

SCOTTISH EDUCATION DEPARTMENT

SCOTTISH
LEAVING CERTIFICATE
EXAMINATION

EXAMINATION PAPERS

1960



EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

1960

PRICE 17s. 6d. NET

SCOTTISH EDUCATION DEPARTMENT—1960

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.

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Circular 262. (Revised December, 1956.) Scottish Leaving Certificate attainments required as Entrance Qualifications for Universities, Professions, etc. 1s. 3d. (1s. 5d.).

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.).

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. 1s. (11d.).

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Mathematics in Secondary Schools. (Formerly out of print now re-issued.) 1s. 6d. (1s. 8d.).

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Technical Subjects in Secondary Schools. Rooms, Equipment and Safety Precautions. 1s. 0d. (1s. 2d.).

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Extracts from Cmd. 9722. (Report of the Secretary of State for Scotland on Education in Scotland, 1955):

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SCOTTISH EDUCATION DEPARTMENT

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EXAMINATION PAPERS

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

The Scottish Leaving Certificate Examination is held annually by the Scottish Education Department. In 1960 it commenced on Monday, 7th 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 (1959), dated 13th Oct., 1959. (Price 2s. 0d. ; post free 2s. 2d.)

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

- 16 Mathematics, higher II, question 3 (ii) : in line 2 after . . . + 6 ;
insert (b).
- 27 Hebrew, higher I.
Question 1 (a) : in line 10 read וַיִּשְׁחַטֵם instead of וַיִּשְׁחַטֵם
Question 1 (c) : in line 8 read וַיִּשְׁחַטֵם instead of וַיִּשְׁחַטֵם
- 57 Russian, lower (a) Aural Comprehension, Instructions : in line 13 on
page 3 read чуть instead of усть
- 110 Economic Geography, higher : 20 marks are assigned to question 6.

ACKNOWLEDGEMENTS

- 2 English, lower II, question 1 : the passage set for interpretation is an
extract from " No Room in the Ark " by Alan Moorehead, published by
Messrs. Hamish Hamilton Ltd., and is reproduced by permission of the
author's agents, Messrs. Lawrence Pollinger Ltd., London, W.1.
- 4 English, higher I (b), question I : the passage set for interpretation is an
extract from " The Scientific Outlook " by Bertrand Russell and is
reproduced by permission of Messrs. George Allen and Unwin Ltd.,
London, W.C.1.
- 49 Spanish, higher II (b), question 1 : the passage set for translation into
Spanish is an extract from " Nicholas Nickleby " by Charles Dickens and
published in " Collins Classics " by Messrs. Wm. Collins Sons and Co.
Ltd., Glasgow, by whose permission it is reproduced.
- 68 Italian, higher II (a) : the passage in the Aural Comprehension Test is an
extract from " Modern Italian Reader " by Annie Vivanti and published
by Messrs. Cassell and Co. Ltd., London, W.C.1, by whose permission it
is reproduced.
- 70 Italian, higher II (b), question 1 : the passage set for translation into
Italian is an extract from " Selected Modern English Essays " by
W. H. Hudson and is reproduced by permission of the Royal Society for
the Protection of Birds and The Society of Authors, London, S.W.10.
- 103 Typewriting, higher (a).
Question 1 : the Copying Test is an extract from " A School Chemistry
for Today " by Goddard and Hutton and published by Messrs. Longmans,
Green and Co. Ltd., London, W.1, by whose permission it is reproduced.
Question 2 : the Accuracy Test is an extract from " Greenmantle " by
John Buchan. It is reproduced by permission of the Tweedsmuir
Trustees and the publishers, Messrs. Hodder and Stoughton Ltd.,
London, E.C.4.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE—(FIRST PAPER—COMPOSITION)

Tuesday, 8th March—9.30 A.M. to 10.30 A.M.

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

Write an appropriate title at the head of your composition.

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

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

- (a) The Garden in Spring and in Autumn.
- (b) My First Play **or** My First Film **or** My First Football Match.
- (c) " A policeman's lot is not a happy one." Is this true ?
- (d) Describe a radio **or** a television programme which particularly appeals to you, and give reasons for your choice.
- (e) The joy of possessing a new book **or** a new camera **or** a new dress **or** a new suit of clothes **or** a new bicycle **or** a new set of golf clubs **or** a new kit of tools **or** a new tennis racket.
- (f) A story in which the outcome turns upon the toss of a coin.
- (g) " Macavity's a Mystery Cat : He's called the Hidden Paw—
For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad's despair :
For when they reach the scene of crime—*Macavity's not there!* "

Describe an incident in which Macavity might have taken part.

(35)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

LOWER GRADE

(SECOND PAPER—INTERPRETATION, LANGUAGE, AND LITERATURE)

Tuesday, 8th 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.

1. We hired a car in Entebbe and set out first for the Queen Elizabeth Park; and there finally we caught up with the elephants. A pair of them were grazing just outside the camp on the shores of Lake Edward when we arrived late in the afternoon, and we stopped the car about twenty yards away.

5 As elephants go there was, I suppose, nothing very remarkable about this couple: they were medium-sized beasts with rather short tusks, and they were feeding on a clump of bushes with that quiet aldermanic dignity that one usually associates with the species. But this hardly describes the sensations that are almost bound to overtake anyone on first seeing elephants from close
10 at hand in their natural surroundings. One has a moment of panic, of course, but it soon passes, and presently you find yourself absorbed in the simple act of watching. Elephants, when they are not hunted or disturbed, create a curious area of calm in the bush. A kind of a hush surrounds them, an air of quiet inevitability; and this in turn seems to have a reassuring effect not
15 only on you yourself, the observer, but upon all the other animals—the waterbuck, the wildebeest and even the warthogs—that may happen to be grazing in the same valley. It is not the dull calm of the herds of munching buffaloes. There is here a certain fastidiousness, a sense of great power used very gently and deliberately. All this no doubt can be noticed in any circus or menagerie,
20 but nothing can quite describe the delicacy with which the wild elephant selects and breaks off the exact bunch of leaves he wants, and then stows it neatly into his tricorne mouth with a rhythmical pendulum motion of his trunk. When he has had enough of one tree and moves on to the next, his footfalls never make a sound.

25 The other thing that surprises one during these first few minutes of elephant-watching is the nature of the country in which they live. Since the animal is so big, one tends naturally to think of it against a background of vast forests and of rocks and mountains in the same relative proportions. But the trees here are scattered wide apart, and are nothing very special, and it is only at
30 certain brief seasons of the year that the grass is as high as an elephant's eye. He stands there lordling it out in the open plain for everyone to see, and his perambulation to the river for his midday bath is a progress in the grand manner, not a stealthy nervous business as it is with other animals. From
10 a.m. until around three in the afternoon he dozes on his feet, sometimes in
35 shade, more often in the full sunshine, gently swaying from side to side and occasionally flapping his huge ears (they are much bigger than the Indian elephant's). Towards evening he starts grazing again, and daybreak finds him feeding still. In the course of a long life of sixty or seventy years he has his full share of the miseries and grandeurs of existence—toothache and thirst,
40 and fighting—but if left to himself he is a genuine non-aggressor. He threatens nobody and, apart from being rather wasteful in the way he knocks down trees and crops, causes no annoyance.

Alan Moorehead.

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

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

in their natural surroundings (line 10) ; *with a rhythmical pendulum motion of his trunk* (line 22) ; *in the same relative proportions* (line 28). (7)

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

species (line 8) ; *reassuring* (line 14) ; *deliberately* (line 19) ; *perambulation* (line 32) ; *stealthy* (line 33) ; *non-aggressor* (line 40). (6)

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

(i) *that one usually associates with the species* (lines 7-8) ;
 (ii) *Since the animal is so big* (lines 26-27). (2)

- (d) Name the part of speech and indicate the relation of each of the following words :—

lording (line 31) ; *midday* (line 32) ; *fighting* (line 40). (3)

- (e) Explain clearly the difference between a "circus" and a "menagerie" (line 19). (2)

- (f) Describe in your own words the atmosphere of calm created by elephants in the bush. (4)

- (g) From the material supplied in the passage describe in your own words the kind of country in which elephants are found. (5)

- (h) Mention one way in which the African elephant differs physically from the Indian elephant. (1)

- (i) Give a fairly detailed account of the feelings of the author as he observes the elephants in their natural surroundings. (5)

2. Your local bus company has announced that it proposes to withdraw a particular service which you and others find useful. Write a letter to the transport manager of the bus company, giving reasons why the service should be retained. (10)

3. Describe **either** an amusing **or** a moving scene from any Shakespeare play you have read. (10)

4. Give an account of any poem you have read which deals with **one** of the following subjects :—

the sea ; country life ; war ; love ; animals ; attachment to one's homeland.

Illustrate your answer with quotation. (10)

5. In your own words describe **one** of the following, selected from any novel or autobiographical prose work you have read :—

a journey or a voyage ; a storm ; a fight ; a rescue ; an unexpected piece of good fortune ; a disappointment ; a departure from home. (10)

6. Give the title, and the name of the author, of any essay which you have enjoyed reading. Describe briefly what the author has to say about his subject. What did you particularly like about the essay ? (10)

7. Give the titles, and name the authors, of three **non-fiction** prose works which you would like to take with you on a holiday. Write an account of any **one** of the three books. (10)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION**ENGLISH**

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

Tuesday, 8th March—9.30 A.M. to 10.30 A.M.

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

Write an appropriate title at the head of your composition.

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

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

- (a) "A man thinks as his newspaper directs him." Discuss.
- (b) The trials and satisfactions of family life.
- (c) "A man's (or woman's) most important asset is a sense of humour." Discuss.
- (d) A description of a visit to **one** of the following :—
 a great cathedral ; a country church ; an archæological **or** historical site ; a mansion house **or** castle open to the public ; an airport ; a court of law ; the annual show of the Royal Highland and Agricultural Society of Scotland ; the Scottish Industries Exhibition, 1959.
- (e) "It would be very much better if scientists, instead of sending rockets to the moon and shooting monkeys into space, concentrated on making life more bearable and noiseless on earth." Do you agree ?
- (f) If you were a film producer with almost unlimited money and resources at your disposal, which aspects of Scottish life, **or** which Scottish book or books, would you choose to film ?
- (g) An explanatory and critical commentary on **one** of the following :—
 jazz ; modern art ; Scottish Country Dancing ; modern fashions ; modern architecture.
- (h) Problems, with some suggested solutions, of road and rail traffic at the present time. (35)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

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

Tuesday, 8th 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. Scientific method, although in its more refined forms it may seem complicated, is in essence remarkably simple. It consists in observing such facts as will enable the observer to discover general laws governing facts of the kind in question. The two stages, first observation, and second the formulation of a law, are both essential, and each is susceptible of almost indefinite refinement; but the first man who said "fire burns" was, in fact, employing scientific method, at any rate if he had allowed himself to be burnt several times. This man had already passed through the two stages of observation and generalisation. He had not, however, what scientific technique demands— a careful choice of significant facts on the one hand, and, on the other hand, various means of arriving at laws otherwise than by mere generalisation. The man who says "unsupported bodies in air fall" has merely generalised, and is liable to be refuted by balloons, butterflies, and aeroplanes; whereas the man who understands the theory of falling bodies knows also why certain bodies do not fall.

Scientific method, simple as it is in essence, has been acquired only with great difficulty, and is still employed only by a minority, who themselves confine its employment to a minority of the questions upon which they have opinions. If you number among your acquaintances some eminent man of science, accustomed to the minutest quantitative precision in his experiments and the most extraordinary skill in his inference from them, you will be able to make him the subject of a little experiment which is likely to be by no means unilluminating. If you tackle him on party politics, theology, income tax, house agents, and other topics of a like nature, you are pretty sure, before long, to provoke an explosion, and to hear him expressing wholly untested opinions with a dogmatism which he would never display in regard to the well-founded results of his laboratory experiments. As this illustration shows, the scientific attitude is in some degree unnatural to man. The mind of the most rational among us may be compared to a stormy ocean of passionate convictions based upon desire, upon which float perilously a few tiny boats carrying a cargo of scientifically tested beliefs. Nor is this to be altogether deplored: life has to be lived, and there is no time to test rationally all the beliefs by which our conduct is regulated. Without a certain wholesome rashness, no one could long survive. Scientific method, therefore, must be confined to the more solemn and official of our opinions.

Bertrand Russell.

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

- (a) Explain briefly but clearly the meaning of the following phrases as they are used in the passage:—
in essence (line 16); *quantitative precision* (line 20); *untested opinions* (line 25). (6)
- (b) Give the meaning of the following words as they are used in the passage:—
susceptible (line 5); *refuted* (line 13); *dogmatism* (line 26); *deplored* (line 31); *rationally* (line 32); *regulated* (line 33). (6)
- (c) Quote from the **first paragraph** of the passage one word which is broadly equivalent in meaning to "formulation of a law" (lines 4–5). (1)
- (d) In lines 23–27 Russell describes "a little experiment" which one might conduct on a scientist. Give an account of the experiment in your own words. (4)

- (e) What inference does Russell draw from this experiment? (2)
- (f) Explain, in non-figurative language, the meaning of the sentence, "The mind of the most rational . . . scientifically tested beliefs." (lines 28-31). (5)
- (g) State briefly what each paragraph contributes to the development of Russell's argument. (4)
- (h) Name the kind and give the relationship of **each** of the following subordinate clauses :—
- (i) "as will enable the observer to discover general laws governing facts of the kind in question" (lines 3-4);
- (ii) "why certain bodies do not fall" (lines 14-15);
- (iii) "simple as it is in essence" (line 16). (3)
- (z) Make a summary of the whole passage, bringing out clearly the author's conception of "scientific method". (*N.B.*—Your summary should not exceed 120 words.) (14)

2. Write a letter to the editor of a newspaper **either** approving of or protesting against **one** of the following decisions :—

- (a) Your local council has decided to demolish an old building which interferes with the progress of traffic in a main thoroughfare.
- (b) The Government has declared its intention of setting up a nuclear power station in your district. (10)

3. (a) Write sentences showing the correct use and the full significance of the following words. (*N.B.*—You may write either one sentence or two sentences for each pair.)

spacious, specious; alternate, alternative; principal, principle; antique, antiquated; fragile, frail. (10)

or

(b) State from what language **eight** of the following words were introduced into English, and write a brief note about **three** of your chosen words, indicating roughly when they were introduced and making some comment about their origin :—

church; parliament; mutton; education; algebra; yacht; tobacco; law; telephone; sputnik. (10)



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

HIGHER GRADE—(SECOND PAPER—LITERATURE)

Tuesday, 8th 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) "Shakespearean comedy is made up of very varied components—witty people, dull ones, girls dressed as boys, quatrrels, farce, satire, and lovely lyrics."

How far is this true of any Shakespearean comedy you have read? (20)

or

(b) "In tragic life, God wot,
No villain need be; passions spin the plot,
We are betrayed by what is false within."

Show, with reference to **one** of Shakespeare's tragic heroes, how far he is "betrayed by what is false within", and how far he is the victim of circumstances. (20)

or

(c) Choose any **one** hero from a history or tragedy by Shakespeare and try to show, from your knowledge of the play, how he was regarded (a) by his friends, and (b) by his enemies. What picture do you thus obtain of the character, and how far is it complete? Illustrate your answer by quotation. (20)

or

(d) Make a critical analysis of the imagery used by Shakespeare in any **one** soliloquy or speech which you know well. For what purpose is the imagery used, and how effective is it in fulfilling Shakespeare's intention? (20)

2. (a) "Chaucer's pilgrims had extremely varied motives for going on the pilgrimage to the shrine of Thomas à Becket." Discuss this statement with reference to **four** of the pilgrims who seem to you to have had different reasons for setting out to Canterbury. (15)

or

(b) "Chaucer's aim was to draw attention to current abuses by pointing the finger of fun at them."

Illustrate the truth of this statement from **one** lay character and from **one** church character in the *Prologue to The Canterbury Tales*. (15)

or

(c) Choose any **one** of *The Canterbury Tales* with which you are familiar and show how Chaucer has used it as a means of displaying humour or pathos or exciting narrative or descriptive power. (15)

3. (a) Who is your favourite heroine in a novel by Scott, or Jane Austen, or Dickens, or Thackeray, or the Brontës, or Thomas Hardy, or Joyce Cary? State why she appeals to you. (15)

or

(b) Write a character sketch of **one** of the following:—

Mr. Collins, Lord Evandale, Mr. Micawber, Magwitch, Archdeacon Grantly, Archie Weir, Dr. Aziz, Jess Oakroyd, Lewis Eliot, David Mountolive. (15)

4. Write a critical appreciation of a sonnet by Shakespeare, or Milton, or Wordsworth, or Keats. (15)

5. (a) "In the main, the aim of the English essayist has been to reveal character—his own, or that of some fictitious person—in such a way as to provide amusement, or instruction, or a mild form of satire, or some combination of these elements." Illustrate the truth of this statement with reference to one essayist with whose work you are closely acquainted. (15)

or

(b) Choose any essayist whose work you have studied carefully and, by close reference to at least two of his essays, discuss his choice of subjects, his manner of treating them, any notable characteristics of his style, and the reasons for which his writings appeal to readers. (15)

6. (a) From your reading of one of the poems named below, what do you gather of the poet's personality, tastes, and attitude to life?

Il Penseroso; *Elegy written in a Country Churchyard*; *Lines composed a few miles above Tintern Abbey*; *Ode to the West Wind*; *Ode to a Nightingale*; *The Scholar Gipsy*; *Prospice*; *Prayer for my Daughter*; *Poem in October*. (15)

or

(b) What light is thrown by any one of the following poems on the social, political and economic conditions of its age?

(N.B.—You may examine one, or two, or all three of these aspects.)

One of Robert Henryson's *Moral Fables*; *The Rape of the Lock*; *The Deserted Village*; *The Twa Dogs*; any poem by W. H. Auden, or Stephen Spender, or C. Day Lewis. (15)

7. "One outstanding characteristic of Scottish literature is its blending of realism with fantasy, of the familiar with the eerie, of the natural with the supernatural." With reference to any Scottish poem, or group of poems (e.g. ballads), or to any Scottish novel, discuss the truth of this statement. (15)

8. With reference to one lyric by Burns and one by Wordsworth, compare the attitudes of the two poets towards nature. (15)

9. "Modern novelists are obsessed by the problem of evil." Basing your answer on the work of any eminent living novelist, discuss the truth of this statement. (15)

10. Choose a play or a non-fiction prose work which deals with a controversial topic. How far does the author present his material effectively, and in what ways would he be likely to influence his audience or his readers? (15)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

LOWER GRADE

Wednesday, 9th 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. What contribution was made **either** (a) by David I to Scottish History **or** (b) by Henry II to English history? 20
2. Write notes on **two** of the following: archaeology and the study of Roman Britain; Northumbria in the 7th century; the Norsemen in Scotland; St. Francis of Assisi; William Wallace; mediæval fairs and markets; James I of Scotland. 20
3. Give a brief character sketch of Henry VII. 5
Describe (a) his methods of government and (b) his foreign policy. 15

[TURN OVER

4. What were the main social and economic problems of England in the sixteenth century? 20
5. Give an account of the religious conflict in Scotland during the reign of Mary Stewart (1542-1567). 20
6. How far was James VI and I a successful ruler in **either** Scotland or England? 20
7. Describe the part played by **two** of the following in the Civil Wars of 1642-1651 :— Prince Rupert; the Marquis of Montrose; Thomas Fairfax; David Leslie; Oliver Cromwell. 20
8. Do you agree that James VII and II deserved to lose his throne? Give reasons. 20
9. What were the main terms of the Act of Union of 1707? 15
Show very briefly how it resulted from the Revolution Settlement of 1689 in Scotland. 5

Section 3 (1714 to the present day.)

10. Give a brief narrative of the Jacobite Rising of 1745. 15
What measures did the government take to prevent another rising? 5
11. Give an account of the career of William Pitt, Earl of Chatham, and indicate his importance in British history. 20
12. Outline the part played by the British Navy in the French Wars 1793-1815. 20
13. Why have the "hungry forties" been so named? 5
What reforms were passed by the Tory government of 1841-46? 15
14. Give an account of the work done by Gladstone in domestic reform (excluding Ireland). 20
15. What were the main terms of the Anglo-French Entente of 1904? 5
Trace its effects on British foreign policy up to 1914. 15

16. Answer **two** of the following :—

- (i) What was the importance of convicts in Australian history ?
- (ii) What is meant by the White Australia policy and why has it arisen ?
- (iii) What were the causes of discontent that led to the Indian Mutiny ?
- (iv) What progress was made towards self-government in India between the end of World War I and the attainment of independence in 1947 ?

20

17. Write notes on **two** of the following :—The Scottish linen industry in the eighteenth century ; the Stamp Act ; Lord Castlereagh ; Robert Owen ; the Oxford Movement **or** the Disruption in the Church of Scotland ; Charles Stewart Parnell ; the Parliament Act, 1911 ; Franklin D. Roosevelt.

20

18. (a) Is it true to say that there has been a Scottish Renaissance **either** in culture **or** in politics in the 20th century ? Give reasons.

or

(b) How is the Prime Minister of the United Kingdom chosen and what are his functions ?

or

(c) Trace and account for the influence of the United States on European affairs since 1945.

20

1960
SCOTTISH LEAVING CERTIFICATE EXAMINATION

HISTORY

HIGHER GRADE

(FIRST PAPER—BRITISH HISTORY)

Wednesday, 9th 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. Why did the kings of Northumbria and Mercia fail to unite England and those of Wessex succeed?

2. Compare the importance of the reigns of Henry I and Henry II in the history of England.

3. Can you justify the view that the thirteenth century up to the death of Alexander III was a "golden age" in Scottish history?

4. With what countries and in what commodities did **either** Scotland or England do most of its trade in the fifteenth century?

5. Write notes on **two** of the following: the Roman walls; Christianity in Scotland before 597; Cnut; Magna Carta; the Legislation of Edward I; the Black Prince; Bishop Kennedy.

[TURN OVER

Section 3 (1485 to 1763)

6. Why was the power of Henry VII so much greater than that of the Lancastrian and Yorkist kings ?

7. **Either**—(a) Trace the chief steps in the Scottish Reformation from 1560 to 1592.

Or—(b) Describe the dangers which threatened the Elizabethan settlement of the English Church, (i) from Roman Catholics and (ii) from Puritans.

8. Is the stupidity of Charles I an adequate explanation of the troubles of 1629–42 in both Scotland and England ?

9. Explain the foreign and domestic policy of Danby and account for his fall.

10. "A revolution not made but prevented". How far is this true of the revolution of 1688–9 in **either** Scotland **or** England ?

11. Why were the Whigs in power throughout the reigns of George I and George II ?

Section 4 (1763 to 1914)

12. Was the American War of Independence caused more by political or by economic grievances ?

13. On what grounds may the reign of William IV (1830–7) be called an era of reform ?

14. Do you consider that Disraeli's government was more beneficial in domestic or in foreign and colonial policy ?

15. How far is it correct to call the foreign policy of Lord Salisbury one of "splendid isolation" ? Why was it abandoned ?

16. Trace briefly the main stages in the development of the trade union movement from the repeal of the Combination Acts (1824) to the passing of the Trade Disputes Act (1906).

17. **Either**—(a) In what ways was the settlement of Australia affected by geographical factors ?

Or—(b) "There was no movement which could be described as national". How far is this a satisfactory description of the Indian Mutiny ?

18. Write notes on **two** of the following :—John Wesley ; the foreign policy of Castlereagh ; the Disruption of the Church of Scotland ; General Charles Gordon ; Charles Stewart Parnell ; the Parliament Act (1911).

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SCOTTISH LEAVING CERTIFICATE EXAMINATION**HISTORY**

HIGHER GRADE

(SECOND PAPER—EUROPEAN HISTORY)

Wednesday, 9th 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. Describe life in Athens in the time of Pericles.
2. Explain the reasons for the rise and fall of Thebes in the fourth century.
3. Show the main events in the struggle between patricians and plebeians down to the passing of the Lex Hortensia.
4. Why did the Civil Wars break out in 49 B.C. and why did they end in the victory of Augustus?
5. Explain and compare the policies of Trajan and Hadrian.
6. Write notes on **two** of the following :—Cleisthenes of Athens ; the Persian campaign against Greece in 480 ; Spartan education ; the organisation of Alexander's empire ; the Samnite Wars ; Tiberius Gracchus.

[TURN OVER

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

7. On what grounds may the Franks be considered more important than the Goths ?

8. What degree of success was achieved by the First Crusade ? Why were the later Crusades less successful ?

9. Compare the importance of Gregory VII and Innocent III in the history of the mediaeval church.

10. Do you consider that Philip II (Augustus) or Philip IV did the more for France ?

11. What do you know of the Continental universities in the Middle Ages ?

12. Write notes on **two** of the following :—Hugh Capet ; the Normans in Southern Italy and Sicily ; St. Francis of Assisi ; the Hanseatic League ; the rise of the Swiss Confederation ; Joan of Arc.

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

13. On what grounds may the rise of nation-states on the Continent of Europe be dated from the latter half of the fifteenth century ?

14. Estimate the effects of the Reformation on Germany in the sixteenth century.

15. To what extent and for what reasons did the power of Spain threaten the rest of Europe in the reign of Philip II ?

16. How far does Henry IV deserve the reputation of having been amongst the best of the French kings ?

17. Trace and account for the growth in importance of Brandenburg-Prussia between the Peace of Westphalia (1648) and that of Aix-la-Chapelle (1748).

18. Write notes on **two** of the following :—the Capture of Constantinople ; Ivan the Terrible ; Cardinal Mazarin ; the religious policy of Louis XIV ; the Peace of Utrecht ; the Pragmatic Sanction of Charles VI.

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

19. Why did Joseph II fail as an enlightened despot ?

20. What were the chief political and social defects of the *ancien régime* in France ? How far were they remedied before the fall of the monarchy in 1792 ?

21. Compare the policy of Napoleon I towards Italy with that of Napoleon III.

22. Why may Germany be called a "satiated power" by 1871 ? What effect did this have on Bismark's later diplomacy ?

23. Do you consider that the war of 1914–1918 would have broken out if the Sarajevo assassinations had not occurred ?

24. Write notes on **two** of the following :—Baron von Stein ; the Zollverein ; the Second French Republic ; Giuseppe Garibaldi ; the Austro-Hungarian Ausgleich ; The Dreyfus Case.

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

LOWER GRADE

Thursday, 10th March—9.30 A.M. to 12 NOON

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

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

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

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

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

SECTION A

The whole of this Section should be attempted

Marks

1. On the accompanying map of part of the British Isles :—
- (a) (i) Name the three towns lettered A, B, and C, and the three rivers marked with a cross, and insert the district names of the areas lettered D and E.
- (ii) Mark with a cross and name the Peak District, the York Moors, the Lammermuirs, and the County of Durham. 3
- (b) (i) Name the July isotherm marked on the map ;
- (ii) Estimate the mean July temperatures at G and H ; and
- (iii) In **one** sentence written **at the base of the map** state why the mean July temperature for G is nearer to the actual temperature than that shown for H. 5
- (c) Part of the railway from Glasgow to the south is marked on the map. On it (i) mark and name Beattock, Shap, Annan Valley, and Crewe ; and (ii) mark, with the letter given in brackets, an area noted for dairy farming (D), an area noted for salt-mining (S), and an area noted for heavy industry (H). 5
- (13)
2. On the accompanying map of the world :—
- (a) (i) Name the six capitals marked with a dot and beside each name the appropriate country ;
- (ii) Identify the Andes, Caucasus, the Karroos, and the Tarim Basin ; and
- (iii) Name the rivers Ob, Mackenzie, Zambezi, and Orinoco. 5
- (b) Name the four ocean currents marked and, beside each, state whether it is a warm or a cold current. 2
- (c) Beside each of the three stippled areas state the season of maximum rainfall, the warmest month or, if appropriate, months, and the natural vegetation. 5
- (12)
3. Study the contour map supplied and then answer the following :—
- (a) Describe the relief and drainage and show to what extent they have influenced the route system of the area. 9
- (b) Comment on the distribution of factories. 4
- (c) Why did a port develop at A and not at F ? 2
- (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 main features of the distribution of land and sea throughout the world and in your answer contrast the northern and southern hemispheres. (15)

5. How would you recognise that a mountainous area had been glaciated? Consider features of both erosion and deposition. (15)

6. What is meant by (i) cyclonic rainfall, (ii) relief rainfall, and (iii) convectional rainfall? Select Java or the Western Ghats or southern Japan and give an explanatory account of the seasonal variation in its rainfall throughout the year. (15)

7. On the map of the world provided for question 2 three areas A, B, and C are marked. State whether these are densely, moderately, or sparsely peopled and account for the density of each. (15)

SECTION C

British Isles

8. Account for the growth of **either** heavy industries in Lanarkshire and South Wales or woollen industries in the Borders and the West Riding of Yorkshire. In what ways do these examples of the same industry differ? (Consider only the alternative selected.) (15)

9. Attempt **either** (a) or (b) :—

(a) Describe the main imports of England and Wales from across (i) the North Sea, (ii) the English Channel, and (iii) the Irish Sea. In each case name **two** of the main British ports. (15)

(b) Write a geographical description of **one** of the following :—
The Pennines ; the Fens ; the mainland of Scotland north of the Caledonian Canal. (15)

10. (*Turn over*)

Europe, excluding the British Isles*Marks*10. Attempt **either** (a) or (b) :—(a) Name **four** of the large industrial areas of Europe, including at least **one** from European Russia.Select **one** of these and account for its main industries. (15)(b) Indicate the similarities and differences in site, position and importance of **one** of the following pairs of ports :—

(i) Rotterdam and Bordeaux ;

(ii) Marseilles and Genoa ;

(iii) Copenhagen and Stockholm. (15)

11. Describe the main features of the climate of **two** of the following :—

The Meseta of Spain ; the Plain of Lombardy ; the Steppes of Russia.

For **one** of the areas selected show how its climate influences the main types of farming. (15)**The Rest of the World**12. Write a geographical account of **either** the lumbering industry of Canada **or** the iron and steel industry of the United States. (15)13. Write a geographical description of the Prairies of Canada **or** the Valley of California **or** the Corn Belt of the United States. (15)14. Select **one** of the great rivers of monsoon Asia and write an explanatory account of the distribution of population within its basin. (15)15. Draw **one or more** sketch-maps of the basin of the Niger to show the zones of climate and vegetation through which it flows. Explain why the exploration of this river was so difficult. (15)

16. Exactly where and of what importance are the Canterbury Plains, the Riverina, and the Northern Territory of Australia? (15)

17. Describe the climate and agriculture of **either** the Argentine **or** Chile. In your answer bring out their relationships. (15)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(FIRST PAPER)

Thursday, 10th 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.

Mark

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

- (a) (i) Describe the view northwards from Brandwood Moor (853200).
 (ii) How does this view differ from the view to the north-west from Great Hamildon (794289) ? 20
- (b) To what extent do valleys control :—
 (i) the routes from Burnley via Accrington to Haslingden and from Burnley southwards ; and
 (ii) the sites and shapes of Padiham, Burnley and the urban grouping of Rawtenstall-Bacup ? 12
- (c) What are the main uses made of the moorland ? 4
 (36)

2. On the accompanying map of the Arctic and adjacent lands :—

- (a) Name the towns lettered A, B, and C, and the Rivers Volga, Ob, and Mackenzie, and mark with a cross the magnetic north pole. 2½
- (b) Name the two isotherms marked on the map. 1½
- (c) (i) Estimate in degrees the distance of places X and Y from the North Pole.
 (ii) Beside each, print your estimates of their January and July temperatures. 3
- (d) Mark, with arrows to show direction, the winds blowing over British Columbia in July, over Norway in October, and over Manchuria in December. 3
- (e) Part of the routes of two aircraft are marked with red arrows which also show direction of flight. Beside each, name the direction of flight. 2
- (f) Along the course of the Trans-Siberian railway mark and name two industrial areas and the towns of Irkutsk and Novosibirsk. 4
 (16)

SECTION B

THREE questions should be attempted.

Marks

3. Draw a sketch-map of an area approximately 100 square miles in size with your school centrally placed and on it show the following items:—

- (i) Relief. (ii) Drainage. (iii) Latitude and longitude.
 (iv) Height of school above mean sea level. (v) Direction of true north. (vi) Approximate direction of magnetic north. (vii) **Either** the extent of arable land **or** the main routes of the area, whichever is more appropriate.

Give the scale both as a representative fraction and as a statement and include a key to your map. (16)

4. What is the difference between a mountain range, a mountain system, and a high plateau? Give one **good** example of each. Select **one** of your examples and discuss its significance in relation to routeways. (16)

5. Why is it that eastern and western coasts of continents in similar latitudes experience very different climates? (16)

6. Discuss the opportunities for development offered by equatorial forests and the difficulties to be faced in their development. (16)

7. Compare and contrast the world importance of the Panama and Suez canals. (16)

8. "The nomadic way of life, whether hunting or stock rearing, is disappearing." Discuss with examples from Asia **or** Africa **or** North America. (16)

9. Attempt **either** (a) **or** (b) :—

(a) Why is the southern hemisphere, in contrast with the northern hemisphere, so sparsely peopled except for a few isolated areas? (16)

(b) Canada, U.S.S.R., Brazil, and Indonesia are four of the largest countries in the world. Discuss with reference to any **one** of them the problems to be faced in organizing it into a political unit. (16)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOGRAPHY

HIGHER GRADE—(SECOND PAPER)

Thursday, 10th 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 is shown in the margin.

[TURN OVER

SECTION A

British Isles

Marks

1. Attempt **either** (a) **or** (b) :—

(a) Select a major Scottish industry (*e.g.* shipbuilding, woollen manufacturing, but **not** a type of farming) and write a geographical description of it. (20)

(b) Select **one** of the major agricultural areas of Great Britain (*e.g.*, East Anglia, Kent, Aberdeenshire) and give an account of the types of farming found there. (20)

2. Compare and contrast **either** the Highlands of Scotland east and west of their main watershed (the watershed need not be followed exactly) **or** north and south Wales. (20)

3. In what ways do **three** of the following ports resemble and differ from each other as regards position and importance :—

Liverpool ; London ; Hull ; Glasgow ? (20)

SECTION B

Europe

4. What are the main features of pastoral farming in Mediterranean lands and Switzerland ? Bring out the importance of relief and climate and show how the practices of the two areas differ. (20)

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

(a) Show that the distribution of population in **either** Sweden **or** the Iberian Peninsula reflects the general geography of the area. (20)

(b) Write a geographical essay on the importance of the sea and mountains in the life of the Norwegians. (20)

6. Attempt **either** (a) **or** (b) :—

(a) Compare and contrast **either** the Rhône Corridor and the Rhine Rift Valley **or** Belgium and the Plain of Lombardy. (20)

(b) Write a geographical description of **either** the Ruhr **or** the Donetz Basin. (20)

SECTION C

Marks

North America

7. With the aid of sketch-maps consider the advantages and disadvantages of site and the importance of New York, San Francisco, and New Orleans. (20)
8. Write a geographical description of **one** of the following :—
The Canadian Shield, the Great Basin, the piedmont and coastal plain from New York to the northern boundary of Florida. (20)
9. Attempt **either** (a) **or** (b) :—
- (a) Why does the vast majority of the population of Canada live in the extreme south of the country? What possibilities are there for more intensive settlement farther north? (20)
- (b) Explain why more than half of the population of U.S.A. lives east of the Mississippi. Comment on the growth of population in California. (20)

SECTION D

Asia

10. Comment on the position and importance of Karachi, Bombay, Calcutta, and Madras, and discuss the suitability of the port facilities available to Eastern Pakistan. (20)
11. Show how the physical geography of **one** of the following areas has conditioned the life of its inhabitants :—
Tibet; Arabia; Irrawaddy Delta; Mesopotamia; the tundra of Siberia; the Red Basin of China. (20)
12. Describe the distribution and development of **either** the oil resources of south-west Asia **or** the mineral resources of Siberia. (20)

SECTION E

The Southern Continents

13. Describe and account for the parallelism seen in the vegetation zones of Africa north and south of the equator. (20)
14. Attempt **either** (a) **or** (b) :—
- (a) Write a geographical account of the export and import trade of New Zealand paying special attention to its world position. (20)
- (b) Relate rainfall and agriculture in Australia. What has been done to overcome water scarcity? (20)
15. Where and what are the llanos, the campos, and the pampas? How do they differ in development and why? (20)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ARITHMETIC

Monday, 7th 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) Evaluate $\frac{(0.35)^2}{0.7 \times (0.05)^2}$.

(ii) In an examination consisting of two papers, a student scored 52 out of a possible 75 marks in the first paper and 43 out of a possible 50 marks in the second paper. Find what percentage of the total possible marks he scored in the whole examination.

(iii) Find the cost of $3\frac{3}{4}$ cubic feet of bottled gas at 26s. 10d. per cylinder of 210 cubic feet.

(iv) The weights of the members of a boat-race crew were :—

12 st. 6 lb., 11 st. 5 lb., 11 st. 10 lb., 12 st. 7 lb.,
10 st. 12 lb., 11 st. 2 lb., 10 st. 8 lb., 9 st. 2 lb.

Find the average weight.

(v) A man occupies a house of which the assessed rental is £57. If he is charged rates at 27s. 3d. in the £, how much has he to pay in rates ?

2. On any book ordered, a publisher allows discount at $3\frac{3}{4}$ per cent. on the first 200 copies and at 5 per cent. on all over that number. Find the total net cost of the following order :—

360 copies of book *A* at 6s. 6d. each ;
260 copies of book *B* at 4s. 3d. each.

3. The result declared in a by-election was as follows :—

Bailie Clark	..	20,474
Major White	..	19,385
Miss F. Tait	..	5,840

(i) Find Bailie Clark's majority over Major White.

(ii) A public opinion poll estimated that, if Miss Tait had not been a candidate, 20 per cent. of the constituents who voted for her would have refrained from voting and the remainder would have voted for Bailie Clark and Major White in the ratio of 3 : 5. On this estimate, find which candidate would have won, and by what majority.

4. The Scottish Gas Board offers the following alternative tariffs. On the first, gas is charged each quarter at $29d.$ per therm for the first 24 therms and thereafter at $19d.$ per therm. On the second, there is a fixed charge of 39s. per quarter plus a commodity charge of $14\cdot5d.$ per therm.

Find the charge by each method for a year if the amounts used in successive quarters are 12, 26, 36, and 40 therms respectively.

5. The shares of a trust company are priced at 13s. $4d.$ each, and at that price they give an actual yield of $\pounds 4$ 3s. $4d.$ per cent. per annum. How many shares must be purchased to yield $\pounds 250$ per annum?

Find, to the nearest penny, the present yield per cent. per annum on capital which was invested in this trust at a time when the shares were priced at 10s. each.

6. The floor of a room 22 ft. 6 in. long by 18 ft. broad is to have a tiled border 3 ft. wide all round. Find the cost of laying this border with 9 inch by 9 inch tiles at $7\frac{1}{2}d.$ each.

Find also the cost of covering the remaining central area of the floor with carpet at 37s. $6d.$ per square yard.

7. A shopkeeper marks a vacuum cleaner at $\pounds 24$ 15s. to make a profit of $37\frac{1}{2}$ per cent. on cost. Find the cost price.

A customer, who is allowed a discount of 5 per cent. off the marked price, gives an old machine in part exchange for a new one. If the shopkeeper can sell the old machine as scrap for $\pounds 1$ 12s. and if he wishes to make a profit of $\pounds 4$ over the whole transaction, what allowance can he afford to give the customer for the old machine?

8. On a map whose scale is 1 : 250,000, two places A and B are shown as 6.6 inches apart. An aircraft travelling in a straight line from A to B passes over B 4 minutes 10 seconds after passing over A . Calculate its speed in miles per hour.

If, on the return journey, the speed of the aircraft is 300 miles per hour, calculate the time taken on the return journey.

9. (Turn over).

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

9. (i) A cable has to be laid from one corner of a rectangular plot to the diagonally opposite corner. If the plot measures 76 yards by 35 yards, calculate, to the nearest yard, what length will be saved by laying the cable directly rather than along two adjacent sides of the plot.
- (ii) Find, in cubic centimetres, the combined volume of four cylinders each of radius 33·25 millimetres and height 90 millimetres.

$$(\pi = 3\cdot142.)$$

10. A French tourist whose car has an average petrol consumption of 9·46 kilometres per litre plans a tour of 1,550 miles in Britain. If petrol costs 4s. 8d. per gallon, find, to the nearest 100 francs, the estimated cost of petrol for this journey.

$$(1 \text{ mile} = 1\cdot609 \text{ kilometres,}$$

$$1 \text{ gallon} = 4\cdot546 \text{ litres,}$$

$$\text{£}1 = 1,375 \text{ francs.)}$$

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

LOWER GRADE—(FIRST PAPER)

Monday, 14th March—9.30 A.M. to 11.30 A.M.

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

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

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 medians of a triangle are concurrent, and that the point of concurrence is a point of trisection of each median.

12

2. Prove that, if a perpendicular is drawn from the right-angle of a right-angled triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.

10

3. With the usual notation for the sides and angles of a triangle ABC, state without proof the formulæ you would use to find the side a given

(i) b , A , and B ;

(ii) b , c , and A .

