

The two questions in this Section should be attempted.

1. Describe the causes and characteristics of the "Mediterranean" type of climate, and give a clear account of the natural vegetation and the cultivated crops of one region where this type of climate is found. (20)

2. Give an account of the location, sources of raw materials, sources of power, and transport facilities of the iron and steel industry of **either** Western Germany **or** North-Eastern U.S.A. (20)

SECTION B

THREE questions should be attempted from this Section

3. Describe the physical features, climate and economic activities of either New Zealand or Argentina. (20)
4. "The world's most intensive farming is to be found in North-Western Europe." Explain this statement, giving relevant illustrations. (20)
5. State and explain the factors which encouraged the growth of two of the following towns, illustrating your answer by a sketch map :—
Colombo ; Hankow ; San Francisco ; Montreal ; Lyons. (20)
6. Why is a large number of light industries found in the London area ? (20)
7. Describe, and comment on the relative importance of, the land, sea and air routes between London and Cape Town. (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

HIGHER GRADE

Friday, 24th 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.

Credit will be given for sketch maps and diagrams in any question in which they are appropriate.

SECTION A

The two questions in this Section should be attempted.

1. What conditions favour the large-scale production of meat for export? Name three important producing regions. For **one** of these describe how the product is marketed, processed and transported to the consuming markets. (20)

2. The following statement gives certain statistics for the year 1958 for the countries named.

	Area (in thousands of sq. miles)	Population (in millions)	Production (in thousands of metric tons)		
			Wheat	Maize	Rice
U.S.A.	3,557	174	39,782	96,546	2,013
India	1,260	397.5	7,865	3,038	45,297
Italy	116	49	9,815	2,674	705
South Africa	472	14	657	3,599	—
Argentina	1,084	20	6,720	4,932	—
Total for world			180,000	188,600	253,700

Write a commentary on the above statement. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Examine the statement that geographical factors are one important cause of the relatively high incidence of unemployment in Scotland. (20)

4. Compare and contrast **one** of the following pairs of ports, with special reference to situation, hinterland and trade :

(a) Liverpool and Hull ; (b) London and Southampton. (20)

5. "The trade stability of Switzerland is maintained by its invisible exports." Amplify and comment on this statement. (20)

6. It is suggested that, owing to the rapid increase in the population of the world, it will be necessary to develop agriculture in the equatorial regions of the world. Discuss the problems to which such a development is likely to give rise, illustrating your answer by reference to **either** equatorial Africa or equatorial South America. (20)

7. Write a short geographical essay on the population problems of **either** Egypt or Japan. (20)

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ECONOMIC HISTORY****LOWER GRADE**

Friday, 24th 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. Was the Agrarian Revolution of the 18th century an essential preliminary to the Industrial Revolution? (20)
2. Outline the changes in the legal position and structure of the trade union movement in the present century. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Give an account of the major improvements effected in the manufacture of steel in the second half of the 19th century. Indicate the effect of these changes on the economic progress of the United Kingdom. (20)
4. Describe the part played by the "Staplers" and the "Adventurers" in the development of England's overseas trade. (20)
5. In what ways did the Government attempt to regulate the organisation and working of the railways in Britain in the period between 1840 and 1914? (20)
6. Give an account of the principal legislative measures taken in the 20th century to relieve poverty. (20)
7. Write notes on **two** of the following :—
John Loudon Macadam ; Sir Humphrey Davy ; Matthew Boulton ;
Abraham Derby. (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC HISTORY

HIGHER GRADE

Friday, 24th 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. Compare the changes in the location of industry in Great Britain between the early 19th and mid-20th centuries. Account for any significant differences. (20)
2. Give an account of the development of State Education in Scotland since 1872. (20)

[TURN OVER

SECTION B

THREE questions should be attempted from this Section.

3. Explain what you understand by the "manorial system" and discuss the factors which led to its decline. (20)
4. State what was meant by "enclosing" at different periods of history and suggest why at times it was favoured by the State and at other times opposed. (20)
5. Give an account of the main stages by which, between 1820 and 1860, Britain became a "free trade" country. (20)
6. Examine the contributions made by Robert Owen and Lord Ashley to factory legislation in the first half of the 19th century. (20)
7. "The nationalisation of British railways is the logical outcome of their previous relations with Parliament". Comment on this statement. (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

LOWER GRADE

Monday, 20th 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.

Marks

1. A loaded wheelbarrow stands on a level surface, its handgrips being at the same height as the wheel axle. From the following data calculate the effort required to raise the handles of the wheelbarrow :—

Distance between handgrips and axle 4½ feet

Weight of wheelbarrow, except wheel and axle 30 lb.

Weight of load 2 cwt.

Horizontal distance of centre of gravity of wheelbarrow from axle 2½ feet

Horizontal distance of centre of gravity of load from axle 2 feet **8**

State Ohm's Law. Calculate the current flowing in a wire which is connected across a 12-volt electrical supply, and which has a resistance of 4 ohms. **5**

How many 200-watt lamps could be operated from a 240-volt electrical supply in which a 30-ampere fuse is fitted? Calculate the cost at 1d. per unit of operating all these lamps together for a period of five days. **7**

[TURN OVER

2. Name three forms of lime used on agricultural land, and state the chemical formula of each. 3

Explain what is meant by the lime requirement of a soil. Describe the various symptoms of lime deficiency on a farm, and the effects of lime on soil texture. 10

Explain, with examples, the importance of knowing the lime status of each field on a farm. 7

3. Describe the effects of (a) nitrogen, (b) phosphates, and (c) potash on the growth of plants. 12

Name two crops which under normal soil conditions require a generous dressing of phosphatic fertilisers, and two others which require a generous dressing of potassic fertilisers. 4

Calculate the percentage weight of P_2O_5 in tri-calcium phosphate. 4

4. Describe in outline the vascular system of a bean plant. Explain how the plant takes in water, and how it disposes of surplus water. 15

Explain the agricultural significance of the nodules on the roots of bean plants. 5

5. Name a pest or disease which affects each of the following :—
cattle, sheep, barley, potato, swedes. 5

Select **TWO** of the pests or diseases which you have named, and in each case describe the nature of the damage and suitable control measures. 15

6. For each pair of weeds named below, describe the characteristic which the members of the pair have in common. State the conditions in which you would expect each weed to thrive, and indicate suitable means of control.

Creeping thistle, couch grass; daisy, plantain. 20

7. With reference to a labelled diagram, describe the digestive system of the sheep. State the functions of each part. 20

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(FIRST PAPER)

Monday, 20th 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.

[TURN OVER

1. With the help of diagrams, describe and explain how threshing and the sorting out of the products are achieved in a combine harvester or in a threshing mill.

9

A gear wheel A, rotating at 120 revolutions per minute, is in mesh with an idler wheel B, which is in mesh with a third gear wheel C. C has 32 teeth, and rotates at 150 revolutions per minute. Calculate the number of teeth in A.

3

Explain what is meant by (a) insulators and (b) conductors of electricity. Describe, with examples, the use of each in connection with safety precautions on farms.

8

2. Discuss in detail under the following headings the conversion of chemical energy into mechanical energy in a four-stroke diesel engine :—

(a) the chemical nature and combustion of the fuel ;

(b) the cycle of events in one cylinder ;

(c) how the rate of turning of the crankshaft is regulated ; and

(d) the efficiency of conversion.

20

3. Give an account of the factors which influence the texture of a farm soil.

11

Write explanatory notes about **THREE** of the following in relation to agriculture :—

feldspars, quartz, transported soil, limestone rock.

3
each

4. What is meant by the pH value of a soil ? Explain its significance, giving examples.

6

How can the pH value of a soil be increased ? Explain fully how the measures you suggest would achieve the desired result.

6

Explain what is meant by (a) peaty soils and (b) calcareous soils. Describe the characteristics of each.

8

5. Give an account of the processes which constitute the nitrogen cycle in nature, and explain how a farmer might allow for them in his rotational manurial programme.

20

6. Describe the effects of phosphates on the growth of plants. Which kinds of farm plants are particularly dependent on phosphatic manuring ? Explain why.

5

Name three phosphatic fertilisers which are commonly used, and compare their relative merits for use on root crops.

6

Select a manufactured fertiliser from among those you have named, and, with the aid of chemical equations, outline the process by which it is manufactured.

9

7. Name four environmental factors which affect the growth of farm plants. Give a brief account of the influence of each factor you have named, and trace its connection with climatic conditions.

20

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(SECOND PAPER)

Monday, 20th 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.

[TURN OVER

1. Under the following headings, and with examples under each, give an account of weeds of arable land :—

- (a) botanical characteristics which help them to establish themselves in specified arable crops ;
- (b) external conditions conducive to their establishment ;
- (c) control by mechanical means ; and
- (d) control by spraying.

20

2. With the help of labelled diagrams, describe in detail (a) the structure of the ovary prior to fertilisation, (b) the process of fertilisation, and (c) the structure of the fruit in a specified kind of cereal plant. Relate the structure of the fruit to that of the ovary.

17

State the customary seed rate and the average yield of grain for barley. Explain why a small reduction in seed rate may not result in a proportional reduction in grain yield.

3

3. Describe, as fully as you can, the chemical nature of true proteins. What is meant by first class and second class proteins ? For each name two feeding stuffs which are rich sources.

9

Describe the process of digestion of proteins in the body of a pig.

4

What uses are made of proteins in the bodies of farm animals ?

7

4. Name the crops or animals which are affected by each of the following :—

liver fluke, take-all, bunt, frit-fly, leather-jacket, wireworm, clubroot, Ascaris.

4

Select **FOUR** of the above, and in each case describe the nature of the damage, explain how the organism gains access to its host, and state suitable means of control.

16

5. State the approximate percentage composition of cow's milk.

3

Describe and explain how (a) a lactometer and (b) a Gerber tester should be used to obtain information about the composition of milk. State the results you would expect to obtain in each case.

17

6. State Mendel's Laws of inheritance. Explain, with examples, their importance in the breeding of farm crops and animals.

20

7. With reference to a specified rotation, discuss, in the light of modern practices, the benefits traditionally ascribed to rotational cropping.

20

1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**HOME CRAFT**

LOWER GRADE—GROUP I (COOKERY AND NEEDLEWORK)

PRACTICAL TEST—NEEDLEWORK

Tuesday, 14th March—9.15 A.M. to 11.15 A.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and those of the school and town on the envelope provided for the purpose.
2. Read through the paper and study the details of the test.
3. Proceed with the test, using the material provided. No additional material will be supplied. If you should make a mistake in cutting out, you must do the best you can with the given material.
4. At the end of the examination, remove the needle from your test. Write your name and those of the school and town on the label provided.
5. Use the safety-pin provided to attach the label firmly to your finished test.
6. Put into the envelope—
 - (a) the test ;
 - (b) all cuttings left over from the given length of material ;
 - (c) the paper pattern pieces pinned together.
7. Seal the envelope.

TEST**Child's Feeder.**

Using the material and pattern supplied, cut out and make up the feeder, following the instructions printed on the pattern.

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION**HOME CRAFT**

LOWER GRADE—GROUP II (NEEDLEWORK AND SIMPLE DRESSMAKING)

PRACTICAL TEST—NEEDLESUBJECTS

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

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and those of the school and town on the envelope provided for the purpose.
2. Read through the paper and study the details of the test.
3. Proceed with the test, using the material provided. No additional material will be supplied. If you should make a mistake in cutting out, you must do the best you can with the given material.
4. At the end of the examination, remove the needle from your test. Write your name and those of the school and town on the label provided.
5. Use the safety pin provided to attach the label firmly to your finished test.
6. Put into the envelope—
 - (a) the test ;
 - (b) all cuttings left over from the given length of material ;
 - (c) the paper pattern pieces pinned together.
7. Seal the envelope.

TEST**Top for Pyjamas with Circular Yoke.**

Using the material and pattern supplied, cut out and make up the top for pyjamas, following the order of work printed on the pattern.

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEMECRAFT

HIGHER GRADE—GROUP I (COOKERY, LAUNDRYWORK, HOUSEWIFERY
AND NEEDLEWORK)

PRACTICAL TEST—NEEDLEWORK

Tuesday, 14th March—9.15 A.M. to 11.15 A.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and those of the school and town on the envelope provided for the purpose.
2. Read through the paper and study the details of the test.
3. Proceed with the test, using the material provided. No additional material will be supplied. If you should make a mistake in cutting out, you must do the best you can with the given material.
4. At the end of the examination, remove the needle from your test. Write your name and those of the school and town on the label provided.
5. Use the safety pin provided to attach the label firmly to your finished test.
6. Put into the envelope—
 - (a) the test ;
 - (b) all cuttings left over from the given length of material ;
 - (c) the paper pattern pieces pinned together.
7. Seal the envelope.

TEST

Girl's Sleeveless Blouse

Using the material and pattern supplied, cut out and make up the blouse, following the instructions printed on the pattern.

Needlework

1981

NOTION LEAVING CERTIFICATE EXAMINATION

CERTIFICATE

Whereas the undersigned, the Secretary of the Needlework Society, do hereby certify that the following named person has been examined and found to be competent to leave the Society as a member of the Needlework Society.

NAME OF THE PERSON: _____

DATE OF EXAMINATION: _____

LIST OF QUESTIONS TO BE ANSWERED

1. What is the purpose of the Needlework Society?
2. What are the aims and objects of the Needlework Society?
3. What are the duties of a member of the Needlework Society?
4. What are the duties of a Secretary of the Needlework Society?
5. What are the duties of a Treasurer of the Needlework Society?
6. What are the duties of a Committee member of the Needlework Society?
7. What are the duties of a President of the Needlework Society?

Signed

Secretary of the Needlework Society

Witness my hand and seal this _____ day of _____ 1981.

(Signature)

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HOME CRAFT

HIGHER GRADE—GROUP II—FIRST PAPER—(NEEDLEWORK, DRESSMAKING,
EMBROIDERY, DESIGN AND ALLIED ART)

PRACTICAL TEST—NEEDLESUBJECTS

Tuesday, 14th March—9.15 A.M. to 12.45 P.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and those of the school and town on the envelope provided for the purpose.
2. Read through the paper and study the details of the test.
3. Proceed with the test, using the material provided. No additional material will be supplied. If you should make a mistake in cutting out, you must do the best you can with the given material.
4. At the end of the examination, remove the needle from your test. Write your name and those of the school and town on the label provided.
5. Use the safety pin provided to attach the label firmly to your finished test.
6. Put into the envelope—
 - (a) the test ;
 - (b) all cuttings left over from the given length of material ;
 - (c) the paper pattern pieces pinned together.
7. Seal the envelope.

TEST

Fine Woollen Dress

Using the material and pattern supplied, cut out and make up the dress, following the instructions printed on the pattern.

SCOTT

A sheet
tracing paper
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Design

(a) A

(b) A

(c) A

(d) A

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1961

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HOME CRAFT—GROUP II

HIGHER GRADE (SECOND PAPER)

PRACTICAL TEST—DESIGN AND ALLIED ART

Friday, 17th March—1.0 P.M. to 3.0 P.M.

A sheet of "Preliminary Sketching" paper may be used for rough work. Tracing paper may also be used. These extra papers should be handed in SEPARATELY from your finished work.

Design **ONE** of the following :—

- (a) A pocket for a dressing gown.

The decoration should be some form of quilting or appliqué.

- (b) A decorative border for a curtain.

The curtains are for a school puppet theatre. The design should be bold.

- (c) A glove for evening wear.

Only the back of the glove need be shown. This should be suitably decorated.

- (d) A box-edged, linen cushion for a stool in a child's bedroom.

The cushion should be approximately 14 inches by 10 inches. The decoration should be confined to the upper surface.

In each case state

- (a) the method of decoration and the stitches to be used,

- (b) the type and colour of the material and threads.

Except in Question (d), where the size is stated, your design should be as near as possible to the actual size of the article.

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SCOTTISH CERTIFICATE OF EDUCATION

List showing the Subjects in which examinations on the Ordinary Grade will be held and the Subjects or Groups of Subjects for which a Pamphlet containing syllabuses and Specimen Question Papers on the Ordinary Grade (and on the Higher Grade in Commercial Subjects and Homecraft) may be obtained from I.M. Stationery Office.

<i>Subjects of Examination</i>	<i>Pamphlets</i>
ORDINARY GRADE:	
English	English, 1s. 0d. (1s. 2d.)
History	History 1s. 3d. (1s. 5d.)
Geography	Geography (including Ordnance Survey Map), 3s. 6d. (3s. 8d.)
Modern Studies	Modern Studies (including Ordnance Survey Map), 3s. 6d. (3s. 8d.)
French	} Modern Languages, 1s. 3d. (1s. 5d.) (Specimens in French and German only)
German	
Spanish	
Italian	
Russian	
Latin	} Latin and Greek, 1s. 0d. (1s. 2d.)
Greek	
Gaelic (Native Speakers)	} Gaelic, 1s. 3d. (1s. 5d.)
Gaelic (Learners)	
Arithmetic	} Arithmetic, Mathematics and Applied Mathematics, 1s. 3d. (1s. 5d.)
Mathematics	
Applied Mathematics	} Science, 1s. 3d. (1s. 5d.)
Biology	
Botany	
Chemistry	
Physics	
Zoology	} Technical Subjects, 1s. 9d. (1s. 11d.)
Applied Mechanics	
Building Drawing	
Metalwork	
Technical Drawing	
Woodwork	} Agriculture and Horticulture, 1s. 3d. (1s. 5d.)
Agriculture	
Horticulture	
Navigation	Navigation, 6d. (8d.)
Art	Art, 9d. (11d.)
Music	Music, 1s. 0d. (1s. 2d.)
Commercial Subjects:	
ORDINARY GRADE :	} Commercial Subjects, 1s. 9d. (1s. 11d.)
Economic Organisation	
Principles of Accounts	
Shorthand and Typewriting	
HIGHER GRADE :	
Accounting	} Homecraft, 2s. 0d. (2s. 2d.)
Commercial Arithmetic and Statistics	
Economic Organisation	
Shorthand and Typewriting	
Homecraft :	
ORDINARY GRADE :	} Homecraft, 2s. 0d. (2s. 2d.)
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Dress and Design	
Nursing Subjects	

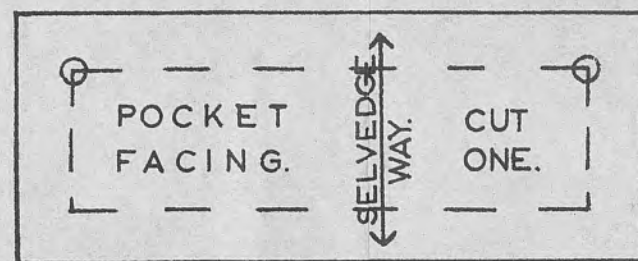
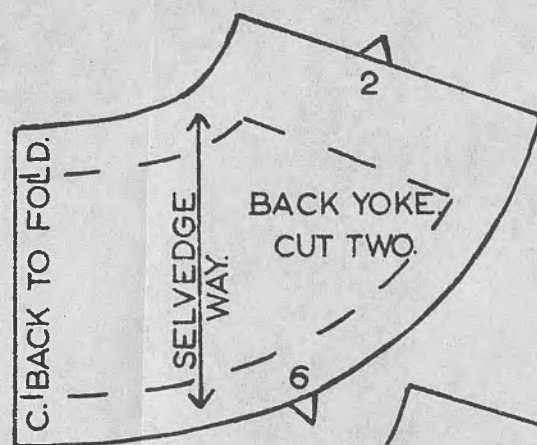
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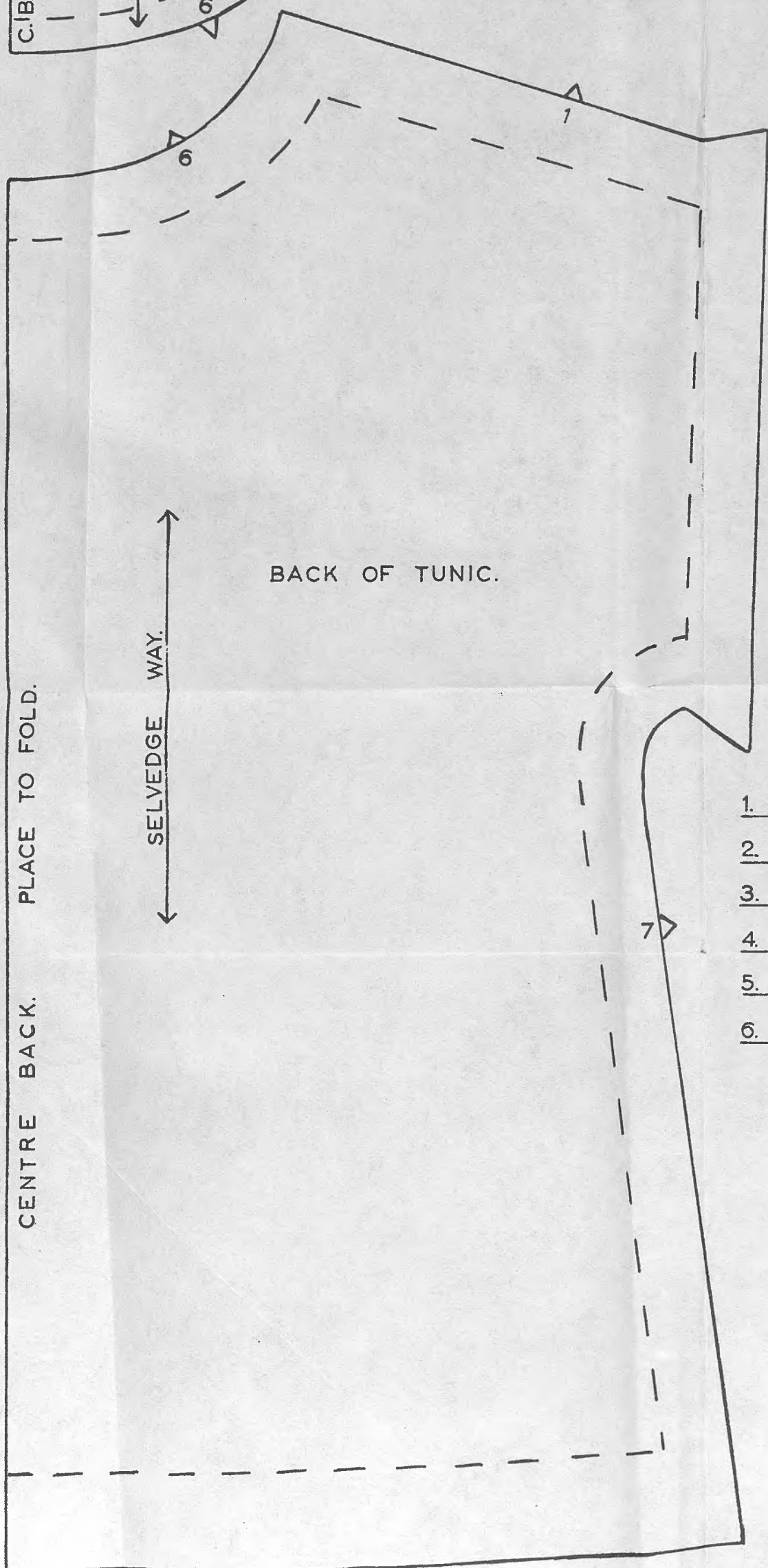
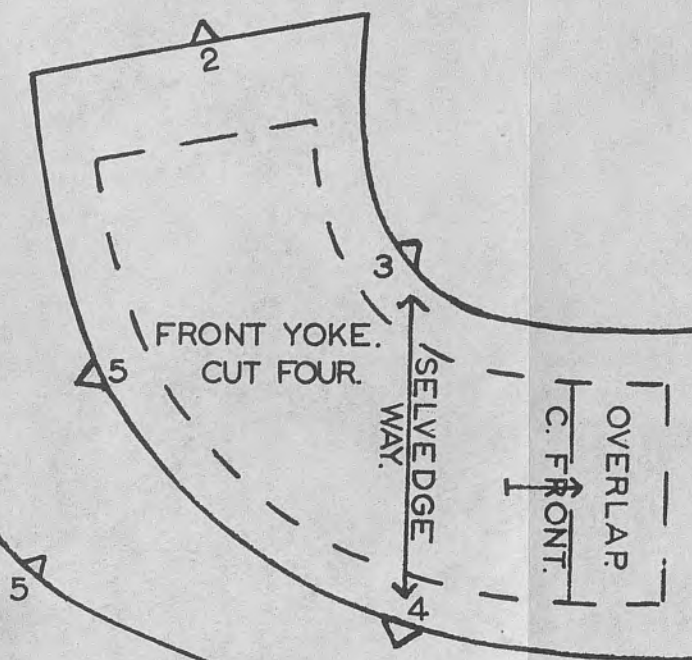
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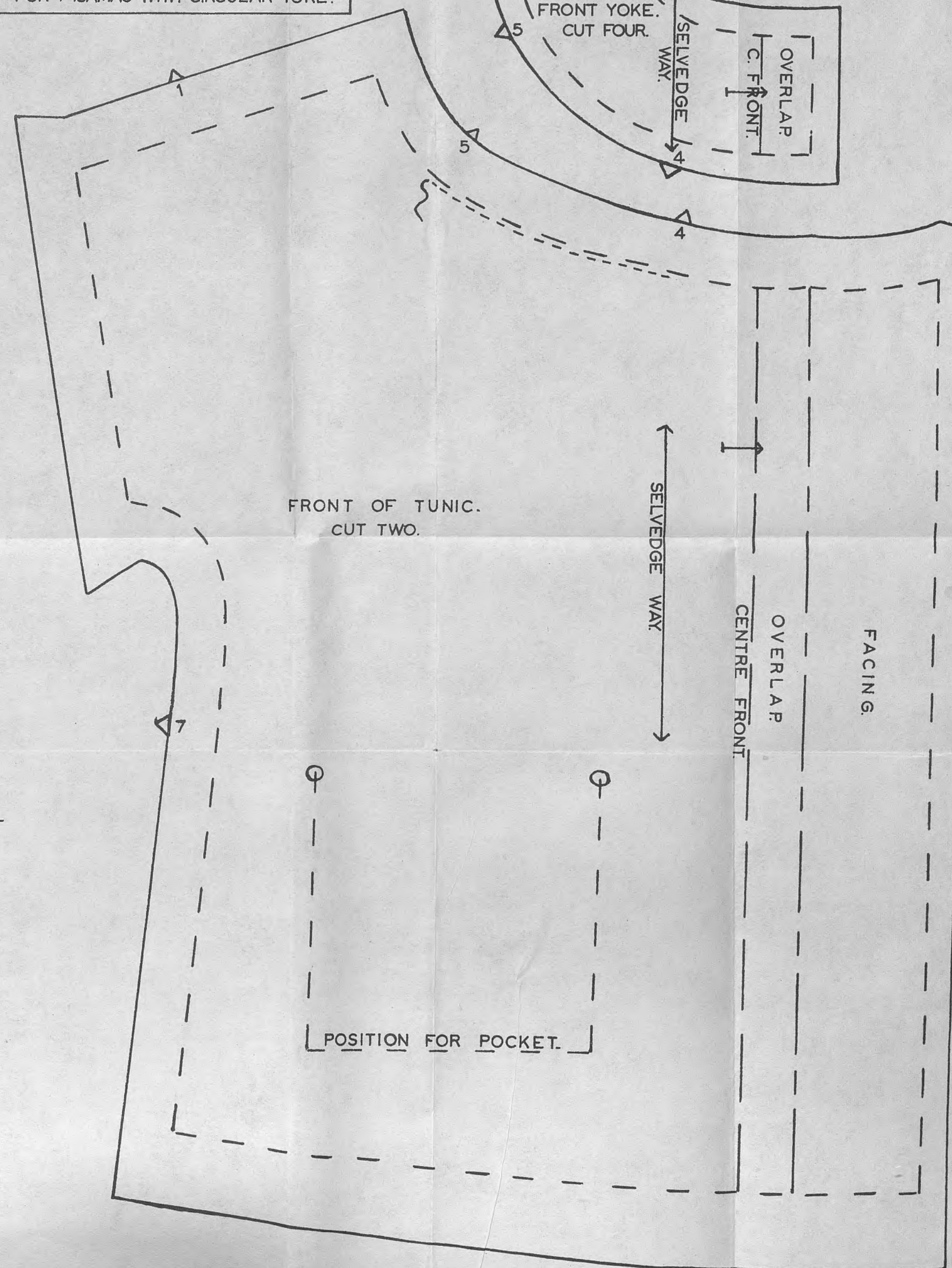
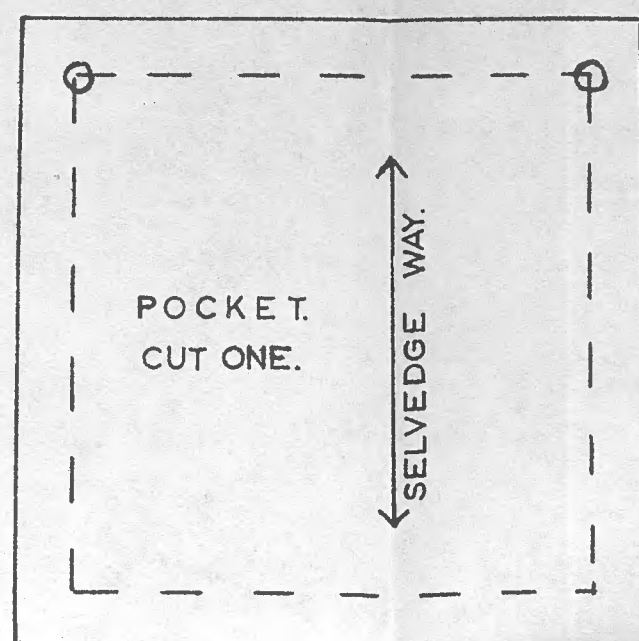