2

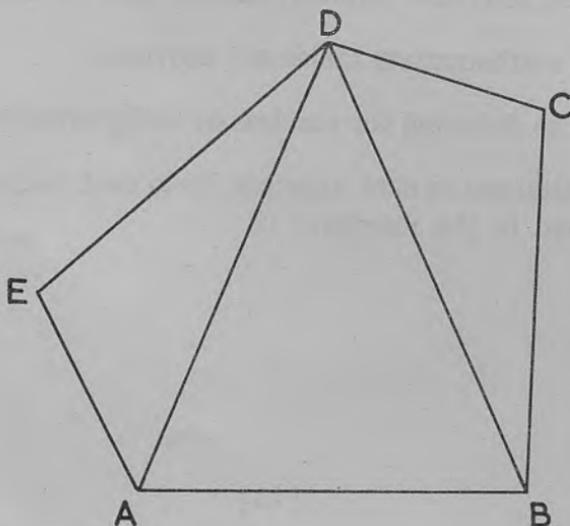
In a triangle ABC, AB is 10 inches long, angle CAB is 25° , and angle ABC is 50° . Calculate the length of BC and the length of the median from C.

4, 5

4. (*The diagrams in this question need not be reproduced. Except in (i), references are not required.*)

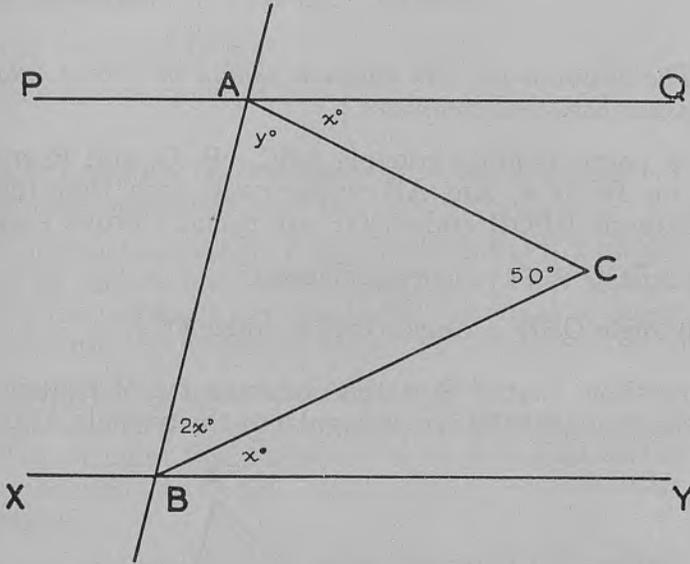
(i) ABCDE is a pentagon in which $EA = CD$, angle EAD = angle CDB, and angle ADE = angle DBC. Prove that angle DAB = angle DBA.

4



(ii) In the accompanying diagram, PAQ and XY are parallel straight lines. The angles CAQ and YBC are each x° , angle CBA is $2x^\circ$, angle BAC is y° , and angle ACB is 50° . Calculate x and y .

4



(iii) The points A and B are 2 inches apart. The circle with centre A and radius $1\frac{1}{2}$ inches cuts the circle with centre B and radius 1 inch at X and Y . State the locus of points which are $1\frac{1}{2}$ inches from A and not more than 1 inch from B .

4

(iv) A plane cuts a sphere of radius 25 inches in a circle of radius 24 inches. Calculate the distance of the plane from the centre of the sphere.

4

5. (Turn over.)

SECTION II

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

Marks

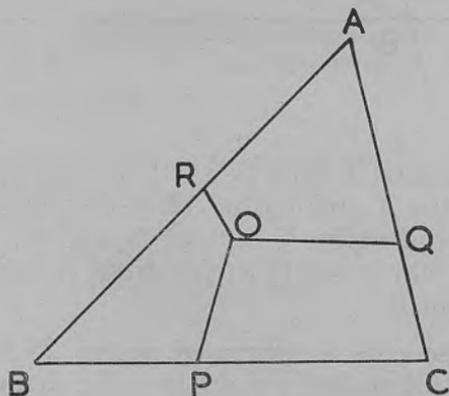
5. (The diagram for this question should be copied into your answer book and completed.)

O is a point within a triangle ABC. P, Q, and R are points on BC, CA, and AB respectively such that the quadrilaterals BPOR and CQOP are cyclic. Prove that

(i) AROQ is a cyclic quadrilateral ; 5

(ii) angle QPR = angle OBA + angle OCA. 5

Hence show that if O is the circumcentre of triangle ABC, the triangle PQR is equiangular to the triangle ABC. 7



6. L is a point in the side YZ of a triangle XYZ. H and K are the middle points of YL and LZ respectively, and A is the middle point of XL. AY cuts XH at M, and AZ cuts XK at N. Prove that MN is parallel to YZ and is equal to one-third of YZ. (Section I, 1.) 9

If b denotes the length of YZ, and h the altitude of the triangle XYZ drawn from X, state, without proof, what fraction the distance between the lines HK and MN is of h , and express the area of the trapezium HKNM in terms of b and h , simplifying your result. 8

7. O is the centre of a circle of radius 6 inches. A diameter AB is produced its own length to a point C. Through C is drawn a secant CDE to cut the circle at D and E such that $CD = 8 DE$. Calculate

- (i) the length of DE ; 8
 (ii) the size of angle ACE. 9

8. (*In this question the constructions should be carried out with ruler and compasses only.*)

(i) Construct a triangle PQR in which PQ is 2 inches long, QR $2\frac{1}{2}$ inches, and angle PQR 135° . Find a point S in PQ produced such that angle QRS is equal to angle QPR. Measure the length of SR. 7

(ii) Straight lines LM and XY are produced to meet at a point O. A is a point on LM. Through A draw *accurately* a straight line to cut OYX at B so that AB is equally inclined to OML and OYX. State your construction. 4

State also the construction when the point O does not lie on the paper. 6

9. ABC is a triangle in a horizontal plane ; AB is 3 inches long, BC is 4 inches, and angle ABC is 90° . CD is a vertical straight line, 12 inches long. Show that angle ABD is 90° . 7

M is the middle point of BD. Calculate the length of AM and the size of the angle that AM makes with the plane ABC. 4, 6

1960
SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

LOWER GRADE—(SECOND PAPER)

Monday, 14th 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.

Marks

1. (i) Solve, correct to two decimal places, the equation $x^2 - 5 = 3x$. 5

(ii) Express $\frac{5}{2t-4} - \frac{1}{4t+8}$ as a single fraction in its simplest form.

For what value of t is the value of the fraction zero? 4

2. (i) A rectangle measures p feet q inches by q feet p inches. Find, in inches, its perimeter. 3

(ii) In a certain school, r per cent of the pupils are boys. If there are m boys, find, in terms of m and r , how many girls there are. 4

(iii) If $3(a + b) = 5a$, find the value of the ratio $a : b$. 3

(iv) A parallelogram has sides of length 4.5 inches and 5.6 inches and the acute angle between them is 57° . Calculate the area of the parallelogram. 4

3. (i) Evaluate, by logarithms, $\sqrt[3]{\frac{(0.3746)^2}{0.528}}$. 5

(ii) The time, T seconds, of one swing of a pendulum varies directly as the square root of the length, l feet, of the pendulum. If the time is 2.77 seconds when the length is 25 feet, express T in terms of l . 4

(iii) Write down the three consecutive integers of which the middle one is n .

If the square of the largest of three consecutive integers exceeds the product of the other two by 55, find the middle integer. 6

4. (i) Use tables to find x and y between 0° and 180° such that (a) $\log \sin x = \bar{1}.7995$, (b) $5 \cos y + 3 = 0$.

Evaluate $\log \tan 63^\circ 40'$.

4

(ii) If $\tan \theta = \frac{r}{\sqrt{q^2 - p^2}}$, calculate the acute angle θ when $p = 4.3$, $q = 6.7$, and $r = 2.6$.

4

(iii) ABC is a triangle in a horizontal plane, with $AB = 7$ feet, $BC = 8$ feet, and angle $ABC = 120^\circ$. CD is a vertical line and angle $DAC = 50^\circ 40'$. Calculate the length of CD.

6

SECTION II

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

5. (i) Given that $x = \frac{a(1 - t^2)}{1 + t^2}$ and that $y = \frac{b(1 - t^2)}{2t}$,
prove that $\frac{a^2}{x^2} - \frac{b^2}{y^2} = 1$.

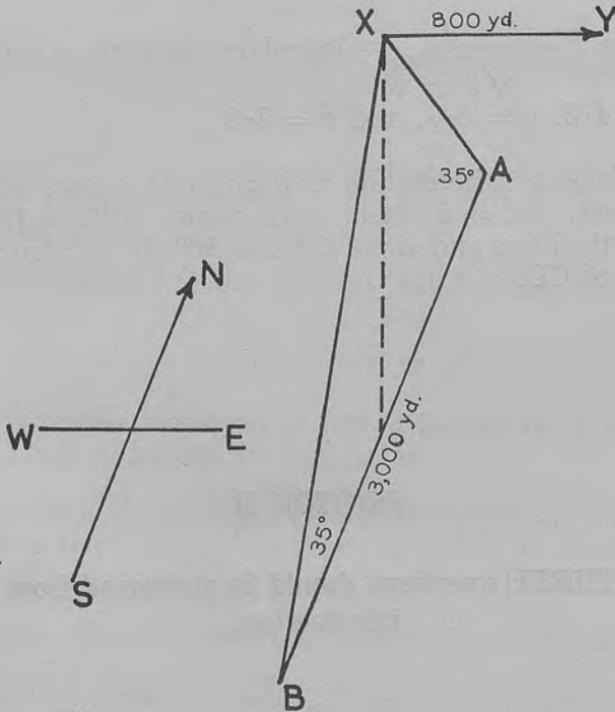
7

(ii) A bag contains half-crowns, shillings, and sixpences, to the total value of three guineas. There are twice as many shillings as half-crowns, and the value of the sixpences is four shillings and sixpence greater than the value of the shillings. How many half-crowns are there in the bag?

9

6. (Turn over.)

6. (The diagram should be copied into your answer book and completed.)



The point A lies 3,000 yards due North of the point B, both being at the same level. An aircraft is flying at a fixed height in the direction due East.

(i) When the aircraft passes over the line AB it is at the point X at an angle of elevation of 35° from A and from B. Calculate the height above AB at which the aircraft is flying.

5

(ii) Calculate, also, (a) the angle of elevation from B of the aircraft when it is at the point Y, 800 yards from X, and (b) the distance BY.

6, 5

7. In a rectangle of area 5 square feet, one side is x feet long. Prove that the perimeter of the rectangle is $(2x + \frac{10}{x})$ feet. 3

The following table shows the values of $2x + \frac{10}{x}$ for certain values of x .

x	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
$2x + \frac{10}{x}$	21.00		9.67	9.00	9.00	9.33		10.50	11.22	12.00

Calculate the values of $2x + \frac{10}{x}$ which are omitted from the table. (*You need not copy the table.*)

Draw the graph of $2x + \frac{10}{x}$ for the given range of values of x , using 1 inch to represent 1 unit on the x -axis and 1 inch to represent 2 units on the other axis.

Using your graph, determine

(a) the minimum value of the perimeter ;

(b) the values of x which give a perimeter of 11 feet.

Draw on your graph paper the straight line which would enable you to find the value of x for which the perimeter is equal to $8x$ feet. (*Do not find the value of x .*) 13

8. (i) Factorise completely $a^3(2a - 5b) - a(2a - 5b)^3$.
Verify your answer when $a = 6$, $b = 2$. 7

(ii) From the relation $I = P(R^3 - 1)$, express R in terms of I and P . 5

If $I = 79$, $P = 1,000$, and $R = 1 + \frac{r}{100}$, evaluate r . 4

9. (*Turn over.*)

9. A rectangular sheet of metal 20 inches by $2b$ inches is folded along the line that bisects the sides of length $2b$ inches until the two halves are inclined at 150° to each other. The ends are then closed by isosceles triangles of the same metal.

(i) Show that

(a) the trough so formed will hold $5b^2$ cubic inches of water ;

6

(b) the area of metal which has been used is $\frac{1}{2}b(b + 80)$ square inches.

4

(ii) If 352 square inches of metal have been used, find the volume of water the trough will hold.

6

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(FIRST PAPER)

Monday, 14th March—9.30 A.M. to 11.30 A.M.

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

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

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

Marks will be deducted for careless or badly arranged work.

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

[TURN OVER

SECTION I

All the questions in this Section should be attempted.

Marks

1. Prove that the angles between a tangent to a circle and a chord drawn through the point of contact are respectively equal to the angles in the alternate segments of the circle. 12

2. Prove that, if two triangles have an angle of the one equal to an angle of the other, and the sides about these equal angles proportional, the triangles are similar. 12

3. Prove the formula $\frac{1}{2}bc \sin A$ for the area of a triangle ABC, considering the cases in which A is (i) acute, and (ii) obtuse. 5

A regular polygon of n sides is inscribed in a circle. Prove that

$$\frac{\text{area of polygon}}{\text{area of circle}} = \frac{\sin \frac{2\pi}{n}}{\frac{2\pi}{n}}. \quad 5$$

4. Prove that the abscissa of the point which divides the straight line joining the points (x_1, y_1) and (x_2, y_2) in the ratio $m : n$ is

$$\frac{mx_2 + nx_1}{m + n}. \quad 4$$

Prove that only one of the points C $(-2, -1)$ and D $(-1, -2)$ lies on the straight line joining the points A $(-6, -4)$ and B $(0, \frac{1}{2})$, and show that the ratios AC : CB and AD : DB are equal in magnitude. Find the coordinates of the point E which divides AB externally in the ratio AC : CB. 11

SECTION II

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

Marks

5. The isosceles triangle ABC is right-angled at B . Points X and Y are taken on AB and BC respectively such that $AX = \frac{1}{2} AB$ and $YC = \frac{1}{3} BC$.

(i) If $AB = 6$ units, find the length of XY , and show that the circle with centre Y and radius YC touches the circle on AB as diameter. 6

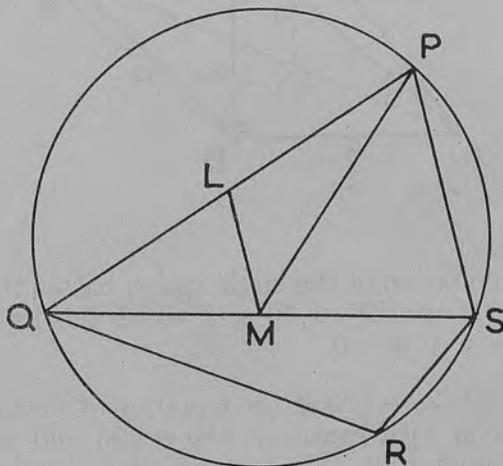
(ii) If P is the point of contact of the circles and if M is the point in which the circle with centre Y cuts AC again, show that MY is parallel to AB and that $B, P,$ and M are collinear. 5, 6

6. In the accompanying figure, $PQRS$ is a cyclic quadrilateral with $PQ : PS = RQ : RS$; L and M are the mid-points of PQ and SQ respectively.

Prove that

(i) the triangles PLM and QRS are similar ; 8
(Section I, 2)

(ii) $\frac{\text{area of triangle } QRS}{\text{area of triangle } QPS} = \frac{QR^2}{QP^2}$. 9



7. (Turn over.)

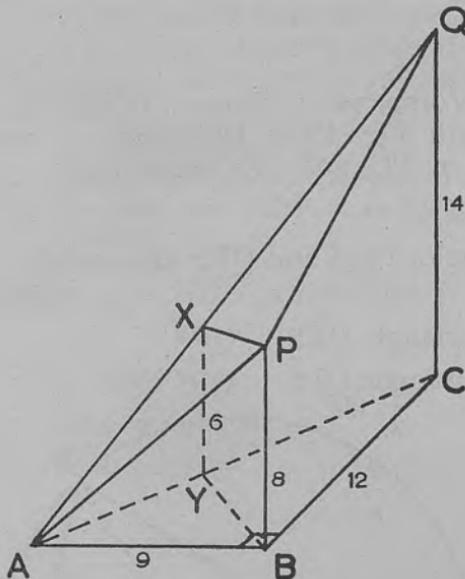
7. In the accompanying figure, the triangle ABC , right-angled at B , lies in a horizontal plane; AB is of length 9 inches and BC of length 12 inches. BP and CQ are vertical lines of lengths 8 inches and 14 inches respectively. X and Y are points on AQ and AC such that XY is vertical and of length 6 inches.

(i) Find the length of AY and prove that the plane $BPXY$ bisects the angle between the planes $BPQC$ and BPA .

8

(ii) Show that BY is of length $\frac{36\sqrt{2}}{7}$ inches, and calculate the angle of inclination of XP to the horizontal.

9



8. Find the equation of the circle which passes through the points $A(1, 1)$ and $B(-1, 3)$ and which has its centre on the line $x + y + 4 = 0$.

8

If C is the point $(2, -1)$ find the equation of the tangent at C to the circle with centre at the origin and passing through C . Show that this tangent also touches the above circle through A and B , and find the length of the common tangent to the two circles.

9

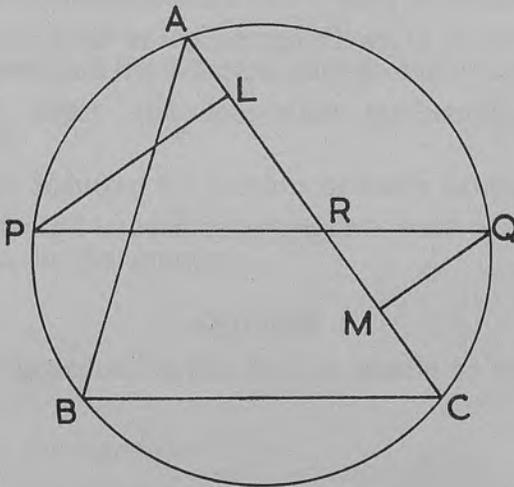
9. In the accompanying figure, ABC is a fixed acute-angled triangle inscribed in a circle and PQ is a variable chord of the circle which is parallel to BC and cuts AC internally in the point R . The perpendiculars from P and Q to AC meet it at L and M respectively.

(i) With the usual notation for the sides and angles of triangle ABC and taking $AR = x$, show that $PL = PR \sin C$ and that $PL \cdot MQ = x(b - x) \sin^2 C$. Deduce that the area of the rectangle $PL \cdot MQ$ has its maximum value when PQ bisects AC .

5, 6

(ii) Show that $PL + MQ$ has a maximum length equal to AB .

6



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

MATHEMATICS

HIGHER GRADE—(SECOND PAPER)

Monday, 14th 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.

Marks

1. (i) Solve the equations

$$2x + y + 2z = 9,$$

$$5x - 2y - 3z = 3,$$

$$3x + 3y + 4z = 15.$$

6

(ii) From the relation

$$s = p + q \sqrt{\left(\frac{t+a}{t-a}\right)},$$

express t in terms of s , p , q , and a .

4

(iii) Find the nature of the roots of the equation

$$x^2 + 2x \cos \theta + 1 = 0,$$

(a) if θ is a multiple of π ;

(b) for all other values of θ .

4

[TURN OVER

2. (i) Simplify the expression

$$\left(\frac{q^{-\frac{3}{4}}}{p^2}\right)^{-\frac{2}{3}} \times \left(\frac{2q}{p^{-\frac{1}{3}}}\right)^{-2},$$

and find its value when $p = 27$ and $q = 4$.

(ii) Evaluate, to three significant figures, $(0.724)^{0.11}$.

(iii) If $\log_{10} y = 2 + 3 \log_{10} x$, express y in terms of x .

3. (i) Find, from first principles, the derivative of $\frac{1}{x^2}$.

Find the equation of the tangent to the curve $y = x - \frac{1}{x^2}$

at the point where it crosses the x -axis.

(ii) Integrate with respect to x ,

$$(a) 2x^{\frac{1}{2}} + \frac{5}{x^2} + 6; \quad \frac{2}{(3x+1)^{\frac{3}{2}}}.$$

4. (i) Water is escaping from a vessel of such a shape that the depth of water, s feet, at any instant varies inversely as the square root of the time, t minutes, for which the water has been escaping. If, after the water has been escaping for 16 minutes, the depth is 2 feet, express s in terms of t .

At what rate is the level of the water falling when the depth is 2 feet?

(ii) Show that, if $\tan y$ is a mean proportional between $\tan x$ and $\tan z$,

$$\cos 2y = \frac{\cos(x+z)}{\cos(x-z)}.$$

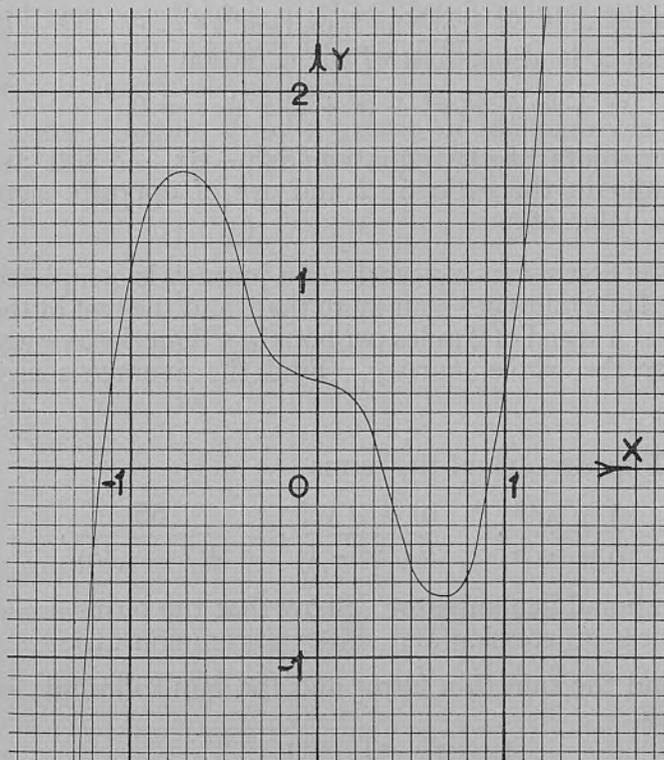
5. With the usual notation for the sides and angles of a triangle, and assuming that $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$, prove that

$$\sin \frac{1}{2}A = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

Find the size of the angle BAC in the triangle in which $AB = 10$ inches, $BC = 12.23$ inches, and $AC = 8.05$ inches.

If CA is produced to D so that $AD = 5$ inches, find the length of BD.

6. The graph of a function, $f(x)$, of fifth degree in x is shown below for a limited range of values of x .



From the graph,

- find the maximum and minimum turning values of the function ;
- find the values of x between which the function is decreasing ;
- solve the equation $f(x) + 1 = 0$.

5

7. (Turn over.)

SECTION II

Only TWO questions should be attempted from this Section.

Marks

7. (i) If k is a root of the equation $x^2 + rx + s = 0$, prove that it is also a root of the equation

$$x^3 + (r + 1)x^2 + (r + s)x + s = 0. \quad 4$$

(ii) The roots of the equation $8x^2 - 6x + c = 0$ are numerically in the ratio $5 : 2$ and are of opposite sign. Find the value of c . 4

(iii) The first seven-sixteenths of a journey is completed at a speed of 3 miles per hour more than, and the rest of the journey at a speed of 2 miles per hour less than the average speed for the whole journey. Find the average speed. 6

8. (i) Express each of the terms

$$\frac{4 + \sqrt{5}}{3 + \sqrt{5}}, \quad \frac{10 - 3\sqrt{5}}{2(\sqrt{5} - 1)}, \quad \frac{55}{4(7 + \sqrt{5})},$$

with a rational denominator. Show that the terms are in geometrical progression and state the common ratio. 6

(ii) Find the sum to n terms and the sum to infinity of the series

$$\frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \frac{1}{32} + \dots$$

Find the smallest value of n for which the sum to n terms and the sum to infinity differ by less than 0.001 . 8

9. (i) Solve, for values of θ between 0° and 360° , the equation

$$3(\sin \theta - 1)(1 - \cos 2\theta) + 7 \cos^2 \theta = 3. \quad 7$$

(ii) Prove that, if n is an even positive integer, the expression

$$\left(\frac{\sin 5a - \sin a}{\cos 5a + \cos a} \right)^n + \left(\frac{\cos 5a - \cos a}{\sin 5a + \sin a} \right)^n$$

is equal to $2(\tan 2a)^n$, and state the value of the expression when n is an odd positive integer. 7

10. For the curve with equation $y = x^2(x^2 - 4)$,

(a) find the coordinates of the points where the curve cuts the x -axis ;

(b) find the coordinates of the turning points, and investigate the nature of each turning point ;

(c) draw a sketch of the curve.

8

On the same diagram draw a sketch of the parabola $y = 4 - x^2$, and find the area enclosed between the two curves.

6

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

ELEMENTARY ANALYSIS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 16th 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.

SECTION I

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

Marks

1. (i) Find the real values of x , y , and z which satisfy the equations :

$$\frac{2x + y}{7} = \frac{z - 2y}{10} = \frac{2x - z}{6},$$

$$8xy^2 + 45 = 0.$$

6

(ii) Express as a product of factors the determinant

$$\begin{vmatrix} p & q & r \\ p^2 & q^2 & r^2 \\ p^2(q+r) & q^2(r+p) & r^2(p+q) \end{vmatrix}.$$

Hence or otherwise solve the equation

$$\begin{vmatrix} x & 1 & -2 \\ x^2 & 1 & 4 \\ -x^2 & x-2 & 4(x+1) \end{vmatrix} = 0.$$

9

2. (i) Eliminate t between the equations

$$x = \frac{t}{t^2 - 1}, \quad y = \frac{t^2 + 2t}{t^2 - 1}.$$

5

(ii) For what range of values of x is $2 - x^2$ greater than x ?

3

(iii) The coefficients of x^4 , x^5 , x^6 in the binomial expansion of $(1+x)^n$ are in arithmetic progression, n being a positive integer. Find the possible values of n .

7

3. (i) Solve the equation

$$3(\cos 3\theta - \cos \theta) = 2 \sin 2\theta(1 + \cos 2\theta),$$

giving the general solution.

7

(ii) If $\tan \theta = \tan \alpha \tan \beta$, prove that

$$\cos 2\theta = \frac{\cos 2\alpha + \cos 2\beta}{1 + \cos 2\alpha \cos 2\beta}.$$

5

(iii) Prove that

$$\tan^{-1} \frac{3}{11} + \tan^{-1} \frac{4}{7} = \frac{\pi}{4},$$

where the positive acute values of $\tan^{-1} \frac{3}{11}$ and $\tan^{-1} \frac{4}{7}$ are to be understood.

3

4. Differentiate the following functions with respect to x :

(i) $x^3 (x^2 + 1)^{-\frac{3}{2}}$; (ii) $\tan^{-1}\left(\frac{4 - 3 \cos x}{3 + 4 \cos x}\right)$. 4, 5

If $ye^{-4x} = A \cos 3x + B \sin 3x$, A and B being constant, prove that

$$\frac{d^2y}{dx^2} - 8 \frac{dy}{dx} + 25y = 0. \quad 6$$

5. Integrate the following functions with respect to x :

(i) $\tan x \sec^4 x$; (ii) $\frac{x^2}{x^2 - 4}$, where $x > 2$. 4, 5

Evaluate $\int_0^{\frac{\pi}{4}} \sin^4 \theta \, d\theta$. 6

SECTION II

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

6. (i) Express $E \equiv \frac{16 + 2x}{(1 - x)(2 + x)^2}$ as the sum of three partial fractions. 6

Find the coefficient of x^n when E is expressed in a series of ascending powers of x ; state the necessary restrictions on the value of x . 8

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

$$2x + \frac{4x^2}{\sqrt{2}} + \frac{8x^3}{\sqrt{3}} + \frac{16x^4}{\sqrt{4}} + \frac{32x^5}{\sqrt{5}} + \dots \quad 6$$

7. (Turn over.)

7. A function $f(x)$ is such that $\frac{d f(x)}{d x} = (x - a) F(x)$, where $F(x)$ is a continuous function and $F(a) \neq 0$. By discussing the sign of $\frac{d f(x)}{d x}$ for values of x in the neighbourhood of $x = a$, prove that $f(x)$ has a turning value at $x = a$, and explain how the sign of $F(a)$ determines the nature of the turning value.

Find the coordinates of the turning points of the curve $y = \frac{4x + 2}{x^2 + 2}$, and investigate the nature of each turning point. Sketch the curve.

Find the coordinates of the point where the tangent to the curve at the point $(0, 1)$ cuts the x -axis.

8. Prove that the function $\sin x - x \cos x$ increases as x increases from 0 to π .

If A_1 and A_2 denote the areas under the graph of the function between $x = 0$ and $x = \frac{1}{2}\pi$, and between $x = \frac{1}{2}\pi$ and $x = \pi$ respectively, prove that

$$A_1 : A_2 = 4 - \pi : 4 + \pi.$$

Find the volume of the solid formed when the area $(A_1 + A_2)$ is rotated through four right angles about the y -axis.

9. (i) Find the modulus and the amplitude of the complex quantity

$$\frac{2 - 3i}{(3 + 2i)^2}.$$

(ii) If $x + iy = 1 - \frac{1}{z}$, where $z = \cos \theta + i \sin \theta$ and x and y are real, prove that

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

(iii) Establish the identity

$$x^5 + 1 = (x + 1)\left(x^2 + 2x \cos \frac{2\pi}{5} + 1\right)\left(x^2 + 2x \cos \frac{4\pi}{5} + 1\right),$$

and deduce that $\cos \frac{\pi}{5} \cos \frac{2\pi}{5} = \frac{1}{4}$.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GEOMETRY

ADDITIONAL MATHEMATICAL SUBJECT

Monday, 21st 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 the length of the perpendicular from the point (x_1, y_1) to the straight line $ax + by + c = 0$ is, numerically,

$$\frac{ax_1 + by_1 + c}{\sqrt{a^2 + b^2}}. \quad 6$$

Verify that the equation

$$7x^2 - 6xy - y^2 - 16x + 16y = 0$$

represents a pair of straight lines, and show that the point $A(0, -4)$ is equidistant from these lines. 6

The equal sides of an isosceles triangle lie along these lines and the third side of the triangle passes through A . Find the coordinates of the vertices, and obtain the area of the triangle. 8

2. Prove that the equation of the tangent at the point (x_1, y_1) on the circle $x^2 + y^2 + 2gx + 2fy + c = 0$ is

$$xx_1 + yy_1 + g(x + x_1) + f(y + y_1) + c = 0. \quad 6$$

Show that the tangent at the point $P(-1, 1)$ on the circle $x^2 + y^2 + 6x - 4y + 8 = 0$ passes through $Q(0, 3)$ and find the equation of the other tangent from Q to the circle. 3, 6

Find also the equation of the other circle of equal radius which touches PQ at P . 5

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

$$2x - (p + q)y + 2apq = 0. \quad 4$$

Prove that the locus of the mid-points of chords of the parabola $y^2 = 4ax$ which pass through the point $(\frac{1}{2}a, 0)$ is the parabola $y^2 = 2ax - a^2$, and determine the focus of this parabola. 5, 4

Prove that, if a focal chord HK of the parabola $y^2 = 4ax$ cuts the second parabola at U and V , then $UV = \frac{1}{2} HK$. 7

4. (i) Express the equation

$$4x^2 + 9y^2 - 16x - 18y - 11 = 0$$

in the form $\frac{(x - h)^2}{a^2} + \frac{(y - k)^2}{b^2} = 1$, and state the

coordinates of the centre of the ellipse which is represented by the equation. Find also the coordinates of the foci and the equations of the directrices of this ellipse. 10

(ii) The tangent at a point $P(a \cos \theta, b \sin \theta)$ on the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, where $a > b$, meets the tangents at the ends of the major axis in the points T and T' ; find the equation of the circle on TT' as diameter, and prove that this circle passes through the foci of the ellipse. 10

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

Show that the line $\frac{x}{a} - \frac{y}{b} = k$ meets one of the asymptotes in the point $P(\frac{1}{2}ak, -\frac{1}{2}bk)$, and that it meets the hyperbola in the point $Q(\alpha, \beta)$ where

$$\alpha = \frac{1}{2}a\left(k + \frac{1}{k}\right), \quad \beta = -\frac{1}{2}b\left(k - \frac{1}{k}\right). \quad 12$$

Prove that the middle point of PQ lies on the hyperbola

$$\frac{x^2}{a^2} - \frac{y^2}{b^2} = \frac{1}{2}. \quad 8$$

SECTION II

6. State and prove the theorem of Menelaus.

State the theorem of Ceva. 9

The middle points of the sides BC , CA , AB of a triangle ABC are P , Q , R respectively, and L is an arbitrary point on BC produced beyond C . The line LR meets AC in V ; the line LQ meets AB in U and AP in O . The line RO meets AC in W . Prove that Q is the middle point of the segment VW . 11

7. (Turn over.)

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

5

Deduce that the pole of a chord of a circle is the point of intersection of the tangents at the extremities of the chord.

3

ABCD is a quadrilateral inscribed in a circle. AC and BD meet at Q, and AB and CD at P. The tangents at B and C meet at U, and the tangents at D and A at V. Prove that the points P, U, Q, and V lie on a straight line, and that they form a harmonic range.

5, 5

Extend the construction to obtain two further sets of four collinear points forming harmonic ranges.

2

8. (i) State and prove a construction for the radical axis of two circles one of which lies wholly inside the other.

7

Show how to construct a circle, coaxial with these circles and touching a given straight line, proving that there are two solutions.

6

(ii) The altitudes AD, BE, CF of a triangle ABC intersect at H. Three circles are drawn, one through A and D, one through B and E, and one through C and F. Prove that H is the radical centre of any three such circles.

7

9. OA, OB, and OC are three mutually perpendicular lines of lengths a , b , and c respectively. Prove that the area of the triangle ABC is equal to

$$\frac{1}{2}\sqrt{(b^2c^2 + c^2a^2 + a^2b^2)}.$$

8

If H is the foot of the perpendicular from O to the plane ABC, and if OH makes angles α , β , and γ with OA, OB, and OC respectively, prove that

$$\cos^2\alpha + \cos^2\beta + \cos^2\gamma = 1.$$

6

Prove also that the distances of H from the planes

BOC, COA, and AOB are in the ratio $\frac{1}{a} : \frac{1}{b} : \frac{1}{c}$.

6

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

DYNAMICS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 23rd 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 sides of a square ABCD are one foot in length. A force of 8 lb. wt. acts along AB, a force of 3 lb. wt. along BC, a force of 4 lb. wt. along DA, and a force of 13 lb. wt. along BE, where E is the point in AD such that $AE = 5$ inches, the directions of the forces being indicated by the order of naming the letters.

Find the magnitude, P lb. wt., of the resultant, and show that the line of action of the resultant is parallel to BD and passes through C.

10

If a force of $2P$ lb. wt. acting along DB is added to the system, find the magnitude, the direction, and the line of action of the new resultant.

5

2. A locomotive of mass 90 tons is moving at a constant speed of 30 miles per hour up an incline which rises one foot vertically for each 120 feet of its length. The resistances to motion other than gravity are proportional to the square of the speed and amount to $\frac{3}{4}$ ton wt. when the speed is 60 miles per hour. Find the horse power at which the locomotive is working.

9

If this rate of working is maintained, find the acceleration of the locomotive at the beginning of a level stretch at the top of the incline.

6

3. (i) The maximum lifting force which can be exerted by a light rope attached to a 5 lb. mass is 20 lb. wt. The mass is raised vertically from rest by this force for t seconds and is then allowed to come to rest under gravity alone. If the total time, from rest to rest, is 5 seconds, find the value of t and the vertical distance through which the mass has moved.

8

(ii) A particle moves on the x -axis in such a way that, at time t , the velocity of the particle in the positive direction of the x -axis is given by $3t(t - 2)$. If the particle is initially at the point A(4, 0), find its distance from the origin at time t .

Find which part of the x -axis is traversed

- (a) while the velocity is directed towards the origin ;
- (b) while the acceleration is directed towards the origin.

Find the value of t when the particle returns to A.

7

4. Prove that the centre of gravity of a uniform solid hemisphere of radius r is at a distance of $\frac{3r}{8}$ from the plane face of the hemisphere.

7

The curved surface of a uniform solid hemisphere of radius 4 inches is covered to a uniform depth of 4 inches with a substance whose density is twice that of the hemisphere. Find the position of the centre of gravity of the hemisphere thus formed.

8

SECTION II

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

5. (i) On a smooth horizontal plane, a small sphere A of mass 6 lb. and a small sphere B of mass 3 lb. are moving directly towards each other with velocities of 4 feet per second and 8 feet per second respectively. If the coefficient of restitution between the spheres is $\frac{1}{2}$, determine, in magnitude and direction, the velocities of the spheres after impact.

Find, in ft. lb. wt., the loss of kinetic energy during the impact.

10

(ii) From a ship A , a second ship B is observed $6\frac{1}{2}$ nautical miles due East. A is moving at a speed of 15 knots due East, and B is moving at a speed of 8 knots in a direction 30° East of North. Find the velocity of B relative to A , and calculate the distance between the ships when they are nearest to each other.

(1 knot is a speed of 1 nautical mile per hour.)

10

6. A particle is projected from a point A with a velocity of 64 feet per second at an angle θ to the horizontal, and passes through a point B which is at a horizontal distance of 96 feet from A and at a vertical height of 28 feet above A . Prove that $\tan \theta = \frac{4}{3}$, and find the time taken by the particle to move from A to B .

13

Show that the directions of motion of the particle at A and B are perpendicular.

7

7. (*Turn over.*)

7. State necessary and sufficient conditions for the equilibrium of a number of co-planar forces acting upon a rigid body.

3

A uniform rod of length 6 feet and mass 25 lb. is in equilibrium with one end A on a rough horizontal surface and with a point 5 feet from A resting upon a smooth peg B at a height of 3 feet above the horizontal surface. Find the reaction at B and show that the least value of the coefficient of friction at A is $\frac{36}{77}$.

11

If a couple of moment 35 lb. wt. ft. is applied to the rod in the sense tending to raise the upper end of the rod, find the least value of the coefficient of friction at A which is now necessary for equilibrium.

6

8. Define simple harmonic motion, and obtain, for a simple harmonic motion of known period and amplitude, the relation between the velocity and the displacement from the mean position.

6

A particle of mass 2 lb. is moving in simple harmonic motion. When the particle is at a distance of 3 inches from the mean position, its velocity is 8 feet per second and the force acting upon it is 9 lb. wt. Show that the period of the motion is $\frac{\pi}{12}$ seconds and find the amplitude.

9

Show that the time taken by the particle to travel directly from 4 inches on the one side of the mean position to 3 inches on the other side is $\frac{\pi}{48}$ seconds.

5

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

LOWER GRADE

Friday, 18th 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) **King Alexander, impatient at the hesitation of his surgeon, refuses to be held down during an operation for the removal of a javelin.**

Critobulus, medicus artis summae, sed in tanto periculo territus, manus regi admovere metuebat. lacrimantem eum ac metuentem rex conspexerat. "quid" inquit "exspectas? cur non quam primum hoc dolore me liberas?" at Critobulus tandem, vel finito vel dissimulato metu, hortari eum coepit ut se continendum praeberet dum spiculum evelleret; etiam levem corporis motum periculosissimum fore dixit. rex, cum affirmavisset non opus esse eis qui se continerent, sicut praeceptum erat,⁽¹⁾ sine motu praeibit corpus. itaque patefacto latius vulnere et spiculo evulso, ingens vis sanguinis profluere coepit; et rex velut moribundus iacebat. clamor simul et ploratus amicorum oriuntur, regem exspirasse credentium. tandem constitit sanguis; paulatimque rex animum recepit et circumstantes agnoscere coepit.

⁽¹⁾ praecipere = to order.

(28)

(b) **Ariadne discovers that Theseus has sailed away and deserted her.**

interea toto clamanti litore "Theseu"
 reddebant nomen concava saxa tuum;
 et quotiens ego te, totiens locus ipse vocabat;
 ipse locus miserae ferre volebat opem.
 inde ego—nam ventis quoque sum crudelibus usa⁽¹⁾—
 vidi praecipiti carbasa tenta noto.
 nec languere diu patitur dolor. excitor illo,
 excitor, et summa Thesea voce voco.
 "quo fugis?" exclamo: "scelerate, revertere, Theseu.
 flecte ratem: numerum non habet illa suum.⁽²⁾"
 iamque oculis ereptus eras: tum denique flevi,
 postquam desieram vela videre tua.

⁽¹⁾ crudelibus usa sum = I found to be cruel.

⁽²⁾ numerum . . . suum = its full number (of passengers).

(28)

2. Translate into English :—

Caesar and Pompey manoeuvre for position. One of Caesar's legions comes under heavy attack and seeks to withdraw.

In occupandis praesidiis⁽¹⁾ magna vi uterque nitebatur. id egit Caesar ut in locum quam angustissimum Pompeium cogeret, Pompeius ut quam plurimos colles occuparet; crebraque ob eam causam proelia fiebant. in his cum legio Caesaris nona praesidium quoddam occupavisset et munire coepisset, huic loco propinquum et contrarium collem Pompeius occupavit nostrosque opere prohibere coepit. nam magna multitudine peditum missa tormentisque prolatis munitiones impediēbat, neque erat facile nostris uno tempore propugnare et munire. Caesar cum suos ex omnibus partibus vulnerari videret, recipere se iussit et loco excedere. hostes autem hoc acrius instabant neque regredi nostros patiebantur, quod timore adducti locum relinquere videbantur. dicitur eo tempore glorians⁽²⁾ apud suos Pompeius dixisse non recusare se quin malus et ineptus imperator existimaretur, si sine maximo detrimento legiones Caesaris sese recepissent inde quo temere essent progressae.