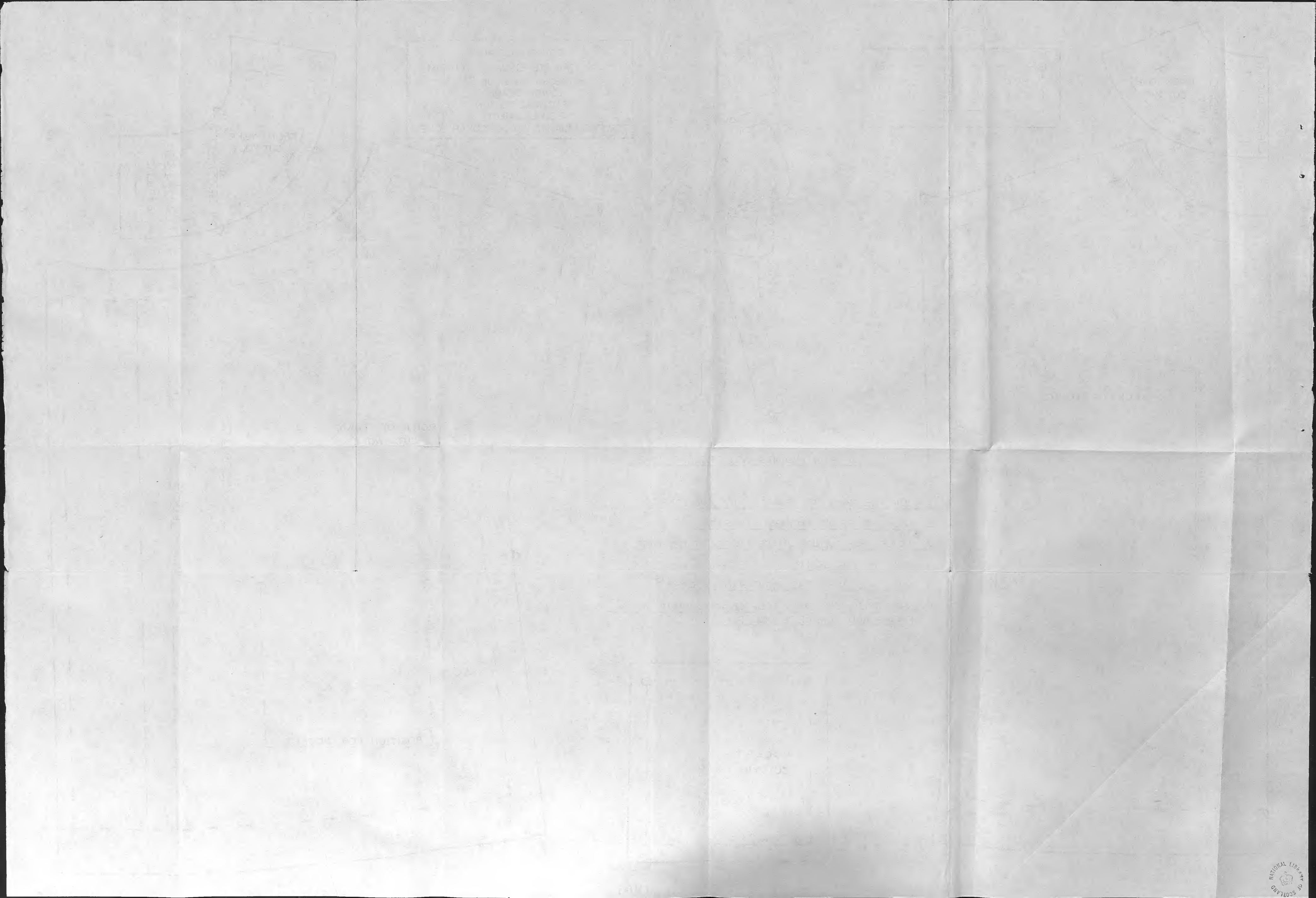
SCOTTISH LEAVING
CERTIFICATE EXAMINATION 1961.
HOMECRAFT (GROUP II)
LOWER GRADE.
PRACTICAL TEST IN
NEEDLESUBJECTS.
TOP FOR PYJAMAS WITH CIRCULAR YOKE.



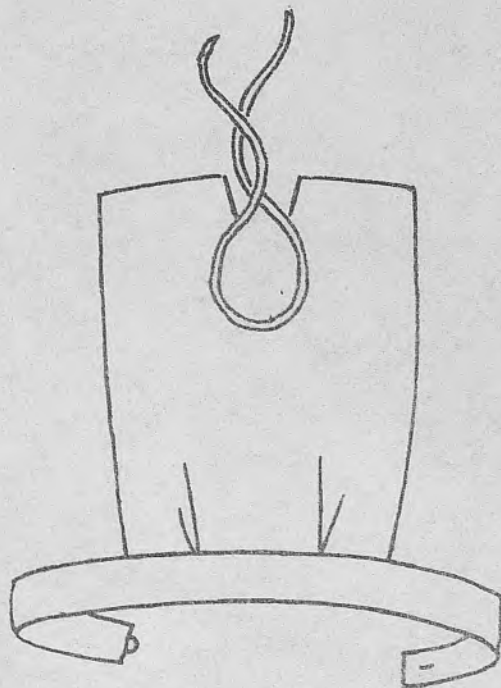
TOP FOR PYJAMAS WITH CIRCULAR YOKE.

1. JOIN THE SHOULDER SEAMS ON TOP AND YOKES.
2. TACK THE FRONT FACINGS IN POSITION.
3. ADJUST THE FULNESS. MAKE AND APPLY THE YOKE.
4. JOIN THE SIDE SEAMS.
5. MAKE AND APPLY THE RIGHT HAND POCKET.
6. SHOW FINISH ON LOWER EDGE OF TUNIC, INCLUDING ONE FACING AND COMPLETE ONE SLEEVE.