(¹) praesidium = strong point.

(²) gloriari = to boast.

(34)

3. Translate into Latin :—

(1) We were afraid that the city would soon be taken by the enemy. (3)

(2) So great a storm arose that many houses were destroyed in a few hours. (3)

(3) I did not think that the Gauls would gain possession of the citadel. (3)

(4) If Marcus returns to Athens tomorrow, I shall invite him to dinner. (3)

(5) You ought to ask the soldiers why they did not obey the commander. (4)

(6) Since they have so much gold, we shall advise them to hide it. (4)

4. (a) Give the first person singular of the pluperfect indicative active of: cado, premo, veto, conicio, trado, vincio. (3)

(b) Give the nominative singular of opere, lapidum, carceribus and the genitive plural of pedes, pons, magistratus. (3)

(c) Give in full the Latin phrases represented by the following contractions: i.e., p.m., e.g., A.D. (2)

5. (Turn over).

5. (a) Write one sentence each about **four** of the following :
 Penates, atrium, lictor, Capitolium, paedagogus, aquilifer. (4)
- (b) Give the name of a Roman writer of history other than Livy.
 Give the name of a famous seaport in the south-east of Italy.
 Give the name of the Roman commander at the battle of Mons Graupius.
 Give the name of one of the assemblies of the people in Republican times at Rome.
 Give the name of the goddess of the hearth.
 Put the following events in chronological order, placing the earliest first :—the death of Cicero, the first secession of the plebs, the battle of Cannae. (3)
- (c) In about fifty or sixty words tell what you know about **either** Sulla **or** Pompey **or** the form of a Roman book. (3)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(FIRST PAPER)

Friday, 18th 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. Against a bloodthirsty enemy like Antony, Cicero urges the Romans to display the courage by which their ancestors conquered the world.

Non est vobis, Quirites, cum eo hoste certamen, cum quo aliqua pacis condicio esse possit. neque enim ille servitutem vestram, ut antea, sed iam iratus sanguinem concupiscit. nullus ei ludus videtur esse iucundior quam cruor, quam caedes, quam ante oculos trucidatio civium. incumbite in causam, Quirites, ut facitis. numquam maior consensus vester in ulla causa fuit; numquam tam vehementer cum senatu consociati fuistis. nec mirum: agitur enim non qua condicione victuri, sed victurine simus an cum supplicio ignominiaque perituri. mortem quidem natura omnibus proposuit; crudelitatem mortis et dedecus virtus propulsare solet, quae propria est Romani generis et seminis. hanc retinete, quaeso, Quirites, quam vobis tamquam hereditatem maiores vestri reliquerunt. alia omnia falsa, incerta sunt, caduca,⁽¹⁾ mobilia: virtus est una altissimis defixa radicibus, quae numquam vi ulla labefactari potest, numquam demoveri loco. hac maiores vestri primum universam Italiam devicerunt, deinde Karthaginem exciderunt, Numan-tiam everterunt, potentissimos reges, bellicosissimas gentes in dicionem huius imperii redegerunt.

⁽¹⁾ caducus = fleeting, transitory.

(42)

2. Hippomenes, the descendant of Neptune, wins his race against Atalanta by means of the three golden apples given him by Venus.

adiciunt animos iuveni clamorque favorque
 verbaque dicentum, " nunc, nunc incumbere tempus ;
 Hippomene, propera ; nunc viribus utere totis !
 pelle moram ; vinces." tum denique de tribus unum
 fetibus arboreis proles Neptunia misit.
 obstipuit virgo nitidique cupidine pomi
 declinat cursus aurumque volubile tollit.
 praeterit Hippomenes : resonant spectacula⁽¹⁾ plausu.
 illa moram celeri cessataque⁽²⁾ tempora cursu
 corrigit atque iterum iuvenem post terga reliquit.
 et rursus pomi iactu remorata secundi
 consequitur transitque virum. pars ultima cursus
 restabat : " nunc," inquit, " ades, dea muneris auctor !"
 inque latus campi, quo tardius illa rediret,
 iecit ab obliquo nitidum iuvenaliter aurum.
 praeterita est virgo ; duxit sua praemia victor.

⁽¹⁾ spectacula = seats of the spectators.

⁽²⁾ cessata = lost, wasted.

(37)

Scan the line beginning " restabat " and the two following lines, marking the principal caesura in each.

(3)

3. Defeated in battle by the Romans, the inhabitants of Praeneste withdraw to the protection of their town.

his utrimque animis ad Aliam ventum est. dictator Romanus, postquam in conspectu hostes erant instructi intentique, " videsne tu," inquit, " A. Semproni, loci fortuna fretos illos ad Aliam constitisse ? at tu, fretus armis animisque, concitatis equis invade mediam aciem ; ego cum legionibus in turbatos trepidantesque inferam signa." non equitem, non peditem sustinere Praenestini. primo impetu ac clamore dissipati ordines sunt. dein, postquam nullo loco constabat acies, terga verterunt, consternatique et praeter castra etiam sua pavore praelati, non prius se ab effuso cursu sistunt quam in conspectu Praeneste fuit. ibi in fuga dissipata locum, quem tumultuario⁽¹⁾ opere communirent, capiunt, ne, si intra moenia se recepissent, extemplo ureretur ager, depopulatisque omnibus obsidio urbi inferretur. sed postquam, direptis ad Aliam castris, victor Romanus aderat, id quoque munimentum relictum, et vix moenia tuta rati oppido se Praeneste includunt. id non vi sed per deditionem a Romanis receptum est.

⁽¹⁾ tumultuarius = hasty.

(38)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(SECOND PAPER)

Friday, 18th 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

While Sulpicius was gathering an army and was about to set out for Egypt, he was ordered to attack Demetrius, a petty prince⁽¹⁾ who held a mountainous district beyond Cilicia. Demetrius was not only unwilling to obey the commands of the Romans but was plundering the neighbouring regions. Sulpicius at once embarked on a ship with a few courageous companions, thinking that it would be better to attack Demetrius unawares with a small band than to wait until he himself had assembled a large army. Having arrived in Cilicia, he crossed the mountains by forced marches and reached a place near the enemy's camp. Meanwhile Demetrius had discovered the reason why Sulpicius had come into his territory, and he drew up his army to resist. When Sulpicius heard of this, he ordered his men to follow him and, spurring on his horse, rode towards the enemy. Whereupon Demetrius, terrified by this bold attack, decided to resist no longer and surrendered.

⁽¹⁾ petty prince = regulus, — i (m)

(50)

2. Translate into Latin :—

Marks

- (1) If they had asked us, we would have given them more corn. (3)
- (2) It does not become you to persuade the citizens to commit so great a crime. (4)
- (3) No one doubted that he would save his country, provided he arrived within three days. (4)
- (4) However large an army you may have, you will never prevent them from resisting you. (4)
- (5) I fear that he will not be able to see to the repairing of so many ships this summer. (4)
- (6) They were not so foolish as to blame him for not setting out before dawn. (4)
3. (a) Give the nominative singular masculine of the future participle of :
tego, vinco, aufero, opprimo, reddo, transeo. (3)
- (b) Give the comparative of male and celeriter and the superlative of idoneus and similis. (2)
- (c) Give the Latin for : I am sorry for him, near to the city, a man fifty years old, tomorrow morning. (2)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

LOWER GRADE

Tuesday, 22nd 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 :—

- (a) The narrator, seeking to meet a woman with knowledge of magic, learns that the wife of his host Hipparchus is reputed to have such knowledge.

Ταῦτα μὲν οὖν πρὸς τὸν Ἰππάρχον ἀπεκρινάμην. ἐπεθύμουν δὲ σφόδρα, μείνας ἐνταῦθα, ἐξευρεῖν τι τῶν μαγεύειν⁽¹⁾ ἐπισταμένων γυναικῶν καὶ θεάσασθαι τι παράδοξον. καὶ τὴν πόλιν περιῶν γυναικὰ τινα ὄρῳ προσιοῦσαν. ὡς δὲ ἐγγύτερον γίγνομαι, προσαγορεύει με ἡ γυνὴ καὶ φησίν, “ἐγὼ Ἀβροιά εἰμι, τῆς σῆς μητρὸς φίλη οὔσα· τί οὖν οὐχὶ παρ’ ἐμοὶ καταλύεις;”⁽²⁾ “ἀλλὰ σοὶ μὲν,” ἔφην, “πολλὴν χάριν ἔχω· αἰσχύνομαι δέ, καίπερ οὐδὲν ἀνδρὶ φίλῳ ἐγκαλῶν,⁽³⁾ φεύγειν τὴν ἐκείνου οἰκίαν.” “παρὰ τίνι δέ,” ἔφη, “καταλύεις;” “παρὰ Ἰππάρχῳ.” “τῷ φιλαργύρῳ;” ἔφη. “μηδαμῶς,” ἔφην, “τοῦτο εἶπης· μεγάλα γὰρ ἐμὲ ἀγαθὰ ἐποίησεν.” ἡ δὲ γελῶσα καὶ με τῆς χειρὸς λαβομένη, “φυλάττου,” ἔφη, “τὴν Ἰππάρχου γυναικὰ· μάγος γάρ ἐστι δεινὴ καὶ πᾶσι τοῖς νέοις ἐπιβάλλει τὸν ὀφθαλμόν. καὶ ἐὰν μὴ τις πείθῃται αὐτῇ, τοῦτον ζῆμοι· καὶ πολλοὺς μετεμόρφωσεν⁽⁴⁾ εἰς ζῶα, τοὺς δὲ παντελῶς ἀπώλεσεν.”

⁽¹⁾ μαγεύειν = to use magic arts.

⁽²⁾ καταλύειν = to lodge, stay with.

⁽³⁾ οὐδὲν ἐγκαλῶν with dative = having no fault to find with.

⁽⁴⁾ μεταμορφοῦν = to transform.

- (b) Cyrus persuades the Armenian king to surrender and stand trial for failing to fulfil his obligations.

Ὁ δὲ βασιλεὺς ὡς ἦσθετο τὰ γιγνόμενα, ἀπορῶν ποῖ τράποιτο, ἐπὶ λόφον τιὰ καταφεύγει. ὁ δ' αὖ Κῦρος ταῦτα ἰδὼν περιόσεται τὸν λόφον τῷ παρόντι στρατεύματι, καὶ πέμψας πρὸς τὸν Ἀρμένιον κήρυκα ἤρετο ὧδε· “εἰπέ μοι,” ἔφη, “ὦ Ἀρμένιε, πότερα βούλει αὐτοῦ μένων τῷ λιμῷ καὶ τῷ δάψει μάχεσθαι ἢ εἰς τὸ πεδίον καταβὰς ἡμῖν διαμάχεσθαι;” ἀπεκρίνατο ὁ Ἀρμένιος ὅτι οὐδετέροις βούλοιο μάχεσθαι. καὶ πάλιν ὁ Κῦρος πέμψας ἠρώτα, “τί οὖν κάθησαι αὐτόθι καὶ οὐ καταβαίνεις;” “ἀπορῶν,” ἔφη, “ὅ τι χρὴ ποιεῖν.” “ἀλλ' οὐδέν,” ἔφη ὁ Κῦρος, “ἀπορεῖν σε δεῖ· ἔξεστι γάρ σοι ἐπὶ δίκην καταβαίνειν.” “τίς δ',” ἔφη, “ἔσται ὁ δικάζων;” “δῆλον ὅτι ὦ ὁ θεὸς ἔδωκε καὶ ἄνευ δίκης χρῆσθαι σοι ὅ τι βούλοιο.” ἐνταῦθα δὴ ὁ Ἀρμένιος γινώσκων τὴν ἀνάγκην καταβαίνει. (27)

2. Translate into Greek :—

- (1) He will prevent the citizens from condemning the young men for treason. (3)
 (2) The Athenians were too wise to trust so wicked a man. (3)
 (3) Did the king not say that he would set free the slaves? (3)
 (4) When I went into the house, I heard the women singing. (3)
 (5) In order to ransom all the children, you must give him many talents. (4)
 (6) If the soldiers come here, order them to return to their camp. (4)

3. (a) Give the aorist infinitive active of δείκνυμι, τιμῶ, αἱρῶ and the nominative singular masculine of the perfect participle passive of πράττω, εὐρίσκω, ρίπτω. (3)
 (b) Give the dative singular of πατρίς, ἄστν, ναῦς, θάλαττα, κριτής, Σωκράτης. (3)
 (c) Give one English word derived from each of the following :—
 ψυχή, ρήτωρ, πολίτης, ἐπιστολή. (2)

4. (Turn over.)

4. (a) Write two sentences each about **two** of the following :—the ' long walls ' ; ostracism ; the Macedonian phalanx ; the Apology of Plato. (4)

(b) Give the name of a Greek tragic poet.

Give the name of the Greek goddess of the corn.

Give the name of the mountain on which the gods were believed to live.

Give the name of an Athenian orator who inspired resistance to Philip of Macedon.

Give the name of the princess who helped Jason to win the Golden Fleece.

Give the designation of foreigners resident in Athens.

Give the name of a famous Greek sculptor.

Give the Greek word for a heavy-armed infantry soldier. (4)

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

the Athenian expedition to Sicily ; Pausanias ; the Olympic games. (8)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(FIRST PAPER)

Tuesday, 22nd 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. In anticipation of the outbreak of hostilities with Athens, a party of Thebans is sent to occupy Plataea with the assistance of traitors inside the city.

Καὶ ἄμα ἦρι ἀρχομένω Θηβαίων ἄνδρες ὀλίγω πλείους τριακοσίων ἐσήλθον περὶ πρῶτον ὕπνον ξὺν ὄπλοις ἐς Πλάταιαν τῆς Βοιωτίας οὖσαν Ἀθηναίων ξυμμαχίδα. ἐπηγάγοντο δὲ καὶ ἀνέωξαν τὰς πύλας Πλαταιῶν ἄνδρες, Ναυκλείδης τε καὶ οἱ μετ' αὐτοῦ, βουλόμενοι ἰδίας ἔνεκα δυνάμεως ἄνδρας τε τῶν πολιτῶν τοὺς σφίσιν ὑπεναντίους διαφθεῖραι καὶ τὴν πόλιν Θηβαίοις προσποιῆσαι.⁽¹⁾ προῖδόντες γὰρ οἱ Θηβαῖοι ὅτι ἔσοιτο ὁ πόλεμος, ἐβούλοντο τὴν Πλάταιαν, αἰεὶ σφίσι διάφορον οὖσαν, ἔτι ἐν εἰρήνῃ τε καὶ τοῦ πολέμου μήπω φανεροῦ καθεστῶτος προκαταλαβεῖν. ἦ καὶ ῥᾶον ἔλαθον ἐσελθόντες, φυλακῆς οὐ προκαθεστηκυίας. θέμενοι δὲ ἐς τὴν ἀγορὰν τὰ ὄπλα, τοῖς μὲν ἐπαγαγομένοις οὐκ ἐπέιθοντο ὥστε εὐθύς ἔργου ἔχεσθαι⁽²⁾ καὶ ἰέναι ἐπὶ τὰς οἰκίας τῶν ἐχθρῶν γνώμην δ' ἐποιοῦντο κηρύγμασί τε χρήσασθαι ἐπιτηδείοις καὶ ἐς ξύμβασιν μᾶλλον καὶ φιλίαν τὴν πόλιν ἀγαγεῖν, νομίζοντες σφίσι ῥαδίως τούτῳ τῷ τρόπῳ προσχωρήσειν τὴν πόλιν. οἱ δὲ Πλαταιῆς ὡς ἦσθοντο ἔνδον τε ὄντας τοὺς Θηβαίους καὶ ἐξαπιναιῶς κατειλημμένην τὴν πόλιν, καταδείσαντες καὶ νομίσαντες πολλῶ πλείους ἐσεληλυθέναι (οὐ γὰρ ἐώρων ἐν τῇ νυκτί), πρὸς ξύμβασιν ἐχώρησαν καὶ τοὺς λόγους δεξάμενοι ἠσύχαζον.

(1) προσποιεῖν with dative = to bring over to the side of.

(2) ἔργου ἔχεσθαι = to attack.

(45)

2. The speaker relates how, when a state of emergency was declared at Athens after the battle of Chaeronea, Leocrates fled carrying false reports to Rhodes.

Δέομαι δ' ὑμῶν, ὦ Ἀθηναῖοι, ἀκοῦσαί μου τῆς κατηγορίας διὰ τέλους καὶ μὴ ἀχθεσθαι, ἐὰν ἄρξωμαι ἀπὸ τῶν τῆ πόλει τότε συμβάντων, ἀλλὰ τοῖς αἰτίοις ὀργιζέσθαι, δι' οὓς ἀναγκάζομαι νῦν μεμνηῆσθαι περὶ αὐτῶν. γεγενημένης γὰρ τῆς ἐν Χαιρωνείᾳ μάχης, καὶ συνδραμόντων ἀπάντων ὑμῶν εἰς τὴν ἐκκλησίαν, ἐψηφίσατο ὁ δῆμος παῖδας μὲν καὶ γυναῖκας ἐκ τῶν ἀγρῶν εἰς τὰ τείχη κατακομίζεω· τοὺς δὲ στρατηγούς τάττειν⁽¹⁾ εἰς τὰς φυλακὰς οὕστωας ἂν αὐτοῖς δοκῆ τῶν Ἀθηναίων καὶ τῶν ἄλλων τῶν οἰκούντων Ἀθήνησι. Λεωκράτης δὲ τούτων οὐδενὸς φροντίσας, συσκευασάμενος ἃ εἶχε χρήματα, περὶ δείλην ὄψιαν ἐξέπλευσε καὶ ὤχετο φεύγων, οὔτε τοὺς λιμένας τῆς πόλεως ἐλεῶν, ἐξ ὧν ἀνήγετο, οὔτε τὰ τείχη τῆς πατρίδος αἰσχυνόμενος, ὧν τὴν φυλακὴν

ἔρημον τὸ καθ' αὐτὸν μέρος κατέλιπεν. καταχθείς δὲ καὶ ἀφικόμενος εἰς Ῥόδον, ἀπήγγειλεν ὡς τὸ μὲν ἄστρῳ τῆς πόλεως ἐαλωκὸς καταλίποι, τὸν δὲ Πειραιέα πολιορκούμενον, αὐτὸς δὲ μόνος διασωθεὶς ἦκοι.

(1) τάττειν = to assign, draft.

(40)

3. Either (a) or (b).

(a) Hera reproaches Zeus for wishing to rescue his son Sarpedon from his predestined death at the hands of Patroclus.

Τὸν δ' ἠμείβετ' ἔπειτα βοῶπις πότνια Ἥρη·
 " αἰνότατε Κρονίδη, ποῖον τὸν μῦθον ἔειπες,
 ἄνδρα θνητὸν ἔόντα, πάλαι πεπρωμένον αἴση,
 ἂψ ἐθέλεις θανάτιο δυσηχέος⁽¹⁾ ἔξαναλῦσαι ;
 ἔρδ'· ἀτὰρ οὐ τοι πάντες ἐπαινέομεν θεοὶ ἄλλοι.
 ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῆσιν·
 αἶ κε ζῶν⁽²⁾ πέμψης Σαρπηδόνα ὄνδε δόμονδε,
 φράζεο μὴ τις ἔπειτα θεῶν ἐθέλῃσι καὶ ἄλλος
 πέμπειν ὄν φίλον υἱὸν ἀπὸ κρατερῆς ὑσμίνης·⁽³⁾
 πολλοὶ γὰρ περὶ ἄστρῳ μέγα Πριάμοιο μάχονται
 υἱέες ἀθανάτων, τοῖσιν κότον⁽⁴⁾ αἰνὸν ἐνήσεις.
 ἀλλ' εἴ τοι φίλος ἐστί, τεὸν δ' ὀλοφύρεται ἦτορ,
 ἦ τοι μὲν μιν ἔασον ἐνὶ κρατερῇ ὑσμίνῃ
 χέρσ' ὑπο Πατρόκλοιῳ Μενoitιάδαο δαμῆναι·
 αὐτὰρ ἐπὴν δὴ τὸν γε λίπη ψυχὴ τε καὶ αἰὼν,
 πέμπειν μιν Θανάτῳ τε φέρειν καὶ νήδυμον Ὑπνον,
 εἰς ὃ κε δὴ Λυκίης εὐρείης δῆμον ἴκωνται."

(1) δυσηχέος = of evil report.

(2) ζῶν — acc. singular of ζῶς = living.

(3) ὑσμίνη = battle.

(4) κότος = resentment.

(37)

Scan the line beginning ἄλλο δέ τοι ἐρέω and the next two lines, marking the principal caesura in each.

(3)

(b) Philoctetes reveals his identity to Neoptolemus and explains how, when he was bitten by a viper, the leaders of the Greeks cast him out upon a desert island.

- Νε. Ἐξ Ἰλίου τοι δὴ τανῦν γε ναυστολῶ.
 Φι. πῶς εἶπας; οὐ γὰρ δὴ σύ γ' ἦσθα ναυβάτης
 ἡμῶν κατ' ἀρχὴν τοῦ πρὸς Ἴλιον στόλου.
 Νε. ἦ γὰρ μετέσχεσ καὶ σὺ τοῦδε τοῦ πόνου;
 Φι. ὦ τέκνον, οὐ γὰρ οἶσθά μ' ὄντιν' εἰσορᾶς;
 Νε. πῶς γὰρ κάτοιδ' ὄν γ' εἶδον οὐδεπώποτε;
 Φι. οὐδ' ὄνομα τοῦμόν οὐδὲ τῶν κακῶν κλέος
 ἦσθου ποτ' οὐδέν, οἷς ἐγὼ διωλλύμην;
 Νε. ὡς μηδὲν εἰδότη' ἴσθι μ' ὦν ἀνιστορεῖς.
 Φι. ὦ τέκνον, ὦ παῖ πατρός ἐξ Ἀχιλλέως,
 ὄδ' εἴμ' ἐγὼ σοι κείνος, ὃν κλύεις ἴσως
 τῶν Ἡρακλείων ὄντα δεσπότην ὄπλων,
 ὃ τοῦ Ποίαντος⁽¹⁾ παῖς Φιλοκτήτης, ὃν οἱ
 δισσοὶ στρατηγοὶ χῶ Κεφαλλήνων ἀναξ
 ἔρρυψαν αἰσχρῶς ὠδ' ἔρημον, ἀγρία
 νόσῳ καταφθίνοντα, τῆς ἀνδροφθόρου
 πληγέντ' ἐχίδνης ἀγρίῳ χαράγματι.⁽²⁾

(1) Ποίαντος : gen. sing. of Ποίας.

(2) χάραγμα = mark (i.e., bite).

(37)

Scan the line beginning ἔρρυψαν αἰσχρῶς and the next two lines, marking the principal caesura in each.

(3)

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

GREEK

HIGHER GRADE—(SECOND PAPER)

Tuesday, 22nd 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

When the Thracians heard that Alcibiades had brought much money with him, they attacked him and his companions as they travelled through the mountains. They were able to capture the treasure, but Alcibiades himself escaped and crossed over to Asia. There he soon became so friendly with the satrap Pharnabazus that he was appointed governor of a city named Phrynium. Although he thus grew rich and powerful, he quickly began to form new plans; for he took it very ill that the Athenians were now hard pressed by the Spartans, and he wished to be of service to his native land. He knew that Cyrus, the younger brother of the Persian king, was about to revolt with the aid of the Spartans, and, in order to please the king, he decided to warn him. If he had been able to do so, the king would probably have helped the Athenians; but before Alcibiades could carry out his intention, he was himself murdered by his enemies.

(48)

[TURN OVER

2. Translate into Greek :—

- (1) He feared that, if the general blamed these soldiers, all the others would be angry. (4)
- (2) Would that we had asked him why he could not tell his fellow-citizens the truth ! (4)
- (3) Will you not see to it that when they return they are well treated by their friends ? (4)
- (4) Nicias ought to attack the Lacedaemonians wherever he meets them. (4)
- (5) The magistrates did not prevent him from ordering the strangers to depart before night. (4)

3. (a) Give the second person singular of the present imperative active of :—*δουλῶ*, *τίθῃμι*, *οἶδα* and the aorist infinitive passive of *λαμβάνω*, *φέρω*, *νομίζω*. (8)
- (b) Give the accusative singular of *κύων*, *Ζεὺς*, *βοῦς*, *ἄστν*. (2)
- (c) Give the Greek for : up to thirty, at home, in the time of Demosthenes, contrary to the laws. (2)

1960
SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(FIRST PAPER)*

Monday, 21st March—9.30 A.M. to 12 NOON.

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

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

Answers in Hebrew must be written in the square character.

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

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

(a)

וַיָּקָם יִשְׁמַעְאֵל בֶּן־נַתְנָה וַעֲשֶׂרֶת הָאֲנָשִׁים אֲשֶׁר־הָיוּ אִתּוֹ וַיִּבְנוּ אֶת־גִּדְלֵיהֶוּ בֶן־אֲחִיקָם בֶּן־שָׁפָן בַּחֶרֶב וַיָּמָת אִתּוֹ אֲשֶׁר הִפְקִיד מֶלֶךְ־בָּבֶל בְּאָרֶץ: וְאֶת־כָּל־תִּיהוּדִים אֲשֶׁר הָיוּ אִתּוֹ אֶת־גִּדְלֵיהֶוּ בַּמִּצְפָּה וְאֶת־הַבְּשָׂדִים אֲשֶׁר נִמְצְאוּ שָׁם אֶת אֲנָשֵׁי הַמִּלְחָמָה הַכָּה יִשְׁמַעְאֵל: וַיְהִי בַיּוֹם הַשֵּׁנִי לְהַמִּית אֶת־גִּדְלֵיהֶוּ וְאִישׁ לֹא יָדַע: וַיָּבֹאוּ אֲנָשִׁים מִשְׁכָּם מִשְׁלוֹ וּמִשְׁמֵרוֹן שְׂמָנִים אִישׁ מִגִּלְחֵי זָקֵן וַיַּקְרְעוּ בְּגָדִים וּמִתְנַדְּדִים וּמִנְחָה וּלְבֹנָה בְיָרֵם לְהָבִיא בֵּית יְהוָה: וַיֵּצֵא יִשְׁמַעְאֵל בֶּן־נַתְנָה לַקְּרֹאתָם מִן־הַמִּצְפָּה הַלֵּךְ הַלֵּךְ וּבָכָה וַיְהִי כַּפְּגוֹשׁ אוֹתָם וַיֹּאמֶר אֲלֵיהֶם בָּאוּ אֶל־גִּדְלֵיהֶוּ בֶן־אֲחִיקָם: וַיְהִי כְּבוֹאָם אֶל־תּוֹךְ הָעִיר וַיִּשְׁחָטֵם יִשְׁמַעְאֵל בֶּן־נַתְנָה אֶל־תּוֹךְ הַבּוֹר הוּא וְהָאֲנָשִׁים אֲשֶׁר אִתּוֹ:

(Jeremiah xli, 2-7)

29

(b)

הוּי כָּל־צָמָא לָכוּ לַמִּים וְאֲשֶׁר אֵין־לוֹ כֶּסֶף לָכוּ שָׁבְרוּ וְאָכְלוּ וּלְכוּ שָׁבְרוּ בְּלֹא־כֶסֶף וּבְלֹא מַחִיר יוֹן וְחֶלֶב: לָמָּה תִשְׁקְלוּ־כֶסֶף בְּלוֹא־לֶחֶם וַיִּגִיעַכֶם בָּלוּ לְשִׁבְעָה שָׁמְעוּ שְׁמוֹעַ אֵלַי וְאָכְלוּ־טוֹב וְתַתְּעִנּוּ בְּדָשָׁן נַפְשְׁכֶם: הַטּוֹ אֲזַנְכֶם וּלְכוּ אֵלַי שָׁמְעוּ וְתַחֲי נַפְשְׁכֶם וְאֶכְרַתְּהָ לָכֶם בְּרִית עוֹלָם חֲסֵדֵי דָוִד הַנְּאֻמִּים: הֵן עַד לְאוֹמִים נִתְּתִיו נְגִיד וּמִצְוָה לְאֹמִים: הֵן גּוֹי לֹא־תַדַּע תִּקְרָא וְגוֹי לֹא־יָדְעוּךָ אֵלֶיךָ יְרוּצוּ לְמַעַן יְהוָה אֵלֶיךָ וּלְקַדוֹשׁ יִשְׂרָאֵל כִּי בַּאֲרֶץ: דִּרְשׁוּ יְהוָה בְּהִמְצָאוֹ קְרָאֵהוּ בְּחַיּוֹתוֹ קְרוֹב: יַעֲזֹב רָשָׁע דַּרְכּוֹ וְאִישׁ אָוֶן מִחֲשַׁבְתּוֹ וַיֵּשֶׁב אֶל־יְהוָה וַיִּתְחַמְּהוּ וְאֶל־אֱלֹהֵינוּ כִּי־יִרְבֶּה לְסֻלּוֹת:

(Isaiah Iv, 1-7)

29

(c)

וְכִן הָיְתָה יִצְיָאֲתִי מֵעֵבֶר לְנַחְרֵי כּוּשׁ: נִכְנַסְנוּ אֲנִי וַיהוּדֵי אֶחָד מִשְׁבֹּט
 אֲשֶׁר בְּסִפְיָנָה קָמְנָה לְסַחֵר עִם אַנְשֵׁי הַסְּפִינּוֹת. וַיְהִי בַּחֲצֵי הַלַּיְלָה
 וַיֵּשֶׁב יְיָ רֵיחַ גְּדוֹל וַחֲזֹק מְאֹד וַנִּשְׁבְּרָה הַסְּפִינָה וַיִּמָּן יְיָ וַתִּפְשְׁתִּי לַיָּם אֶחָד.
 וַיְהִי בְּרֵאוֹת חֲבָרֵי בְּזָה וַיִּתְפַּשׁ נָם עִמִּי עַל אוֹתוֹ הַלַּיְלָה וַהֲיִינוּ עוֹלִים
 וַיּוֹרְדִים בּוֹ עַד שֶׁהִשְׁלִיךְ אוֹתָנוּ הַיָּם אֶצֶל אִמָּה אַחַת שְׁשֻׁמָּה רוֹמְרָנוּס
 וְהֵם כּוּשִׁים שְׁחֹרִים בְּעַלִּי קוֹמָה בְּלֹא בְּגָד וּבְלֹא שְׂמֹלֶה עֲלֵיהֶם כִּי
 כִּבְהֻמּוֹת נִמְשְׁלוּ וְאוֹבְלִים בְּנֵי אָדָם: וּכְשֶׁבֵּאֵנוּ לְאַרְצָם תִּפְשׁוּ אוֹתָנוּ
 וְרָאוּ אֶת־חֲבָרֵי בְּרִיא וְשָׁמָן וּמַעֲנָנ וַיִּשְׁחַטּוּ אוֹתוֹ וַיֵּאבְּלוּהוּ וַיִּצְעַק אוֹי
 לִי שֶׁהִפְרֵתִי לְאִמָּה זֹו שֶׁהַכּוּשִׁים יֵאבְּלוּ אֶת־בְּשָׂרִי:

(Eldad ha-Dani)

29

2. Point and translate:—

(a) ויקחו אנשי החיל את שר הצבא וימליכּוּהוּ עַל כָּל הָאָרֶץ:

(b) ויקוּמוּ אִיבֵי אֲבוֹתֵינוּ וַיֵּשׁבוּ לַעֲשֹׂק אֶת עַמָּנוּ:

(c) ויקָם אֱלֹהֵינוּ שֹׁפֵט וַיַּגְרֵשׁ אוֹתָם מִכָּל עֲרֵינוּ וַיַּעַשׂ יִשׁוּעָה בְּיִשְׂרָאֵל:

(d) ויעַל אֲבִי הַנַּעַר וַאֲמוֹ וַיַּעַל עוֹלָה לְאֱלֹהֵיהֶם וַיִּשְׁלְמוּ נַדְרָם:

28

[TURN OVER

3. Write :—

(a) the 3rd plural masculine imperfect Qal of

בוא ישן ידע אמר עבר

5

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

the Hiphil of יצא

the Hophal of ישב

the Niphal of אסף

the Piel of שרת

20

(c) the construct plural of

אשה גן שנה אב נער

5

4. Briefly note the various uses of the perfect of the Hebrew verb.

4

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(SECOND PAPER)

Monday, 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.

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 :—

All the peoples of the earth should know that while we, the remnant of Israel, live in the Dispersion, we are obliged, according to the words of the prophets and the tradition of the Fathers, to pray for the peace and welfare of the state that rules over us. At the present time above all, when for our sins we are scattered to the four winds, it is our duty to supplicate Almighty God for the peace of all the inhabitants of the world, that no people may lift up the sword against another . . . and that He may remove from our hearts all strife and hatred, implanting instead peace in the world : for in their peace we too have peace.

(Azariah de Rossi) 60

2. Render into pointed Biblical Hebrew :—

(a) The more our enemies oppressed our fathers the more they increased in the land.

(b) Return not to Egypt by the way your God brought you back, but dwell at peace in the land which I promised you.

(c) I have commanded thee not to eat of the tree which is in the midst of the garden lest thou die, thou and thy wife.

(d) Happy is the man who is delivered from all distress and who sits in peace beneath his own vine and fig tree.

20

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 11th 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. (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: "A Young Prodigy."

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.

7. I am going to write on the blackboard the title of the passage, which is "A Young Prodigy."

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

Le père de Christophe avait organisé un concert où l'enfant serait le principal artiste. Christophe devait jouer une sonate pour piano. Le père avait décidé que Christophe entrerait en scène tout seul d'abord. Il mena donc l'enfant à l'entrée de la scène, lui montra le piano et le poussa hors des coulisses.

Quand Christophe se trouva seul sur la scène, il eut tellement peur qu'il se retourna et voulut se sauver. Mais il aperçut son père, resté dans les coulisses, qui lui faisait des gestes expressifs. Il fallait rester. A la vue de cet enfant prodige, un murmure de curiosité s'était élevé parmi les spectateurs, bientôt suivi de rires, car l'apparition d'un garçon de six ans dans un costume de soirée très correct produisait un effet comique.

Christophe, terrifié, n'eut plus qu'une idée : se mettre à jouer le plus tôt possible. Sans regarder ni à droite ni à gauche, il alla au milieu de la scène mais, au lieu de saluer le public, il marcha droit au piano et escalada la haute chaise avec grande difficulté. Les rires se multiplièrent, mais une fois assis en face de son instrument, Christophe se sentait à son aise ; il ne craignait plus personne.

La sonate commença. Le petit homme joua avec une grande confiance, la bouche serrée d'attention, les yeux fixés sur les touches du piano, ses petites jambes pendant le long de la chaise. En jouant, il avait l'impression qu'il se trouvait parmi des amis et que tout le monde l'écoutait et l'admirait. Mais à peine eut-il fini, que la peur le reprit. Et cette peur redoubla quand son père, le prenant par la main, avança avec lui au devant de la scène et lui fit saluer le public, qui se leva pour l'applaudir. Il n'aimait pas du tout ces gens devant lui ; il ne leur pardonnait pas de rire et de s'amuser de son costume. Et quand son père lâcha sa main, il courut à toutes jambes vers les coulisses.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Friday, 11th March—9.15 A.M. to 9.45 A.M.

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

QUESTIONS

	<i>Marks</i>
1. What arrangements had been made for the concert ?	1½
2. Describe Christopher's entrance on to the stage. What was the immediate effect on him ? What did he try to do as a result, and how was he prevented ?	2
3. How did the audience receive him and why ?	2
4. What was Christopher's sole idea, and how did he proceed to carry it out ? What shows that, having reached his goal, Christopher's feelings had altered ?	4
5. How did he play ? Describe his appearance and his impressions as he played.	2
6. Describe what happened after Christopher stopped playing. What were his final feelings towards the audience ?	3½
	<hr/> 15 <hr/>

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

LOWER GRADE—(PAPER (b))

Friday, 11th 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 end of the holidays

Un soir, après une journée magnifique passée en plein air, mon père dit une phrase toute simple, à laquelle je ne fis d'abord aucune attention. " Je pense," dit-il, " que les bagages ne seront pas une bien lourde charge sur la charrette de François. Il y aura assez de place pour les enfants."

Je fus un instant sans comprendre, et puis je le regardai avec stupeur.

— Mais tu sais bien, dit mon père, que lundi, c'est la rentrée des classes. On en parle depuis huit jours !

Je savais que cette catastrophe arriverait inévitablement, mais je l'avais bannie de mes pensées. Le temps était venu ; le choc me coupa la parole. Mon père le vit et me parla doucement.

— Voyons, mon garçon ! Tu as eu deux grands mois de vacances . . .

— Ce qui est déjà trop, interrompit l'oncle. Si tu étais président de la République, tu n'en aurais pas eu autant !

Cet ingénieux argument ne me toucha point, car j'avais décidé de n'aspirer à cette haute dignité qu'après mon service militaire.

— Tu as devant toi, reprit mon père, une année qui comptera dans ta vie : n'oublie pas qu'en juillet prochain tu vas te présenter à l'examen pour entrer au lycée au mois d'octobre suivant !

— Tu sais que c'est très important ! dit ma mère. Tu dis toujours que tu veux être millionnaire. Si tu n'entres pas au lycée, tu ne le seras jamais !

Ces propos étranges, qui concernaient un avenir lointain, ne masquaient point la tragique réalité : les vacances étaient finies, et je sentis mon cœur défailir.

(30)

[TURN OVER

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

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

Depuis longtemps j'ai eu la passion des antiquités, surtout des pièces de vieille faïence. J'étais donc ravi quand mon ami Sorel m'offrit pour ma fête un vase, admirable de forme et orné de dessins gracieux, qui datait du siècle de Louis XIV. Par malheur, je découvris qu'il y en avait eu une paire et que, selon toute probabilité, l'autre vase existait encore quelque part. Bien entendu, l'absence de l'autre vase devint pour moi une obsession. Je le cherchai dans toutes les boutiques et dans tous les musées de la région et chez tous les collectionneurs de ma connaissance, mais en vain.

Enfin l'impossible eut lieu ! Un jour, dans une misérable auberge où je m'arrêtai pour prendre un repas, j'aperçus sur le coin de la cheminée parmi des ustensiles hors d'usage un vase, l'autre vase de la paire. C'était bien lui. Je le reconnus malgré la poussière et les taches qui le couvraient. Je voulus l'acheter, mais sans doute je m'y pris mal et je laissai trop voir mon désir. L'aubergiste refusa. Le vase avait toujours été là. Il lui venait de sa mère. Je lui offris une pièce d'or, des sommes folles ; rien n'y fit. Au fond, j'avais affaire à un de ces hommes obstinés qui éprouvent une satisfaction méchante en refusant aux autres des bonheurs qu'ils ne comprennent pas eux-mêmes.

Alors j'étais au désespoir ; j'accusai le destin, je détestai les hommes. Je finis par en vouloir à ma collection de faïences et j'ordonnai à ma domestique, Madelon, de les emporter toutes pour m'en débarrasser. Comme je la regardais qui exécutait mon ordre, une assiette lui glissa des doigts et alla se briser en mille morceaux sur le plancher. Soudain une idée me vint, une idée infernale, qui me prouva que même dans l'homme qui se croit le plus honnête se cachent les germes d'un criminel. " Toutes ces faïences cassées se ressemblent," me dis-je ; " avec ces morceaux brisés on pourrait peut-être . . . "

Mon plan se forma vite. Je mis les morceaux dans ma poche, et ce soir même je me rendis à l'auberge. Profitant d'un moment où l'aubergiste tournait le dos, prestement je glissai le vase dans ma valise. En même temps je jetai par terre à grand bruit ma provision de faïence cassée. " Mon Dieu ! " m'écriai-je, " je crois qu'en voulant le regarder de trop près, je viens de mettre en mille morceaux le vase qui était là." Savez-vous ce que l'aubergiste, le même aubergiste qui avait refusé de vendre le vase, me répondit ?

" N'importe ! Voilà déjà longtemps que je me propose de le jeter par la fenêtre."

QUESTIONS

Marks

A. Answer in English :—

- (1) Describe the vase given to the author, and explain why it pleased him so much. 3
- (2) How and why did the author's attitude to the vase change ? 2
- (3) Describe in detail the discovery which the author made one day, mentioning where he made it.
 Why was the author justified in saying of his discovery :
 " L'impossible eut lieu " ? (line 9) 7
- (4) Why was the author at first unable to profit from his discovery ? Show why this was surprising.
 What explanations were put forward by the other person concerned and how does the author explain it ? 5
- (5) "... même dans l'homme qui se croit le plus honnête se cachent les germes d'un criminel." (lines 23-24)
 What does this statement mean ?
 Describe the circumstances which led up to its being made. 6
- (6) Say how the author carried out his plan. 3

B. Answer in French :—

- (7) Pourquoi les paroles de l'aubergiste à la fin de l'histoire étaient-elles si étonnantes ? 4

—
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.

Jean reste à la maison pour finir ses devoirs—travail interrompu (par exemple, un visiteur arrive—on téléphone—le feu s'éteint)—rentrée des parents. (25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(FIRST PAPER)

Friday, 11th 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 :—

Le visiteur qui pénétrait dans la maison de Jérôme Baudouin aux heures de repas assistait à une scène d'une charmante originalité. Les habitants de la maison étaient les uns au jardin, d'autres dans leur chambre, d'autres encore à l'atelier. On avait renoncé depuis longtemps à l'idée de sonner une cloche ou de frapper un gong. Le premier arrivé se mettait au piano et commençait à chanter. Bien vite, une seconde, puis une troisième voix venait se joindre à la première. Les retardataires comprenaient, même de loin, à l'ampleur et à la variété des voix qu'il était inexcusable de laisser attendre les autres et ils se hâtaient d'arriver sans délai.

Quand le chœur était au complet et la dernière note chantée, tout le monde se mettait à table. Cette méthode supposait une certaine science musicale, mais elle laissait place à beaucoup de fantaisie dans la vie domestique. Le dîner par exemple était pris à des moments très variables, entre sept et dix heures du soir. Parfois deux ou trois des enfants avaient dû passer la journée à Paris. Ils rentraient par le train du soir et c'est en entendant siffler la locomotive que les plus affamés commençaient de se grouper autour du piano pour entonner un air.

Chez les Baudouin tout le monde savait chanter. Le chant n'était pas pour eux un art savant, c'était plutôt une fonction naturelle, semblable à la respiration. A peine sortis du berceau, les enfants ouvraient la bouche et commençaient de chanter avec une simplicité et une noblesse parfaites qui, heureusement, ne faisaient pas songer aux exercices de l'école. (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.

Tout Français digne du nom attache du prix à la bonne cuisine. Il s'intéresse à la qualité de son repas, souvent par goût naturel, quelquefois par simple amour-propre, presque toujours parce qu'il a l'esprit critique. Pour lui l'honneur national y est engagé. Je ne pense pas que, dînant un soir dans un hôtel à 5 Londres, à New York ou à Valparaiso, vous qui êtes Français restiez insensible au fait que le chef cuisinier, Français en exil comme vous, vous prépare spontanément un plat spécial. C'est sa manière à lui de saluer le drapeau.

On dit et on écrit beaucoup de bêtises sur la cuisine française. Il faut savoir d'abord qu'elle n'est ni un luxe des riches ni une invention de la société: 10 elle tient à de très anciennes traditions, presque toutes populaires et rurales. Il est de fait que l'auberge vous offre souvent la meilleure chère, et que, pour la qualité des mets ordinaires, vous trouverez plus de vrais connaisseurs dans le peuple que dans la bourgeoisie. Le paysan français, l'ouvrier lui-même, montrent plus de jugement en ce qui concerne la nourriture que la plupart des 15 petits bourgeois.

A la campagne, même aujourd'hui, on ne veut pas admettre qu'une maîtresse de maison, épouse de propriétaire ou de fermier, ne soit pas bonne cuisinière. Cet art importe plus que tout autre pour le mariage d'une fille. Par contre dans la bourgeoisie des villes, la chère devint médiocre dès que les femmes et 20 les filles de bourgeois ne voulurent plus apprendre la cuisine et en laissèrent le soin à des domestiques. Pour le maintien des traditions de la cuisine française, c'est à la femme qu'appartient le rôle décisif.

Beaucoup de villes de province, cependant, ont gardé le goût de la bonne table, à cause de leurs parentés et échanges avec les campagnes environnantes. 25 A Paris, au contraire, malgré la variété de l'alimentation, la cuisine ne cesse de dégénérer, même dans les meilleurs restaurants. Mais qui ne sait pas bien manger chez soi, ne sait pas bien manger au restaurant, et une éducation manquée en famille ne se répare pas au dehors, même à prix d'argent.

Il y a des gens qui méprisent la bonne cuisine. Autant mépriser l'art, les 30 bonnes manières et tout ce qui nous éloigne des peuples barbares. Car le manger de l'homme civilisé ne se distingue du manger du sauvage que par la préparation des mets et la délicatesse du goût. Je n'ai jamais rencontré un vrai gourmet* qui ne montrât, par ailleurs, quelque noblesse d'esprit. La bonne cuisine, mieux encore que la musique, adoucit les mœurs.

* le gourmet = celui qui sait apprécier la bonne cuisine.

QUESTIONS

A. Answer in English :—

1. Give four reasons why, according to the author, any Frenchman worthy of the name attaches importance to good cooking.

How is one of these reasons illustrated ?

2. Where, in the author's opinion, is the best food in France often to be found? What arguments does he bring forward in support of this statement ?

Mark

5

6

3. Show how the author continues his contrast of country and town in paragraph 3. What conclusion does he draw ?

6

4. What does the author say about the standard of cooking in Paris and how does he explain it ?

4

5. "La bonne cuisine, mieux encore que la musique, adoucit les mœurs." (line 34)

Give in your own words (a) the meaning of this sentence and (b) the line of thought which leads the author to this conclusion.

6

B. Answer in French :—

6. Que veut dire la phrase : " On écrit beaucoup de bêtises sur la cuisine française " ? (line 8)

1½

7. Qu'est-ce que c'est qu'un propriétaire ? (line 17)

1

 30

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

Le lendemain, le village s'éveilla vers cinq heures. Ce furent d'abord quelques sons mal définis : une porte qui s'ouvre, un chien qu'on lâche et qui aboie, le meuglement d'une vache au fond d'une étable. Ce fut ensuite le grincement plaintif des pompes et des puits. Les poules gloussaient, des gamins qui allaient partir pour l'école s'interpellaient d'une porte à l'autre. Le ciel, jusqu' alors couvert, se nettoya soudain et devint d'un bleu limpide où l'on voyait la promesse d'un des meilleurs jours de l'été.

Gérard regarda autour de la chambre qu'il occupait aux vacances chez son oncle. C'était une petite chambre au papier gris, semé de fleurs roses ; elle n'avait pour meubles, à part quelques chaises, qu'un lit en alcôve et une table de travail. Gérard en changeait chaque année la décoration, remplaçant des images romantiques par des portraits de grands hommes, et ces portraits par des reproductions de peintures ultra-modernes. Sa bibliothèque elle-même, une centaine de livres sur les rayons d'une étagère, n'était pas à l'abri de ces transformations, car il en disposait les ouvrages selon ses préférences du moment.

Il entre-bâilla les volets et entendit les servantes qui essayaient la vaisselle en chantonnant des airs de Paris ; une odeur de lait brûlé se mêlait aux parfums du jardin, humide encore de la rosée. Puis une voix retentit, à la fois engageante et impérative, celle de son oncle.

(25)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Friday, 11th 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).

Tous les matins nous arrivions au lycée à bicyclette des villages voisins. Nous rangions nos vélos dans un coin de la cour, où les plus forts se réservaient les meilleures places près de l'entrée. A la sortie de quatre heures de vraies batailles s'organisaient comme nous courions à nos bicyclettes pour nous précipiter dans la rue.

Puisque le chemin de fer et la route nationale se côtoyaient sur une grande distance, nous engagions souvent une lutte de vitesse avec le train omnibus. Le mécanicien était un copain. Il s'accoudait au bord de la locomotive, riait de toutes ses dents, nous excitait avec des gestes comiques. Les voyageurs des troisièmes sortaient leurs têtes aux portières pour nous crier des encouragements.

Lorsque nous rencontrions des piétons sur la route, nous ne manquions pas de les saluer de moqueries. Pour nous laisser le champ libre ils marchaient sur le bord de la route et quelquefois descendaient même dans le fossé. Cependant, nous avions du respect pour le gendarme qui voyageait comme nous à vélo.

Un jour nous rencontrâmes un campagnard d'une cinquantaine d'années qui roulait à bicyclette le plus paisiblement du monde. Il avait l'air bien inoffensif et nous nous amusâmes à le taquiner. D'abord il nous regarda en souriant, mais aussitôt que nos moqueries changèrent en insultes, il se fâcha et se lança à notre poursuite. Il poussait sur les pédales comme un fou, et nous l'entendions jurer sur nos traces. Nous filions de toute la vigueur de nos jambes, le cœur battant, mais quoi que nous fissions, la distance qui nous séparait de lui se réduisit de seconde en seconde. Il rattrapa bientôt les derniers mais il les négligea. Au moment où Charles, le meilleur cycliste de notre groupe, était sur le point de capituler, le monstre l'atteignit, le dépassa et, se retournant, nous salua d'un éclat de rire qui nous humilia plus qu'une correction.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Friday, 11th March—1.30 P.M. to 2.0 P.M.

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

QUESTIONS

	<i>Marks</i>
1. Describe (a) the arrival of the boys at school in the morning, and (b) their departure at four o'clock.	$2\frac{1}{2}$
2. What kind of game did they have with the train and why was this possible? Who shared in their game and in what manner?	$3\frac{1}{2}$
3. How did the boys usually behave towards the various people they met on the road and how did some of these people react?	2
4. (a) Describe the cyclist they met one day. (b) What did this person first do when the boys teased him? (c) Why and in what way did his attitude change? What did he then do?	3
5. (a) What surprised the boys? (b) Describe in detail the rest of the encounter. (c) How did the boys feel at the end?	4
	<hr/> 15 <hr/>

COLLEGE-BUILDING CONSTRUCTION

The following table shows the construction of college buildings in the United States from 1900 to 1910. The total value of construction is shown in millions of dollars.

Year	Total Value (Millions of Dollars)
1900	100
1901	110
1902	120
1903	130
1904	140
1905	150
1906	160
1907	170
1908	180
1909	190
1910	200

The construction of college buildings in the United States has increased steadily from 1900 to 1910. The total value of construction has increased from 100 million dollars in 1900 to 200 million dollars in 1910. This represents a 100% increase in the value of construction over the ten-year period.

The following table shows the construction of college buildings in the United States from 1910 to 1920. The total value of construction is shown in millions of dollars.

Year	Total Value (Millions of Dollars)
1910	200
1911	210
1912	220
1913	230
1914	240
1915	250
1916	260
1917	270
1918	280
1919	290
1920	300

The construction of college buildings in the United States has continued to increase from 1910 to 1920. The total value of construction has increased from 200 million dollars in 1910 to 300 million dollars in 1920. This represents a 50% increase in the value of construction over the ten-year period.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

FRENCH

HIGHER GRADE—(SECOND PAPER (b))

Friday, 11th March—2.15 P.M. to 4.0 P.M.

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

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

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

1. Translate into French :—

The moment for which I had waited so long had arrived, but still I hesitated to take the decisive step. However, I dared delay no longer for with every minute I felt my courage fading away. I put out the light and gently drew back the curtains. My room was beside the staircase and I thought that the dim light which now came from the window might help me as I went downstairs. I picked up my suitcase, felt in my pocket for the box of matches, and walked cautiously towards the door. It opened easily and pushing it wide I tiptoed out. All was silent. I waited for a moment hoping that my eyes would become accustomed to the darkness, and then I made for the stairs. The carpet was thick and soft; I made no sound. Overjoyed, I proceeded to go down.

The first step creaked and my heart began to beat violently. However, I reached the bottom of the stairs without further difficulty. Putting down the suitcase, I took out the matches. Suddenly I thought I heard a voice. I listened, but I could hear nothing and was about to go on when I heard the voice again—an indistinct murmur. There was someone talking in the drawing-room. Then I realized it was only the parrot chattering away. With a sigh of relief I turned the key in the lock, and a moment later I was standing outside in the fresh morning air. I was free! (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) "La jeunesse moderne est égoïste et indisciplinée."

Vous discuterez cette opinion sous la forme d'un dialogue avec une personne plus âgée que vous.

(b) Les voyages à pied.

(c) Vous déménagez; décrivez le déménagement et vos sentiments à ce moment-là. (25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

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

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

1. Use the ten minutes preceding the beginning of the test to make yourself thoroughly familiar with the passage to be read.
2. When so instructed by the 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).

Da ich oft von dem Hause wegwanderte und meine Mutter deshalb um mich Angst hatte, bat sie den freundlichen Dorflehrer, dann und wann auf mich zu achten. Ich ging also zum ersten Mal in die Schule, als ich nur drei Jahre alt war. Der Lehrer setzte mich auf seinen eigenen Stuhl hinter dem hohen Pulte, brachte Bilderbücher und verließ mich, während er selber, zwischen den Bänken auf und ab gehend, Knaben und Mädchen belehrte. Manchmal näherte er sich mir, fragte ob ich zufrieden wäre, steckte mir ein Stückchen Schokolade zu und entfernte sich wieder.

Solange mich die Bücher unterhielten, blieb ich ruhig hinter dem Pult, über das ich kaum wegzublicken vermochte. Endlich aber waren alle Bücher durchgeblättert und nun kniete ich mich auf den Stuhl, sah im Klassenzimmer umher und beobachtete eifrig alles, was drunten geschah. Ich lernte gleich, daß jedes Kind unregbar auf seinem Platze sitzen und fleißig arbeiten mußte. Sobald der Lehrer ein unartiges Kind bemerkte, bedrohte er es mit einem kleinen Stock. Besonders unartige Kinder mußten dem Lehrer die Hand entgegenhalten und einen sanften Schlag darauf bekommen.

Plötzlich sah ich einen Jungen, der hinter dem Rücken des Lehrers mit seinem Nachbarn plauderte. Das erregte mich an meiner hohen Stelle sehr und ich dachte, daß ich dem Lehrer helfen sollte, Ordnung zu halten. Zu sprechen wagte ich nicht; so suchte ich durch böses Blicken den Jungen an seine Arbeit zu erinnern. Das half nichts. Ich streckte ihm die Zunge heraus und der Junge war frech genug, mir das gleiche zu tun. Wütend ergriff ich den Stock, der zufällig auf dem Pulte vor mir lag, kletterte von dem hohen Stuhle hinab und wollte mich strafend auf den Rebellen stürzen, stand aber ganz verblüfft vor ihm still. Auf dem Schulthron mächtig wie der Lehrer selbst, war ich auf dem Boden nur ein Kind, das der kleinste Schüler, obgleich sitzend, überragte.

Gutmütiges Lachen erscholl, und als es zu Ende war, fragte mich der Lehrer, ob ich nicht Lust hätte, wieder nach Hause zu gehen. Ich sagte ja, erhielt ein Bilderbuch mit und wurde meiner gewohnten Freiheit zurückgegeben.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

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

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

QUESTIONS

	<i>Marks</i>
1. How did the author come to pay his first visit to school? How old was he?	$1\frac{1}{2}$
2. What did the teacher do with him when he arrived? What attention did he subsequently give him?	2
3. How did the author behave at first? What caused him to change and what did he do as a result?	$1\frac{1}{2}$
4. Describe how the teacher conducted his class.	$2\frac{1}{2}$
5. What occurred to upset the author? Why did he feel that this concerned him?	$1\frac{1}{2}$
6. Describe the actions of the author which followed this occurrence, explaining why he performed them. Why did he fail in his purpose?	$4\frac{1}{2}$
7. How was his failure greeted? How does the incident end?	$1\frac{1}{2}$
	<hr/> 15 <hr/>

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

LOWER GRADE—(PAPER (b))

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

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

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

(2) The use of German script is optional.

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

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

Trude machte die Schlafzimmer und begann, die Treppen zu reinigen; inzwischen läutete fast ununterbrochen die Türklingel. Elsa, die andere Dienstmagd, wurde um diese Zeit taub oder hatte etwas schrecklich Dringendes zu tun, denn sie ging nicht gerne die Tür aufmachen, außer, wenn ihr Freund von der Obst- und Gemüsehandlung kam, aber er kam erst viel später. So mußte Trude mit einer Bürste in der Hand zu der Tür laufen und die Milch, den Fisch und das Brot übernehmen. All die jungen Leute meinten, es sei schönes Wetter und lächelten Trude besonders freundlich an, denn sie konnten sie alle gut leiden. Der Briefträger wollte eine Unterhaltung mit ihr eröffnen, aber dazu hatte Trude keine Zeit.

Alles ging verkehrt heute morgen. Am Kühlschrank war etwas nicht in Ordnung, das ganze Haus roch nach angebrannter Milch, die Kinder betraten mit schmutzigen Stiefeln den neugewaschenen Küchenboden und der kleine Peter, dessen Lieblingsbeschäftigung es war, hinzufallen, fiel auf einen zerbrochenen Blumentopf und zerschritt sich das Knie. Während Trude von einer Treppenstufe zur anderen rutschte, wunderte sie sich immer mehr darüber, daß das Leben aus lauter Mühen und Sorgen bestand. Im Kino war es ganz anders. Trude ging immer an ihrem freien Abend ins Kino und sie glaubte, daß das bunte Leben im Film das richtige Leben sei. All das Treppenscheuern und Waschen hielt sie nur für einen bösen Traum oder den ersten Akt eines Dramas, in dem man zu Glück und Reichtum und ganz zum Schluß zu einem endlosen Ruß kommen kann.

(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.

Adrian Mooren, wie auch sein Vater vor ihm, war Apotheker. Die Familie wohnte bei dem Geschäft in einem Haus, das an der Eisenbahn lag. Oder genauer: Die Bahn lag an dem Hause, denn es war älter als jene. Der Bahn wegen wohnte die
 5 Familie nach vorne, nach der Straße also, die wenig belebt war, in den hohen schmalen Zimmern des ersten Stockes. Im Erdgeschoß befand sich die Apotheke. Darin war es immer kühl und feierlich wie in einer Kirche, so daß alle, die eintraten, leiser als sonst sprachen. Die großen Töpfe auf den Brettern
 10 waren fast zweihundert Jahre alt; blaue Blumen mit ein wenig Gold waren auf weißem Grund gemalt. Auch Figuren waren darauf in alter Tracht; sie hielten das Schriftband in den Händen, daß man auf lateinisch lese, was darinnen sei. Alle
 15 Töpfe waren umspinnen von zarten Rissen, wie eines Menschen Hand. Wenn ein Zug am Rande des Gartens hinter dem Hause vorbeifuhr und das ganze Haus davon ein wenig zitterte, klangen die Töpfe leise zusammen.

Damals, als die Bahn gebaut wurde — Adrian war ein Kind, als es geschah, und wußte noch genau, wie es vorher
 20 ausgesehen —, nahm man ein Stück des großen Gartens weg und aller benachbarten Gärten, so daß, wie sein vor kurzem verstorbener Vater zornig zu sagen pflegte, „einem alle Leute im Vorüberfahren in die Fenster gucken konnten“. Es mußte auch nichts, daß er am Ende des Gartens eine hohe Mauer hatte
 25 errichten lassen. Bei Westwind quoll dennoch der Rauch der Lokomotiven in den Garten und schwärzte Blumen und Bäume. Überall roch es nach Eisenbahn, und der Alte fuhr nie damit, wie sein Sohn, wenn auch selten, es tat. Immer aber fiel
 30 Adrian dann ein, wenn sein lärmender Zug die Stelle traf, die Garten gewesen war, wie es ausgesehen hatte, damals als er klein war. Er meinte es noch deutlich vor sich zu sehen, mit den alten Linden und dem steinernen Tisch darunter, mit dem Springbrunnen und den bunten Glasfugeln zwischen den Rosenbeeten. Der Zug fuhr mitten hindurch und änderte nichts
 35 daran.

QUESTIONS

	<i>Marks</i>
A.—Answer in English :—	
1. Describe the situation and the interior of the Moorens' house.	4
2. What are we told about Adrian's shop and its contents ?	8
3. What disadvantages had the coming of the railway for the Mooren family ? How did Adrian's father, in particular, react ?	8
4. How did Adrian's attitude to the railway compare with his father's ? What did Adrian imagine during part of his journey ?	
Explain in your own words the significance of the sentence :—	
„Der Zug fuhr mitten hindurch und änderte nichts daran.“ (Zeilen 34–35)	7
B.—Answer in German :—	
5. Wozu dienten die Töpfe in der Apotheke ? (Zeile 9)	1½
6. Was bedeuten hier die Worte „benachbarte Gärten“ ? (Zeile 21)	1½
	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).

Ende der Ferien — Reise mit dem Zug — Sie vergessen, umzusteigen (to change trains) — warum ? — Ankunft in einer fremden Stadt — kein Geld — Rückkehr nach Hause.

(25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(FIRST PAPER)

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

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

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

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

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

(a) „Wenn ich Geld hätte, würde ich mir ein Haus bauen.“

Dieser Satz aus einem Schulbuch ist mir fürs Leben geblieben — nicht der grammatischen Regeln wegen, die sich an ihn knüpfen, sondern wegen der Sehnsucht, der er Ausdruck gibt, der Sehnsucht nach dem eigenen Haus.

Ich habe mir mein Haus im Laufe der Jahre sehr verschieden geträumt. Zuerst war es klein und im Walde versteckt. Aus Holz sollte es sein, mit roten Ziegeln gedeckt; eine rosenumrannte Gartenpforte spielte dabei die Hauptrolle. Dann wurde das Traumhaus Kühner; es wurde zur Burg, die vor allem einen Turm besitzen mußte. Später, auf einer Fahrt in den Süden, begeisterte ich mich für rosafarbene Häuser, die mit geschlossenen Läden blendend in der Sonne stehen. Danach war ich entschlossen, mit der Zeit zu gehen und mir ein schmutzloses, viereckiges Haus aus Beton* und Glas zu erwerben.

Vor einigen Jahren habe ich geheiratet. Die ersten Jahre unserer Ehe haben wir in einem Hause zugebracht, in dem sich die Zimmer über vier Stockwerke erstreckten, so daß täglich mehrere Bergkilometer zurückzulegen waren. Zuoberst befand sich das Kinderzimmer, zuunterst, im Erdgeschoß, befand sich die Küche. War man unten in der Küche, so schrien oben die Kinder; und war man zu den Kindern hinaufgeeilt, so schellte es unten an der Haustüre. Gefocht wurde zu ebener Erde, gegessen wurde im ersten Stock; gewaschen wurde im Keller und getrocknet auf dem Speicher; so spielte sich das ganze Familienleben wie auf einer Leiter ab.

Ein Haus ohne Treppen! Das war nach solchen Erfahrungen unser Elterntraum.

* der Beton = concrete

The Kingfisher

(b)

Was war das bunte Ding, das eben über den Bach dahinflog? War es ein Vogel oder ein Schmetterling? Und wenn es ein Vogel war, aus welchem Lande kam er? Mit Himmelblau und Hellgrün und Silberweiß und Rot trägt er mitten in diese Schneelandschaft Farben hinein, wie sie die Vögel Indiens und Südamerikas aufweisen.

Es war aber ein eingeborener Deutscher, unser schönster Vogel, der Eisvogel, der nur deswegen wenig bekannt ist, weil er in der warmen Jahreszeit ein recht verborgenes Leben an den stillen Ufern buschreicher Flüsse und Bäche führt und erst im Winter sich überall herumtreibt, wo es ein winziges Fischchen, einen Wurm oder einen Wasserkäfer zu erbeuten gibt.

Dort sitzt er stumm, nur ab und zu den Kopf drehend, auf einem über das Wasser hängenden Zweig und lauert, bis seine scharfen Augen irgendeine kleine Beute erspähen. Blitzschnell plumpst er dann in das Wasser, kommt wieder zum Vorschein, schüttelt die Wasserperlen von seinem bunten Gefieder, wirft den Kopf in den Nacken, schleudert seine Beute ein Stückchen in die Luft, fängt sie mit dem spitzen Schnäbelchen so auf, daß der Kopf des Fisches nach unten liegt, und verschluckt sie. Um die jetzige Zeit ist er oft so zahm, daß man sich ihm bis auf zehn Schritt nähern und das wundervolle Federkleid des kaum spazengroßen Kerls bewundern kann.

(25)

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

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

Bis zum fünfzehnten Jahre fanden wir uns mit der Schule noch zurecht. Dann aber kam die Stunde, wo die Schule uns nur langweilte; wir hatten bereits die Schule geistig überholt, und in manchem der Gegenstände, die uns interessierten, wußten wir sogar mehr als unsere Lehrer. Auf den Bänken, wo wir eigentlich nur mit unseren Hosen saßen, hörten wir nichts, was uns wissenstwert schien, und außen war die Stadt Wien voll tausendfältiger Anregungen, eine Stadt mit Theatern, Museen, Buchhandlungen, Musik. So warf sich unser Wissensdurst leidenschaftlich all dem entgegen, was außerhalb der Schule geschah.

Nach weiteren drei Jahren aber kam der langersehnte Augenblick, wo wir die Tür des verhassten Gymnasiums hinter uns zuschlagen konnten. Nach mühsam bestandener Schlußprüfung beehrte uns, die wir zu diesem Anlaß schwarze, feierliche Röcke anziehen mußten, der Schuldirektor mit einer schwungvollen Rede. Wir seien nun erwachsen und sollten durch Fleiß und Tüchtigkeit unserem Vaterlande Ehre machen. Damit war eine achtjährige Kameradschaft zersprengt, wenige meiner Leidensgefährten habe ich seitdem wiedergesehen.

Die meisten von uns inskribierten sich an der Universität, und neidvoll blickten uns diejenigen nach, die sich mit anderen Berufen abfinden mußten; denn in Osterreich Student zu sein, gewährte gewisse Vorrechte, die den jungen Akademiker weit über alle Altersgenossen privilegierten.

Daß ich an der Universität studieren sollte, war im Rats der Familie von je beschlossen gewesen. Aber für welche Fakultät mich entscheiden? Meine Eltern ließen mir die Wahl vollkommen frei. Mein älterer Bruder war bereits in das väterliche Industrieunternehmen eingetreten, demgemäß lag für den zweiten Sohn keinerlei Eile vor. Es handelte sich schließlich doch nur darum, der Familienehre einen Dokortitel zu sichern, gleichgültig welchen. Und sonderbarerweise war die Wahl mir ebenfalls gleichgültig.

Ich entschloß mich schließlich für Philosophie — aber wahrhaftig nicht aus einem Gefühl innerer Berufung, sondern weil dabei der Besuch von Vorlesungen am leichtesten zu umgehen

war. Alles, was nottat, war, am Ende des achten Semesters eine Dissertation⁽¹⁾ einzureichen und eine einzige Prüfung zu machen. So faßte ich den Entschluß, drei Jahre um das Universitätsstudium mich überhaupt nicht zu bekümmern und dann in dem einen letzten Jahr in scharfer Anstrengung den scholastischen Stoff zu bewältigen! Dann hatte die Universität mir gegeben, was ich einzig von ihr wollte: ein paar Jahre voller Freiheit für mein Leben und für die Bemühung in der Kunst. Überblicke ich mein Leben, so kann ich mich an wenige so glückliche Augenblicke erinnern wie jene ersten dieser Universitätszeit ohne Universität.

(1) die Dissertation = the thesis

QUESTIONS

A.—Answer in English :—

Marks

1. (a) What change took place in the author's outlook when he was fifteen ?

(b) Explain, by reference to the text, the circumstances that gave rise to this change and its immediate result.

(c) In this connection, what is the significance of the phrase „wo wir eigentlich nur mit unseren Hosen saßen“ ?

(Zeilen 5, 6) 6

2. To whom was the headmaster's speech addressed ? What was its theme ?

The author gives in the second paragraph a number of clues which indicate (a) what he thought of his school and (b) how he regarded this particular occasion. What are these clues and what do you deduce from them ?

7

3. Who envied those going to the University and for what reason ?

1½

4. Explain the attitude of the author's parents to his going to the University and to his choice of Faculty.

4

5. Explain the motives which led the author to choose the Faculty of Arts.

What did he really hope to gain at the University and how did he propose to get what he wanted without disappointing his parents ?

5

6. „diese Universitätszeit ohne Universität“

(Zeilen 47, 48)

1

To what does this phrase refer ?

B.—Answer in German :—

7. Erklären Sie mit anderen Worten:

(a) nach mühsam bestandener Schlußprüfung (Zeile 14) 3

(b) Damit war eine achtjährige Kameradschaft versprengt. (Zeilen 18, 19) 2½

30

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

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

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

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

2. 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.)

Es war Herbst und alle Sommergäste waren schon lange fortgefahren. Eines Nachmittags aber kam der Gastwirt zu uns und fragte, ob mein Bruder Karl und ich mit dem Handkarren zum Bahnhof fahren können. Er erwarte eine Dame und niemand von seinen Leuten habe Zeit, sie abzuholen; sie müßten alle in den Kartoffelfeldern arbeiten. Mutter willigte ein. Daß eine Frau kommen sollte, gefiel mir nicht. Wahrscheinlich würde Mutter sie zum Kaffee einladen. Das bedeutete für uns einen langweiligen Nachmittag mit Sonntagsanzug und gutem Benehmen.

Wir gingen unwillig fort. Plötzlich sagte ich: „Karl, wir könnten den Karren umwerfen und das Gepäck der Frau in den Schlamm des alten Grabens fallen lassen. Dann kehrt sie bestimmt wieder um, denn Frauen sind dumm genug, großen Wert auf saubere Kleider zu legen. Übrigens haben die Kartoffelwagen den Weg sehr zerfahren, und Mutter kann nachher nicht sagen, wir hätten es mit Absicht getan.“ Karl hatte nichts dagegen und so wurde es zwischen uns verabredet.

Als wir auf dem Bahnhof ankamen, stand die fremde Frau schon da. Für eine Frau sah sie erstaunlich nett aus. Sie wandte sich zu Karl, der älter als ich war, und sagte: „Es ist hübsch, daß Sie mich abholen.“ Karl gab keine Antwort, sondern warf die Koffer mürrisch auf den Karren.

Die Koffer waren recht schwer, und wir keuchten schon, ehe wir den Graben erreichten. Es hatte einige Zeit nicht mehr geregnet, und im Graben war jetzt nur schwarzer, klebriger Schlamm, der übel roch. Ich drückte den Karren nach rechts, Karl half nach, und die Koffer rutschten in den Graben hinunter.

Das Fräulein blieb stehen. Was mich verwunderte, war, daß sie sich so wenig aufregte. „Machen Sie sich keine Sorgen,“ sagte sie ruhig. „Die Koffer sind wasserdicht. Aber was machen wir jetzt mit ihnen? Jemand muß sie herausholen.“

Karl sah mich schweigend an. Dann machten wir uns daran, die Koffer aus dem Schlamm zu ziehen. Es war eine Hundearbeit; wir waren verklebt von oben bis unten, als wir die schweren Stücke endlich auf dem Trockenen hatten.

Die Augen des Fräuleins funkelten vor Vergnügen. War sie so glücklich, ihre Koffer wieder zu haben oder hatte sie sofort gewußt, daß es kein Zufall gewesen war?

Ger (Higher II (a))

Aural Comp.—Questions

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

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

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

QUESTIONS

	<i>Marks</i>
1. What request did the innkeeper make? Why was it necessary and why did it surprise and distress the author?	4
2. What suggestion did the author make to his brother and what did he hope to achieve as a result? What arguments did he bring forward to convince his brother?	3½
3. What showed that the brother also was displeased?	1
4. Describe how the author and his brother carried out their plan. Why should it have been very effective?	2½
5. Explain how the tables were turned on the boys.	2½
6. What doubt was left in the author's mind at the end of the incident?	1½
	<hr/> 15 <hr/>

1950

BRITISH LEAVING CERTIFICATE EXAMINATION

1950

PHYSICS

Time allowed: 1 hour 15 minutes. Total marks: 100.

1. A body of mass m is projected vertically upwards with an initial velocity u . It reaches a maximum height h . Show that $u^2 = 2gh$.
2. A particle of mass m moves in a circular path of radius r with a constant angular velocity ω . Find the centripetal force acting on the particle.
3. A body of mass m is projected from the top of a smooth inclined plane of length l and height h . Find the velocity of the body at the bottom of the plane.
4. A body of mass m is projected from the bottom of a smooth inclined plane of length l and height h . Find the velocity of the body at the top of the plane.
5. A body of mass m is projected from the top of a smooth inclined plane of length l and height h . Find the velocity of the body at the bottom of the plane.
6. A body of mass m is projected from the bottom of a smooth inclined plane of length l and height h . Find the velocity of the body at the top of the plane.
7. A body of mass m is projected from the top of a smooth inclined plane of length l and height h . Find the velocity of the body at the bottom of the plane.
8. A body of mass m is projected from the bottom of a smooth inclined plane of length l and height h . Find the velocity of the body at the top of the plane.
9. A body of mass m is projected from the top of a smooth inclined plane of length l and height h . Find the velocity of the body at the bottom of the plane.
10. A body of mass m is projected from the bottom of a smooth inclined plane of length l and height h . Find the velocity of the body at the top of the plane.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (b))

Tuesday, 15th March—2.15 P.M. to 4.0 P.M.

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

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

(2) The use of German script is optional.

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

[TURN OVER

1. *Translate into German* :—

When we were children our father often worked at night. He used to arrive home just as we were coming downstairs in our nightdresses. Then night met morning and the meeting was not always happy. Perhaps it was painful to my father to see us gaily greeting the new day into which he dragged himself, dirty and tired. He didn't like going to bed in the bright sunshine of a spring morning.

But sometimes he was happy, because of his long walk through the fields at daybreak. He loved the fresh morning after a night down the pit.* He watched every bird, every movement in the trembling grass, and would even answer the call of the birds.

One sunny morning we were all sitting at table when we heard his heavy step outside. We became uneasy; his presence always disturbed us. He passed the window without looking in, and we heard him go into the kitchen and put down his water-bottle. But immediately he came into the living-room. We felt at once that he had something to tell us. No one spoke. We watched his black face for a second.

“Give me a drink,” he said.

My mother hastily gave him a cup of tea. He was about to pour it out into his saucer. But instead of drinking he suddenly put something on the table among the teacups. A tiny brown rabbit! A small rabbit, sitting beside the bread as still as if it were made of stone.

* the pit = die Kohlengrube

(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) Eine Persönlichkeit, die ich bewundere (im öffentlichen Leben oder im Privatleben);
- (b) Eine Diskussion über die Vorzüge und Nachteile einer höheren Schule für beide Geschlechter (mixed secondary school);
- (c) Und der Vater sagte: „Nein!“

Schreiben Sie eine Geschichte, in der diese Worte eine Hauptrolle spielen.

(25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 21st 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. (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 Practical Joker."

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 Practical Joker."

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

España tiene una abundancia de cuentos populares. Algunos dicen que nacieron estos cuentos entre los cristianos, otros entre los árabes, y otros piensan que tienen un origen germánico. La verdad es que los mismos cuentos se hallan en varios países poco cambiados en sus detalles. Aquí está un buen ejemplo.

Se cuenta que un mendigo, que era ciego, vivió día y noche sentado a la puerta de la casa de un rico propietario. El mendigo no hizo ningún caso de los criados del rico, aunque le dijeron repetidas veces que su dueño no tenía la costumbre de dar limosnas.

Un día el propietario, perdida ya la paciencia, decidió emplear contra el mendigo una broma, con la idea de causarle gran miedo y estar libre de él. Mandó a sus criados que cogiesen al mendigo y que le atasen con una cadena; luego, con aire feroz, le dijo que encomendase su alma a Dios, porque iba a ser fusilado. El pobre hombre, hecho un mar de lágrimas, se arrodilló a los pies del tirano, pidiendo que tuviese compasión, pero no le sirvió nada. La sentencia había de cumplirse y, por lo tanto, el condenado fué conducido al patio de la casa, donde fué puesto de pie contra una pared. El propietario hizo traer un fusil y mandó que se disparase en el aire, pero apuntado hacia el sitio donde estaba el mendigo. Éste, creyendo que había sido fusilado, se dejó caer en el suelo, pero, al convencerse de que estaba vivo, saltó de alegría, preguntando — ¿Estoy ya fusilado? — El propietario dijo que sí, y acompañó su contestación afirmativa con el regalo de cuatro monedas de oro, para indemnizarle por el susto que había recibido.

El mendigo las recibió humildemente y entonces, dirigiéndose al bromista, dijo — ¿Quiere usted volver a fusilarme, aunque sólo se me den después, en pago, dos piezas de plata?

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 21st March—9.15 A.M. to 9.45 A.M.

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

QUESTIONS

	<i>Marks</i>
1. What possible origins of popular Spanish tales are mentioned? What, in the author's opinion, is the truth regarding their origin?	2
2. (a) From what infirmity did the beggar in the story suffer? (b) What was he in the habit of doing and how did he show his obstinacy?	2
3. Who decided to play a trick on the beggar? What purpose had this person in view?	1
4. Describe in detail the carrying out of the trick.	4½
5. How did the beggar act during the carrying out of the trick and immediately afterwards?	3½
6. Did the trick fulfil its original purpose? Explain why this was so.	2
	15
	—

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

LOWER GRADE—(PAPER (b))

Monday, 21st 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 Mail-boat

Como todas las tardes la barea-correo anuneió su llegada a la isla con varios toques de boeina. El barquero, un hombreillo delgado, con una oreja amputada, iba de puerta en puerta recibiendo mensajes para Valencia, y al llegar a los espacios abiertos en la única calle del pueblo, soplabá otra vez en la bocina para anunciar su presencia a las casas distribuidas a lo largo del borde del canal. Un grupo de chiquillos, casi desnudos, seguía al barquero con cierta admiración. Les infundía respeto este hombre que cruzaba desde Valencia a la isla cuatro veces al día, llevándose a aquélla la mejor pesca que habían cogido los isleños en sus redes y estas, y trayendo a la isla los mil objetos de una ciudad misteriosa para aquellos chicos, nativos de una isla de cañas y barro.

La barea-correo tenía una vela triangular, y por encima un trapo que, en otros tiempos, había sido una bandera española, y revelaba el carácter oficial de la vieja embarcación.

La mayoría de los pasajeros eran trabajadores que venían de los campos más cercanos al mar. Su trabajo ya acabado, gritaban al barquero que partiese cuanto antes. — ¡ Ya está llena la barea ! ¡ No cabe más gente ! — Así era el caso, pero el hombreillo volvió hacia ellos su oreja cortada para no oírles, y seguía arreglando las estas y los sacos que las mujeres le entregaban desde la orilla, hasta que no quedaba un solo espacio libre. — Aun no tiene bastantes pasajeros el viejo ladrón — gritaban los que estaban ya acomodados. — Va a quedarse allí todo el día, mientras que nos quema el sol. — Pero el impasible barquero hizo sonar su bocina de nuevo en medio de la general protesta.

En efecto, aguardaba hasta que viniese el tío Paco. El pobre estaba muy malo e iba a pasar una temporada en Valencia. Allí le visitarían los mejores médicos. (30)

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

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

The Old and the New

En la huerta de D. Hilarión se había reunido mucha gente, todos naturales de la aldea de Laviana, excepto un ingeniero de Madrid y un químico belga, que iban a dirigir los trabajos de las minas que proponían abrir cerca de Laviana. Él que los había traído a la aldea para presentarles a D. Hilarión era su sobrino
5 Antero, promotor incansable de los intereses de aquella región y apóstol elocuente del progreso. Pero su tío, con una antipatía mal disimulada, no quería aprobar sus proyectos técnicos, pues la vía férrea necesaria para transportar los minerales tendría que cruzar sus propiedades. Hilarión recibió afablemente a los extranjeros, aunque su corazón no estaba abierto a la
10 influencia de las maravillas industriales.

Asistían también el alcalde, el notario, representante de los derechos de los labradores, y el primo de D. Hilarión, César, que tampoco ansiaba las reformas por causa de su espíritu clásico y temperamento conservador.

Los aldeanos querían que los tesoros subterráneos de su aldea natal saliesen
15 a la luz. Querían competir con Sama, donde se encendían por la noche faroles de petróleo, pero en Laviana, ni soñarlo siquiera, y con Ledesma, donde se comía carne fresca todos los días, pero en Laviana nada más que carne salada todo el año. ¿Qué sería el mundo si todos nosotros nos limitásemos a los usos de nuestros padres? Dentro de poco resonaría por las montañas el
20 agudo silbido de la locomotora, llamándonos a la civilización.

Pero las que se oponían con todas sus fuerzas eran las aldeanas que, con su vida tradicional, repugnaban cambios bruscos. — ¿Todo eso para qué? — decían. — ¿Nos ha faltado hasta aquí el pan y una gota de leche sin trabajar en agujeros negros y sucios? ¿Queremos lavar más ropa, tener más enfermos
25 y más desastres por un puñado más de oro?

Así se producía por todo el valle una agitación singular que despierta siempre lo desconocido.

Questions

Marks

A.—Answer in English :—

- | | |
|--|----|
| 1. What was the purpose of the meeting described ? | 1½ |
| 2. What strangers were at the meeting ?
Explain how they came to be there. | 3 |
| 3. Don Hilarion and Antero represent two opposing points of view. What are these points of view ?
Explain the reasons which led Don Hilarion and Antero to think as they did. | 4 |
| 4. Who appeared to be the outstanding supporter of Don Hilarion's point of view ?
Why did he hold this opinion ? | 2 |
| 5. What attitude was taken up by (a) the men of the village and (b) the women of the village ?
What arguments did each put forward ? | 13 |
| 6. In what way does Don Hilarion's behaviour to his nephew and to the strangers differ ?
What explanations can you suggest for this difference ? | 2½ |

B.—Answer in Spanish :—

- | | |
|---|----|
| 7. ¿ Qué es un alcalde ? (line 11) | 2 |
| 8. ¿ Por qué produce lo deseonocido una agitaci6n singular ?
(lines 26-27) | 2 |
| | 30 |
| | — |

3. 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.

Vd. recibe una invitaci6n a pasar unos dÍas en una gran ciudad—viaje — visitas con sus amigos (por ejemplo, monumentos, teatro, almacenes). (25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(FIRST PAPER)

Monday, 21st 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 Battle for the Standard

Había proseguido la batalla por dos horas, y Cortés, peleando a caballo, socorrió con su tropa en sitios de mayor peligro, y así se movía de una parte a otra la muchedumbre de gente que parecía un mar agitado con sus flujos y reflujos.