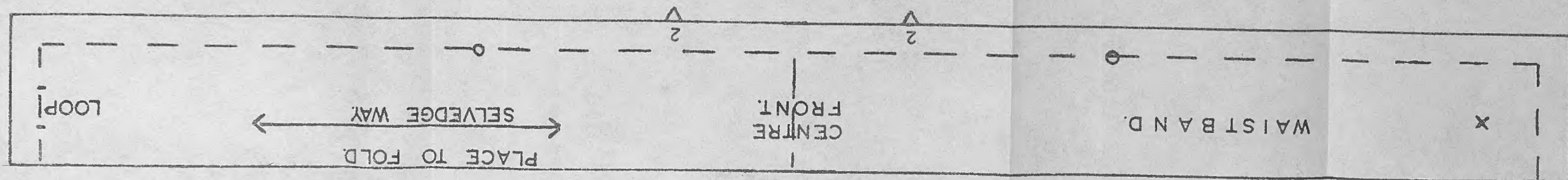
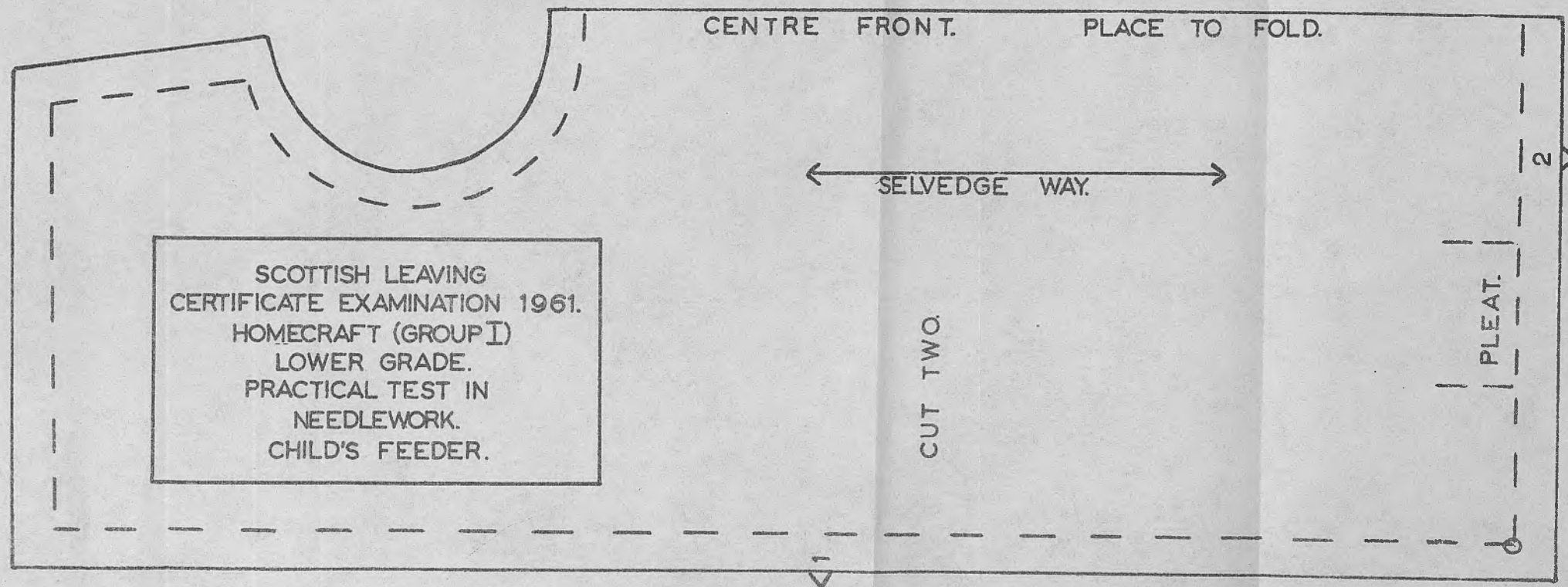




1. STITCH THE OUTER EDGES OF FEEDER LEAVING THE NECK AND WAIST OPEN.
2. TURN TO RIGHT SIDE AND BIND THE NECK WITH CROSS-CUT STRIPS.
3. THE BINDING SHOULD EXTEND FOR $5\frac{1}{2}$ " AT EACH END TO FORM TIES.
4. THE FEEDER IS SET INTO THE WAISTBAND WHICH IS FASTENED WITH A BUTTON AND LOOP.



CHILD'S FEEDER.



THE PATTERN IS SET WITH THE WAISTBAND WHICH IS MADE UP WITH A BOTTOM AND TOP

THE WAISTBAND SHOULD BE LONG FOR 32 AT EACH END OF TOP AND

BE TOWN TO FRONT SIDE AND ONE THE LEFT WITH OTHER CUT STRIPS

STITCH THE INTERSECTIONS OF SEAMS LEAVING THE NECK AND WAIST



SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

Commercial Subjects

HIGHER GRADE—TYPEWRITING—(b)

Thursday, 23rd March—2.10 P.M. to 3.45 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 Invigilator 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 Invigilator 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 Invigilator.
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.

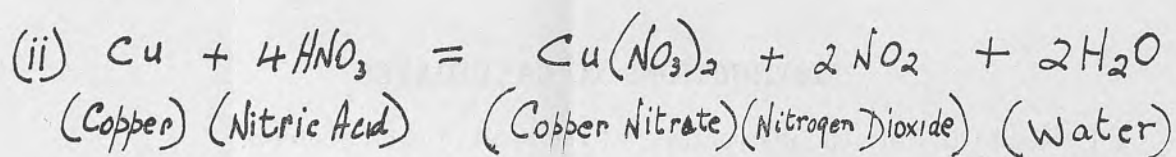
(a) Give what are, in your opinion, the best line-end divisions of the following words :—

circuitous ; preliminary ; guarantor ; parenthetical ;
malevolent ; resuscitation.

(b) Type the following :—

(i) using only figures and signs.

18.25 multiplied by 6 and divided by 5 equals 21.90



(c) What is the precise function of :—

- (i) a single key tabulator ;
- (ii) a decimal tabulator ;
- (iii) a column selector?

(12)

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 foolscap paper. All necessary ruling is to be done by the machine. Make any necessary corrections.

Kleinsbächer, Answort + Co.

Bergen - Norway

Founded in 1846

Share Cap. : Kr. 125,000,000

Board of Dir. : G. J. Hammarberg (Chairman), L. Lansing, A. Godsholm, L. E. Hillgren, and G. K. Ricksman.

Reg. Office of the Co. : Bergen.

Manag. Dir. : L. E. Hillgren.

Prodⁿ for Sale 1960: 120,000 tons of chemicals; 140,000 metric tons of paper and 39,000 standards of sawn wood goods. These figs. include the prodⁿ of Rudsbolag Co, a subsidiary of Kleinsbächer, Answort + Co.

Summary of P. & L. a/c

	30.6.59		30.6.60	
	Kr. m.	Kr. m.	Kr. m.	Kr. m.
u.c. Sales Value - - - -		296.8		350.5
- Prod ⁿ Cost - - - -		<u>254.5</u>		<u>297.4</u>
Gross R. from Indl. Activities - -		42.3		53.1
G. Prof. from Forestry + Agric.	19.3		18.7	
Other G. Prof.	<u>2.6</u>	<u>21.9</u>	<u>2.4</u>	<u>21.1</u>
← GROSS PROFIT		64.2		74.2
+ Income of Interest, etc		<u>3.1</u>		<u>3.9</u>
		67.3		78.1
- Interest charges	3.0		4.0	
Depreci ⁿ	24.2		24.4	
Pension Fund	8.0		8.0	
Investment Fund			10.0	
Taxes	<u>18.0</u>	<u>53.2</u>	<u>16.0</u>	<u>62.4</u>
Net Profit.		14.1		15.7

Summary of Consolidated B/S Sheet.

	30.6.59		30.6.60	
	Kr. m.	%	Kr. m.	%
u.c. <u>Assets</u>				
Fixed Assets - - - -	158.6	45.1	171.6	42.7
Current Assets - - - -	<u>193.4</u>	<u>54.9</u>	<u>230.0</u>	<u>57.3</u>
Total - - - -	352.0	100.0	401.6	100.0
u.c. <u>Liabilities</u>				
Long-term Liab ^s - - - -	103.2	29.3	129.3	32.1
Short-term " - - - -	28.6	8.1	36.4	9.1
Investmt. Reserve	14.3	4.1	18.2	4.6
Share Cap. General + other Reserves	<u>205.9</u>	<u>58.5</u>	<u>217.7</u>	<u>54.2</u>
Total - - - -	352.0	100.0	401.6	100.0

Bergen. February, 1961.

QUESTION 5

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 and your teacher's and your own initials as dictator and typist respectively. Make any necessary corrections.
3. Address the envelope supplied and attach it to the letter.

The Petroleum Equipment Mfrs. Assn.

The Editor
"Inward Magazine",
Charter House,
Charing X Road,
London E.C. 2.

Stanton House,
Westwood Rd.
Hull.

Sir,

In a recent article published in your magazine reference was made to the part which the petroleum industry might be called on to play in the next 50 years. I should like to comment on this.

It has been estimated that by the ~~last~~^{end} of the century world popⁿ is likely to reach 6,000 million, as against 2,795 mill. at present. If this forecast is correct, the strivings of mankind may ultimately be primarily directed towards providing food and the prime necessities of life to the broad tract of territory stretching from the Middle East to China which is expected to accomm. 62% of world popⁿ in 2,000 A.D. The scope for oil in providing energy for transportation, fertilizers for agriculture, chemicals for food conservation, etc., is immeasurable.

It is certainly no co-incidence that the standard of living of countries is closely related to the prodⁿ and/or consumption of energy. This fact is borne out by the position of four nations which, apart from being ^{industrial} ~~individual~~ giants enjoying a high standard of living, are also the leading mfrs. of petroleum equipt. in the free world.

CONSUMPTION of energy in 1958		
	Domestic demand for oil products (estim. mill. Bls)	Consumption of coal Mill. tons
U.S.A.	3,309	346
U.K.	209	199
W. Germany.	164	116
France	185	72
		Total production of electricity Mill. kWh.
		720,000
		98,000
		94,000
		59,000

Now compare the situation which prevails on 3 Continents which are as yet important under-developed regions, and

which are likely to receive substantial capital investment during the next decade or two.

	Oil Mill. Bbls.	Coal Mill. Tons	Electricity (Approxim.) Mill. kWh.
* Asia	243	106	90,000
S. America	349	10	30,000
Africa	144	40	30,000

* Afghanistan, Pakistan, India, Burma, Ceylon, Cambodia
+ S. Vietnam, Formosa, Japan, Malaya & Thailand.

N.P. [It may be a reasonable assumption that the standard of living of the less developed countries will progressively rise, attended by a steady growth in demand for raw materials, chemicals & fuel which will, in turn, stimulate the operations of all those inds. that are closely associated with these activities. I can assure you that we are aware that a heavy responsibility rests on petroleum equipment mfrs. to equip the oil industry for the task.

Yrffly.

The Petroleum Equip. Mfrs. Ass'n.
Secretary.

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

Commercial Subjects

HIGHER GRADE—TYPEWRITING—(a)

Thursday, 23rd March—1.30 P.M. to 2 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 Invigilator 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 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 Invigilator.

Map read the quickest way from Youth Hostel to Sutton. Note on the 1 : 12,500 map provided : (i) type of soil ; (ii) use to which each field is being put (permanent pasture, ley, arable with actual crop, if possible) ; (iii) location of woodland and names of dominant trees. Throughout, assess the possible effects of aspect, gradient and geology on land use, settlement and roads.

En route note at 108472 the middle course features of the River Tillingbourne. At 115500 turn east along to Ranmore Common, noting the heads of several dry valleys. Fork left at 144504, and continue past Denbies Farm, turning north-east along the bridle-road at 153512 and continuing down to Camilla Lacey. Look out for Pliocene gravels (very irregularly shaped and coloured flints and pebbles) on the way down.

Continue on to immediate west of railway and take swing-gate on left of road (167519), crossing field (terrace) to the abandoned meander at 165523. Follow river to Ham Bank, looking out for swallow holes which can be seen in dry weather where the Mole first strikes Ham Bank. Turn south for a hundred yards to make easy ascent on to terrace above Ham Bank. Continue north on to Norbury Park spur (165538) and draw diagrams to illustrate its asymmetrical appearance due to undercutting on the down-stream of the meander. Descend spur to the dual carriageway at 170537, and turn south to 111532.

(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 Invigilator.

Strokes

Strange things have happened to some of Nature's creatures. There 67
are birds that are unable to fly—fishes that walk on land—other fishes that 147
can fly—there are creatures that live upside down and many other things 221
'curiouser and curiouser', as Alice remarked when she found herself 289
'opening out like a telescope' which surprised her so much that she forgot to 367
speak correct English. Alice met quite a few odd creatures when she visited 444
Wonderland—the Dodo, for example, a bird that has been extinct for many 518
years. She also met the March Hare and the Cheshire Cat, to say nothing of 594
the very odd Caterpillar that asked so many questions. But in Nature's 666
Wonderland she could have met many more curious creatures. 724

Stranger than the March Hare are the birds that have forgotten how 793
to fly. There are several species, best known of which is the ostrich, that 870
big, ungainly bird that is reputed to bury its head in the sand when pursued. 949
According to the old story, the bird thinks that because it cannot see its 1024
pursuer, then it must be invisible itself. I expect you've heard the joke 1099
about the ostrich that came across a group of its friends, all of whom had 1174
their heads buried under the sand, whereupon it remarked—'What? 1241
Nobody about?' The ostrich comes from Africa but it has a close relative 1315
in Australia, a bird called the emu. Both birds have relied for so many 1388
centuries on the speed of their powerful legs that their wings have become 1463
useless through lack of exercise. Take a look at an ostrich next time you are 1542
at your local zoo and you will see that his wings are tiny in comparison with 1620
the rest of his great body. His legs, however, are a different matter. They 1698
are big and muscular, and incidentally, dangerous to an attacker. Woe 1769
betide the dog that gets too close: it is liable to stop a kick that will lift 1849
it right up into the air. 1874

The appetite of the ostrich is remarkable: it will eat almost anything 1948
and the stomachs of specimens in zoos have been found to contain nails, 2020
pennies, pieces of glass and an extraordinary assortment of hardware. 2091
Sometimes, however, these birds go too far and die. 2142

(25)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

Commercial Subjects

LOWER GRADE—TYPEWRITING—(b)

Thursday, 23rd March—2.10 P.M. to 3.45 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 Invigilator 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 Invigilator 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 Invigilator.
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 and your teacher's and your own initials as dictator and typist respectively. Make any necessary corrections.
3. Address the envelope supplied and attach it to the letter.