Llevaba Cortés en su lanza el terror y el estrago del enemigo, pero le hacía sumamente cuidadoso la porfiada resistencia de los Indios, porque era cierto que las fuerzas de los suyos se hallarían apuradas en esta clase de continua operación. Considerando posibles soluciones para mejorar su situación, le vino en la mente una observación de las que suelen ayudar en tal ocasión. Acordóse de haber oído decir en cuanto a los Indios que todo el buen éxito de sus batallas dependía del estandarte real, cuya pérdida o ganancia podía decidir así la victoria como la derrota, y al instante tomó resolución de hacer un esfuerzo extraordinario para ganar aquella insignia decisiva. Llamó a dos de sus capitanes y, haciéndoles una breve advertencia de lo que debían hacer para conseguir el plan, dió de espuelas a su caballo, y cerró con el capitán general de los Indios que, al primer golpe de su lanza, cayó al suelo mal herido. Por casualidad, se hallaba cerca un soldado particular, llamado Juan de Salamanca, el cual, saltando de su caballo, acabó de quitar la poca vida que ya le quedaba al capitán y, arrebatándole el estandarte de la mano, lo puso luego en la de Cortés, así perfeccionando la hazaña de su jefe. (30)

[TURN OVER

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

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

La Siesta del Trópico

- 1 El mar como un vasto cristal azogado⁽¹⁾ refleja el círculo de un cielo de cinc ;
lejanas bandadas de pájaros manchan
el fondo bruñido de pálido gris.
- 2 El sol como un vidrio redondo y opaco
con paso de enfermo camina al cenit ;
el viento marino descansa en la sombra
teniendo por almohada su negro clarín.
- 3 Las olas que mueven su vientre de plomo
debajo del muelle parecen gemir.
Sentado en un cable, fumando su pipa,
está un marinero pensando en las playas
de un vago lejano brumoso país.
- 4 Es viejo el lobo. Tostaron su cara
los rayos de fuego del sol del Brasil ;
los fuertes vientos del Mar de la China
le han visto bebiendo una copa de gin.
- 5 Las olas picantes, impregnadas de sal,
gran tiempo conoce su roja nariz,
sus pardos cabellos, sus biceps de atleta,
su gorra de lana, su blusa de dril.
- 6 En medio del humo que forma el tabaco
ve el viejo el lejano brumoso país,
adonde una tarde caliente y dorada
tendidas las velas partió el bergantín
- 7 La siesta del trópico. El lobo se aduerme,
ya todo lo envuelve la gama⁽²⁾ del gris.
Parece que un suave y enorme esfumino⁽³⁾
del curvo horizonte borrara el confín.
- 8 La siesta del trópico. La vieja cigarra
ensaya su ronca guitarra senil,
y el grillo va tocando su solo monótono
en la única cuerda que está en su violín.

(1) *El azogue* es un metal líquido de color blanco gris.

(2) *Una gama* es una serie gradual de colores.

(3) Un artista emplea *un esfumino* para hacer menos distintas las líneas de un dibujo.

Questions

A.—Answer in English :—

Marks

1. In the first ten lines the poet depicts the background to his poem. Describe this background carefully in your own words, paying particular attention to the colours and bringing out clearly what is meant by each of the images used.

What mood is suggested to you by this description ? 10½

2. Describe the sailor's appearance. What can you deduce about the life he has led and his habits ?

In what ways and to what extent is the sailor made to fit in with the scene depicted above ? 10

3. Show how stanza 7 strengthens the impression built up in the earlier part of the poem. 4

4. What sounds are described in the last stanza ? To what are they compared ? What do these sounds have in common ? 3½

B.—Answer in Spanish :—

5. ¿ Qué quiere decir *la siesta* ? 2

—

30

—

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

Two easy Solutions

¿ Se acuerda usted de cómo cierto personaje de Dickens oyó gemidos y vió salir de su armario un espectro ? El espectro le contó que en aquella casa había sido muy desgraciado. Lleno de buen sentido común, el hombre le preguntó a la aparición :— Habiendo tantos lugares agradables en el mundo, ¿ por qué no abandonar esta vivienda misérrima, donde te ha perseguido la mala fortuna ? — El espectro, sobrecogido, contestó :— No había caído en aquella idea y ya reconozco que he empeñado un papel lamentable. — Y se marchó.

¡ Bueno ! No he tenido ocasión de hablar con un fantasma, pero este cuento me trae a la memoria uno de mis amigos que me leyó un poema larguísimo acerca del gran calor que hace en Castilla en el verano. Cuando terminó, le dije :— Pero todos saben que el gran calor es desagradable, y tú no ofreces remedio en tu poema, y además, que los grillos cantan en las tardes de agosto no revela nada que no sea bien conocido. — Mi amigo rompió sus páginas.

Pero después de poco tiempo volvió y me dijo :— Aun tengo la obsesión del calor de Castilla ; me parece que estoy en punto de sucumbir a la tentación de rehacer el poema. ¿ Qué debo hacer ? — Es muy sencillo, — repliqué, — claro es que tú debes establecer un café con una gran variedad de helados y bebidas gaseosas en el menú. —

Mi amigo lo hizo y le fué muy bien, y más de una vez me ha dado las gracias.

(25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Monday, 21st 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 "To fly or not to fly."

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 "To fly or not to fly."

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

Cuando Juan entró en la gran sala, había ya presente mucha gente, y entre ella el famoso ingeniero aeronáutico Martínez y el millonario Gómez. Claro que todos anticipaban grandes noticias, cuando Juan se levantó de la silla presidencial.

— La fortuna — dijo — me ha elegido sin mérito mío para anunciar las noticias más importantes de nuestro tiempo. Puede decirse que queda abierta para la humanidad una nueva época, y que cada uno que tiene parte en esta obra gigantesca experimentará gran gozo en guiar el destino del hombre. ¿ Hasta cuáles siglos tenemos que volver para hallar en los hombres el primer deseo de volar ? ¿ Era posible que Adán en el Jardín de Edén tuviese esta idea para escaparse de animales peligrosos o de convulsiones de la tierra cuando se formaban montañas y mares ? La literatura ha dedicado kilómetros de poesía al deseo de ascender en el aire y volar como las aves. Cuando pues se inventó el aeroplano, la humanidad saludó con gritos de júbilo esta maravilla, pero ¿ dió realmente el aeroplano al hombre dominio del aire ? Por desgracia, no. Voy a decir la verdad. Raro es el día en que no hubiese de lamentar desastres que ni la perfección industrial ni la habilidad del piloto podían escapar. Para que el aeroplano, en la vida de las naciones, tuviese su eficacia completa, sería necesario que un viaje aéreo fuese tan seguro como un viaje en un buque o en un tren.

Pues bien ; eso se ha realizado ya. El señor Martínez, ingeniero aeronáutico, cuyo nombre se pondrá para siempre entre los grandes bienhechores de la humanidad, ha inventado un instrumento, de poder infalible, y ya es posible proclamar que el aeroplano será, desde hoy, no un juguete peligroso sino la más preciosa ayuda en las actividades humanas.—

Juan se sentó. Sobre la cara del millonario se dibujó una sonrisa, y un viejo en la última fila de sillas declaró, en voz bastante alta para ser oída de todos, que nunca separaría él los dos pies de tierra firme.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a))

AURAL COMPREHENSION TEST

Monday, 21st March—1.30 P.M. to 2.0 P.M.

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

QUESTIONS

	<i>Marks</i>
1. Who is the main speaker at this meeting ? Why should this be so ? How does he show his modesty ?	1½
2. What mood is the audience in and why ?	1
3. What does the speaker say in order to emphasize the importance of the announcement he is going to make ?	1½
4. According to the speaker, who was possibly the first person to want to fly, and what might his reasons have been ?	1½
5. What shows that man has always been interested in flying ?	1
6. To what extent had the invention of the aeroplane been a failure ? What circumstances might have been expected to ensure success ?	1½
7. What condition must be fulfilled before the aeroplane could be considered a complete success ? Who had satisfied this condition and how had he done it ? What is said of this person ?	4
8. What contrast does the speaker make between what the aeroplane had been and what it would become ?	1
9. Whose reactions to the speech are specially noted ? What were these reactions ?	2
	15
	—

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(SECOND PAPER (b))

Monday, 21st 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 :—

Mr. Nickelby's two sons

The two sons had been brought up in the same school and, being accustomed to go home once a week, they had often heard from their mother long accounts of how their father had suffered and how important their rich uncle had been.

Now, these stories produced very different impressions on the two. The younger, who was of a timid disposition, did not think he could do better than avoid the big world and live a quiet life in the country; but the elder, who had wished every day of his life that he might play a big part in the world, deduced from them that wealth is the only source of true happiness, and that he was right in trying to obtain it, even if he had to commit crimes. Besides, his father now had all his uncle's money, and he could see that his father had been envied since the day that he had inherited it, and that he was saving it all for him.

So the elder son arrived at the conclusion that there was nothing like money, and he began to put this idea into practice in his school. He collected pens and pencils and lent them to other pupils, and at the end of the week, on Saturdays, when each boy received his pocket-money, he demanded two articles for each one he had lent. Before long, he had extended his operations to money. (25)

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) Una carta a un amigo (una amiga) en Argentina, describiendo su escuela y su vida escolar.

(b) Aventuras de una peseta.

(c) Discusión entre dos aficionados : uno al fútbol, otro a la corrida de toros. (25)

Gaelic (Lower (a))

Aural Comp.—Instns.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 21st 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) :—

O chionn ghoirid ghabh sinn ar turus gu Eilean a' Cheò, far am bheil na ceudan a' tadhal am bliadhna. Fhuair sinn cuireadh gu oidhche a chur seachad air aoigheachd an Caisteal Dhun-Bheagain. Is e dh' fhàg an t-sochair so cho mór ann ar beachd gu bheil an seann chaisteal cho iomraiteach an eachdraidh.

An uair a thàinig àm cadail chaidh ar treòrachadh gus an t-Seòmar Bhuidhe a tha anns a' cheàrn de 'n chaisteal ris an canar Tùr na Mnà Sìthe. Tha an Seòmar Buidhe mu dheich troighean fichead air fad, agus mu sheachd troighean deug air leud, le dà uinneig fharsuinn àird ag amharc a mach os cionn creige a tha ag éirigh as a' mhuir aig bonn na lùchairt. Is e so an earrann de 'n chaisteal anns an cualas Tàladh na Mnà Sìthe, agus is ann uaithe sin a fhuair an tùr an t-ainm.

Am marbh na h-oidhche, an uair a chaidh na soluis as, bu nàdurach gun cuimhnicheamaid air iomadh sgeul mu nithean a thachair anns an àite so. Agus is lìonmhor smuain thaitneach is annasach a thàinig gu ar n-inntinn anns an dorchadas. Thug sinn gu mionaideach fainear na facail aig an t-seann tàladh : “ Chan ann de Chloinn Choinnich thu ; chan ann de Chloinn Chuinn thu ; de shìol bu docha leinn thu ; sìol Leòid nan long, nan lann, nan lùireach, b' i Lochlann dùthaich do shinnsir.”

Cha b' iongnadh ged thigeadh facail eile gu ar n-aire o Mhàiri Nighean Alasdair Ruaidh, a bha a' còmhnaidh anns a' chaisteal so ri linn cheithir chinn-cinnidh. Cia tric a chualas a guth air feadh nan seòmraichean ceudna. Cha bu lugha na sin ar smuain air A' Chlàrsair Dhall ; oir chualas poncan a chruite gu tric anns an àite so cuideachd, mar tha e fhéin a' luaidh an “ Oran Mór MhicLeòid.”

Gaelic (Lower (a))

Aural Comp.—Questions

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 21st March—9.15 A.M. to 9.45 A.M.

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

QUESTIONS

	<i>Marks</i>
1. What invitation did the writer receive? Why did he specially value this invitation?	2
2. Where did he spend the night? Describe the size and position of the room.	4
3. What did he think about after the lights were extinguished?	2
4. What type of song came to his mind? Summarise briefly the theme of this song.	4
5. Mention two Gaelic poets whom he recalls. Tell one significant fact which he gives about each.	3
	<hr/> 15 <hr/>

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

LOWER GRADE—(PAPER (b))

Monday, 21st 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.

I. Translate into English :—

Fhuair Eilean Leódhais a dheagh chuibhrionn de na h-eòin, an àireamh agus an gnè, agus chan eil e mórán air dheireadh nuair a choimeasar e ri Tìr-mór. Tha grunnan sheòrsa air Tìr-mór nach eil a' tadhal Leódhais, mura tig iad ann air an turus gu tuath as t-earrach, no air an turus gu deas san fhoghar. Tha iad ann o 'n iolair e gu ruig an dreadhan-donn a tha againn an còmhnaidh, agus tha iad ann o 'n eala gu ruig dreadhan-a'-chinn-bhuidhe* a tha a' tadhal oirnn aig amannan sònraichte de 'n bhliadhna. Is e dreadhan-a'-chinn-bhuidhe so eun cho meata, meanbh 's a tha measg nan eun gu léir, is cha sheas e idir ri uimhir de fhuachd is de chruadal agus a sheas an dreadhan-donn. Cha b' aon uair a chunnaic mi e a' tighinn a steach an tigh agus a' gabhail fasgaidh ann o shneachd is o ghaillionn. Is e sin mar a chunnaic mi e a' cheud uair a riamh. Thàinig e steach air an inneig air là fuar stoirmeil, agus rinn e spiris air a tarsannan gun sgàth no eagal roimh dhuine. Tha e peatail, dachaidheil ri daoine ged a tha a dhachaidh mar is trice anns na coilltean agus na doireachan giuthais—nì nach fhaigh e ro phailt ann an Leódhas. Chan eil mórán cudthrom ann ach na th' ann a dh' itean ; marbh, is gann a ghluaiseas e an cothrom tomhais. (30)

*goldcrest.

[TURN OVER

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

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

Is olc an sgeul a chuala mi
Di Luain an déidh Dhi Dòmhnach,
Sgeula nach bu mhath leam
Mu mo leannan dol a phòsadh.

5 Is truagh nach mì bha 'n taice riut
An t-seachdain air na chòrd sibh,
Bheirinn-sa mo ghealladh
Nach ann aigesan bhiodh còir ort.

10 B' fheàrr leam na crodh guaillfhionn
Bhith 'n taobh shuas de 'n chòmhlà,
Nighean donn bhàn as àille dreach,
Mo chreach mur faigh mi còir ort !

15 Rachainn leat a dh' Eirinn,
Nam b' éiginn, no dh' an Olaind,
Rachainn do Chinn Tìre leat,
Dh' an tìr an robh mi eòlach.

20 Rachainn do Dhun-Eideann leat,
Gum b' éibhinn leam am fòrladh.
Rachainn leat do Ghlaschu
Far am bi na fasain bhòidheach.
As a sin do dh' Uibhist
Far am buidhicheadh an t-eòrna.

25 Rachainn leat an ear 's an iar,
Gun each, gun srian, gun bhòtan.
Shiùbhlainn leat an saoghal,
A ghaoil, nam biodh tu deònach.

30 Is mise tha gu muladach,
Air m' uilinn anns an t-seòmar,
Ag éisdeachd ris na tighearnan
A' tighinn air do bhòidhchead,
Ag éisdeachd ris na diùcannan
A' cur do chliù an òrdugh.

QUESTIONS

Notes to Candidates

(a) The answers to the following questions may be in either Gaelic or English except when otherwise indicated.

(b) Arabic numerals, within brackets, refer to lines.

	<i>Marks</i>
1. What information did the author receive ?	2
2. Show that this information displeased him. What regrets does he specially express ?	4
3. Describe the maiden referred to. Show that she was very dear to him.	3
4. Enumerate the places to which he says he would accompany her. Give the substance of what he says about each of the Scottish places listed.	5
5. What extravagant promises does he make ? What is the only condition that he demands ?	3
6. Where is the author at the time of the composition ? Describe his condition and show that he is not comforted by what he hears.	4
7. Translate into English :— <div style="margin-left: 40px;"> Bheirinn-sa mo ghealladh Nach ann aigesan bhiodh còir ort. (7-8) 'n taobh shuas de 'n chòmhlà (10) Mo chreach mur faigh mi còir ort ! (12) A' tighinn air do bhòidhchead (30) Nam b' éiginn (14) </div>	6
8. Give the genitive singular with the article of :— <div style="margin-left: 40px;"> seachdain (6), còir (8), srian (24) uilinn (28) </div>	2
9. In line 11 why is <i>donn</i> not aspirated ?	1
	30

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

(a) Ri taobh na tràghad. Sgrìob a ghabh thu aig àm sam bith de 'n bhliadhna.

(b) Na h-òrain Ghàidhlig as docha leat. Innis carson is toigh leat an fheadhainn a thagh thu.

(c) Litir gu caraaid thall thairis. Thoir dhà naidheachdan a' bhaile. (25)

Gaelic (Higher I (a))

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (a))

Monday, 21st 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 :—

Eadar an uamh is Gleann Bhaltois cha robh caomhnadh air taibhsean is bòcain is fuathan san àm a bh' ann : cha rachadh neach sìos an gleann gun a bhata 'na dhòrn is car 'na amhaich, mum buailist e, oir b' e sin gleann nan sìth-bhrughan a bheireadh aileag dh' an sgòrnan. Tha linneachan lùbach ann cuideachd is rathad clachach is càrn, is spòrs anamoich cinnteach.

Lean Iain ùine an Eristadh is le chuasan fosgailte is cuimhne gheur dh' éisd e le tlachd ris gach sgialachd aig na céilidhean, co-dhiùbh bha iad làn, mar bu tric a bha, de eachdraidh fineachan nan eilean air an robh sluagh an àite daonnan a' cnuasachadh, no de eachdraidh na Féinne air chor is gun do thog seanachaidhean is luchd-céilidh eòlas a bha 'na chùis-smaoinich mar tha beul-aithris Iain a' dearbhadh.

A réir a' cheud chunntais sgìreil (1794) bha dà sgoil san sgìre ach cha b' urrainn gun robh an sgoilearachd ro-mhór no ro-tharbhach, beagan leughaidh is beagan cunntais, ach beag no mór 's a bha e, rinn Iain feum math dheth is mu dheireadh chaidh e fhéin a chur an ceann na sgoile an Bhaltois far na shaothraich e cóig bliadhna. Chaidh e an déidh sin 'na ghille-bùth an Steòrnabhagh, còmhla ri Murchadh MacLeòid a bha 'na cheannaiche, 'na chùbair is 'na fhear-seilbhe bhàtaichean. Rinn Iain oidhirp marsantachd a chur air adhart air a cheann fhéin, ach cha do shoirbhich leis is thionndaidh e a dh' ionnsaigh na cùbaireachd, obair a bha feumail is airgeadach aig an àm. (25)

[TURN OVER

1. (b) Translate into idiomatic English :—

Thòisich an Dùghlasach diadhaidh air adhradh an là. B' àrd an dealas naomh a bha 'na shùil. Chuir e f'ar comhair àmhghairean ar dùthcha, agus labhair e air a' bhruid through bho 'n tàinig sinn. Ann an smuaineachadh air cor bochd ar dùthcha 's ar n-eaglais, las ar n-anama, agus bha sinn mar gum b' ann air ar togail. Aig a' cheart àm so, thilgeadh urchair leis an fhear a bh' againn air freiceadan, agus thàinig e 'na dheann-ruith far an robh sinn, a' toirt sanais gun robh an nàmhaid a' tarraing dlùth dhuinn. Dh'amhairc gach aon air a' mhinistear. Cha robh giorag no uabhas 'na ghnùis. "Chan eil tuilleadh, air an àm, agamsa ri ràdh", a deir esan. "Is aithne dhuibh ur dleasnas. Tha e do ghnàth laghail do dhaoineibh iad féin a dhìon. Seasaibh gach aon as leth a chreidimh agus a dhùthcha; chan eil tèaruinteachd ri fhaotainn an lorg strìochdaidh. Tha mi faicinn", a deir e, "gu bheil iad a' tighinn." Thog e an sin a shùile gu nèamh, agus ann an ùrnuigh ghearr, bhrìoghmhoir dh'aslaich e, "A Thighearna, mas éiginn gun tuit cuid againn, caomhainn an t-an-abaich, is thoir do d'ionnsaigh na tha deas." (25)

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

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

Cumha do MhacLeòid, le mnaoi usail de Chloinn Mhuirich, nuair bha i 'g amharc bharr mullach beinne ann an Tròndairnis air an luing a bha giùlan corp MhicLeòid gu ruig na Hearadh, far an robh e gu bhith air adhlacadh.

- 'S mór mò mhulad, 's mi 'm ònar,
'S mi 'g amharc nan seòl air Chuan Sgìth,
'S mi bhith 'g amharc nan rò-seòl
A bha 'g aiseag MhicLeòid bu mhór prìs,
5 Iuchair ghliocais nan Gàidheal
Fo 'n bhrat air a chàradh fo dhìon,
'S truagh nach mis' bh' air a' chòrs ud
'S gun tarraiginn mo scòid dìth gu tìr.
Cha chùis fharmaid am pannal
10 Tha 'nan suidh air a' charraig ud thall,
Mnathan truagha na Hearadh,
Cha cheòl cluais th' air an aire san àm.
Ach ged nach urr' iad a dhùsgadh
Bheir iad greis air bhith rùsgadh an làmh,
15 'S gur e mheudaich mo mhulad-s'
Mi bhith 'n tìr far nach cluinninn an gàir.
Bu tù leigeadh ri eàrlaid
Nuair a ghabhadh tu tàmh anns an Dùn ;
Bhiodh na Filidh, 's na Bàird ann,
20 'S b' e ceann-uidh nan Clàrsairean thù ;
Bhiodh na h-Ollamhain àrd ann
Gabhail urraim gach dàn os an cionn,
'S is dùbhshlan duinne gu àireamh
Càit an d' fhuaras riamh fàth ort, ach cliù.
25 Nuair a bhiodh tu 's tigh-thallaidh,
'G òladh fiona le farum nan teud,
Mar bu chubhaidh ri t' àrdan,
Greis ag iomairt air thàilsg do bheus ;
Nuair a thogadh tu 'n ad bhàrr
30 Cùl snìomhain nam badanan réidh
'S i do ghnùis a bha flathail,
'S a bha aoiheil ri caitheadh na féisd.

QUESTIONS

Notes to candidates.

(a) The answers to the following questions may be in either Gaelic or English except when otherwise indicated.

(b) Arabic numerals within brackets refer to lines.

	<i>Marks</i>
1. Give the name of the author and tell briefly the theme of the poem.	3
2. In what direction is the author gazing? Tell what she sees. What wish does she express?	4
3. Give her assessment of MacLeod. Account for her sorrow at the time.	3
4. Who else mourn the death? Show that they are genuinely grieved, and tell how they show their grief.	3
5. Show that the deceased was a patron of the arts. Distinguish between "Filidh" and "Bàird".	4
6. Explain "tigh-thallaidh" and tell what pastimes were customary there.	4
7. Translate into English lines 23-24, 31-32.	4
8. Suggest Gaelic alternatives for :— ònar (1), rò-seòl (3), bu mhór prìs (4), eha ehùis fharmaid (9), pannal (9), gàir (16), mar bu ehubhaidh (27), eùl snìomhain (30).	4
9. Comment on the versification of the poem.	1
	30

Gaelic (Higher I (b))

Aural Comp.—Instns.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Monday, 21st 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):—

B' iad na Draoidhean ré iomadh linn sagartan agus feallsanaich na Roinn Eòrpa. Bha an òigrìdh a bh' air an gabhail a stigh chum na dreuchd so, anns a' cheud dol a mach, air an taghadh o na teaghlaichibh a bu mheasaile san dùthaich, a' mhuinntir dhiubh a nochd am barrachd spéis mu fhoghlum, agus gliocas 'nan giùlan.

Mar thàinig iad so air an aghaidh bha a' chuid bu teòma dhiubh air an àrdachadh gu bhith 'nan seanachaidhean ; riutha so bha eachdraidh na dùthcha, agus sloinnteachd gach teaghlaich an earbsa ; agus asda so, a réir mar dhearbhadh siad iad féin a bhith airidh air an urram, bha na bàird air an taghadh. B' e gnìomh nam bàrd a bhith seinn cliù ghaigeach, agus a' mosgladh an t-sluaigh gu treubhantais. B' iad an dàin toil-inntinn gach cuirme agus còmhhdhalach. Bha iad so ann am meas mór anns gach dùthaich, agus gu h-àraidh an Gàidhealtachd na h-Alba.

Bha ùghdarras aig na Draoidhibh thar gach nì ; os cionn laghannaibh, cleachdainnibh, foghlum agus creidimh na dùthcha. Bha òigrìdh na tìre gu léir air an àrach fòdhpa ; b' e miann clann rìgh a bhith dhiubh ; agus bha na rìghrean féin gu mór fo 'n smachd. 'Nan làimh ghiùlain iad slat na draoidheachd ; m' am muineil bha clach bhoillsgeil, rìomhach air a suidheachadh ann an òr, agus an tug iad air an t-sluaigh a chreidsinn gu robh éifeachd agus buaidh àraidh innte. 'Nam breacain bha sè dathan, am feadh nach robh aig na rìghribh féin ach seachd.

Gaelic (Higher I (b))

Aural Comp.—Questions

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (b))

AURAL COMPREHENSION TEST

Monday, 21st March—12.15 P.M. to 12.45 P.M.

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

QUESTIONS

	<i>Marks</i>
1. Who, according to this account, were the druids ?	2
2. How were candidates for the order of the druids selected ?	3
3. In due course what special duties were assigned to the ablest among them ?	3
4. Name two special functions of the bards. Tell why they were held in high regard in the Highlands.	3
5. Over what matters did the druids exercise control ?	2
6. Describe the insignia of their office.	2
	<hr/> 15 <hr/>

Gaelic (Higher II)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(SECOND PAPER)

Monday, 21st 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) “ ‘S i an leisg nàmhaid an adhartais air a’ Ghàidhealtachd.” Bheil so fìor ?
- (b) “ Tha thu làn de na geasagan.” Thoir dealbh cothromach de chuideigin ris an cante so, *no* thoir do bharail air seann bheachdan saobh-chràbhach nan Gàidheal.
- (c) Moch-eirigh—na deuchainnean no na beannachdan as aithne dhuit fhéin.
- (d) Tàladh nam monaidhean *no* nan coilltean *no* nan cladaichean *no* nan eileanan iomallach. (30)

2. Translate into Gaelic :—

The Twenty Pool

This pool, dark, sinister and deep, is one of the best known on the River Moriston. Here, early in the sixteenth century the treachery of an old woman who lived on its banks gave the pool its name.

One wintry night, the story goes, a party of cattle thieves from Fort Augustus crossed into Glen Moriston and stole twenty cattle. Driving the beasts homewards in the light of a frosty moon they came to the pool, where they proposed to cross. Ice lay thick on the water, but, fearing it might not stand the weight of so many animals, one of the men made his way gingerly over and roused the hag (reputed to be a witch), and asked if the ice was safe. “ Yes,” she replied, “ safe enough for an honest man or a thief.” He returned, and with the others began to cross, but when half-way over the ice broke, plunging the whole lot, men and cattle into the icy waters. In the turmoil that followed all were drowned. Gleefully the old woman chanted: “ They took our cattle, but our cattle took them.” (25)

SECTION II

Answer question (1) and any **TWO** of the others. The answers may be in Gaelic or in English.

(1) Write a brief account of the life and work of **one** of the following poets: Alasdair Mac Mhaighstir Alasdair or Dùghall Bochanan or Uilleam Ros. What do you consider the poet’s central theme, and how does he develop that theme?

or

Discuss the theme of love or war in 17th and 18th century Gaelic poetry. (8)

(2) Give a brief summary of the plot of a 20th century Gaelic short story or a novel, and discuss the writer’s method of telling his story. (8)

(3) What light do place-names throw on the history of the Scottish Highlands and Islands? (8)

(4) Select **six** of the following clans, and give in each case the chief’s patronymic or his title, the name of his principal residence, and an indication of the traditional clan territories :—

Camerons ; Campbells ; Chisholms ; Frasers ; MacDonalDs of Clanranald ; Mackays ; Mackenzies ; Macleans. (8)

(5) Give an example of **four** of the following types of Gaelic song, and write a short note on each song you select, giving its period, and the author, if known :—

iorram ; crònan ; òran luadhaidh ; port-a-beul ; òran-mór ; marbhrann. (8)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 24th 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, marking accents :—

зайчик : diminutive of заяц. Попрыгунчик : name of hare.

клетка : hutch. настлать : lay, spread out.

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.)

Мне подарили маленького пушистого зайчика. Зайчик был пугливый, все время старался спрятаться куда-нибудь в угол. Шерсть у него была серая, задние лапы длинные-предлинные. Уши тоже длинные, с черными пятнышками на кончиках, как у всех зайцев.

Начал зайчик привыкать к нам. Я ему дал кличку Попрыгунчик, и он скоро стал отзываться на нее. Бывало, как только позовешь его, он уже бежит, длинными ушами хлопает. У него был большой аппетит, он все ел: хлеб, сыр, капусту, но он особенно любил морковь. Я ему клетку сделал, настлал туда сена, мягких тряпок. Там он и спал. Хороший уже стал зайчик: привык к людям. Если кто-нибудь его звал — высканивал из своей клетки.

Был у нас еще кот. Большой кот, совсем черный. Поэтому мы прозвали его — Черныш. Глаза большие, желтые, а хвост пушистый, как у лисы. Вот с ним и подружился Попрыгунчик. Черныш ленивый, весь день на печке лежит, бока греет, а на ночь слезает: ведь не все время лежать, так и голова может заболеть от жары. Не любил кот, чтобы ему спать мешали. А Попрыгунчик, бывало, вдруг подойдет и слегка ударит его по носу. Чернышу это не нравилось. Он гонялся за зайчиком по комнате, но никак не мог его догнать. Забьется Попрыгунчик в угол и спрячется, а кот Черныш опять на печку.

Стал я замечать, что зайчик мой скучает. Все чаще и чаще на окне сидит. Вспрыгнет на него и начинает лапой в окно стучать. Однажды учть стекло не разбил. А то спрыгнет на пол и в дверь лапой бить начинает, как человек, как будто просит нас — отпустите на волю, люди добрые!

Жалко мне стало Попрыгунчика: видно, не хочет остаться у нас. Решили мы его отпустить. Зайчик уже подрос. Вынес я его на двор, опустил на землю и смотрю, что будет. Насторожил уши Попрыгунчик, взглянул на меня — прощай, брат! И быстро-быстро поскакал в лес.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 24th March—9.15 A.M. to 9.45 A.M.

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

QUESTIONS

	<i>Marks</i>
1. How did the narrator come into possession of the hare ? What behaviour showed that the hare was timid ? What colour was his coat ?	2
2. What showed that the hare was getting used to his new home ? What things did he eat ? What did he especially like ? What did the narrator put into his hutch ?	3½
3. Why was the cat given his name ? What kind of eyes and tail had he ?	2
4. What justified the cat's being called lazy ? What used he to do at night ? What did the cat dislike and how would the hare often annoy him ? With what result ?	3½
5. What actions of the hare finally convinced the narrator that the hare was bored with being in the house ? How did the narrator give him his freedom and where did he run ?	4

 15

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

LOWER GRADE—(PAPER (b))

Thursday, 24th 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 :—

Вот и школа. Из трубы вьется дымок, а в окна ничего не видать — заледенело.⁽¹⁾

Поднялся я на крыльцо, дернул дверь — заперто. И на тропинке, что вела к школе, ни одного следа. Видно, не пришел никто. Так мне стало обидно и холодно, что я даже заплакал. Стою на крылечке и плачу. Вдруг открывается дверь, и выходит наша учительница Нина Васильевна. Одной рукой она платок на голове придерживает, а другой обняла меня и говорит: „Что с тобой, Ванюша? Кто тебя обидел? И зачем ты в такой мороз в школу пришел, сегодня мы не занимаемся“.

А я молчу и только всхлипываю.⁽²⁾

Учительница вытерла мои слезы и повела к себе в комнату. Там сняла она с меня шапку, пальтишко, да вдруг всплеснул руками: „Ой, Ванюша, да ты же ухо отморозил!“ Побежала она на двор, принесла снегу и стал оттирать⁽³⁾ мне ухо, пока оно не начало гореть, как жар. Потом усадила меня за стол, принесла горячего чаю и дала длинную конфету в бумажке.

Когда я напился чаю, Нина Васильевна посадила меня возле печки, дала толстую книгу с картинками и сказала:

— Ну, если ты нынче один в школу пришел, так я с тобой одним и заниматься буду. Ты — весь мой класс!

[TURN OVER

Я уже не помню сейчас ни этой книги, ни картинок. Давно ведь это было! Помню только, что хорошо мне было тогда у Нины Васильевны. Мы с ней и читали, и писали, и считали, пока метель не улеглась.

С этого дня и началась у меня крепкая дружба с моей учительницей.

(1) заледенело : frosted over.

(2) всхлипывать : to sob.

(3) оттирать : to rub (hard).

(30)

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

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

Ветки раздвинулись, и из-за деревьев осторожно выглянула косматая голова.

Кто это? Человек или зверь?

Это был человек, но густые волосы, падавшие на его плечи, 5 мохнатые брови, рыжая шерсть на лице, узкий лоб и широкая борода делали его похожим на зверя. Тело его было закутано в волчий мех. В правой руке он держал каменный топор, в левой — лук. Его звали Кая.

Кая присел на землю. Зоркие глаза его внимательно оглядели 10 поляну.⁽¹⁾ Это было замерзшее болото, покрытое снегом.

Кая приник ухом к земле. Все было тихо. Ни шороха, ни свежих звериных следов. Явная опасность не грозила волосатому человеку.

Кая оглянулся и взмахнул длинным тяжелым луком. И сейчас 15 же из чащи⁽²⁾ выскочил его сын, мальчик лет четырнадцати. Так же как и отец, он был закутан в серые волчий мех.

— Олла, — позвал отец, — иди и нюхай!

Звероловы двинулись в поход.

Они крались по берегу оврага, скрываясь за кустами.

20 Вдруг Олла остановился. Он понюхал воздух, потом приложил палец к носу и опустил его до земли.

— Так, — прошептал Кая. — Олла почуял мамонтов. Где-нибудь они близко.

Около оврага толпилось стадо огромных мамонтов — они были
25 на целую голову больше слонов, живущих теперь в Индии. Кая
с сыном ясно видели, как мамонты ломали зеленые ветки и клали
себе в рот.

Вдруг самый большой поднял высоко хобот.⁽³⁾ Послышался
тонкий голос, похожий на визг огромной свиньи. Все стадо
30 зашагало к вожаку.

Вожак повернулся и стал спускаться в долину. Остальные
последовали за ним.

Мамонты сошли на самое дно долины. Они двигались по тропе,
по которой привыкли ходить всегда.

35 Звери шли неторопливой, ленивой походкой. В одном месте
тропинка огибала⁽⁴⁾ глубокий провал. В самом узком месте провала
вожак остановился. Тут он заметил переход, которого раньше не
было. Широкий, покрытый толстым слоем снега, он так и манил⁽⁵⁾
перебраться по нем на другую сторону. Вожак подошел к переходу,
40 попробовал его хоботом и ногой. Переход казался достаточно
твердым и не поддавался под его тяжестью.

Гора-зверь сделал еще два осторожных шага, как вдруг под
ним затрещало, и мамонт упал в глубину вместе с обломками помоста.

— Мясо! Мясо! Гора-зверь в ловушке! кричал Олла, вбегая
45 в пещеру.

Люди, сидевшие вокруг костра, вскочили на ноги.

Олла кричал и прыгал перед костром.

Радостный визг и вой был ему ответом. Люди схватились за
руки и стали танцевать вокруг огня.

⁽¹⁾ поляна : glade.

⁽²⁾ чаща : thicket.

⁽³⁾ хобот : очень длинный нос у слонов и мамонтов.

⁽⁴⁾ огибать : go round, avoid.

⁽⁵⁾ манить : entice.

QUESTIONS

A. Answer in English :—

Marks

(1) (a) Человек или зверь? (line 3).

Explain what justification there was for asking this question.

(b) Describe Kaya's dress and weapons.

6

(2) Describe in detail Kaya's actions before he summoned his son.

What reasons had he for these actions?

How did he summon Olla?

4

[TURN OVER

- (3) Where was Kaya when his son joined him and where did they then go ?
What did Kaya order his son to do and with what result ? 4
- (4) What were the mammoths doing when Kaya and Olla saw them ?
What did the leading mammoth suddenly do and what was his purpose ? 3
- (5) Explain carefully the trap prepared for the mammoths, bringing out the main reasons why it was successful.
What showed that the leading mammoth was suspicious ? 6
- (6) Why were the people so glad when they heard of the mammoth's capture ?
How did they and Olla show their joy ? 3
- (7) What name (in English) did Olla give the mammoth ? Show from the text why this name was appropriate. 1½

B. Answer in Russian :—

- (8) Почему, по Вашему, шли мамонты неторопливой, ленивой походкой ? 2½

—

30

—

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

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.

Брат и сестра живут на берегу моря. — Решают поехать на лодке на близкий остров. — Описание острова. — Что они там делают. — Поднимается буря, — опасно возвращаться. — Их спасают рыбаки. — Как их принимают родители.

(25)

R (Higher I)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 24th 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) Было в истории человечества время, когда люди жили небольшими племенами или семьями и каждая семья сама добывала и готовила себе пищу. Люди сами сеяли и убирали хлеб, сами молотли ручными жерновами⁽¹⁾ зерно, сами пекли хлеб, сбивали масло, делали сыр, добывали и заготавливали впрок⁽²⁾ мясо и рыбу. Семья была небольшая, всего ей нужно было понемногу, и она могла сама, своими руками, обеспечить себя необходимыми запасами пищи.

Конечно в те далекие времена не было на земле больших городов с многотысячным рабочим населением, не было фабрик и заводов, не было машин, не было даже простого разделения труда между людьми.

Трудно представить себе все это в наше время, когда в больших и даже не очень больших городах и поселках живут десятки и часто сотни тысяч людей. Они работают на фабриках и заводах, в шахтах и на стройках, учатся, занимаются самым разнообразным общественно-полезным трудом. И понятно, у них нет времени не только добывать, но и готовить себе пищу. Да и очень уж много нужно всего, чтобы накормить сразу столько народу. Особенно, если готовить такую массу еды вручную.

И тут на помощь людям пришли машины: сильные, ловкие, послушные. Они заменили тяжелый, малопроизводительный труд пахаря и сеятеля, жнеца и пекаря. Машины пахут и сеют, убирают и молотят хлеб, мелют зерно, пекут булки и батоны, готовят сахар и конфеты. А люди только управляют этими хитроумными машинами.

За последние десятилетия выросли гигантские фабрики, готовящие для нас самую разнообразную пищу. К некоторым продуктам за все время их пребывания на фабрике теперь почти не прикасаются человеческие руки: все делается машинами. Рабочим остается только следить за работой чудесных, умных помощников.

⁽¹⁾жернов : millstone ————— ⁽²⁾впрок : for preservation

(b) Как-то давно, темным осенним вечером, случилось мне плыть по угрюмой сибирской реке.

Вдруг на повороте реки, впереди, под темными горами, мелькнул огонек. Мелькнул ярко, сильно, совсем близко . . .

— Ну, слава Богу, — сказал я с радостью, — близко ночлег.

Гребец повернулся, посмотрел через плечо на огонь и опять апатично налег на весла.

— Далеко !

Я не поверил : огонек так и стоял, выступая вперед из неопределенной тьмы. Но гребец был прав : оказалось, действительно, далеко.

Свойство этих ночных огней — приближаться, побеждая тьму, и сверкать, и обещать, и манить⁽¹⁾ своею близостью. Кажется, вот-вот еще два-три удара веслом — и путь кончен. А между тем — далеко . . .

И долго еще мы плыли по темной, как чернила, реке. Ущелья и скалы выплывали, надвигались и уплывали, оставаясь назади и теряясь, казалось, в бесконечной дали, а огонек все стоял впереди, переливаясь⁽²⁾ и маня, — все так же близко и все так же далеко.

Мне часто вспоминается теперь и эта темная река, затененная⁽³⁾ скалистыми горами, и этот живой огонек. Много огней и раньше, и после манили не одного меня своею близостью. Но жизнь течет все в тех же угрюмых берегах, а огни еще далеко. И опять приходится налегать на весла . . .

Но все-таки . . . все-таки впереди — огни! . . .

⁽¹⁾манить : to beckon, entice ⁽²⁾переливаться : to flicker

⁽³⁾затененный : overshadowed.

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

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

Солнце багровело⁽¹⁾ больше и больше, серо-желтый туман покрывал небо и с каждым часом больше и больше темнел. И на земле затуманились дальние предметы — как в дымку закутались. Гарью⁽²⁾ запахло, значит лесной пожар разгорался не на шутку, но где — 5 близко ли, далеко ли, не знает никто; во время лесных пожаров сухой туман и запах гари распространяется иногда на сотни километров от горелого места.

Вскоре солнце едва было видимо.

Больше двадцати километров надо было проехать сплошным 10 дремучим лесом.

С обеих сторон сумрачными великанами высились громадные ели и сосны; меж них во все стороны разросся густой, непроходимый кустарник. Узкая полоса дневного света тянулась над вершинами непроглядной лесной чащи,⁽³⁾ и хоть далеко еще было до вечера, а в 15 лесу было уже темно, как в осенние сумерки.

Конюх ехал впереди поезда; он не жалел лошадей — постоянно стегал их по непривычным к сильным ударам бокам. Другие возчики от Дементия не отставали. Жирные кони быстро мчались.

Проскакали полдороги . . . Вдруг, влево от дороги, послышался 20 в отдалении необычный, несмолкаемый треск . . . С каждой минутой он возрастал, обдавая странников ужасом . . . Свист и визг разносились по лесу. Зашумело в вершинах елей и сосен: то стадо белок,⁽⁴⁾ спасаясь от огня, перелетало с дерева на дерево. Почувяв недоброе, лошади помчались еще быстрее.

25 — „Огонь идет“, — вскрикнул конюх Дементий. И отчаянный крик его едва слышен был за страшным шумом огненного урагана.

Женщины громко плакали.

Вдруг смолистым⁽⁵⁾ дымом пахнуло, и по узкой световой полосе, что высилась над дорогой, как громадные огненные птицы, стаями 30 понеслись горящие ветви деревьев, осыпая поезд дождем искр. Вой урагана превратился в один оглушающий, нескончаемый раскат грома. Ему вторили как бы пушечные выстрелы, стоны падавших деревьев, вой спасавшихся от катастрофы волков, отчаянный рев медведей. Вот над деревьями, тяжело размахивая утомленными крыльями, быстро пронеслись лесные птицы . . .

35 Вдруг передняя пара лошадей круто поворотила направо и помчалась по прогалинке,⁽⁶⁾ извивавшейся среди кустарника. За передней парой кинулись остальные.

„Куда ты, куда ты, Дементьюшка?“ — схватясь за плечи конюха и привстав в повозке, закричала одна женщина.

40 „Кони лучше нас знают, куда“, — сказал Дементий, опуская вожжи.

Не прошло трех минут, как лошади из пылающего леса вынесли погибавших в обширное моховое болото . . .

⁽¹⁾багроветь : становиться густокрасным, пурпуровым.

⁽²⁾гарь : горелое.

⁽³⁾чаща : thicket.

⁽⁴⁾белка : небольшой лесной зверек с большим пушистым хвостом.

⁽⁵⁾смолистый : resinous.

⁽⁶⁾прогалинка : glade.

QUESTIONS

Marks

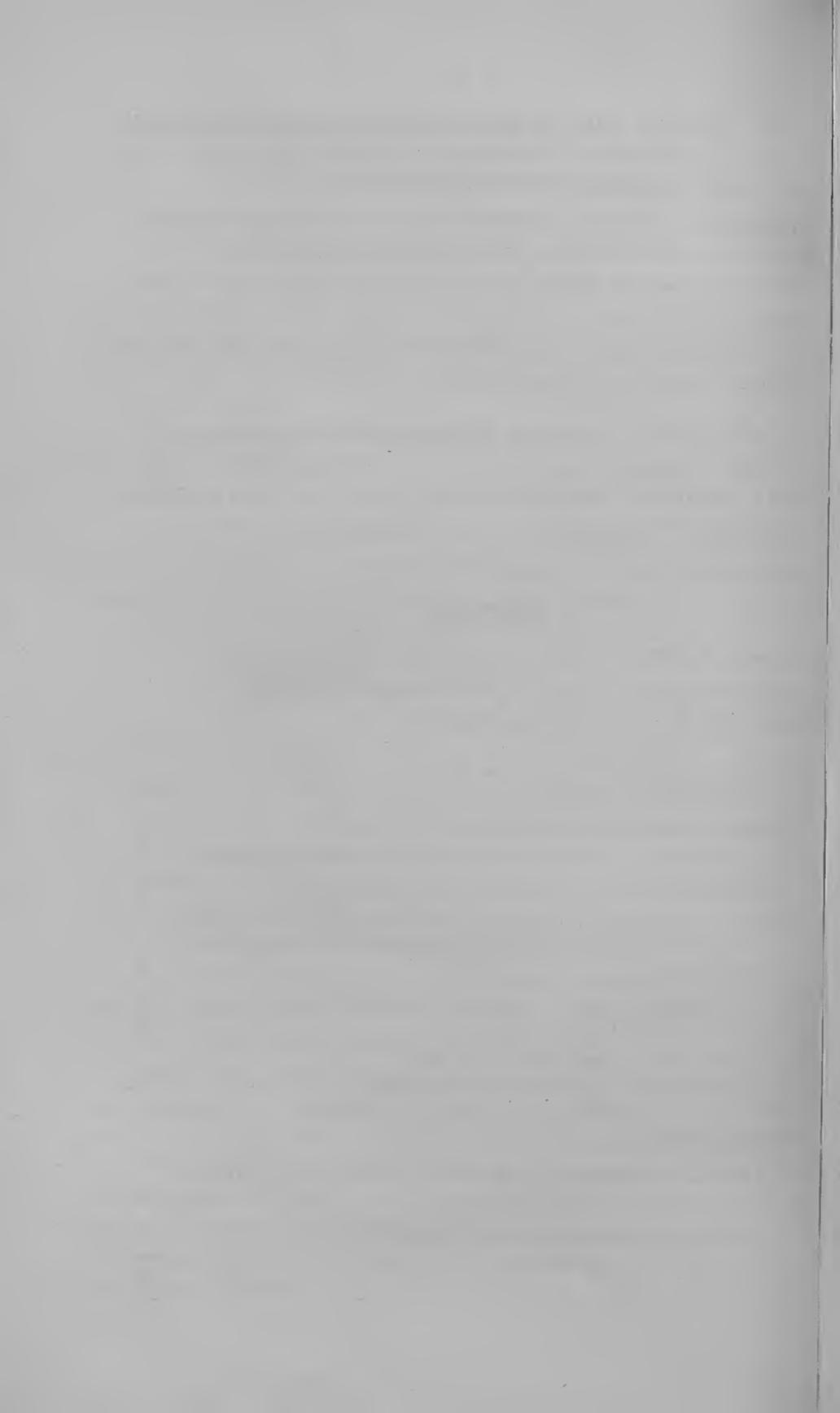
A.—Answer in English :—

- | | |
|---|----|
| (1) (a) What signs of a forest fire could the travellers notice ? | |
| (b) Were they able to decide immediately where the fire was ?
Why was this so ? | 5½ |
| (2) Describe the forest as it appeared to the travellers. What factors made their situation so dangerous ? | 4½ |
| (3) Who was Dementiy and what role did he now play ?
Prove that his behaviour was markedly different from normal. | 3 |
| (4) How and where did the travellers locate the fire ? | 2 |
| (5) Show how the author brings out the terribleness of the fire by reference to the reactions of the various animals and birds mentioned. | 5 |
| (6) What images are used to describe the appearance and sound of the forest fire itself ? | 3 |
| (7) Explain how the party escaped the fire.
To what could their escape be attributed ? | 3½ |

B.—Answer in Russian :—

- | | |
|--|----|
| (8) Уто нам доказывает тот факт, что лошади были жирные ?
(line 17) | 2 |
| (9) Почему женщины плакали ? (line 26.) | 1½ |

30



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 24th 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 accents :

осво́иться (Perf.) : to get familiarized, accustomed.

пери́ла (Neut. Plur.) : handrail.

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.)

Максим быстро отправился на станцию метро. Но здесь, вместо того чтобы сразу взять билет и спуститься по эскалатору, он поставил сундучок у колонны и стал рассматривать мраморные стены, белый узорный потолок; несколько раз обошел колонны и только после этого направился к кассе.

У эскалатора он снова задержался, чтобы посмотреть, потом вцепился рукой в черные перила и, подхваченный ими, встал на выбежавшую из-под ног ступеньку. Он качнулся, опустил руку, чуть не упал, и громко вздохнул. К концу спуска он уже освоился, держался прямо и, сделав большой шаг, спокойно сошел с лестницы. На огромной светлой платформе два освещенных, ярких поезда заставили его снова задержаться, чтобы разглядеть их. Однако скоро он сидел уже в вагоне и поезд мчал его от остановки к остановке в сторону Киевского вокзала.

Необычное это и волнующее путешествие кончилось не скоро: пришлось делать пересадку, спрашивать совета. Люди на станциях все куда-то спешили, но отвечали охотно и даже интересовались, первый ли раз он в Москве.

Наконец он очутился опять на поверхности земли, в другом конце города. Это была тоже площадь, и слева также высился вокзал, только со светящейся надписью „Киевский“.

Теперь надо было искать трамвай. Их было много. Они со звоном катились через площадь и шум от трамвайных звонков, хлопанье магазинных дверей и автомобильных гудков сливался в один оглушавший ухо гул. Когда же после короткого переезда на трамвае Максим оказался на Можайском шоссе, он вздохнул с облегчением: здесь было тише; широкая дорога убегала вперед, по обе ее стороны были насажены молодые деревья.

Нужный номер дома помогла отыскать какая-то словоохотливая гражданка. Она довела Максима до высокого, светлого подъезда и сказала:

— Вот он, шестьдесят первый!

Максим вошел в подъезд. Здесь он остановился и задумался. Он снял шапку, пригладил волосы, вытащил из внутреннего кармана помятый, старательно сложенный конверт и сверил адрес, хотя знал его на память. Потом взял сундучок и зашагал сразу вверх, на четвертый этаж, по широкой лестнице. У двери висела табличка с фамилиями жильцов.

— Здесь, — тихо сказал Максим, с первого взгляда найдя нужную фамилию. Звонок тенькнул сперва неуверенно, потом громче. За дверью что-то загремело, она распахнулась. Максим стоял молча. Из двери на него сердито смотрела очень маленькая седая старушка.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 24th 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 did Maxim do in the Metro station before getting his ticket ? | 2 |
| 2. What behaviour of Maxim's shows he was not used to the escalator ? In what manner did he get off it ? | 2½ |
| 3. What attracted his attention on the platform ? What did he need to do when he changed trains ? How did he find the people on the stations behaved ? | 2½ |
| 4. Where was Maxim when he got out of the Metro and what did he see there ? How did he get from this point to Mozhaisk Road ; how did the road appear and why did he prefer it to the previous places ? | 3 |
| 5. What number did he want and how did he find it ? What did he do before going up the stairs ? | 3 |
| 6. What kind of ring did he make ? What kind of person opened the door ? | 2 |

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R (Higher II (b))

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 24th 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 :—

Dear Anna,

Here I am at last in Moscow! Though this is only my fourth day in Russia I'm getting used to the language and already feel I speak it better.

When the steamer left London it was pouring with rain, but on the second day the weather improved and there was sunshine and a calm sea until Leningrad. We had plenty of fun with some Russian students who were returning home, besides more serious conversations about life in both our countries.

Leningrad is a beautiful city—the several branches of the river which flow through it give it such an attractive appearance. The three days spent there were so full of visits and excursions that I should not remember them all if I had not written everything down. This I must continue to do in order to give my friends a detailed account later.

The day before yesterday I went for the evening to the artist L. whom we saw at the professor's last year. You know he wanted us to visit him if we should ever be in Leningrad. He was very kind and invited me to supper, after which he showed me some pictures and his daughters sang Russian songs.

Having arrived here only three hours ago by night train I have yet no clear impression of Moscow—only a wide view from the hotel window. You'll understand there is no time to write long letters, but I'll send another short one soon.

Yours,
Max.

(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) Рассказ старой лошади.

(b) Где лучше жить, в городе или в деревне?

(c) Рождество.

(25)

ARTICLE XXIV

CHAPTER

SECTION

ARTICLE

Section 1. The Board of Directors shall have the authority to...

Section 2. The Board of Directors shall have the authority to...

Section 3. The Board of Directors shall have the authority to...

Section 4. The Board of Directors shall have the authority to...

Section 5. The Board of Directors shall have the authority to...

Section 6. The Board of Directors shall have the authority to...

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 17th 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.
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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).

Mancavano ancora più di tre chilometri per arrivare a casa quando cominciò a piovere. Ma Giovanni alzò subito il vecchio ombrello rosso che la signora Marta gli aveva dato in prestito, e insieme con la cugina Maria, rideva contemplando quell'ombrellone che pareva dover proteggere sotto le sue ali un'intera famiglia. Maria passò di nuovo il braccio sotto a quello del ragazzo, gli si strinse addosso quanto più era possibile, e gli disse, "Così sarò al coperto con tutta la persona." Giovanni era fuori di sé dalla contentezza. Sulle prime era confuso, ma a poco a poco gli si sciolse la lingua e cominciò a discorrere con calore.

Quante cose si dissero i due cugini sotto a quell'ombrello! Ricorsero i tempi dell'infanzia allorché vivevano nella stessa città e passavano insieme molte ore di ogni giorno, litigando molto spesso, tirandosi anche di tanto in tanto i capelli, ma non potendo mai star divisi. Più tardi le famiglie erano andati ad abitare città diverse, e Maria e Giovanni ricordavano di aver pianto il giorno della separazione. Sì, certo, avevano pianto, avevano giurato di scriversi, ma non c'era stato caso di mantenere la promessa. Però Giovanni era venuto fin da quell'autunno a passare le vacanze presso la mamma di Maria, e così negli autunni successivi. Era quella anche per Maria la più lieta stagione dell'anno. E' vero, c'era stato un po' di raffreddamento quando Maria pareva voler diventare alta alta e Giovanni invece non si decideva mai a crescere. Allora ella lo guardava dall'alto al basso. Ma ormai questa umiliazione era finita, e Maria riconosceva lealmente che Giovanni non faceva punto una cattiva figura al suo fianco. Ma! Che peccato di non poter andare a braccetto tutto l'anno! Che peccato di non poter sempre confidarsi i pensieri intimi, i desiderii segreti, le piccole contrarietà della vita.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 17th 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 were Giovanni and Maria when it began to rain? Describe the protection they had from the rain. How had they obtained it? Why did it make them laugh? | 3 |
| 2. What did Maria do to make quite sure of not getting wet? How did her actions affect Giovanni? | 3 |
| 3. How had Giovanni and Maria had occasion to meet as young children? How much time did they spend together? How did they get on together? | 3 |
| 4. How had Giovanni and Maria come to be parted? What did they do on the day of parting? | 1½ |
| 5. Where and when did Giovanni and Maria first meet again? When did they meet subsequently? | 1½ |
| 6. What caused the cousins' friendship to cool? | 1 |
| 7. What regrets did the cousins feel as they walked together? | 2 |
| | 15 |

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (b))

Thursday, 17th 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 Strange Bedfellow

Quella sera, entrato nel suo nuovo letto, Benvenuto aveva già spento la luce e stava per addormentarsi quando sentì un lieve rumore.

Col batticuore egli accese di nuovo la lampada e vide un grosso topo che avanzava lentamente verso il letto.

“Cosa si fa adesso?” chiese il topo con voce sottile e nasale. “Chi ha occupato il mio posto?”

Benvenuto non rispose. La bestia, che pur si dava una grande importanza, fu costretto a dargli delle spiegazioni. Era il più vecchio topo della casa, il capo della comunità; il proprietario, disse, era suo amico e proprio con il suo permesso egli veniva a dormire dentro al materasso di quel letto tutte le notti di temporale. L'elettricità diffusa nell'aria gli dava un gran malessere e solo in quel letto riusciva ad avere pace.

“Ma non c'è mica temporale, stanotte,” notò Benvenuto.

“Non c'è ora, ma tra breve verrà. Non mi sbaglio io col tempo,” ribatté il topo. “Del resto, se proprio non vuoi smuoverti dal letto, ti concedo di rimanere. Posso entrare nel materasso lo stesso. Soltanto tirati un po' da parte, in modo da non schiacciarmi.”

Benvenuto, imbarazzatissimo, si tirò da una parte ed il topo, attraverso un buco evidentemente di vecchia data, entrò nel materasso, facendo un gran fracasso tra le foglie che lo riempivano.

Due o tre volte Benvenuto si addormentò ma poco dopo la voce del topo lo ridestava.

“Da qualche giorno soffro di insonnia,” disse il topo, “e poi non sono abituato a dormire così; ho sempre avuto il materasso a mia completa disposizione.”

(30)

[TURN OVER

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

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

Un giorno venne a trovarci un signore barbuto e nero, con una cassetta da violino sotto il braccio. Era un italiano che voleva dare dei concerti a Londra, e veniva con una lettera di raccomandazione a noi. Si offerse di suonare qualche cosa a me e a mio marito; e subito ritto in mezzo alla sala, senza 5 accompagnamento, attaccò la Zingaresca di Sarasate.

Suonò selvaggiamente, a testa china, sbattendo l'arco sulle corde, dimenandosi, coi capelli in tumulto e la barba agitata. Mio marito John lo contemplava, britannicamente stupito.

La porta si aprì ed ecco entrare nostra figlia Vivien con la bambola sotto 10 il braccio.

Ella si fermò sulla soglia e stette immobile guardando il violinista. All'ultimo accordo lasciò cadere la bambola e scoppiò in pianto. Pianse a lungo, rumorosamente, coi pugni sugli occhi. A noi che chiedevamo perché piangesse, rispondeva smarrita, tra i singhiozzi:

15 "Non so . . . non so . . . per tante cose!"

Il violinista era oltremodo lusingato e commosso.

"Questa bambina deve avere ingegno," dichiarò. "Perché non le fate studiare il violino?"

"Veramente, non ci avevamo pensato," diss'io.

20 "Sa la musica? Conosce le note?" chiese il maestro.

"No," disse mio marito. "Abbiamo vissuto nel West; la piccola non s'intende che di mucche e di cavalli."

"Ebbene, se permettono, le darò lezioni io," dichiarò l'artista.

E difatti venne all'indomani, portando, avvolto nella carta, un minuscolo 25 violino.

Lo trovammo molto bello, verniciato di fresco e color cioccolata.

Il maestro disse che era uno Stradivarius e me lo fece pagare 200 lire; ma questo è un dettaglio.

Vivien dapprima tentava di servirsene come un salvadanaio, ma io le 30 raccontai che dentro tutti i violini vive una fata, "lo Spirito della Musica" e la piccina ne fu deliziosamente commossa.

La trovai un giorno che ci versava dentro del pane e del latte, perché la fata si nutrisse. E poco dopo, d'accordo con un cuginetto, Teddy, rupperò a pezzi il coperchio con un martello perché la fata venisse fuori.

35 Ma la fata era fuggita.

Il Professore portò un violino nuovo che stavolta non costava che 12 lire. Disse che non era uno Stradivarius, però io trovai che somigliava molto all'altro.

Vivien non voleva saperne di studiare se la fata in questo violino non 40 c'era, e per assicurarsene volle scriverle una lettera, che impostammo quella sera in una delle aperture del violino. La fata nella notte la ritirò—non solo—ma la mattina, al posto di quella, trovammo una risposta su carta celeste!

QUESTIONS

A. Answer in English :—

Marks

- | | |
|---|----|
| (1) Why did the violinist first call on the author? What did the violinist look like? | 2½ |
| (2) Why did he play the violin on this occasion? Describe in detail his manner of playing. | 4½ |
| (3) How did Vivien react to his playing? What explanation(s) did she give for her reactions? | 5 |
| (4) What suggestion did the violinist make as a result? For what reasons did he make it?
How did he proceed to carry it out? | 3½ |
| (5) Describe Vivien's treatment of the two violins she was given. What reasons had she for each of her actions? | 6 |
| (6) Why, according to the violinist, did the second violin cost less than the first? Why was the author not convinced by the violinist's explanation? | 1 |
| (7) Explain the phrase "britannicamente stupito" (line 8.) and say why you think the author uses it here. | 1½ |

B. Answer in Italian :—

- | | |
|--|----|
| 8. (a) Dove Vivien trovò la risposta (line 42)? Chi scrisse la risposta? Perché? | 3½ |
| (b) Che conoscenza aveva Vivien della musica prima di venire a Londra? Perché? | 2½ |

30

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).

Paolo abita in campagna—passa la giornata solo in città—ci si diverte molto—perde l'ultimo treno—un signore con un'automobile porta Paolo a casa.

(25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 17th 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 :

Ma la grande settimana della neve è quella di Natale ; in quegli ultimi giorni dell'anno essa si accumula e prende possesso della terra creando la bella campagna bianca, delizia della stagione invernale. Si hanno dapprima otto o dieci giorni freddi, grigi, ventosi, durante i quali passa sulla nostra testa una migrazione continua di nubi grevi, molli, adipose, che vengono dai monti scomparsi laggiù dietro un tendone di nebbie, e vanno verso la bassura, verso il mare. Le nubi passano, passano . . . e via col vento e colle nubi, come portati nel loro grembo, passano a intervalli stormi neri d'uccelli. E poi a poco a poco il vento cade ; il grigio cielo mobile si arresta ; e tutte le nubi grigie, livide, nerastre, si fondono in una sola granda nuvolaglia, distesa su noi come una volta immensa, e la temperatura si ammolisce. Verso sera un contadino, guardando in alto, dice :—La neve è già nell'aria. — Perché per lo più la grande nevicata comincia colla notte ; ed al mattino, aprendo le finestre, i vostri occhi sono salutati dal biancore infinito della terra.

La settimana della grande neve è cominciata. E per cinque o sei giorni voi, gettando un'occhiata dal focolare alla finestra, ammirate la danza della neve in quel rettangolo di luce fredda. E se andate alla porta e la schiudete, ecco la neve che in un soffio d'aria fredda invade il portico e vi si attacca ai capelli ed alle spalle, nascondendovi la campagna a cento passi lontano. (30)

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

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

Nell'ora e nel giorno indicati, ecco che il professor Gianlucardi entra nel portone del palazzo ; e trova un servo che lo fa passare in una gran sala ingombra di mobili, posti così alla rinfusa che a lui, poco pratico di salotti sul gusto moderno, parve di entrare nel magazzino ben fornito di un mercante di mobili: 5 e in quel momento pensò al suo salotto con quelle sei seggiole allineate alle pareti, col canapè verde e vicino il tavolino di ciliegio lucido come uno specchio. Il professor Gianlucardi, che è un omaccione alto e massiccio, non sapeva come rigirarsi tra tanti mobili, e per scansare un canapé inciampò in un tavolino e capovolve una sedia ; tanto più che le pesanti, ampie tende delle 10 due finestre attenuavano anche troppo la luce in quella sala.

Una vocina garrula con delle note di riso frenato a stento, diede il ben arrivato al professor Gianlucardi, che aguzzando gli occhi vide all'estremo lato della sala, seduta sopra una poltroncina, la sua antica scolara Albertina. Lei gli fece festa e cominciò subito a discorrere fitto fitto, rammentando il tempo 15 in cui era stato suo maestro di letteratura. " Povero professore ! Si rammenta di quel giorno che mi sgridò tanto, e io mi provai a sgridare lei ? E così lei mi chiamò la sua alunna ribelle . . ." E continuava a parlare sempre lei, e con tutte queste reminiscenze non riusciva al professore, gran parlatore abituato a essere ascoltato, di manifestare lo scopo della sua visita. Finalmente 20 potè accennare così alla spezzata quello che doveva dirle, ma lei lo interruppe subito. " Ho capito," disse, " Lei mi vuol dire in nome della mamma che non devo più frequentare la baronessa perché è divorziata. Ma io . . ." Qui il professor Gianlucardi la interruppe coraggiosamente, e cominciava a dar prova della sua eloquenza quando ecco arrivare una signora a far visita ; 25 poi due giovani eleganti, e finalmente due signore madre e figlia ; e allora un ricambio di saluti, di baci, di strette di mano, di risa, e poi una conversazione ben nutrita sui fatti del giorno, sulle mode, sui teatri, e su cento scandalucci saporosi. Il professor Gianlucardi capiva che bisognava andarsene. Però, nell'atto di stringere la mano ad Albertina, le disse piano, " Posso portare a 30 sua madre la sua promessa che . . . ? " " No, no," rispose l'altra, " Venga domani e ne riparleremo."

QUESTIONS

N.B.—Answer all questions in English, except where you are clearly told to do otherwise.

1. Describe Professor Gianlucardi's passage through Albertina's sitting-room.

Why did he have to cross the room ?

What are the various factors mentioned that made it so difficult for him to do so ?

In his opinion, what did the room resemble ?

2. How was the Professor's own sitting-room furnished ? What can you deduce about his character from the description of his sitting-room ?

Marks

5½

4

3. On whose behalf had the Professor come?
What was the object of his visit? 2
4. Explain what probably made Albertina's voice sound on this occasion "con delle note di riso frenato a stento" (line 11) 2
5. What did Albertina talk about? Why did the Professor not join in the conversation and why was this fact surprising? 4
6. Describe the behaviour and conversation of the visitors who interrupted the Professor's interview with Albertina. 4½
7. What further attempt did the Professor make to carry out his mission? How successful was he? 3
8. Give three of Albertina's outstanding characteristics.
(Refer to the text in support of your answer.) 3

Answer in Italian :—

9. Mentre traversava la sala d'Albertina perché pensò il Professore al suo salotto? 2
-
- 30
-
3. Translate carefully, with due attention to English form and expression :—
- Suonai il campanello, discretamente. Il cuore non mi era mai battuto così forte come allora, nemmeno quando avevo dovuto aspettare tre o quattro ore negli uffici degli editori. Che questo signore volesse prendersi gioco di me? Eppure, la sua lettera aveva un tono di serietà indiscutibile! La sapevo a memoria, ormai; tante volte me l'ero letta e riletta. Passarono due o tre minuti — un'eternità. Finalmente, sentii uno stropiccio di passi dietro la porta. Questa s'aprì, e un servitore sorse la sua faccia rotonda tra i due battenti socchiusi.
- "Il signor Conte è in casa?" domandai.
- Il domestico mi squadro' tutto, con un'occhiata sola, dai piedi alla testa. Avevo le scarpe infangate e il cappello bagnato dalla pioggia che cadeva a rovesci.
- "Lei chi è?" mi chiese a sua volta.
- "Io? Il signor Conte m'aspetta. Mi ha dato appuntamento qui. Ecco la sua lettera."
- E mostrai la lettera.
- Il domestico cedette all'evidenza.
- "Entri pure," mi disse, ma tuttavia con una cert'aria di degnazione.
- "S'accomodi pure. Chi devo annunciare?"
- "Inutile dirgli il mio nome, tanto non mi conosce mica . . ."
- "Ma allora? . . ." fece il servitore smarrito.
- "Allora: che? Non importa. Basta presentargli la lettera."
- Egli scomparve su per una scala. Io restai solo nell'atrio. Era spazioso e magnifico come la navata di una chiesa, con due coppie di colonne doriche e una serie di piante in grandi vasi antichi. Nel pavimento ci si specchiava. Tutto una meraviglia.

The first part of the document is a letter from the Secretary of the State to the Governor, dated the 10th of January, 1862. The letter is addressed to the Governor and is signed by the Secretary. The letter contains the following text:

Sir, I have the honor to acknowledge the receipt of your letter of the 8th inst. in relation to the application of the State of New York for the admission of the State of New York to the Union. I have the honor to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully, your obedient servant,

J. B. Thompson, Secretary of the State.

The second part of the document is a report from the Secretary of the State to the Governor, dated the 10th of January, 1862. The report is addressed to the Governor and is signed by the Secretary. The report contains the following text:

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 17th 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.)

Nelle tombe delle regine egiziane

Entrando nel buio di questo sepolcro, mi sembra davvero di lasciare lontano, dietro di me, il soleggiato mondo dei vivi. Penetro in un lungo corridoio; poi in un'ampia cappella da cui si vedono altre stanze sepolcrali. Sulle pareti danzano mille demoni e si snodano dei grandi serpenti verdastri. Il caldo è asfissiante ed io devo scuotere continuamente la lampada, di cui la fiamma oscillante brilla più intensa per un attimo e poi nuovamente si abbassa.

D'improvviso sento corrermi nelle vene un piccolo fremito nervoso. Penso: "E se mi venisse male, quaggiù, in questa tomba dove nessuno mi ha visto entrare? Sarebbe pur terribile! Tanto più che, se anche gridassi, nessuno mi sentirebbe."

Mi inoltro con passo deciso nell'ultima stanza. Qui si trova la profonda cripta. Mi sporgo a guardar giù: alla mia sorpresa è vuota. Come immenso è il silenzio! La fiamma della lampada vacilla sempre più. La scuoto, la innalzo e . . . a due passi da me, in un angolo tra tanti fiori appassiti, vedo una macabra figurina, dalle scarne mani contorte, dal terrificante sorriso, dagli enormi occhi pieni di tenebre: spaventosi occhi che sembrano guardarmi con minaccia. Mi par quasi che sia la Morte stessa che mi guarda così. Rimango immobile a contemplarla. E nella mia mano la lampada chetamente si spegne. Io sono al buio, sotto la terra, con quella morta, nell'immenso silenzio e nella completa solitudine.

Un brivido glaciale mi percorre tutta. Come troverò la strada per uscire? Come potrò tornare fuori al sole? D'un tratto . . . mio Dio! . . . qualcosa accanto a me . . . si muove . . .! Non mi sbaglio: ho udito un lieve rumore. Il terrore m'irrigidisce. Pietoso Dio! Che cosa c'è di vivo in questa tomba con me? Con gli occhi sbarrati nel buio sto in ascolto. Ecco . . . ecco, ancora! Qualcosa mi ha toccato la guancia . . . come un soffio . . . come un respiro. . . .

Getto un urlo, un urlo che cade molle e sordo in quest'antro sotterraneo. Lascio cadere la lampada che batte il pavimento con metallico rumore. Cerco l'uscita, freneticamente. Non so più orientarmi. Urto contro le pareti, batto il viso contro le colonne. E il cuore mi martella così pazzamente che mi pare debba cogliermi la morte.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE (SECOND PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 17th March—1.30 P.M. to 2.0 P.M.

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

QUESTIONS

	<i>Marks</i>
1. Describe the appearance of the chapel in the tomb.	$2\frac{1}{2}$
2. What thoughts first made the author feel nervous?	1
3. (a) What surprised the author when she reached the last room? (b) Describe fully what she saw in a corner of this room.	4
4. When the author's lamp went out, what factors or happenings combined to frighten her?	$3\frac{1}{2}$
5. In what ways did the author show that she was terrified?	4
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WORTHINGTON LEAVING CERTIFICATE EXAMINATION

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1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 17th 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 :

The village was beginning to wake up now. A man in his shirt sleeves and without a hat, a big angry man, was furiously hunting a fat pig all round a small field adjoining a cottage, trying to drive it into a corner ; he swore and shouted, and out of the cottage came a dirty looking girl in a ragged dress with her hair hanging all over her face, to help him with the pig. A little further on I caught sight of yet another human being, a tall thin old woman in cap and shawl, who came out of a cottage and moved feebly towards a pile of wood a few yards from the door. Just as she got to the pile I passed, and she slowly turned and gazed at me out of her dim old eyes. Her face was the colour of ashes and was like the face of a corpse, still bearing on it the marks of suffering endured for many miserable years. And these three were the only inhabitants I saw on my way down the street.

At the end of the village the narrow street became a broad white road with high ancient oak trees on either side, their upper branches meeting to provide a pleasant shade for the traveller. As soon as I got to the trees I stopped to enjoy the delightful sensation the shade produced, and looking back along the village street, I thought of the woman in the cemetery. (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) Il mio passatempo preferito.

(b) Raccontate le esperienze di un vecchio marinaio.

(c) Andate al cinema o al teatro con un bambino.

(25)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

LOWER GRADE

Wednesday, 16th 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. Describe fully how you would verify by experiment the parallelogram law giving the resultant of two non-parallel co-planar forces acting at a point.

7½

What do you understand by the statement that the coefficient of kinetic friction between oak and white wood is 0.2? Find the work done in moving an oak chest of mass 150 lb. a distance of 20 ft. horizontally along a white wood floor.

5

2. Describe fully how you would find the specific heat of paraffin oil.

7

What are the special features of a clinical thermometer? Explain their purpose.

3½

Convert 98.4° F. to degrees centigrade, correct to one place of decimals.

2

3. State the laws of refraction of light.

Sketch the path of a ray of light passing through a rectangular slab of glass, marking clearly the angles of incidence and refraction. What do you know about the emergent ray?

5

What type of lens would you use as a magnifying glass? Explain clearly how it must be used, and draw a sketch to show the formation of the image.

5

A lamp is set at a distance of 6 ft. from one side of a photometer screen. Where must a second lamp of twice the candle power be placed so that both sides of the screen will be equally illuminated?

2½

4. (i) State Boyle's law and describe an experiment by which you would verify it.

7½

(ii) How does a musical sound differ from a noise?

How would you use a set of test-tubes in order to obtain all the notes of a musical scale? On what does the pitch of the notes depend?

State briefly how notes of different pitch are obtained on **either** a tin whistle **or** a trombone.

5

5. Sketch the circuit you would use to find the resistance of a given coil of wire.

3

Given three coils, each of resistance 3 ohms, show by means of sketches how you would arrange them to give an effective resistance of (i) 1 ohm, (ii) 2 ohms. Explain why each arrangement gives the desired result.

5½

The E.M.F. of a cell is 1.5 volts. When a resistor of 2 ohms is connected across its terminals the potential difference between them is 1 volt. Find the internal resistance of the cell.

4

Marks

6. (i) A lamp bulb is marked 100 W., 250 V. What does this mean? What further information can you deduce about the lamp? State one of the special features about the construction of an electric bulb and discuss its importance.

5

Explain the purpose and working of a fuse in an electric circuit.

2½

(ii) Describe an experiment to show that a current-carrying conductor placed in a magnetic field experiences a force due to the field. State clearly what you would find about the direction of this force.

5

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. Give a detailed account of an experiment to find the equivalent of magnesium. 7

The equivalent of a solid element was found to be 52 and its specific heat 0.03. Calculate the atomic weight of the element. 3½

Find the percentage weight of copper in cuprous oxide. 2

8. Describe fully an experiment to show the reaction of calcium with water. How would you identify the products of the reaction? 7

Account for the formation of temporary hard water in a lime-stone district. Why is this hardness called *temporary*? Name a substance which may be used to soften water that is temporarily hard, and give the equation for the reaction. 5½

9. What is (i) a standard solution, (ii) a normal solution?

If you found that 20 c.c. of a caustic soda solution were neutralised by approximately 1 c.c. of N. hydrochloric acid, how would you find the exact normality of this caustic soda solution? 8½

The concentration of a solution of caustic soda is 50 gm. per litre. What volume of this solution must be taken to make 100 c.c. of a normal solution? 4

10. Describe with the aid of a labelled sketch how you would prepare and collect nitric acid. 5

What happens when nitric acid reacts with (i) a solution of ammonia in water, (ii) sulphur? How would you identify two of the products in the second reaction? 7½

11. Outline experiments by which you would obtain from dry hydrogen chloride samples of (i) hydrogen, (ii) chlorine. 5

Explain fully the bleaching action of chlorine. 3½

Given a specimen of common salt, how would you verify that it was a chloride? 4

12. Without drawing sketches, describe briefly the reactions (one for each) for the preparation of (i) sulphur dioxide, (ii) sulphur trioxide. State in each case the reaction conditions. 7

What compounds of sulphur are generally present in impure coal gas? State briefly how these impurities are removed. 3½

What is the action of concentrated sulphuric acid on sugar? What property of the concentrated acid is involved? 2

SECTION III—Botany

Marks

13. What external features enable you to distinguish Monocotyledons from Dicotyledons ?

3

Name two families belonging to the Monocotyledons and name a member of each family. For each of these examples make a labelled drawing of the flower to show its structure.

8½

State one characteristic difference between the two families shown by these flowers.

1

14. Describe experiments (one experiment for each)

(i) to show that a leaf of a potted plant is transpiring,

(ii) to estimate the weight of water transpired in a given time by the potted plant. What assumptions are made in this experiment ?

9

Explain why a bunch of cut flowers wilts if it is not put into water. Account for the drooping on a very windy day of tall herbaceous plants in a garden.

3½

15. Describe an experiment with an aquatic plant to show that, under certain conditions, starch is produced in the leaves of the plant and a gas is given off. How are these conditions provided in the experiment ?

9

State two ways in which the aquatic plant may use the starch.

2

How does the normal nutrition of plants differ essentially from that of animals ?

1½

16. Make a labelled diagram of a vascular bundle of a monocotyledon stem to show the arrangement of the tissues as seen in transverse section.

4

Describe fully a xylem vessel and a sieve tube. Discuss ways in which the structure of the xylem vessel may be related to its function.

8½

17. Choose **three** examples of fruits which differ widely in their adaptations for wind dispersal of the fruits or seeds. For each, name the plant, make a labelled drawing of the fruit, and state the botanical nature of the part which has been adapted to aid dispersal.

9½

From your observations on the invasion of waste ground or a garden by weeds, name **two** other plants which have efficient methods of fruit or seed dispersal by wind. What other factors contribute to their success in establishing themselves in such a place ?

3

18. With the aid of a labelled drawing, describe the structure of a named bulb and state two ways in which it is adapted for perennation.

5

How would you distinguish a corm from a bulb ? Make a labelled drawing to show the structure of a named corm at the time of planting. Draw the complete plant as it would appear some weeks after flowering and comment on changes in appearance that have occurred in the interval.

7½

19. (Turn over.)

SECTION IV—Zoology

- | | Marks |
|--|-------|
| 19. Make a labelled diagram of the alimentary canal of an earthworm. | 4 |
| State what happens to the food as it passes through each region of the canal. | 5 |
| Write a brief note on the parts played by the yellow (chloragogenous) cells and cilia in the excretion of waste matter. | 3½ |
| 20. Describe the feeding habits and methods of respiration at each stage in the life of a frog. | 12½ |
| 21. Give an account of symbiosis in <i>Hydra</i> . | 3½ |
| Describe the position and structure of the sex organs in <i>Hydra</i> . | 4 |
| How does this animal move from place to place? How does it survive the drying up of the pond in which it lives? | 5 |
| 22. Describe the structure of a mammalian heart and explain the ways in which this structure enables the heart to perform its functions. | 7½ |
| Trace the route by which the blood transports nourishment from the small intestine to the tissue of the lungs. | 5 |
| 23. Write notes on the following, including in each case references to features which are of advantage in safeguarding the embryo :— | |
| (i) the egg of a butterfly, | |
| (ii) the egg of a trout, | |
| (iii) the egg-case of a dogfish or skatc, | |
| (iv) the egg of a bird. | 12½ |
| 24. Name a habitat of which you have made a special study. Select four invertebrate animals (excluding the earthworm) living in this habitat and state the groups (phyla) to which they belong. | 4 |
| Choose one of these animals and give an account of its life-history and activities, referring particularly to your own observations. | 8½ |

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(BOTANY)

Thursday, 17th 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.

1. Make a large labelled diagram to illustrate the structure of a representative part of a dicotyledonous leaf as seen in transverse section under a microscope. Marks

Describe ways in which the leaf appears to be adapted by its shape and structure for photosynthesis. 7

Describe an experiment to investigate whether the two surfaces of a leaf differ in their rate of gaseous exchange. 9

2. Make labelled diagrams of a named member of the Caryophyllaceae to show 4

(i) the type of inflorescence,

(ii) the structure of the flower, including a transverse section of the ovary, and 8

(iii) a ripe fruit. 8

List the distinguishing characters of the Caryophyllaceae illustrated by your example and describe the way in which it disperses its seeds. 9

Name another family with placentation similar to that of the Caryophyllaceae, and state two important floral characters which are different in the two families. 3

3. Why may cotyledons be described as seed *leaves*? Describe, with the aid of drawings, the appearance of the cotyledon or cotyledons in (i) maize **or** other cereal grain, (ii) pea **or** broad bean, and (iii) sunflower **or** sycamore fruits. 10

For each of the three examples chosen, comment on any changes of shape, structure, or function which occur in the cotyledons after germination. 10

Name three enzymes which are present in seeds and which are involved in changes at germination. Write short notes on the reactions they catalyse. Describe an experiment to illustrate the action of one of the enzymes. 10

4. Illustrate the external appearance of the rhizome and frond of a named fern by labelled drawings.

5

Describe a ripe sporangium. How are the spores liberated? In what respects do these spores differ from seeds?

9

Give reasons for the view that ferns are more primitive than flowering plants.

6

5. State the characteristics of meristematic cells. Name three permanently meristematic regions in the stems of perennial dicotyledons and mention the tissues to which the cells give rise.

9

Describe experiments (one experiment for each)

(i) to show the region of maximum elongation in the root of a seedling,

5

(ii) to measure the elongation of a shoot over a period of four hours.

6

6. Describe briefly the external appearance of (i) *Protococcus* (*Pleurococcus*) or yeast, (ii) *Fucus*, and (iii) *Mucor* or mushroom. Where would you expect to find the plants you have chosen growing? For what reason are these three plants classified as thallophytes?

13

Explain four ways in which *Fucus* is adapted to its environment. Write a brief note on economic uses of seaweeds.

7

7. Either,

(a) Name a deciduous angiosperm tree which you have observed throughout a year and describe, with the aid of sketches, the appearance and arrangement of the winter buds, a leaf, a fruit, and any other notable recognition features of the tree. Write a note on adaptations of its fruit for seed dispersal.

9

How does Scots Pine differ from this tree in external features? Discuss two differences in the life history of these trees.

11

Or,

(b) During field outings throughout a year the following plants were seen :—

wood anemone, lesser celandine, purple clover, red deadnettle, wild garlic (ramsons), various grasses, dog's mercury, shepherd's purse, whin.