Carberry College of Commerce

*25 George Rd,
Carberry.*

*Gas. Ogilvie, Esq., Ph. D.,
22 Woodstock Rd.,
Newport. Mon.
D/Sir,*

Wastage Among Evening Students

In a previous letter dealing with the factual aspects of wastage among ~~the~~ ^{our} evening students we stated that the investigation was still continuing. The second stage of the investign., viz., the determination of reasons for wastage as given in reply to a questionnaire by the students concerned, has now been completed and I am sure the following particulars will interest you. (Fuller details are being sent separately).

The follg. table shows the response to the questionnaire:-

Analysis of response to questionnaire (1960)

<i>l.c.</i>	<i>Address Unknown</i>	<i>Non- Response</i>	<i>Unusable replies</i>	<i>Edited Replies</i>	<i>Total</i>
	80	457	25	401	963
<i>Percentage of total No. of leaves</i>	8.4	47.4	2.6	41.6	100.0
<i>Percentage of questionnaires</i>	-	51.8	2.8	45.4	100.0

A number of the tables which you will receive deal

with the analysis made of the students who failed to complete more than 75% of their courses. In drawing up these tables the flg. assumptions were made for the purpose of classification and tabulation.

v.c. 1. The standard of work. 3 divisions were used:-

- (i) School level - up to G.C.E. O. level;
- (ii) advanced level - Intermediate, Professional, Adv. G.C.E.;
- (iii) university level - Final Professional & Degree.

v.c. 2. Course of study. 4 groups were used:-

Grp. A. ordinary and Higher Natl. Certif. in Commerce, General Commercial, Retail Distribution and Civil Service;

Grp. B. Languages;

Grp. C. Secretarial courses;

Grp. D. Professional and Management Studies, Public Administration and Degree courses.

I shall be pleased to have your comments when you have had an opportunity to study the tables.

Yrs. flly,

Principal

(30)

[TURN OVER

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 and rule in red ink. Make any necessary corrections.

v.c.	Value of <u>output</u> of <u>spinning</u> and <u>weaving</u>					
v.c.	<u>sections</u> of the U.K. <u>industry</u> .					
	1924	1930	1933	1935	1937	
		(Thousands of £'s)				
	Value of Products (Gross Output)	14,206	9,605	4,155	8,079	8,943
L.C.	Cost of Materials, <u>Fuel</u> and electricity used	9,765	6,946	4,629	5,154	6,088
	Amt. pd. for work given out	51	19	22	19	24
L.C.	Net <u>Output</u>	4,390	2,640	2,524	2,906	2,831
		(Pounds)				
	Net output per person employed	128	92	111	120	114

Source: Census of Production and Import Duties
Act Inquiry Reports
Working Party Report on Textile — H. M. Stationery
Office, 1948, p. 11.

(30)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

Commercial Subjects

LOWER GRADE—TYPEWRITING—(a)

Thursday, 23rd March—1.30 P.M. to 2.0 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 Invigilator 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 Invigilator.

The maintenance of the poor from local rates was instituted by the Act of the Scots Parliament, 1579, c. 74, which authorised "the levying of a tax in every parish for the support of the aged and impotent poor." The granting of relief to able-bodied persons was not authorised under the earlier Acts. This system was the basis of Scottish Poor Law down to 1921, when the tremendous increase in unemployment consequent on the post-war depression led to the passing of the Poor Law (Emergency Provisions) (Scotland) Act, 1921, which extended the granting of relief to able-bodied persons provided they were destitute and unable to obtain employment. In 1930 the Local Government Act (1929) abolished the parish as the unit of administration and substituted the city, county and large burgh. The Poor Law (Emergency Provisions) (Scotland) Act, 1921, was passed as a temporary measure, and was renewed annually down to 1934, when its provisions became permanent under the Poor Law (Scotland) Act, 1934.

(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 Invigilator.

	<i>Strokes</i>
The sun was not yet up when the boat moved away again, the noise of	68
the oars on the thole-pins echoing from the cliffs, and left us alone. Andie	146
Dale was the Prefect (as I would call him) of the Bass, being at once the	220
shepherd and the gamekeeper of that small and rich estate. He had to	290
mind the dozen or so of sheep that fed and fattened on the grass of the	362
sloping part of it, like beasts grazing the roof of a cathedral.	426
He had charge besides of the solan geese that roosted in the crags ; and	500
from these an extraordinary income is derived. The young are dainty	569
eating, as much as two shillings a-piece being a common price, and paid	641
willingly by epicures. Even the grown birds are valuable for their oil and	717
feathers ; and a part of the minister's stipend of North Berwick is paid to	792
this day in solan geese, which makes it (in some folks' eyes) a parish to be	869
coveted. To perform these several businesses, as well as to protect the	942
geese from poachers, Andie had frequent occasion to sleep and pass days	1014
together on the crag ; and we found the man at home there like a farmer	1085
in his steading.	1101
Bidding us all shoulder some of the packages, a matter in which I made	1174
haste to bear a hand, he led us in by a locked gate, which was the only	1246
admission to the island, and through the ruins of the fortress to the governor's	1327
house. There we saw by the ashes in the chimney and a bed in one corner he	1403
made his usual occupation. This bed he now offered me to use, saying he	1476
supposed that I would set up to be gentry.	1518
He was a long-headed, sensible man, who read daily in a pocket Bible,	1590
and was both able and eager to converse on religion.	1643

(25)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

GEOGRAPHY

HIGHER GRADE (FIRST PAPER)