(i) Name three of these plants which would be seen in full flower and leaf in the spring only. Suggest possible reasons for, and advantages of, their early appearance.

7

(ii) Name two grasses that could be seen by a roadside. Write notes on those features of their flowers which are probably related to pollination.

5

(iii) Account for the crackling heard in whin bushes on a hot day in late summer.

2

(iv) Clover was growing in a hayfield. How might the soil be improved by the clover?

3

(v) On an autumn outing, how would it be possible to identify a plant as a deadnettle in the absence of its flowers?

3

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**SCIENCE****HIGHER GRADE—(CHEMISTRY)**

Wednesday, 16th 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. (i) Show, by diagrams, the atomic structures of sodium and oxygen, and discuss briefly the electronic structural changes that take place when sodium combines with oxygen.

8

(ii) Describe an experiment to find the molecular weight of carbon dioxide.

7

Excess of a volatile liquid (boiling point 80°C .) was placed in a flask of 291 c.c. capacity. The flask was heated to 109°C . and kept at that temperature until all the liquid was vaporised. The flask was then sealed and cooled to room temperature. If the weight of liquid remaining in the flask was found to be 0.720 gm., calculate the molecular weight of the substance.

Barometric pressure = 75.4 cm.

5

[TURN OVER

2. Make a labelled sketch of the apparatus you would use to prepare pure dry chlorine, indicating how any impurities are removed. Give the equation for the reaction used in your preparation. What is the objection to collecting chlorine over mercury ?

8

How would you show the action of chlorine on a concentrated solution of ammonia ? Discuss the nature of this reaction.

6

Given a mixture of sodium chloride and sodium iodide how would you show the presence of both the chloride and the iodide ?

6

3. How would you prepare a few jars of (i) methane, (ii) ethylene ?

10

Given a jar which is known to contain either methane or ethylene describe how you would use bromine to identify the gas. Explain the principle of the method used in terms of the molecular structure of these gases.

5

9.8 c.c. of a mixture of methane and ethylene required 24.2 c.c. of oxygen for complete combustion. Calculate the composition of the mixture.

5

4. State precisely what is meant by the equivalent weight of (i) a metal, and (ii) a salt.

4

Describe how you would find the equivalent weight of magnesium by volumetric analysis, given any *normal* solutions you may require.

9

50 c.c. of normal hydrochloric acid were added to 1.52 gm. of limestone and the resulting solution made up to 200 c.c. with distilled water. If 22.5 c.c. of the diluted solution were required to neutralise 25 c.c. of decinormal sodium hydroxide, find the percentage of calcium carbonate in the limestone, assuming that the impurities present did not react with the acid or the alkali.

7

5. Describe the preparation and collection of hydrogen sulphide.

5

How would you show by analysis that the gas you have prepared contains both hydrogen and sulphur ?

6

What is the action of hydrogen sulphide on (i) sodium hydroxide, (ii) lead nitrate ? State the type of reaction in each case.

5

Describe what happens when moderately concentrated nitric acid is added to a solution of sodium sulphide.

4

6. Give an account of the synthesis of ammonia by an industrial method.

9

State briefly how the nitrogen of this ammonia may be made available to plants. Mention two other methods of replenishing nitrogen compounds in the soil.

4

How would you show experimentally the effect of heat on ammonium sulphate and on ammonium nitrate ?

7

7. **EITHER**

(a) Write notes on the action of zinc with :—

- (i) sulphuric acid ;
- (ii) cupric chloride solution ;
- (iii) a solution of ferric chloride in hydrochloric acid ;
- (iv) sodium hydroxide solution.

10

Describe how you would prepare samples of :—

- (i) calcium sulphate from calcium carbonate ;
- (ii) copper sulphate from copper nitrate ;
- (iii) sodium bicarbonate from sodium carbonate.

10

OR

(b) Discuss the relative ease of formation and stability of the oxides of mercury, copper, and aluminium. Give one further illustration of any gradation in the reactivities of the three metals.

11

Give an account of the industrial extraction of iron.

9

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(PHYSICS)

Thursday, 17th March—9.15 A.M. to 11.45 A.M.

Not more than FIVE questions should be attempted.

$g = 32$ ft. per sec. per sec. or 981 cm. per sec. per sec.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

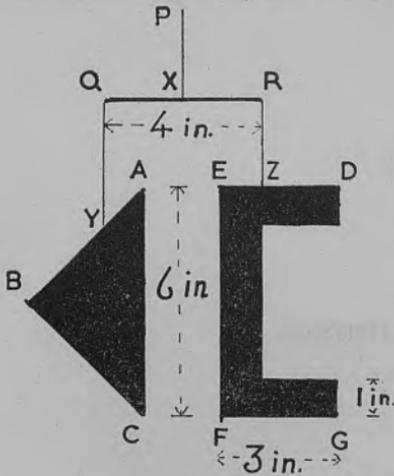
Mathematical tables are provided.

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) State the *principle of moments*.Describe an experiment to verify the principle for a body in equilibrium under the action of **FOUR** parallel forces.

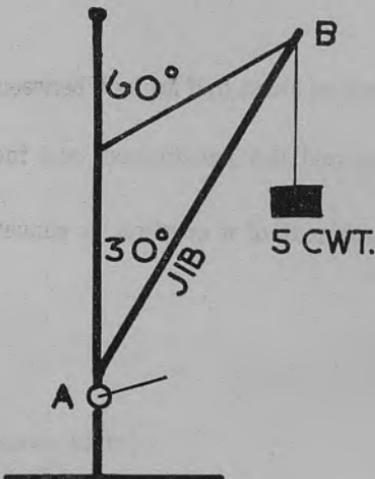
The diagram shows, suspended from the point P, a light rigid bar, QR, from which hang two shapes cut from thin cardboard. One is an isosceles right-angled triangle ABC, with AC 6 in., the other a rectangle DEFG, 6 in. by 3 in., from which a smaller rectangle 4 in. by 2 in., has been cut away as shown. The shapes and the bar are free to swing about the threads PX, QY, and RZ. If QR is horizontal and the edges AC and EF vertical, calculate the lengths QX, AY, and EZ.

11

Or

(b) What do you understand by the *resolved part of a force* in a given direction? What is the value of the resolved part of a force of 2 lb. wt. in a direction making an angle of 40° with the line of action of the force? Describe an experiment by which you could verify as accurately as possible this value for the resolved part.

10



The diagram represents a jib crane with a windlass at A for hoisting the load. The rope from the windlass is parallel to the jib. Find graphically or otherwise the force exerted by the jib at B assuming the tension in the rope holding the load is the same throughout its length.

5

The barrel of the windlass has a diameter of 6 in. and the handle a radius of 15 in. If the windlass has an efficiency of 90%, what is the least force that must be applied to the handle to raise the load slowly and how should it be applied?

5

2. What do you understand by the term *kinetic energy*? How do you arrive at an expression for the kinetic energy of a body of mass m moving with velocity v ?

5

Describe an experiment in which you could measure the force acting on a body and the acceleration produced by the force. Explain clearly how you would verify the relation between them.

7

A body of mass 5 lb. starts from rest at the top of a plane of length 20 ft. inclined at an angle of 60° to the horizontal. The coefficient of kinetic friction between the body and the plane is 0.5. Calculate:

(i) the work done in overcoming friction as the body slides to the foot of the plane;

(ii) the kinetic energy of the body at the moment when it reaches the foot of the plane.

8

3. A fixed mass of gas may vary in pressure, volume, and temperature. Taking each of the three variables in turn as constant, sketch a graph for each case showing the relation between the other two. (No marks will be awarded to graphs with inadequately labelled axes.)

7

Describe in detail an experiment to obtain the data for a graph showing the relation between pressure and temperature when volume is constant.

7

A Fortin barometer has some air above the mercury. The top of the barometer tube is 90 cm. above the level of the mercury in the cistern. On a day when the temperature is 17°C . and the true atmospheric pressure is 76 cm. of mercury, this barometer reads 73 cm. What is the true atmospheric pressure on a day when the temperature is 7°C . and this barometer reads 74 cm.?

6

4. Either

(a) Define the *coefficient of linear expansion* of a solid.

Describe in detail an experiment to find the coefficient of linear expansion of a metal.

9

State the relation between the *real* and the *apparent* coefficients of cubical expansion of a liquid and show how you arrive at this relation.

3

A cylinder of metal alloy of mass 100 gm. weighs 55 gm. when immersed in glycerine at a temperature of 0°C ., and 56.6 gm. when immersed in glycerine at 80°C . Calculate the real coefficient of cubical expansion of glycerine.

8

Density of metal alloy at 0°C . = 2.8 gm. per c.c.

Coefficient of linear expansion of alloy = 0.0000226 per C. degree.

Or

(b) Define *specific heat* and *latent heat of vaporisation*. State, with reasons, whether or not the numerical values change if British units are used instead of metric.

7

Describe an experiment to determine as accurately as possible the latent heat of vaporisation of water. Explain how the value of your result would be affected if you failed to dry the steam.

8

A copper cube of mass 100 gm. is kept in an oven until it reaches the oven temperature of 600°C . It is transferred quickly to a copper calorimeter of mass 150 gm. containing 200 gm. of water at 16°C . If the final temperature of the calorimeter and its contents is 40°C ., calculate the mass of water that was turned into steam as the cube met the water.

5

Specific heat of copper = 0.1.

Latent heat of vaporisation of water = 540 cal. per gm.

5. (Turn over)

5. What arrangements would you make, using a triangular glass prism, to produce a pure spectrum on a screen ?

4

Explain any **TWO** of the following :—

- (i) the colour obtained after mixing yellow and blue pigments ;
- (ii) the effect seen when a source of white light is viewed through a piece of red glass and a piece of green glass is interposed between the source of light and the red glass ;
- (iii) the appearance of a piece of white paper when a person looks at it immediately after looking steadily at a bright yellow light for a few minutes.

5

Describe fully how you would set up an experiment to demonstrate the action of **either** a compound microscope **or** an astronomical telescope. Draw a diagram showing how the magnification is brought about.

11

6. What determines (i) the pitch of a note, (ii) the quality of a musical note ?

3

Describe how you would use a sonometer to establish the relation between the frequency and (i) the length, (ii) the tension of a vibrating string.

9

A steel wire of length 30 cm. and area of cross-section 0.005 sq. cm. is required to emit, as its fundamental, a note of frequency 256. Calculate the tension which must be applied.

4

What length of closed pipe, diameter 3 in., would be in resonance with this note ?

4

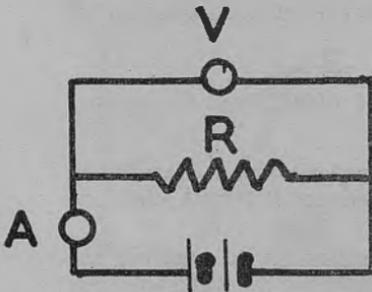
Density of steel = 7.8 gm. per c.c.

Velocity of sound in air = 1,100 ft. per sec.

7. Define the *ampere* and the *volt*.

State the factors which determine the resistance of a wire of given material assuming the temperature is constant. Write an equation to show the relation.

6



In the circuit shown in the diagram the resistances of the voltmeter V, the resistor R and the ammeter A are 1,000 ohms, 200 ohms, and 2.5 ohms respectively. The battery has an e.m.f. of 4.4 volts and a negligible internal resistance. Calculate the readings which should appear on the voltmeter and the ammeter, assuming that the voltmeter can be read to the nearest tenth of a volt

and the ammeter to the nearest milliampere.

7

Sketch the circuit you would employ, using these instruments, to find as accurately as possible an unknown resistance of (i) approximately 3 ohms, (ii) approximately 900 ohms. Explain briefly the purpose of any additional piece of apparatus you consider desirable and the reason for any differences you make between the two experiments in the arrangement of the circuit or the method of calculation.

7

8. (i) The mass of copper deposited in a voltameter in 30 minutes is 0.534 gm. An ammeter in series with the voltameter records a steady current of 0.92 amp. What is the error in the ammeter reading?

3

Sketch the circuit you would use in carrying out an experiment to calibrate an ammeter in this way and detail the precautions you would take to ensure accuracy.

7

A fuel cell produces electricity by the combination of hydrogen and oxygen, the relation between the masses of these elements and the quantity of electricity being the same as in the reverse process, the electrolysis of water. Such a fuel cell produces 5 kilowatts at 24 volts when running at 80 per cent efficiency. What masses of hydrogen and oxygen combine when the cell runs for 5 minutes?

5

Electro-chemical equivalent of copper = 0.00033 gm. per coulomb.

Chemical equivalent of copper = 33.

Chemical equivalent of oxygen = 8.

(ii) A heating coil of resistance 20 ohms is connected to the terminals of a battery of e.m.f. 8.8 volts. If heat is generated in the coil at the rate of 50 cal. per minute, what is the internal resistance of the battery?

5

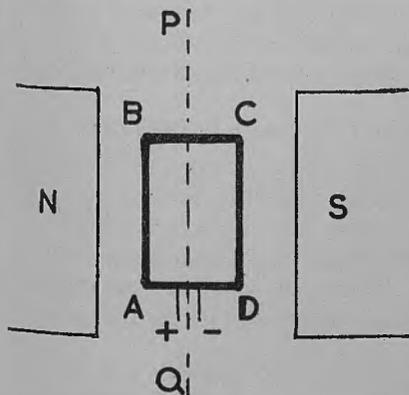
4.2 joules = 1 cal.

9. What do you understand by *magnetic flux density*? Show how a definition of unit magnetic flux density may be derived from consideration of the effect of a magnetic field on a current-carrying conductor.

6

Given a U-shaped magnet, describe the experiment you would perform to determine the flux density between its poles.

7



The diagram shows a rectangular coil of wire, ABCD, with $AB = 3\text{cm.}$ and $BC = 2\text{cm.}$, which is free to turn about the axis PQ and which is lying in a uniform magnetic field of strength 20 gauss. If there are 15 turns of wire in the coil and a current of 0.1 amp. is flowing in the direction ABCD, find the magnitude and direction of the forces on AB and CD when the coil is (i) in the plane of the paper, (ii) at right-angles to the plane of the paper. What is

the significant difference between these two positions?

7

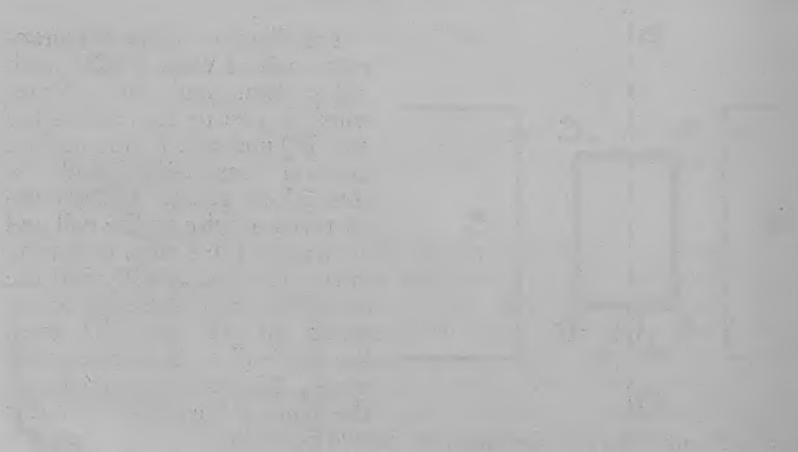
The first part of the paper discusses the general theory of the subject, and the second part discusses the application of the theory to the case of the present investigation.

The theory of the subject is based on the assumption that the system is in a state of equilibrium. This assumption is valid for the present case, as the system has been allowed to reach equilibrium before the measurements were taken.

The application of the theory to the case of the present investigation is based on the assumption that the system is in a state of equilibrium. This assumption is valid for the present case, as the system has been allowed to reach equilibrium before the measurements were taken.

The results of the present investigation are shown in the following figures. The first figure shows the results of the measurements of the first set of experiments, and the second figure shows the results of the measurements of the second set of experiments.

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1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

HIGHER GRADE—(ZOOLOGY)

Tuesday, 22nd 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.

- | | <i>Marks</i> |
|--|--------------|
| 1. State briefly what you understand by secretion, excretion, and defaecation. | 4 |
| Write a note on two examples of secretion in the earthworm. | 6 |
| Give a detailed account of the way in which excretion is effected in (i) the earthworm, (ii) the cockroach. Describe the organs concerned. | 10 |
| 2. Make labelled drawings to show :— | |
| (i) the external appearance of a fully extended hydra, | |
| (ii) a small portion of the body wall in longitudinal section, | |
| (iii) a discharged cnidoblast. | 10 |
| Trace the sequence of events by which a violent stimulus brings about a sudden contraction of this animal. How does it extend itself again ? | 4 |
| Describe asexual reproduction in <i>Hydra</i> . What conditions encourage this ? | 4 |
| State two common characteristics of the Phylum Coelenterata which are not shown by <i>Hydra</i> . | 2 |
| 3. Explain how respiration is effected in a dogfish or a skate. Refer to the respiratory movements, the structure of a gill, and the part played by the different constituents of the blood in the transport of oxygen and carbon dioxide. | 13 |
| Describe, with labelled diagrams, the situation of the gills, and detail the route taken by the blood in passing from the sinus venosus through the gills into the dorsal aorta. | 7 |

[TURN OVER

4. Write notes on the following as found in a frog :—
 pulmo-cutaneous arches, semi-lunar valves, hepatic portal vein,
 fat bodies, vasa efferentia, oviducts. 20
5. Describe in detail what happens to the fats and proteins in the
 different regions of the alimentary canal of a named mammal. 12
- How are the different types of mammalian teeth adapted for their
 particular function? Draw a labelled diagram of a mammalian tooth.
 How does the dentition of a rodent differ from the general pattern? 8
6. (i) How is the human eye protected from injury by dirt, contact,
 or excessive light? How is the normal eye enabled to focus clearly on
 near and on distant objects? Where and what is the blind spot? 8
- (ii) Describe the shoulder joint and the atlas vertebra of a mammal.
 State how the structure of each is related to its function. 12
7. **Either**
- (a) Write an essay on Animal Colouration with reference to animals
 found in Britain. 20
- Or**
- (b) Write an essay on any particular piece of field work in zoology
 which you have personally carried out. 20

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE—ENGINEERING

HIGHER GRADE—(APPLIED MECHANICS AND HEAT ENGINES)

Tuesday, 22nd 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.

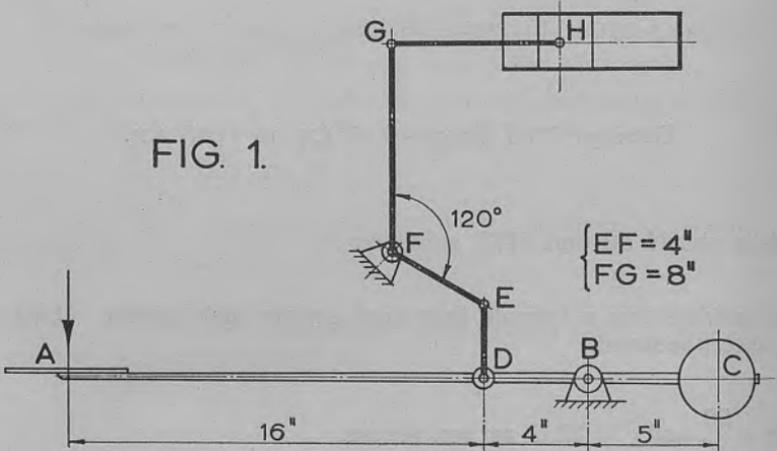
N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each part of each question is shown in brackets.

[TURN OVER

1. Figure 1 shows the mechanism of a single-acting foot-pump. The main lever ABC, pivoted at B, carries a balance-weight of 12 lb. at C to return the mechanism at the end of the working stroke. From pin D in this lever a vertical link DE connects with the bell-crank lever EFG pivoted at F. The diameter of the piston H is 2 inches. Neglecting friction and the weight of the levers, calculate :—

- (a) the pressure in the cylinder at the given position if a force of 40 lb. is applied at A ; (15)
- (b) the approximate stroke of the pump for a travel of 6 in. at A. (5)



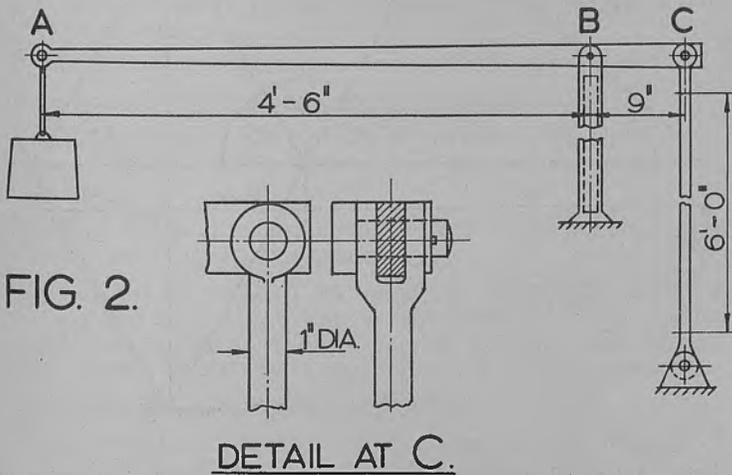
2. A railcar of 40 tons weight and having a tractive resistance of 18 lb. per ton is running on a level line and has a speed of 30 miles per hour and an acceleration of 0.1 ft. per sec. per sec. when it starts to climb a gradient of 1 in 80. Calculate :—

- (a) the propelling force on the car just before the start of the climb ; (6)
- (b) the distance which the car will have run up the gradient before its speed is reduced to 24 miles per hour, if the propelling force and tractive resistance remain unchanged ; (10)
- (c) the additional propelling force required, and the horse-power exerted, if the speed is maintained at 24 miles per hour for the rest of the climb. (1) (3)

3. Explain briefly the term *Elastic Limit* as applied to a material. (4)

Figure 2 shows a lever ABC, supported at B by a tubular column of 2 in. external and $1\frac{1}{2}$ in. internal diameter. The end C is held by a tie-bar, 1 in. diameter, having a forked end at C as shown. On a length of 6 ft. between gauge-points on this tie-bar the extension under load must not exceed 0.027 in. If Young's Modulus for the material is 30,000,000 lb. per sq. in., calculate, neglecting the weight of lever ABC :—

- the maximum load (P), in tons, which can be applied at A ; (9)
- the diameter of the pin in the forked end if the shearing stress on the material must not exceed 3 tons per sq. in. ; (4)
- the compressive stress on the column when the maximum load is applied. (3)



4. (Turn over.)

6. What is meant by the term *equivalent evaporation from and at 212 °F.* as applied to a boiler? (4)

A test of a boiler plant gave the following average results :—

Steam pressure	350 lb. per sq. in.
Dryness fraction of steam leaving boiler	..	0.95
Temperature of water entering feed-heater	..	90 °F.
Temperature of water entering boiler	280 °F.
Temperature of superheated steam	600 °F.
Weight of water evaporated per hour	26,240 lb.
Weight of coal fired per hour	3,200 lb.
Calorific value of fuel as fired (B.Th.U.)	12,800 per lb.
Specific heat of superheated steam	0.55

Determine :—

(a) the percentage of the heat supplied, per pound of coal, utilised respectively by (i) the feed-heater, (ii) the boiler, and (iii) the superheater; (10)

(b) the equivalent evaporation per hour from and at 212 °F.; (2)

(c) the overall thermal efficiency of the plant. (4)

p (lb. per sq. in.)	t (°F.)	h (B.Th.U.)	L (B.Th.U.)
350	432	410	801

7. Give some technical reasons for the increase in the use of oil, in place of coal, for boiler and other heating plants.

A sample of fuel oil consisted, by weight, of 83 per cent. carbon, $10\frac{1}{2}$ per cent. hydrogen and $2\frac{1}{2}$ per cent. sulphur, the remainder being incombustible. The complete combustion of 1 lb. of carbon, hydrogen and sulphur yield, respectively, 14,600, 62,000 and 4,000 B.Th.U. of heat. Calculate :—

(a) the calorific value of one pound of the fuel; (7)

(b) the percentage weight of excess air supplied to a boiler if 20 lb. of air are supplied per pound of the fuel. (9)

$$(C = 12, H = 1, S = 32 \text{ and } O = 16.)$$

8. Internal combustion-engines may be designed to work on a 4-stroke cycle or on a 2-stroke cycle. Explain, with sketches, the essential differences between the two cycles. (10)

An oil-engine, running at 250 r.p.m., uses 8.6 lb. of oil per hour, of calorific value 18,600 B.Th.U. per lb. The brake horse-power is found by means of a rope-brake, using a one-inch diameter rope round a flywheel 5 ft. 3 in. diameter. With a certain load on the engine, a weight of 153 lb. on one end of the rope was balanced by a pull of 18 lb. on the spring-balance.

Calculate :—

(a) the B.H.P. of the engine; (4)

(b) the brake thermal efficiency. (6)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—(APPLIED MECHANICS)

Tuesday, 22nd March—9.15 A.M. to 10.45 A.M.

Not more than **FOUR** questions should be attempted.

When candidates use a formula they must explain each symbol. Units must always be stated.

Take $\pi = \frac{22}{7}$.

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

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

The value attached to each part of each question is shown in brackets.

[TURN OVER

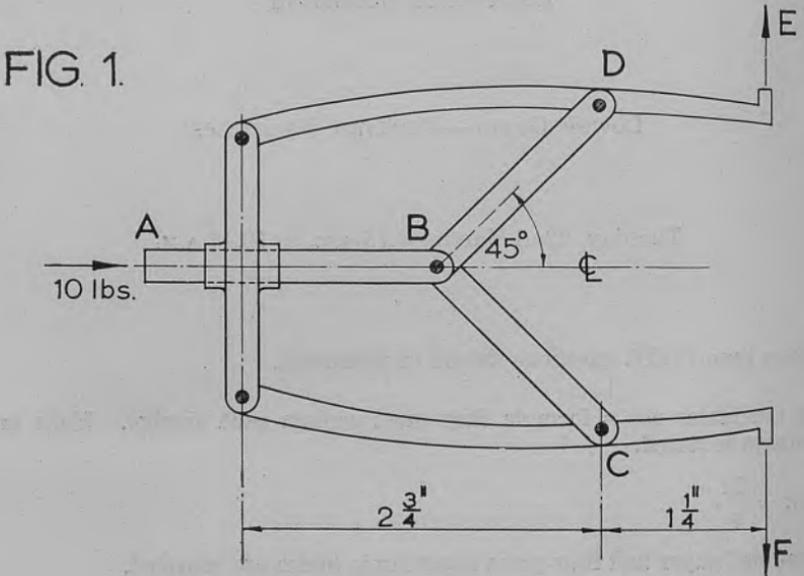
1. Figure 1 shows a lever-operated clamp which is actuated by means of the rod AB. If a force of 10 lb. is applied to the rod in the direction shown:—

Find—

(a) the force in the links BC and BD ; (10)

(b) the force exerted at E and F in the direction indicated. (15)

Neglect friction and the weight of the mechanism.

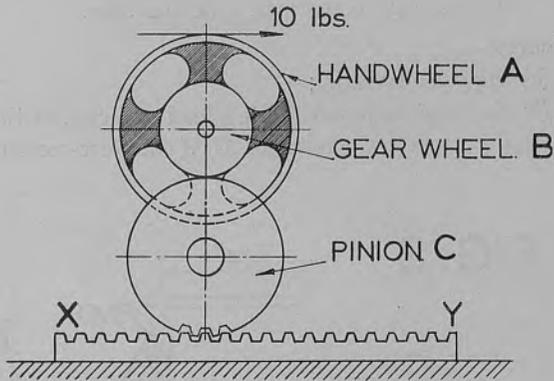


2. Figure 2 shows a hand-operated rack and pinion drive. The handwheel A is 14 in. effective diameter and fixed to the gear-wheel B which has 12 teeth. The wheel B is meshed with a pinion C having 36 teeth and tooth pitch circle of 7 in. diameter, which in turn drives a toothed bar XY along horizontal guides.

Find the velocity ratio of the arrangement. (10)

If a clockwise force of 10 lb. is applied to the rim of the handwheel, find the magnitude and direction of the force exerted on the bar end if the friction losses amount to 10 per cent. of the input. (10), (5)

FIG. 2.



[TURN OVER

3. A hopper-wagon weighing 7 tons when empty is filled with 300 cubic feet of ballast which weighs 1 cwt. per cub. ft.

The tractive resistance is 14 lb. per ton weight on the track.

The wagon is moved at a steady speed of $1\frac{1}{2}$ m.p.h. along a level track and the ballast is deposited at a constant rate of 60 cub. ft. per minute.

Calculate the total amount of work done during the time taken to empty the wagon and draw the work diagram to a suitable scale. (12), (8)

What is the average horse-power expended? (5)

4. Figure 3 shows a car jack which is elevated by means of a two-start thread screw having a pitch of 12 threads per inch and which is turned by means of a ratchet handle of effective length of 14 in.—moved in the horizontal plane. The efficiency of the jack is 30 per cent.

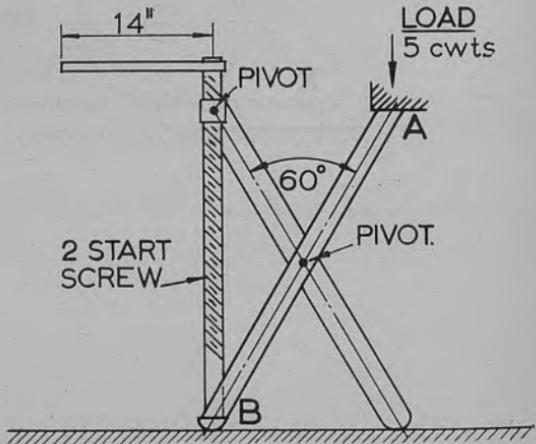
Calculate—

(a) the velocity ratio ; (12)

(b) the effort required to lift a load of 5 cwt. at the position shown ; (6)

(c) the stress in the member AB if the cross-sectional area is 0.875 sq. in. (7)

FIG. 3



5. What is meant by *the coefficient of friction*? (4)

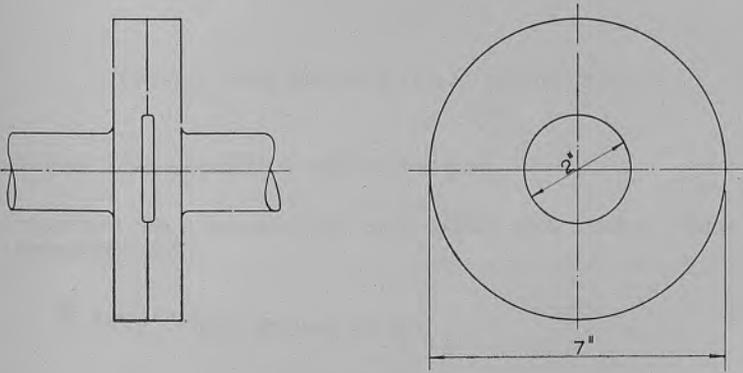
A plate clutch such as illustrated in Figure 4 is required to transmit 2 h.p. at a speed of 1,500 r.p.m. The internal diameter of the friction surface is 2 in. and the external diameter is 7 in.

Calculate—

(a) the transmitted torque; (9)

(b) the minimum axial force required when the coefficient of friction is 0.3. (12)

FIG 4.



192. The following is a list of the names of the
 persons who were present at the meeting of the
 Board of Directors of the Company held on the
 15th day of January, 1922, at the City of New York.
 The names of the persons present are as follows:



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(APPLIED MECHANICS)

Tuesday, 22nd 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.

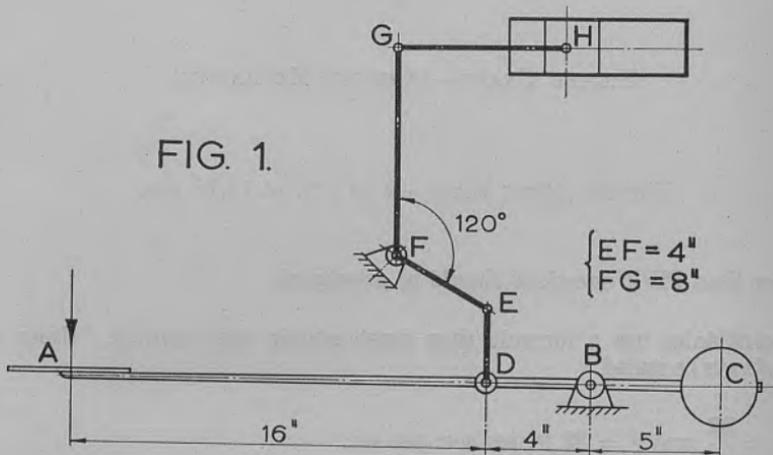
N.B.—Marks will be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each part of each question is shown in brackets.

[TURN OVER

1. Figure 1 shows the mechanism of a single-acting foot-pump. The main lever ABC, pivoted at B, carries a balance-weight of 12 lb. at C to return the mechanism at the end of the working stroke. From pin D in this lever a vertical link DE connects with the bell-crank lever EFG pivoted at F. The diameter of the piston H is 2 in. Neglecting friction and the weight of the levers, calculate :—

- (a) the pressure in the cylinder at the given position if a force of 40 lb. is applied at A ; (15)
- (b) the approximate stroke of the pump for a travel of 6 in. at A. (6)



2. A railcar of 40 tons weight and having a tractive resistance of 18 lb. per ton is running on a level line and has a speed of 30 miles per hour and an acceleration of 0.1 ft. per sec. per sec. when it starts to climb a gradient of 1 in 80. Calculate :—

- (a) the propelling force on the car just before the start of the climb ; (6)
- (b) the distance which the car will have run up the gradient before its speed is reduced to 24 miles per hour, if the propelling force and tractive resistance remain unchanged ; (10)
- (c) the additional propelling force required, and the horse-power exerted, if the speed is maintained at 24 miles per hour for the rest of the climb. (1) (3)

3. Explain briefly the term *Elastic Limit* as applied to a material. (4)

Figure 2 shows a lever ABC, supported at B by a tubular column of 2 in. external and $1\frac{1}{2}$ in. internal diameter. The end C is held by a tie-bar, 1 in. diameter, having a forked end at C as shown. On a length of 6 ft. between gauge-points on this tie-bar the extension under load must not exceed 0.027 in. If Young's Modulus for the material is 30,000,000 lb. per sq. in., calculate, neglecting the weight of lever ABC :—

- the maximum load (P), in tons, which can be applied at A ; (9)
- the diameter of the pin in the forked end if the shearing stress on the material must not exceed 3 tons per sq. in. ; (4)
- the compressive stress on the column when the maximum load is applied. (3)

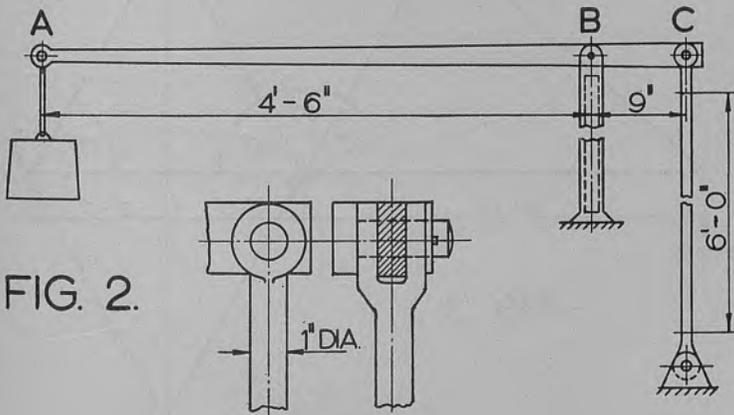


FIG. 2.

DETAIL AT C.

5. (Turn over)

4. Figure 3 shows the outline of a loaded pin-jointed frame supported on pin-joints at X and Y.

- (a) Draw a force diagram, and from it obtain the magnitude and nature of the force in each member, writing these results alongside the members on the space diagram; (16)
- (b) From the force diagram obtain also the magnitude and direction of the reaction force at Y and check the direction of this force by using an alternative method. (4)

Scales : 1 in. rep. 3 feet ; 1 in. rep. 2 tons

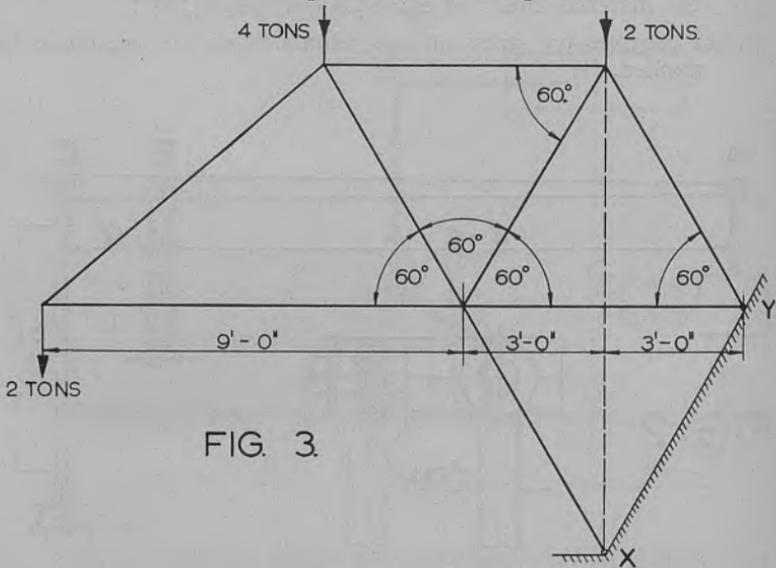


FIG. 3.

5. (a) A motor vehicle, weighing 32 cwt., passes a certain point at a speed of 20 ft. per sec. and is accelerating at 0.8 ft. per sec. per sec.

Calculate :—

- (i) its kinetic energy at the point ; (5)
- (ii) the distance it will have to run before its kinetic energy is doubled, if the acceleration remains the same ; (8)
- (iii) the time taken to travel this distance ; (1)

(b) Calculate the change of momentum of the vehicle between the two points and show that the change of momentum per second is equal to the force required to accelerate the vehicle. (6)

6. A metal block weighing 18 lb. is pulled along a horizontal surface by a weight of 8 lb. hanging from the end of a cord which passes over a frictionless pulley at the edge of the surface. Starting from rest, the block moves through a distance of 6 ft. in 2 seconds.

Calculate :—

- (a) the acceleration of the block ; (3)
- (b) the coefficient of friction between the block and the surface ; (9)
- (c) the tension in the cord. (8)

7. A four-cylinder Diesel engine, working on a four-stroke cycle, has cylinders 5 in. diameter, a stroke of 8 in. and a mean speed of 1,200 r.p.m. The following data were obtained during a test:—Area of indicator diagram = 0.65 sq. in.; length of diagram = 2.6 in.; scale of indicator spring = 400 lb. per sq. in.; load on rope-brake = 282 lb.; spring-balance reading = 16 lb.; effective diameter of brake-wheel = $2\frac{1}{2}$ ft.

Calculate:—

- (a) the indicated horse-power; (6)
- (b) the brake horse-power; (6)
- (c) the mechanical efficiency; (2)
- (d) the thermal efficiency, calculated on the *B.H.P.*, if the heat value of the oil used per hour was 594,000 B.Th.U. (6)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**TECHNICAL SUBJECTS**

LOWER GRADE—(TECHNICAL DRAWING)

Thursday, 17th 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. Two elevations of a casting are shown in Figure 1.

Draw full size—

- (a) the given end elevation ; (5)
- (b) a sectional elevation on BB ; (30)
- (c) a sectional plan on AA. (35)

Show all hidden parts.

Do not give dimensions.

Either

2. Figure 2 shows two elevations of a shaped block.

Draw full size—

- (a) the given views ; (5)
- (b) the plan. (25)

Note—Show all construction lines.

Or

3. Figure 3 shows the incomplete plan and elevation of a turret built up of two intersecting pyramids.

Draw to a scale of 1 in. representing 10 feet—

- (a) the given views showing lines of intersection ; (15)
- (b) the end elevation. (15)

Note—Show all construction lines.

[79]

Tech. Drg.

(Lower)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
LOWER GRADE TECHNICAL DRAWING
QUESTION PAPER

Figures

FIG. 2.