M A P

FILL THIS IN FIRST

Name of School

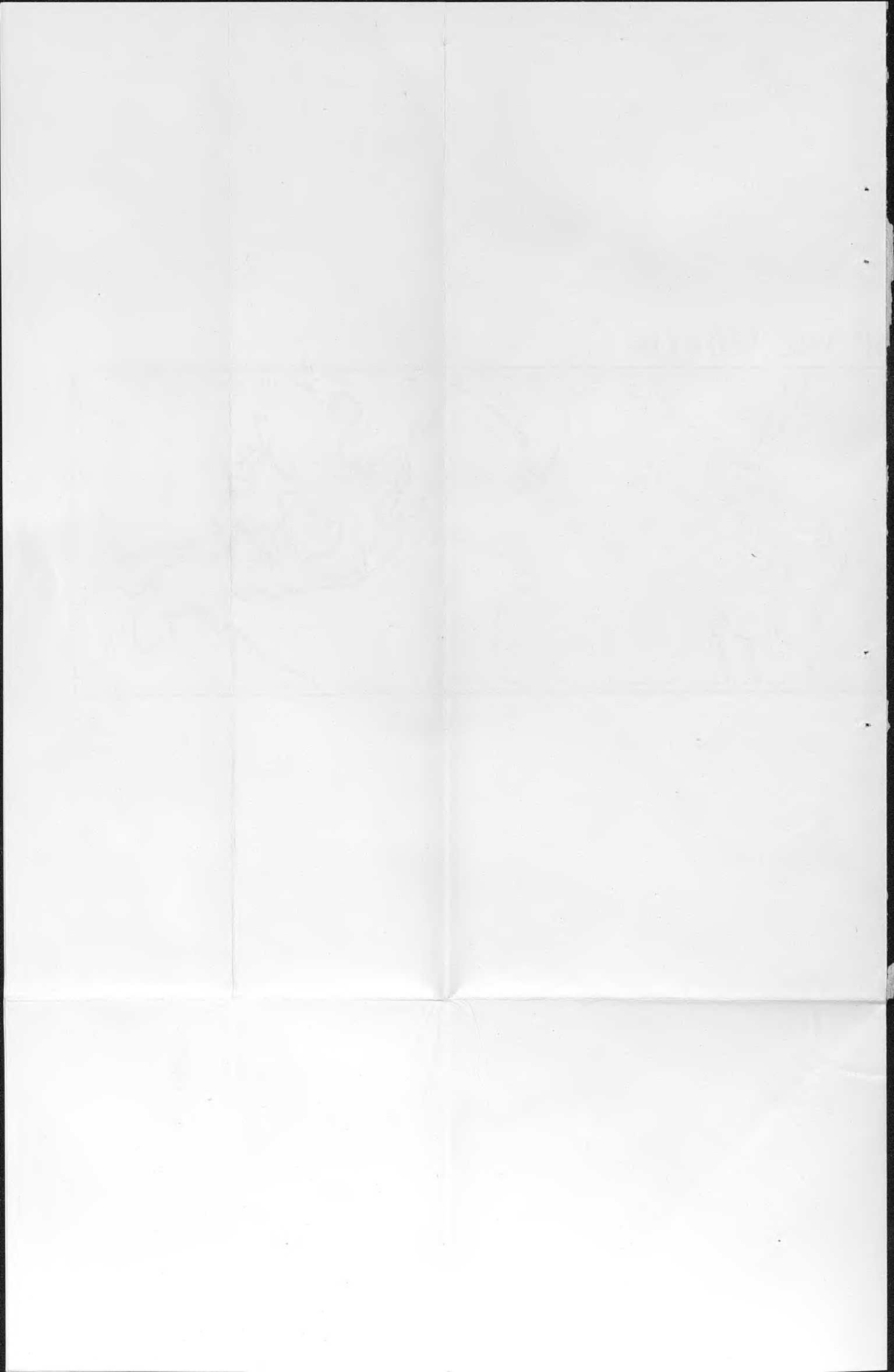
Name of Pupil

**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

[OVER

MAP OF PART OF THE WORLD





SCOTTISH LEAVING CERTIFICATE EXAMINATION
1961

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

THE WORLD



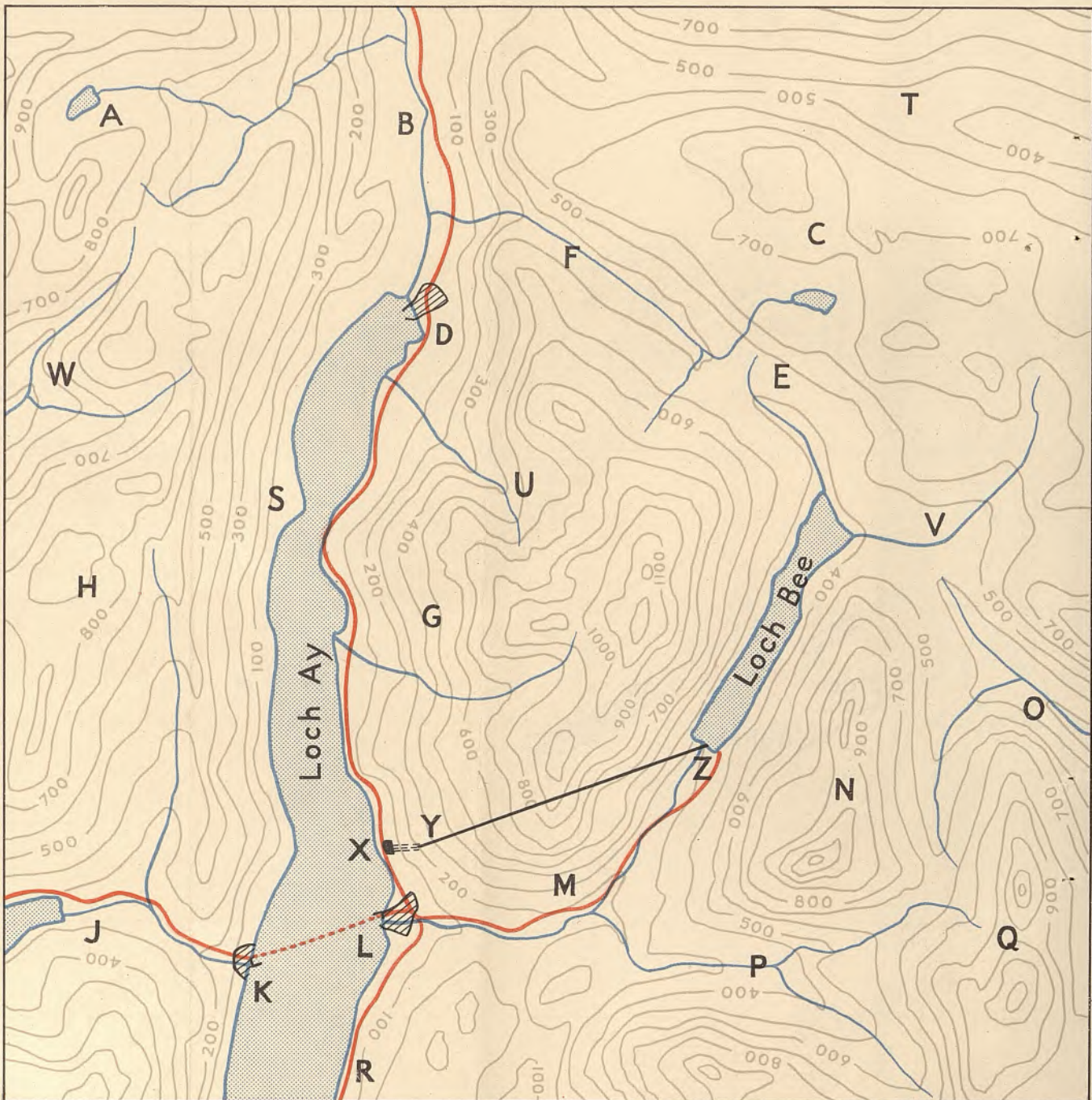
Mercator's Projection









SCOTLAND



CONTOUR MAP OF A REGION



Contours 
 Contour Interval 100 feet
 Water 
 Roads 

Tunnel 
 Pipelines 
 Villages 

Placenames, Features of Relief,
 etc. are lettered,

Scale 1: 63,360

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1961

HISTORY
HIGHER GRADE—II

Wednesday, 8th 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.....

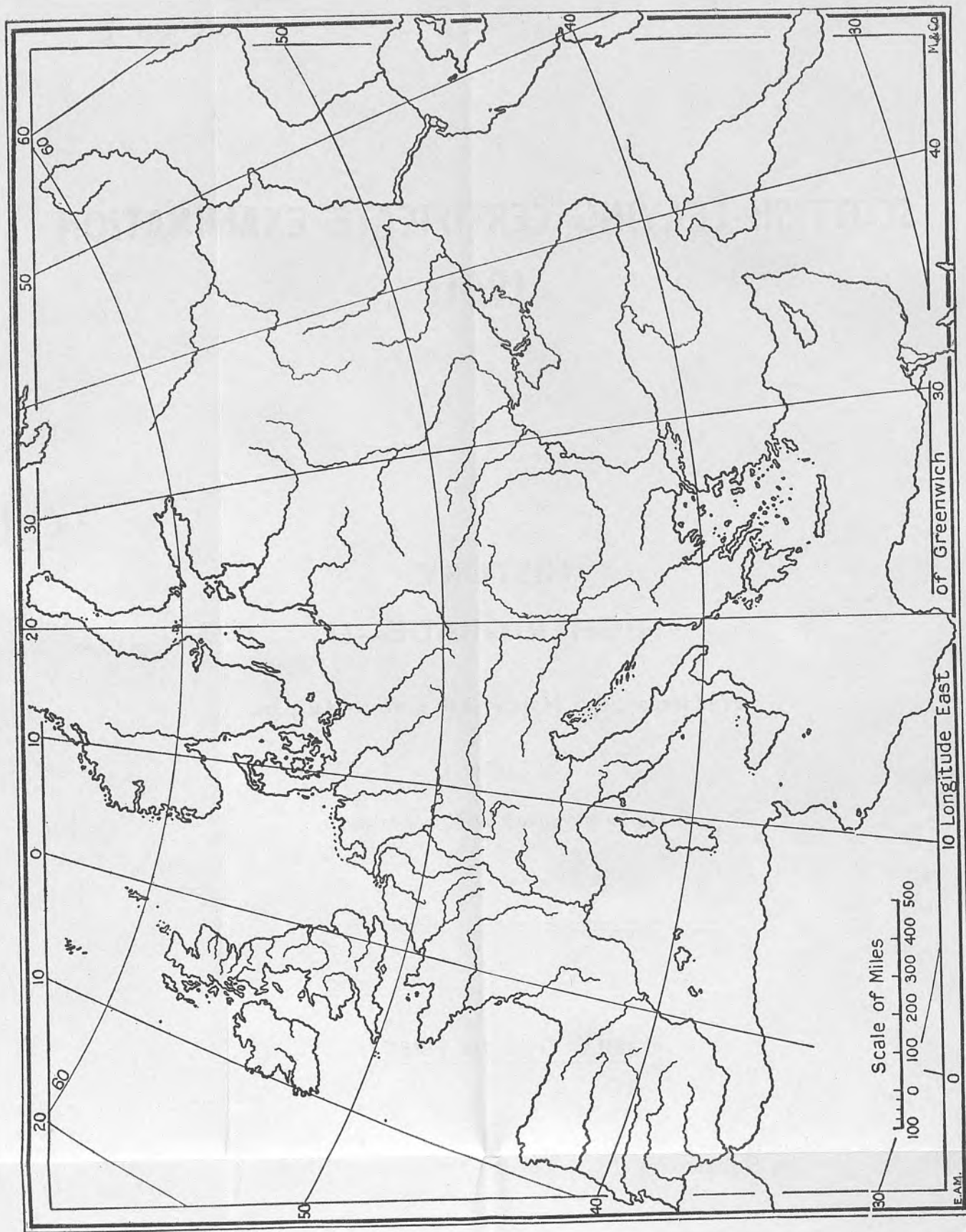
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

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) Adrianople.
- (2) Arles.
- (3) Bruges.
- (4) Cairo.
- (5) Constance.
- (6) Cordoba.
- (7) Corinth.
- (8) Damascus.
- (9) Danzig.
- (10) Ephesus.
- (11) Genoa.
- (12) The Hague.
- (13) Leipzig.
- (14) Madrid.
- (15) Munich.

(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) Cicero (century)

.....
.....

(2) Madame Curie (century)

.....
.....

(3) The Marriage of Ferdinand and Isabella (century)

.....
.....

(4) John Gutenberg (century)

.....
.....

(5) Thaddeus Kosciusko (century)

.....
.....

(6) The Kulturkampf (century)

.....
.....

(7) The Edict of Milan (century)

.....
.....

[TURN OVER

(8) The Battle of the White Mountain (century)

.....
.....

(9) Saint Bernard (century)

.....
.....

(10) The Council of Trent (century)

.....
.....

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1961

HISTORY
HIGHER GRADE—I

Wednesday, 8th 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

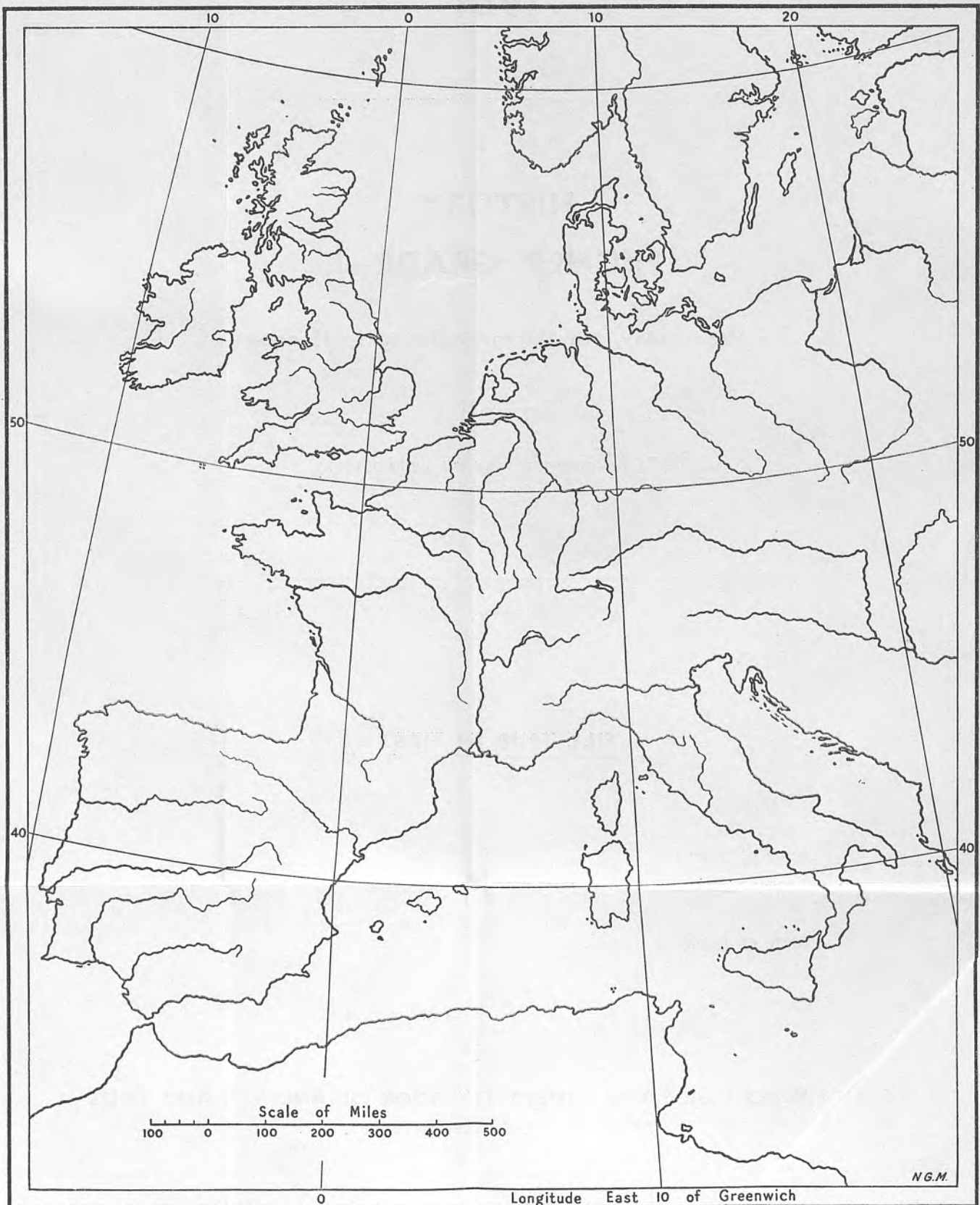
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

[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) Belfast. | (6) Dunfermline. | (11) Northampton. |
| (2) Brest. | (7) Glencoe. | (12) Pembroke. |
| (3) Copenhagen. | (8) Largs. | (13) Harlaw. |
| (4) Crecy. | (9) Lincoln. | (14) Cape St. Vincent. |
| (5) Derby. | (10) Minorca. | (15) Winchester. (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) Roger Bacon (century)

.....

(2) Cnut (century)

.....

(3) The Engagement (century)

.....

(4) Hampton Court Conference (century)

.....

(5) The Maid of Norway (century)

.....

(6) Magna Carta (century)

.....

(7) Marriage of Malcolm III and Margaret (century)

.....

[TURN OVER

(9) George Stephenson (century)

(10) General James Wolfe (century)

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1961

HISTORY
LOWER GRADE

Wednesday, 8th 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

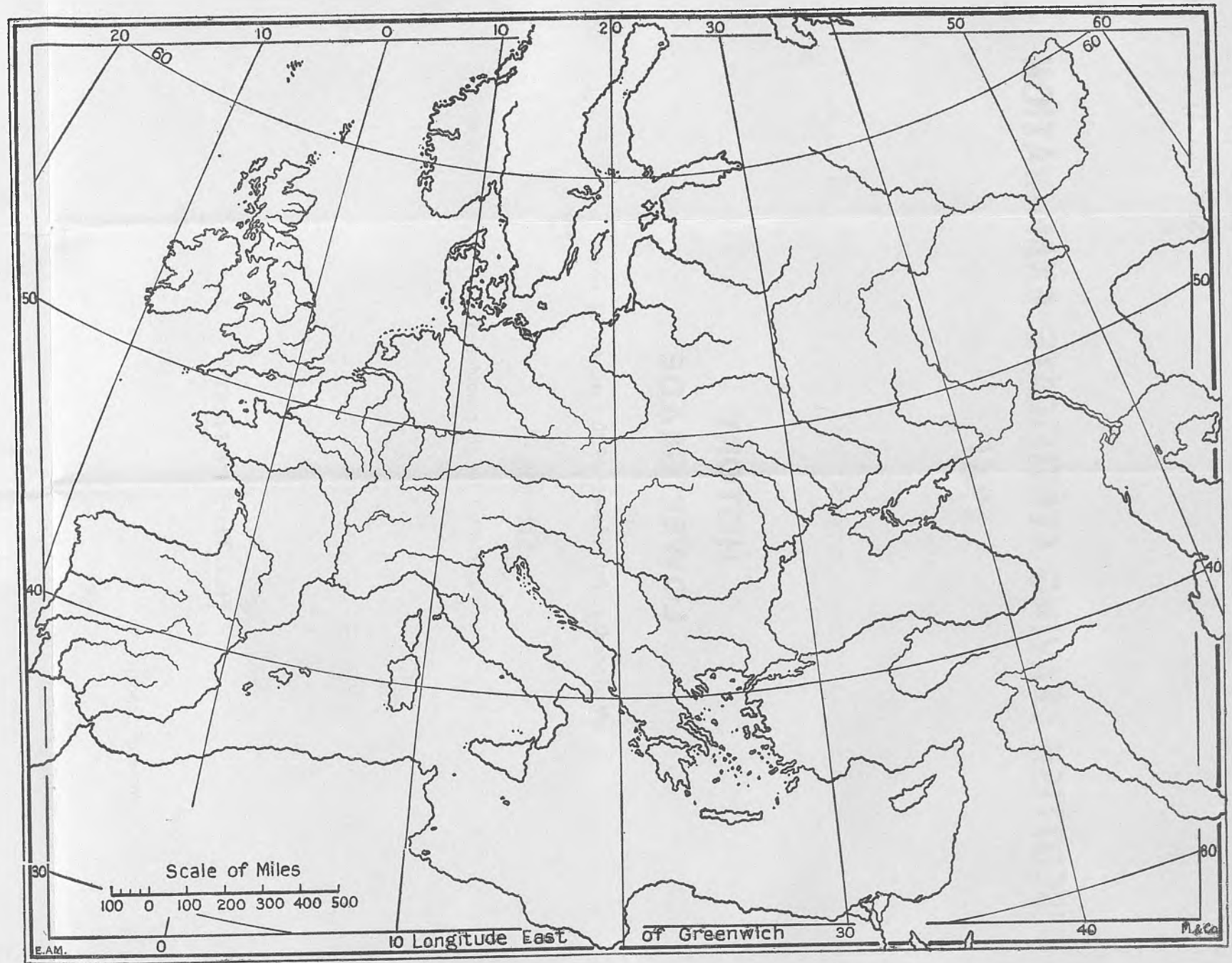
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

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) Belfast.
- (2) Blenheim.
- (3) Caernarvon.
- (4) Cyprus.
- (5) Glencoe.
- (6) Melrose.
- (7) Oxford.
- (8) Rome.
- (9) St. Andrews.
- (10) Southampton.
- (11) Waterloo.
- (12) York.

(5)



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) The Death of Alexander III (century)

.....

.....

(2) The Black Death (century)

.....

.....

(3) The Clarendon Code (century)

.....

.....

(4) The Emperor Constantine (century)

.....

.....

(5) Saint Dominic (century)

.....

.....

(6) Galileo Galilei (century)

.....

.....

(7) James I of Scotland (century)

.....

.....

[TURN OVER

(8) The Edict of Nantes (century).....

(9) William Paterson (century)

(10) Sir Walter Raleigh (century)

(11) The Battle of Salamis (century)

(12) The Treaty of Wedmore (century)

HIGHER GEOG. I.
(O.S. Map)

SCOTTISH LEAVING CERTIFICATE EXAMINATION, 1961

**GEOGRAPHY
HIGHER GRADE—(FIRST PAPER)**

ORDNANCE SURVEY MAP

[10(a)]

[OVER



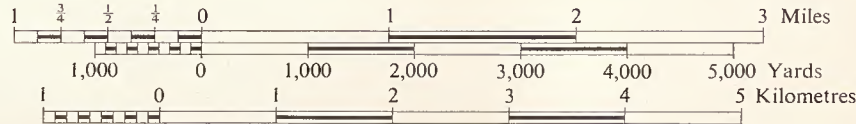
TO GIVE A GRID REFERENCE CORRECT TO 100 METRES

The incidence of grid letters and numbers on this sheet



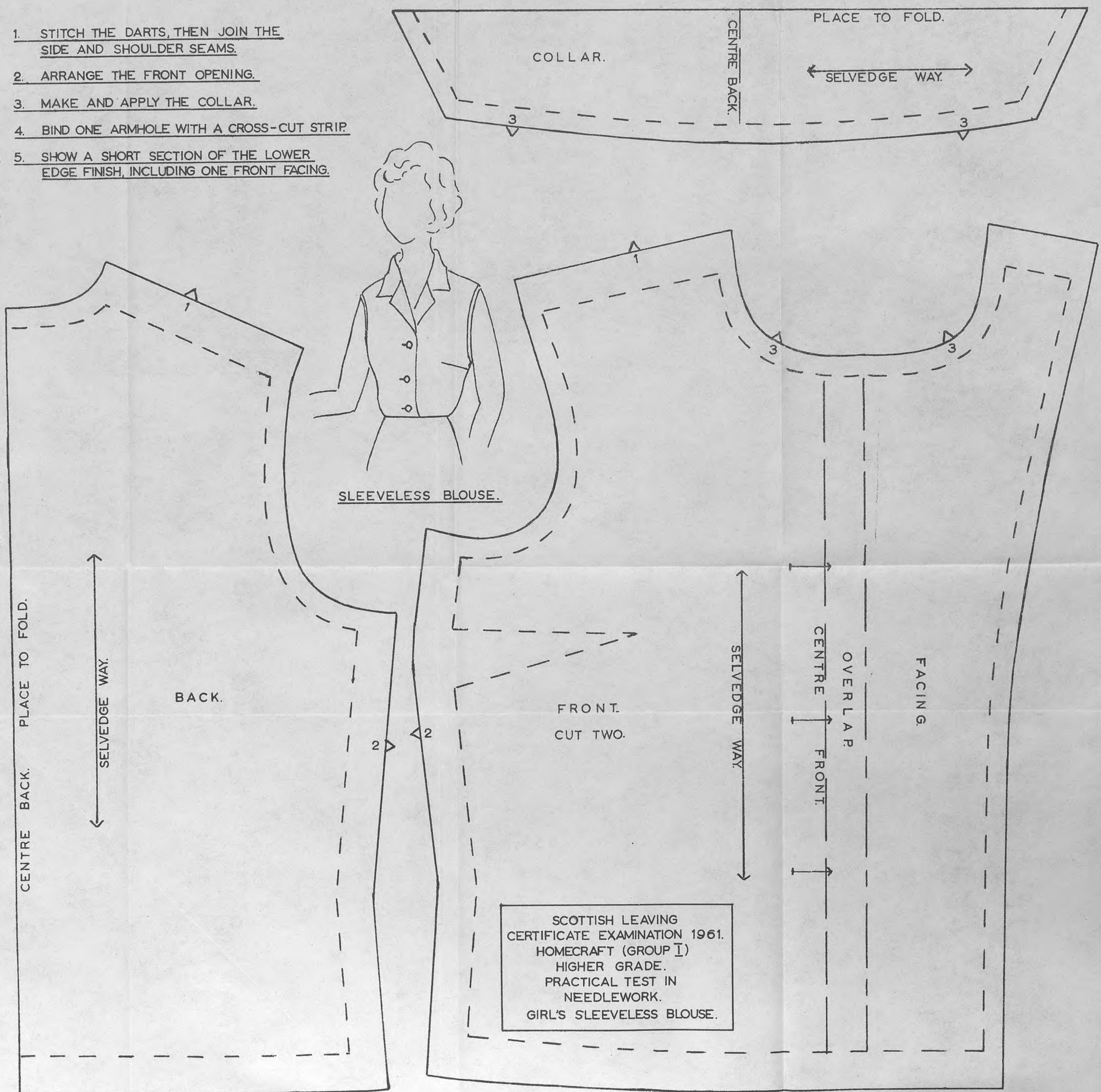
EXAMPLE				GUISBOROUGH (RLY STA)	
See diagram on left for Grid Letters. They are NZ					
East			North		
Take west edge of kilometre square in which point lies and read the large figures printed opposite this line on north or south margins.			Take south edge of kilometre square in which point lies and read the large figures printed opposite this line on east or west margins.		
Estimate tenths Eastwards			Estimate tenths Northwards		
61			15		
5			8		
615			158		
Full 100 Metre Reference NZ 615158					

The above Full Reference is unique. For many purposes the first grid letter can be omitted, giving a reference Z 615158 which recurs at intervals of 500 Kilometres. If both letters are omitted, the resulting reference 615158 recurs at intervals of 100 Kilometres. When the area concerned is sufficiently restricted, as will usually be the case with maps on scales of one inch to the mile and larger, both the grid letters are normally omitted.

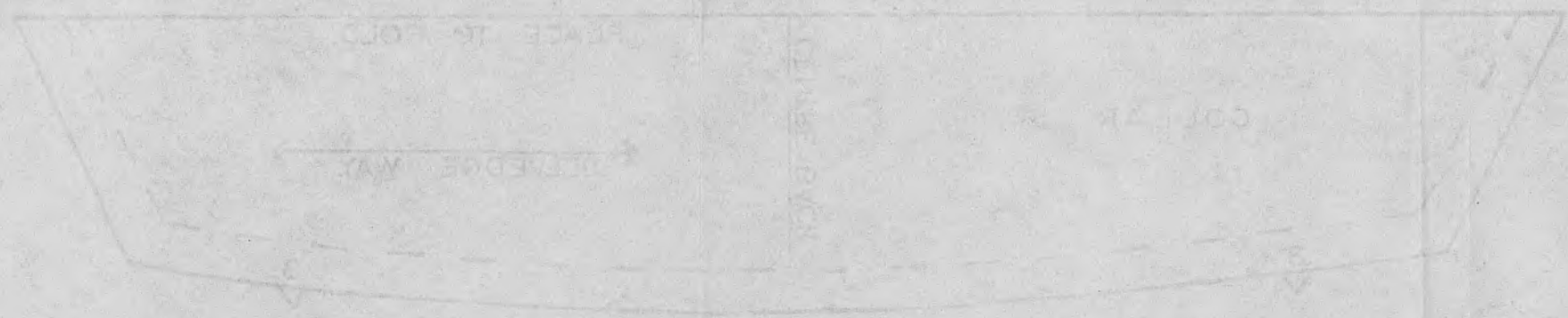


Heights are in feet above Mean Sea Level. Contours at 50 ft intervals.
True North at the West Edge of this sheet is 00° 40' 05" W of Grid North
Mag. North from Grid North is 10° W (1960) decreasing by about 1/2° in four years

1. STITCH THE DARTS, THEN JOIN THE SIDE AND SHOULDER SEAMS.
2. ARRANGE THE FRONT OPENING.
3. MAKE AND APPLY THE COLLAR.
4. BIND ONE ARMHOLE WITH A CROSS-CUT STRIP.
5. SHOW A SHORT SECTION OF THE LOWER EDGE FINISH, INCLUDING ONE FRONT FACING.



1. STITCH THE PARTS, THEN JOIN THE SIDE AND SHOULDER SEAMS.
2. ARRANGE THE FRONT OPENING.
3. MAKE AND APPLY THE COLLAR.
4. BIND ONE ARMHOLE WITH A CROSS-CUT STRIP.
5. SHOW A SHORT SECTION OF THE LOWER EDGE FINISH, INCLUDING ONE FRONT FACING.



SCOTISH LEAVING
CERTIFICATE EXAMINATION 1981
HOMESCIPT (GROUP 1)
HIGHER GRADE
PRACTICAL TEST IN
NEEDLEWORK
GIRLS SLEEVELESS BODICE

SCOTTISH LEAVING
CERTIFICATE EXAMINATION 1961.
HOMECRAFT (GROUP II).
HIGHER GRADE.
PRACTICAL TEST IN
NEEDLESUBJECTS.
DRESS OF FINE WOOLLEN MATERIAL.

BACK SKIRT.
CUT TWO.

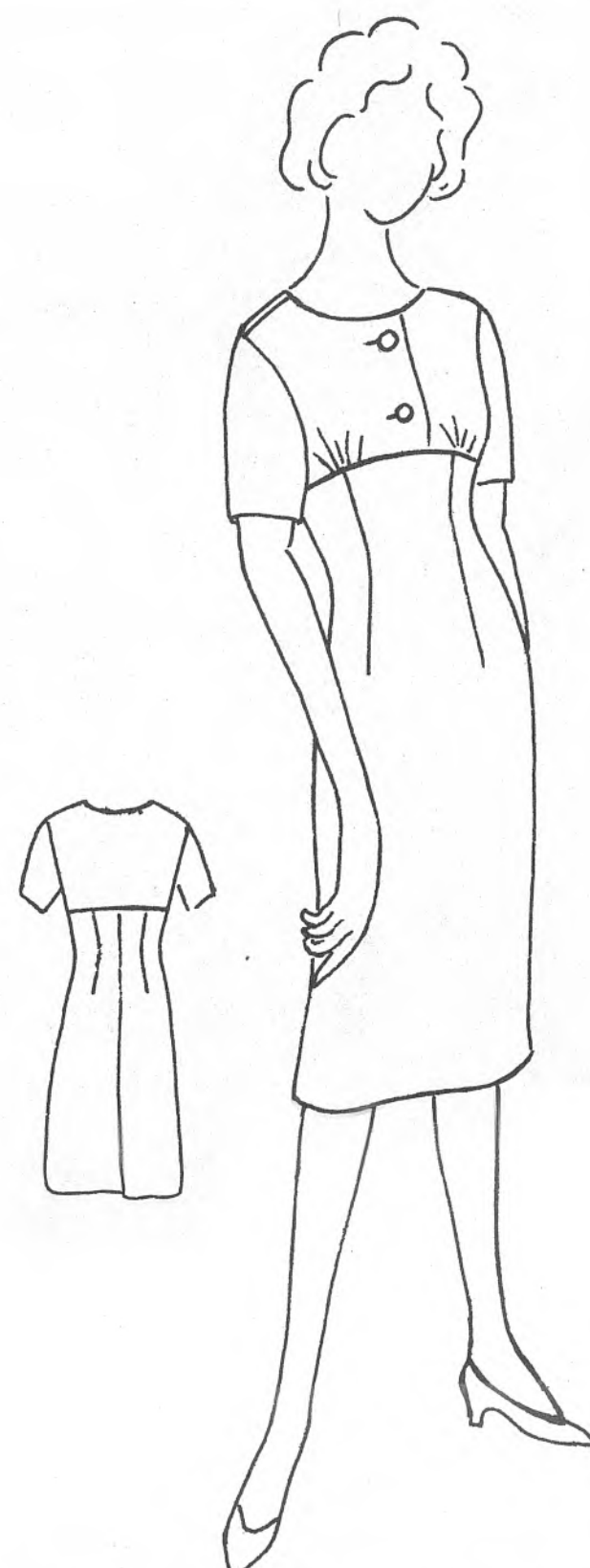
PLEAT

CENTRE BACK.

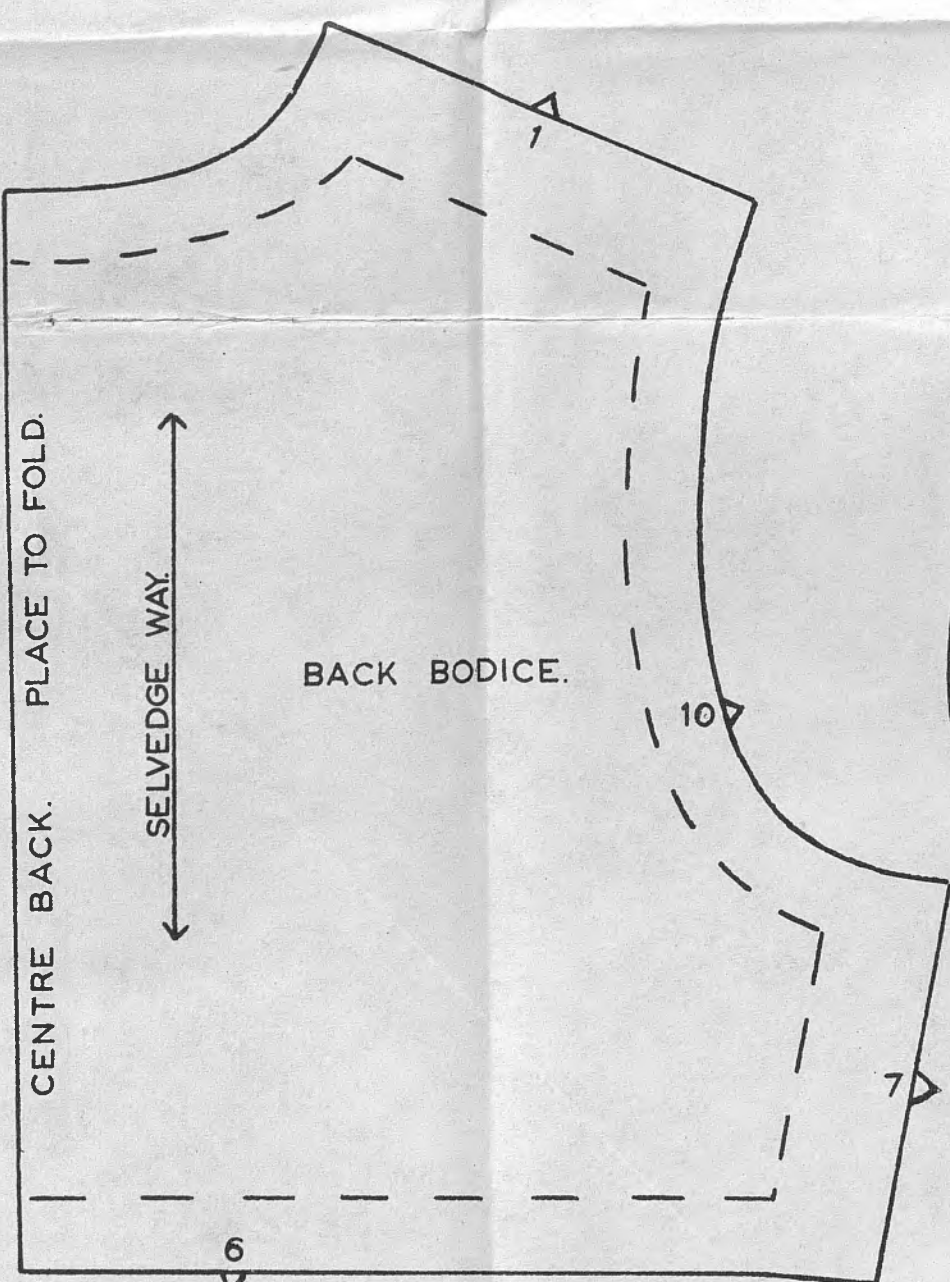
SELVEDGE WAY

STITCH PLEAT TO

1. JOIN SHOULDER SEAMS. 2. FINISH NECK LINE AND FACING.
3. STITCH ARTS ON SKIRT AND MAKE CENTRE BACK PLEAT.
4. ARRANGE THE BODICE FULLNESS AND JOIN SKIRT TO BODICE.
5. STITCH THE FULL LENGTH SIDE SEAMS, BUT LEAVING THE OPENING.
6. MAKE UP AND INSERT THE RIGHT SLEEVE.
7. FINISH A SECTION OF THE SKIRT HEM.
8. MAKE ONE BUTTONHOLE



DRESS OF FINE WOOLLEN MATERIAL.



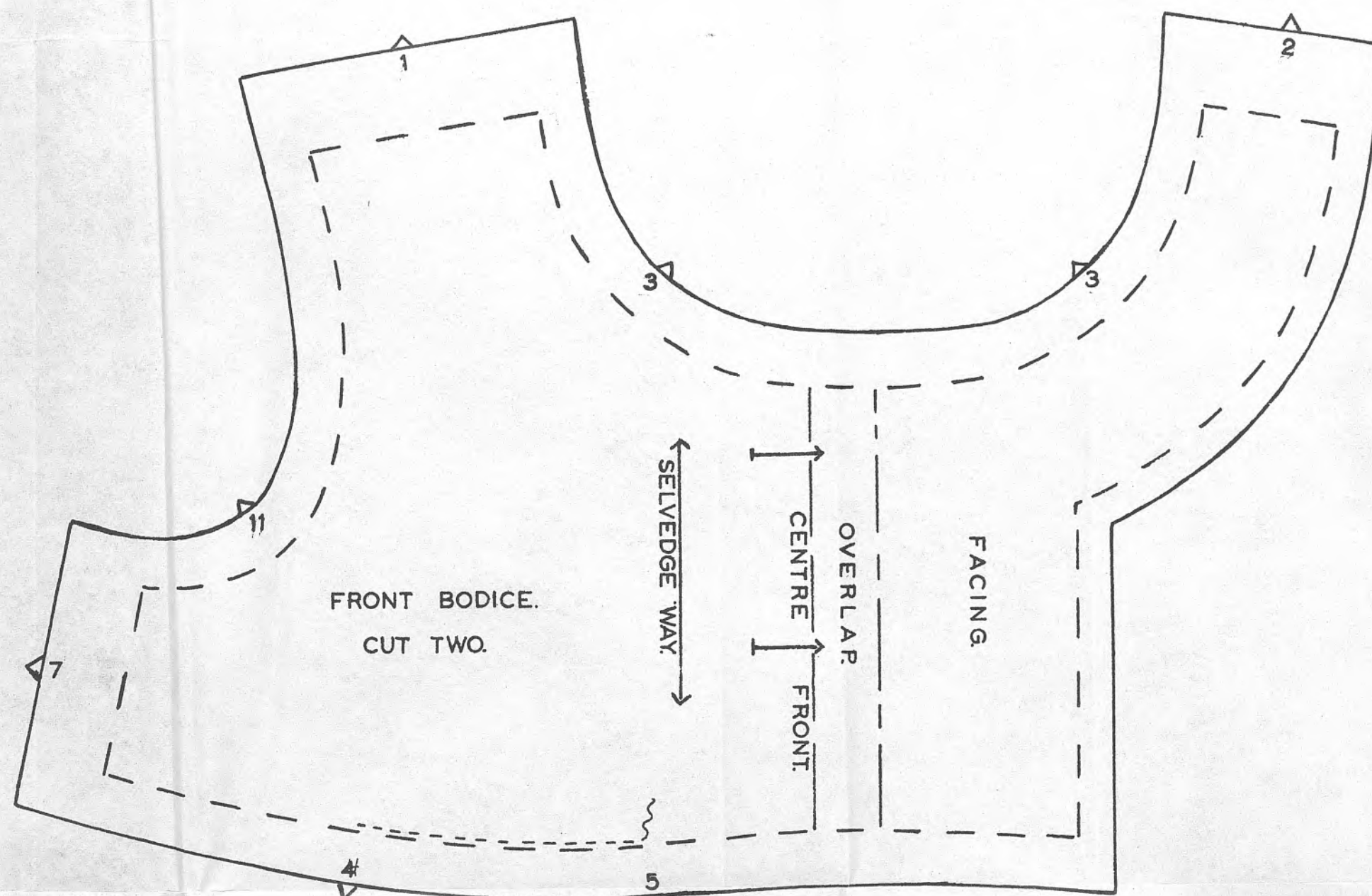
CENTRE BACK. PLACE TO FOLD.

SELVEDGE WAY

BACK BODICE.

SLEEVE.
CUT TWO.

SELVEDGE WAY.



FRONT BODICE.
CUT TWO.

SELVEDGE WAY

CENTRE FRONT

OVERLAP

FACING

FRONT SKIRT.

SELVEDGE WAY

PLACE TO FOLD.

CENTRE FRONT.

LEAVE OPENING ON LEFT SIDE ONLY.

C. BACK TO FOLD.

SELVEDGE WAY

BACK NECK
FACING.