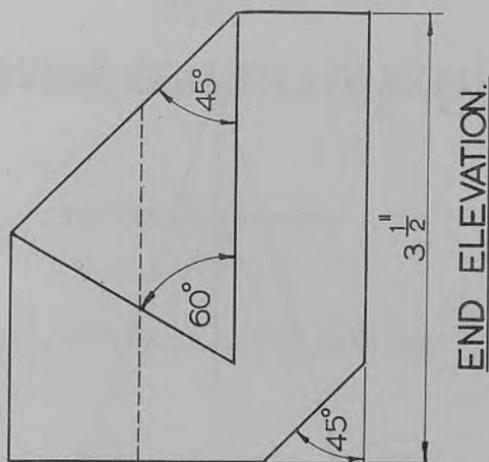
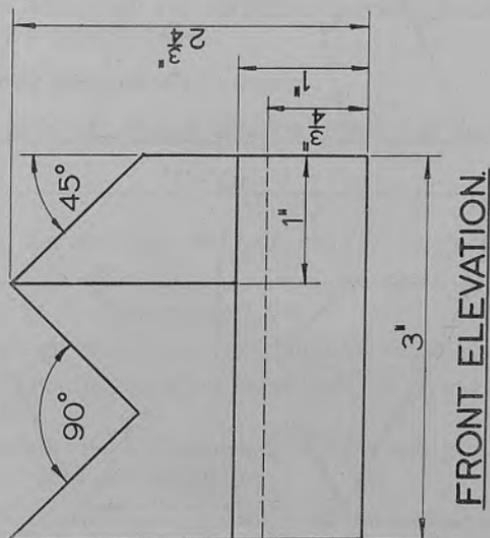
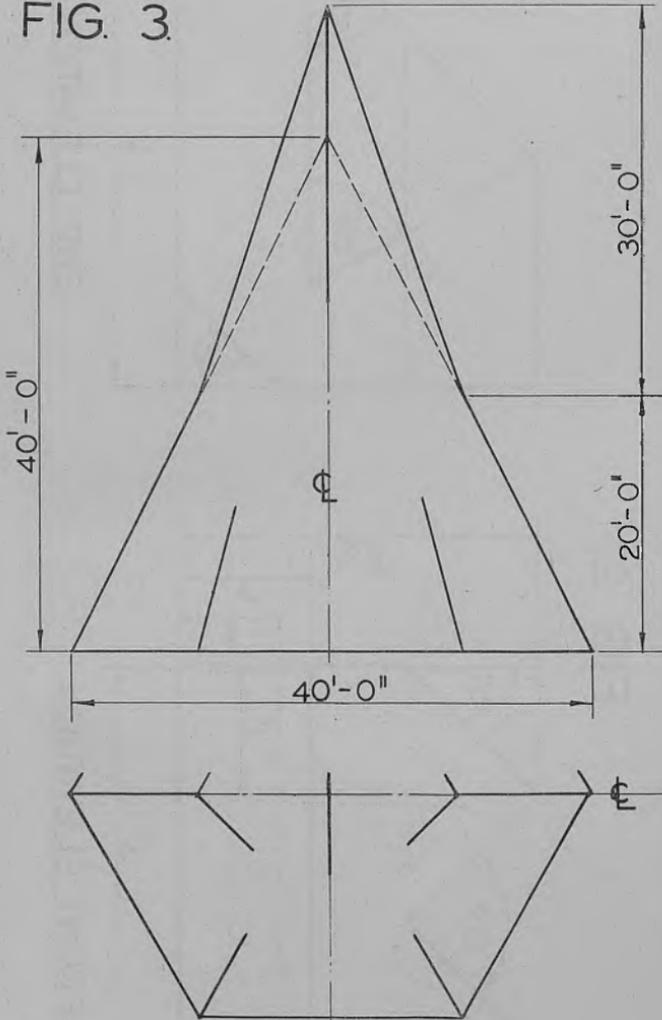


FIG. 3.



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(TECHNICAL DRAWING)

Thursday, 17th 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 the elevation and plan of a cast-iron bedplate for a machine.

Draw, to a scale of $1\frac{1}{2}$ in. representing 1 foot—

- (a) in place of the given elevation a sectional elevation on AA ; (20)
- (b) a plan, the upper half being as shown and the lower half a sectional plan on BB ; (20)
- (c) an end elevation, the left-hand half being a section on CC and the right-hand half a section on DD. (30)

Hidden parts may be omitted from (a) and (b) and the shading lines indicating sections may be drawn freehand.

Do not give dimensions.

N.B.—The dimensions 3 in. and 6 in. shown in Figure 1 give a convenient setting for your drawing on the paper.

[TURN OVER

Either

2. Figure 2 shows the elevation of a truncated cone which is penetrated by a bar having the given cross-section. The bar is 5 in. long and projects equally from both sides of the cone.

Draw, full size—

- (a) the elevation given ; (4)
- (b) a plan showing the intersection of the bodies ; (16)
- (c) an auxiliary elevation projected on the XY line given. (10)

Hidden lines must be shown in (b) and (c).

Or

3. Figure 3 shows three views of a shaped block in which all surfaces, except one, are plane.

Draw, full size—

- (a) the views given and complete the plan ; (10)
- (b) an auxiliary elevation on the XY line given. (20)

Tech. Drg.

Higher

1960

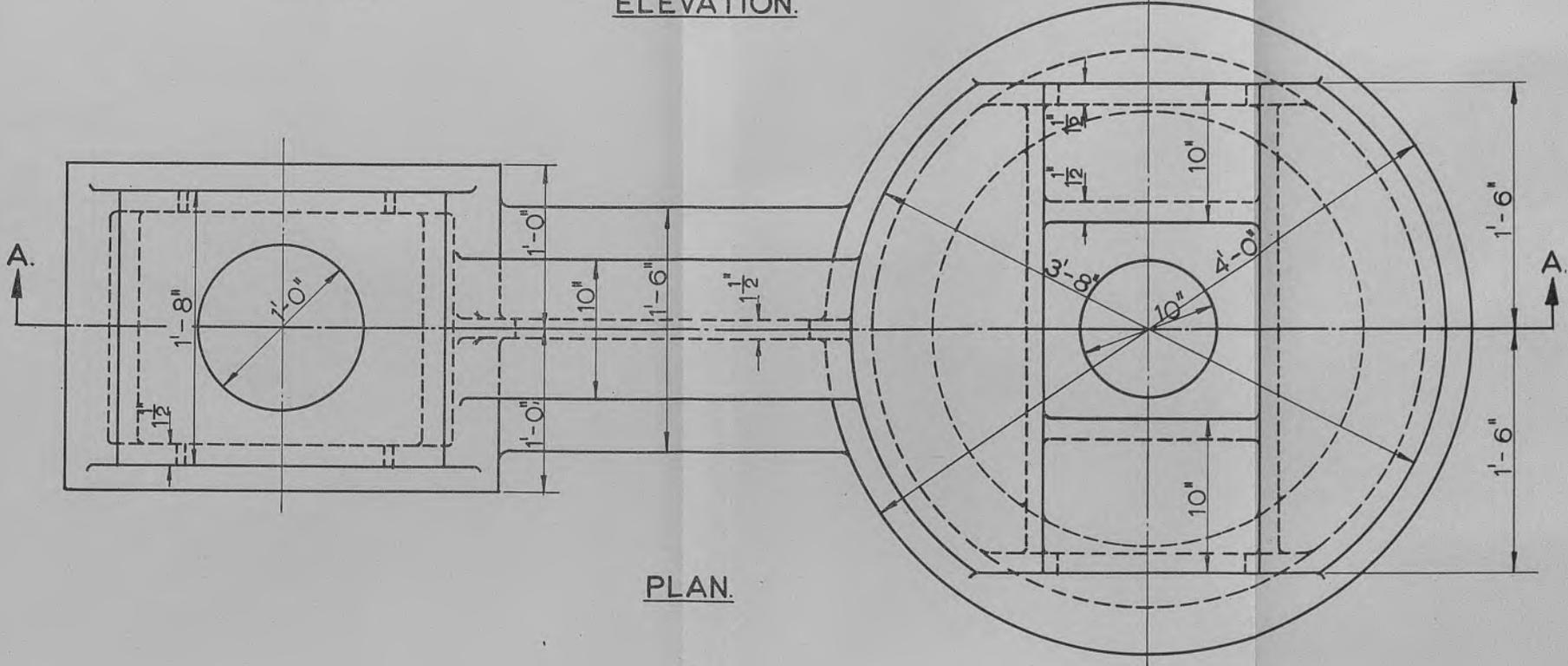
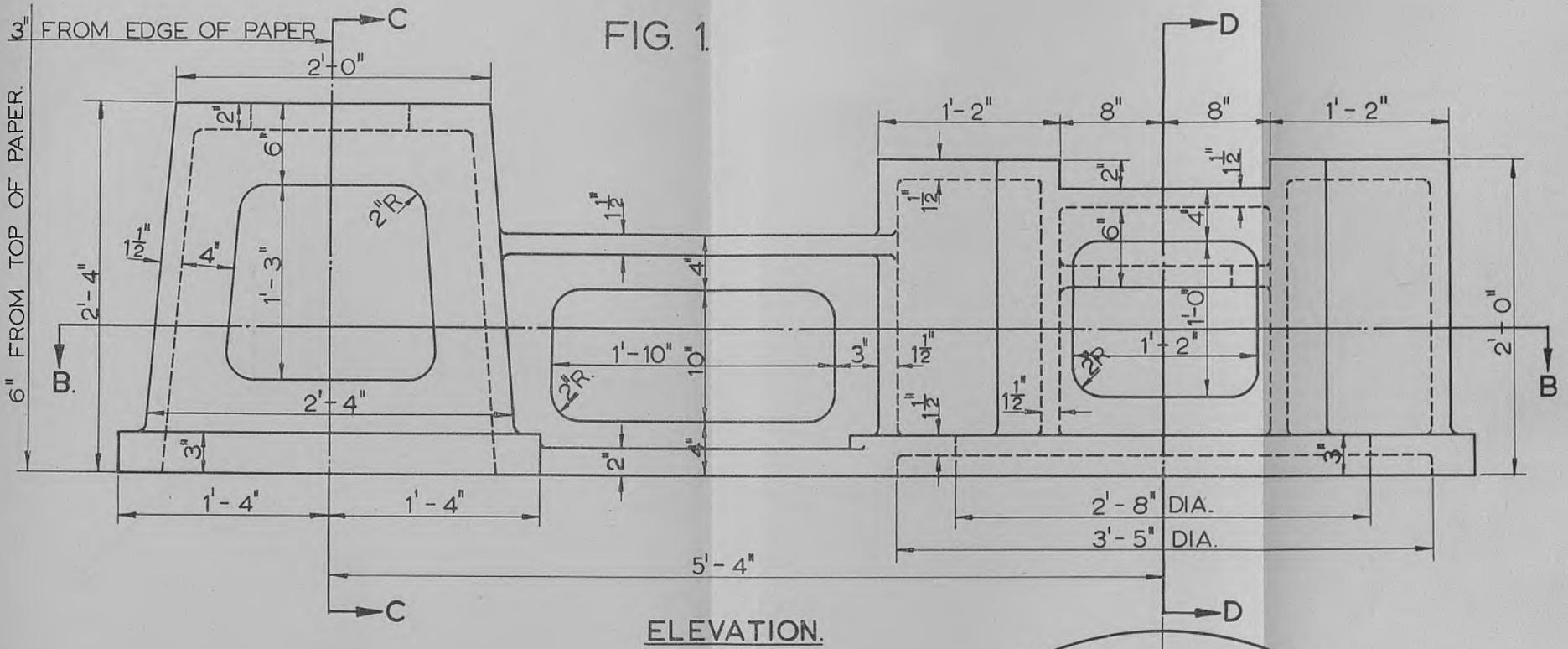
SCOTTISH LEAVING CERTIFICATE EXAMINATION

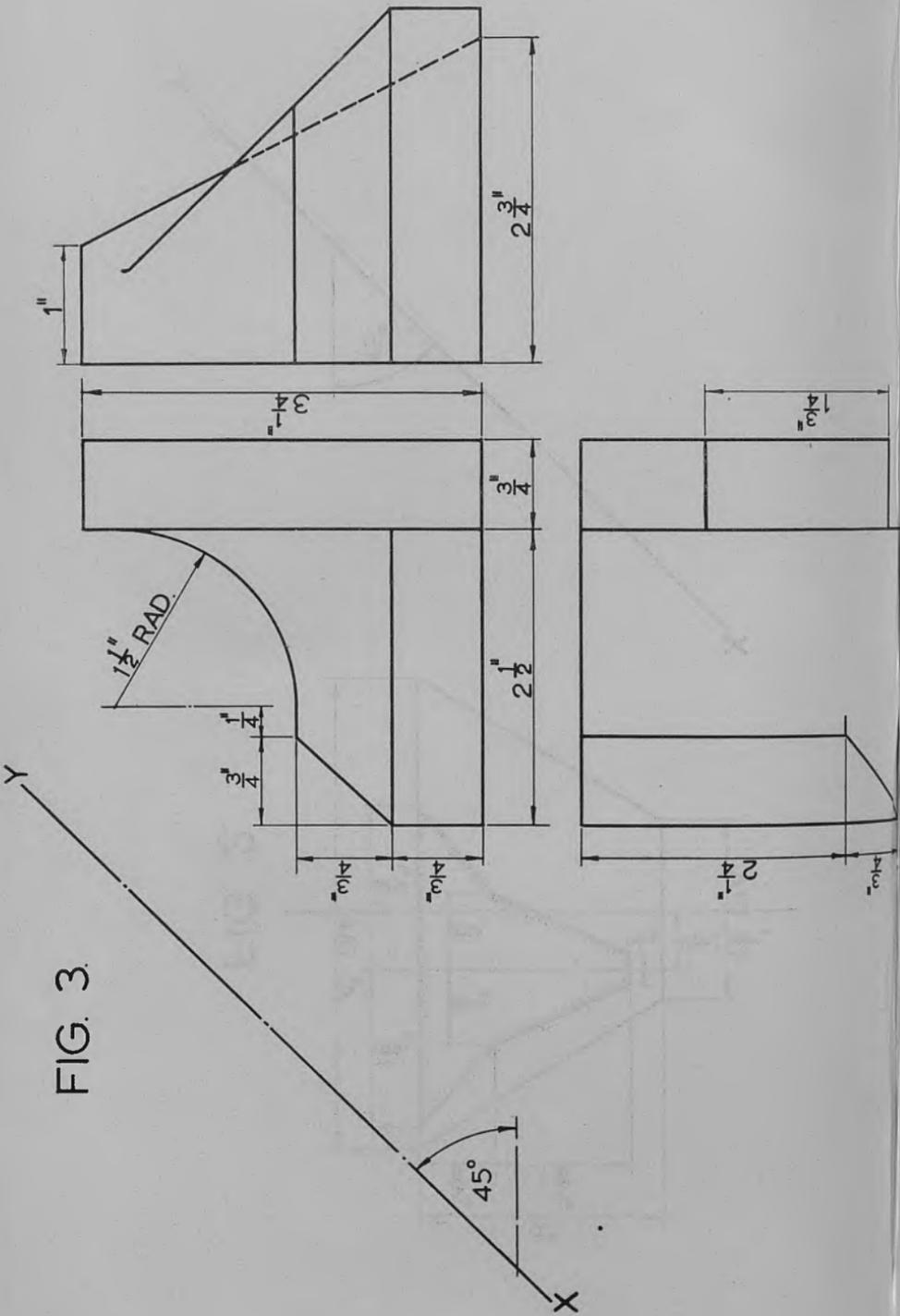
TO BE DISTRIBUTED WITH THE
HIGHER GRADE TECHNICAL DRAWING

QUESTION PAPER

FIGURES

FIG. 1.





1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**TECHNICAL SUBJECTS**

LOWER GRADE—(WOODWORK)—PRACTICAL TEST

Tuesday, 22nd March—1.30 P.M. to 3.30 P.M.

Candidates should make

THE DOOR HANDLE

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

Japanese Oak or other suitable hardwood.

1 piece 6 in. by $3\frac{1}{8}$ in. by $\frac{3}{4}$ in. planed to correct thickness.2 pieces 7 in. by $3\frac{5}{8}$ in. by $\frac{1}{4}$ in. planed to correct thickness.1 piece plywood 7 in. by $3\frac{5}{8}$ in. by $\frac{3}{16}$ in.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE

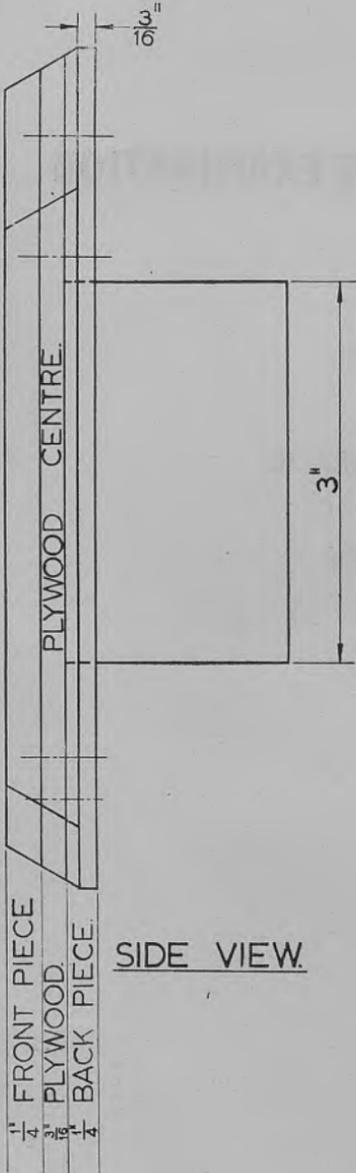
WOODWORK LOWER GRADE

PRACTICAL TEST PAPER

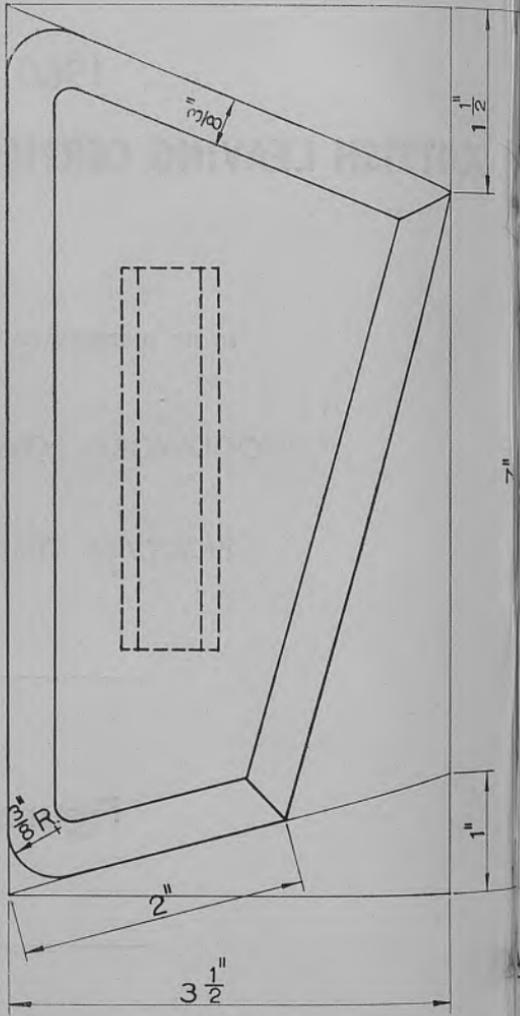
Figure

[81 (a)]

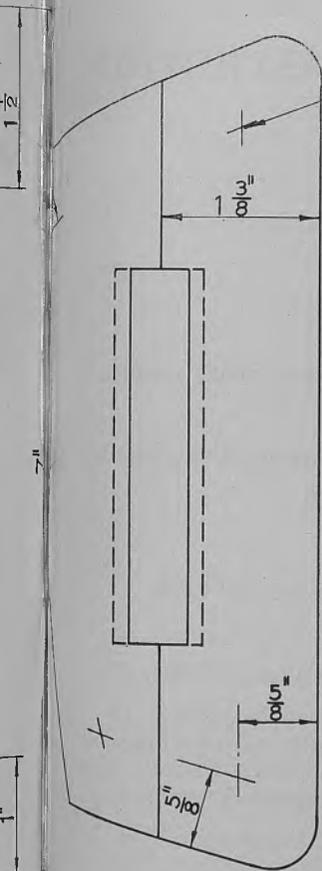
[TURN OVER



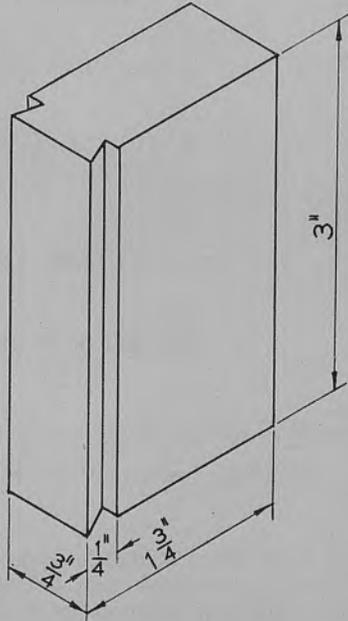
SIDE VIEW.



FRONT VIEW.



HOLES CSK. TO SUIT
 $1\frac{1}{2}$ " x 6 WOOD SCREWS.



DETAIL OF DISTANCE BLOCK.

BACK VIEW - BLOCK OMITTED.

NOTE - BACK PIECE IS IN TWO PARTS AND SCREWED TO PLYWOOD CENTRE AND FRONT PIECE.



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**TECHNICAL SUBJECTS**

HIGHER GRADE—WOODWORK—PRACTICAL TEST

Monday, 21st March—9.15 a.m. to 12.15 p.m.

Candidates should make

THE FRUIT TRAY

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. Fix the base to the frame with 4 screws $\frac{5}{8}$ in. No. 3 csk. brass.
6. No power operated machines should be used in this test.
7. Print your **name** and **school** on each piece of wood.

MATERIALS

Japanese Oak or other suitable hardwood.

- 1 piece 12 in. by $1\frac{5}{8}$ in. by $1\frac{1}{2}$ in. planed to correct breadth and thickness.
- 1 piece 14 in. by $5\frac{1}{4}$ in. by $\frac{1}{4}$ in. planed to correct thickness.
- 2 pieces 14 in. by $1\frac{1}{8}$ in. by $\frac{1}{4}$ in. planed to correct thickness.
- 4 screws $\frac{5}{8}$ in. No. 3 csk. brass.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE

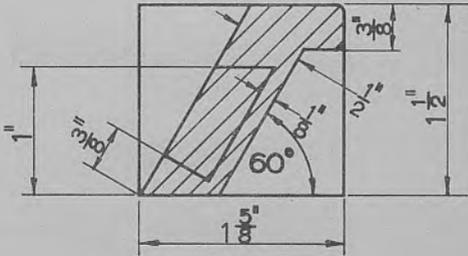
WOODWORK HIGHER GRADE

PRACTICAL TEST PAPER

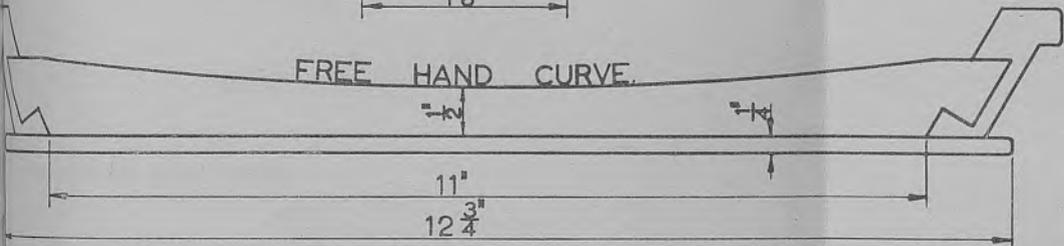
FIGURE

[82 (a)]

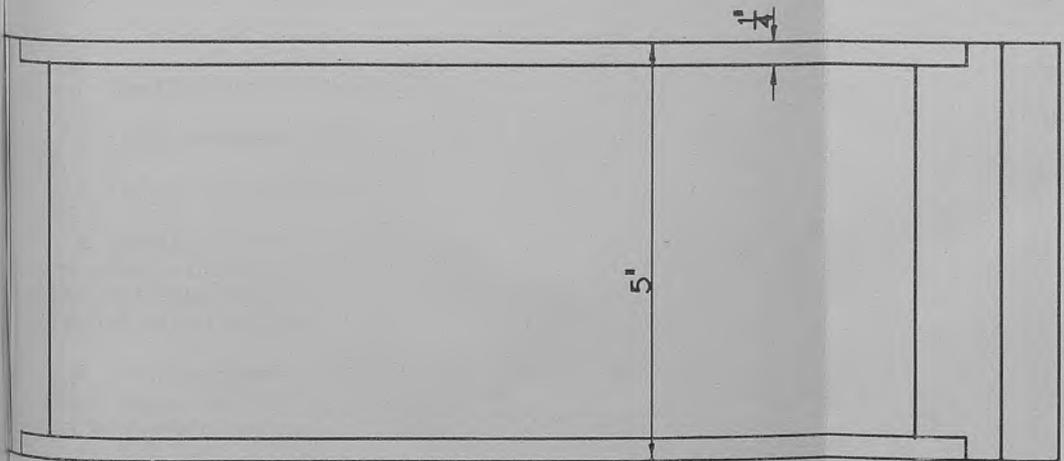
[TURN OVER



DETAIL OF END SECTION.



ELEVATION.



PLAN - DOTTED LINES OMITTED.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

LOWER GRADE—METALWORK—PRACTICAL TEST

Tuesday, 22nd March—1.30 p.m. to 3.30 p.m.

Candidates should make

THE PADLOCK DOOR FITTING

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 each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Invigilator.

MATERIALS

- 1 piece M.S. BRIGHT $2\frac{5}{8}$ in. by $1\frac{1}{4}$ in. by $\frac{1}{8}$ in.
- 1 piece M.S. BRIGHT 3 in. by $1\frac{1}{2}$ in. by $\frac{1}{8}$ in.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
METALWORK LOWER GRADE
PRACTICAL TEST PAPER

Figure

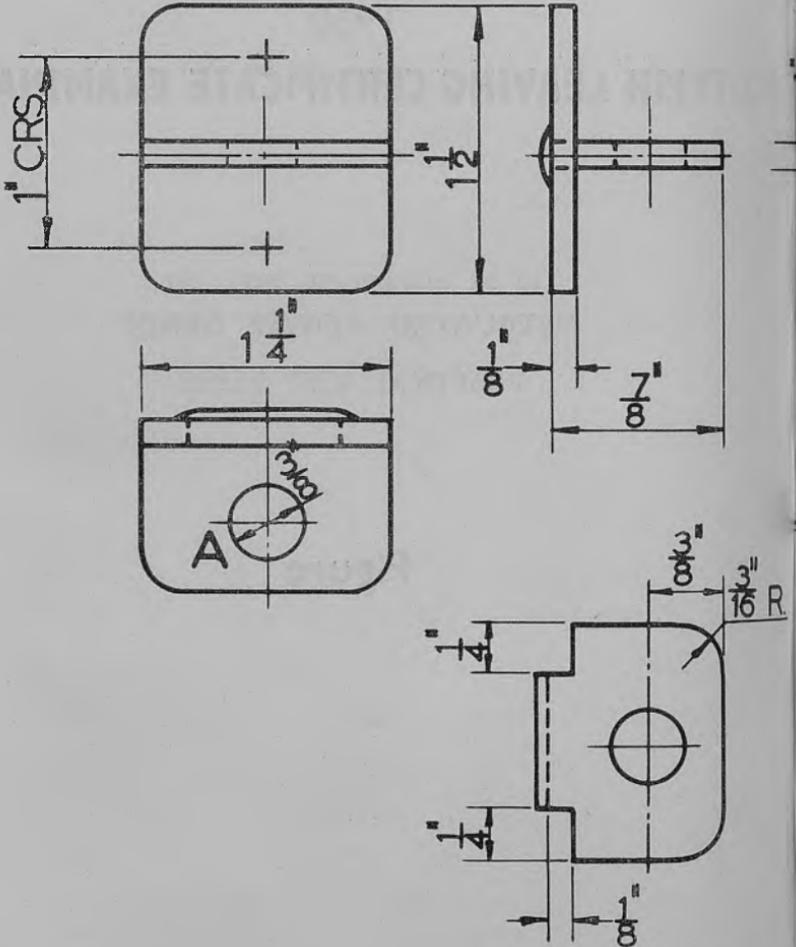
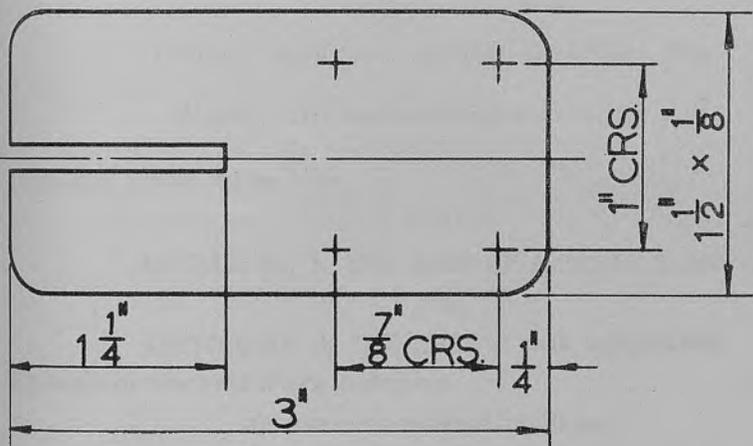
BRACKETDETAIL OF A

PLATE.

ES TO SUIT $\frac{3}{4}$ " \times 6" CSK. SCREWS.

5 R.

A

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

TECHNICAL SUBJECTS

HIGHER GRADE—(METALWORK)—PRACTICAL TEST

Monday, 21st March—9.15 A.M. to 12.15 P.M.

Candidates should make

EITHER

ARTICLE No. 1, THE BASE OF A TABLE LAMP

OR

ARTICLE No. 2, THE CHEESE BOX CONTAINER

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 each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Invigilator.

MATERIALS

Article No. 1—1 piece brass 5 in. by $1\frac{1}{8}$ in. diameter
1 piece brass 2 in. by 2 in. by $\frac{1}{8}$ in.
3 pieces brass 4 in. by $\frac{3}{4}$ in. by $\frac{1}{8}$ in.

Article No. 2— Aluminium SIB—O
1 piece $4\frac{1}{2}$ in. by $4\frac{1}{2}$ in. by $\frac{1}{8}$ in.
1 piece 8 in. by $\frac{3}{4}$ in. by 20 S.W.G.
1 piece 16 in. by $\frac{1}{8}$ in. by 20 S.W.G.

Metalwk.

Higher

1960

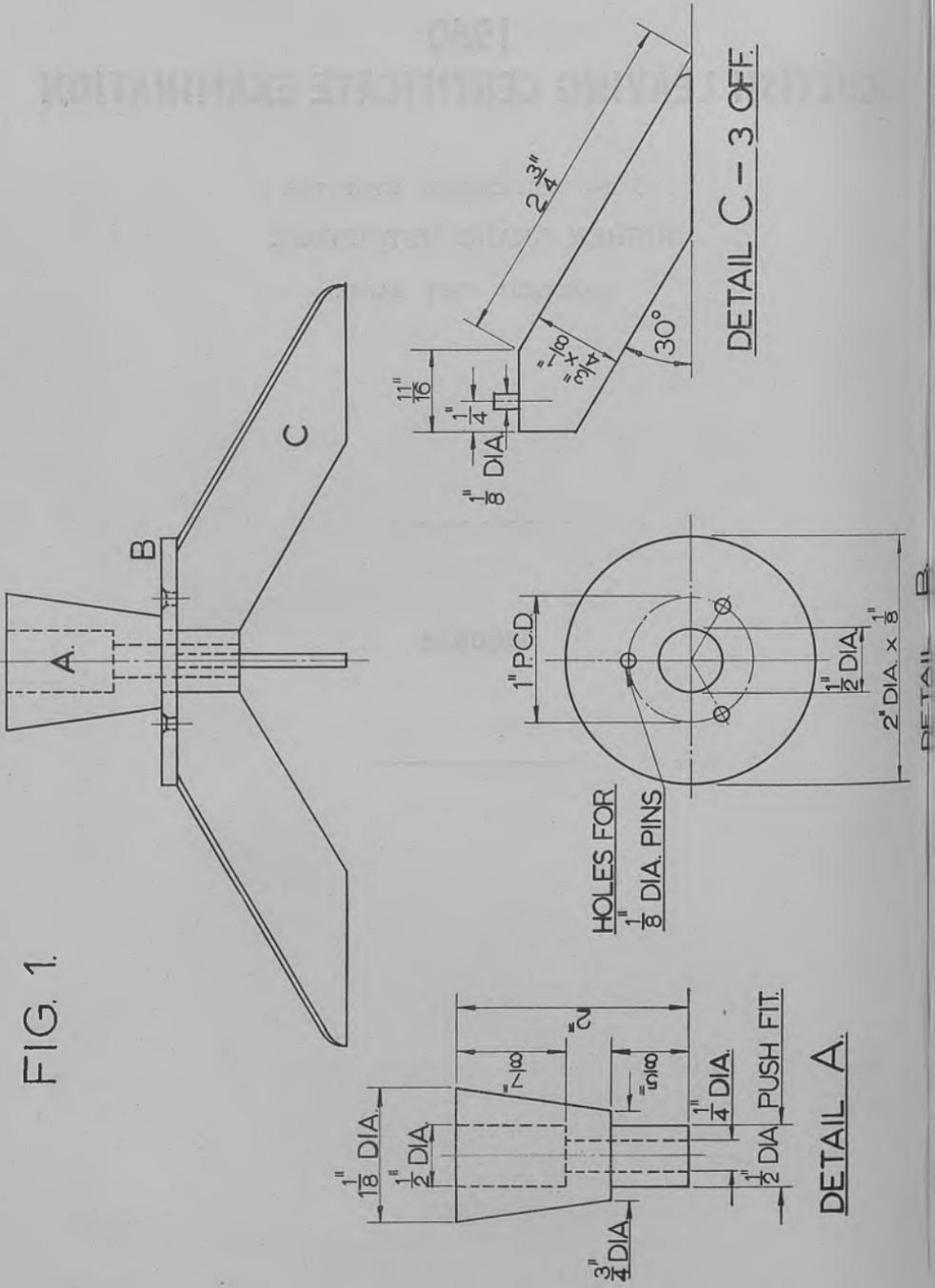
SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE
HIGHER GRADE METALWORK

PRACTICAL TEST PAPER

FIGURES

FIG. 1.



DETAIL C - 3 OFF.

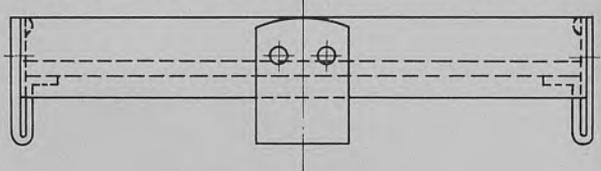
HOLES FOR $\frac{1}{8}$ " DIA. PINS

DETAIL A.

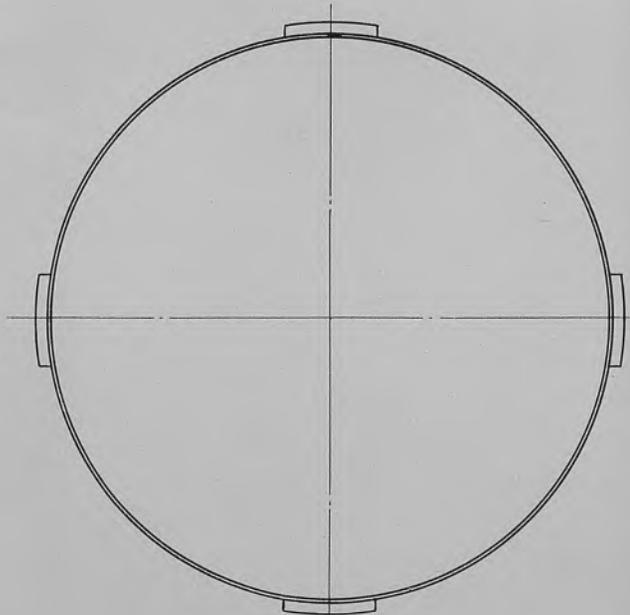
DETAIL B.

FIG. 2.

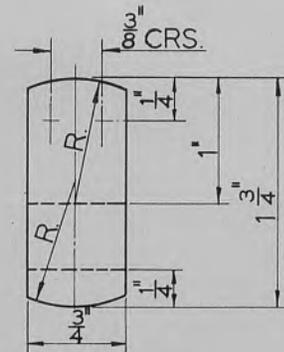
RIVETS - SNAP HEAD OUTSIDE, CSK. INSIDE.



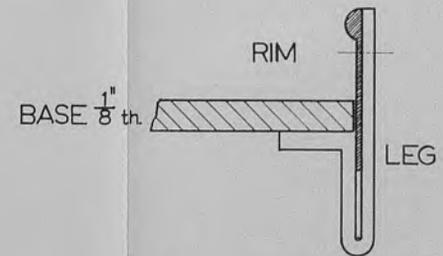
ELEVATION.



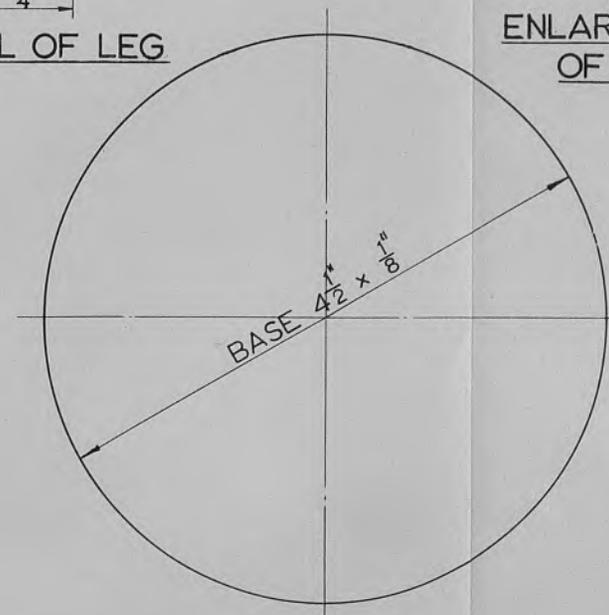
PLAN.



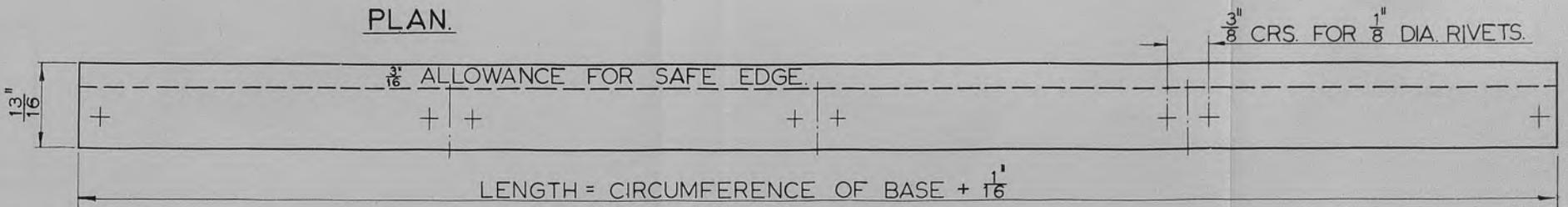
DETAIL OF LEG.



ENLARGED VIEW OF JOINT.



BASE 4 1/2" x 1/8"



DETAIL OF RIM.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

LOWER GRADE

Monday, 7th March—1.30 P.M. to 3.30 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.

FILL THIS IN FIRST

Number of seat
occupied at
examination.

Name of School.....

Name of Pupil

[TURN OVER

SECTION I

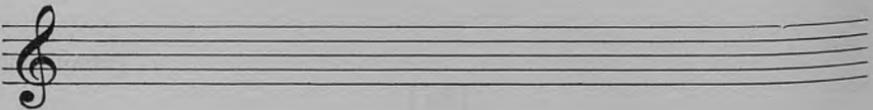
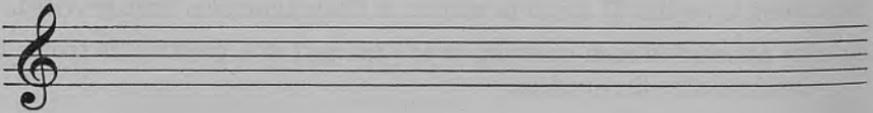
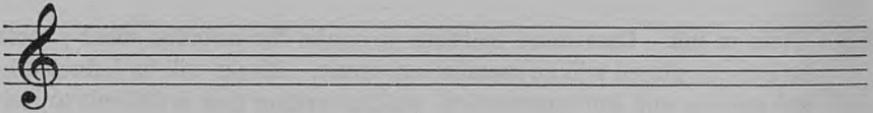
ALL the questions in this section should be attempted.

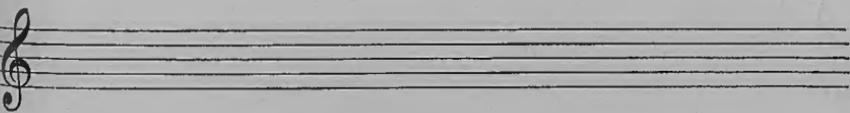
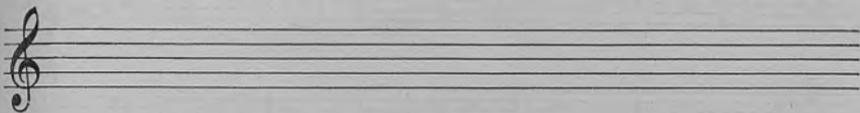
1. Write in staff notation a melody suitable for singing to the following stanza. Place each syllable of the words below the note or notes to which it is to be sung. Add a musical term to indicate tempo or mood, and insert expression marks. Words or phrases may be repeated.

“ Sally is gone that was so kindly,
Sally is gone from Hannaker Hill.
And the briar grows ever since then so blindly
And ever since then the clapper is still,
And the sweeps have fallen from Hannaker Mill.”

Belloc.

(28)





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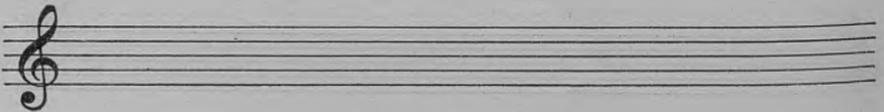
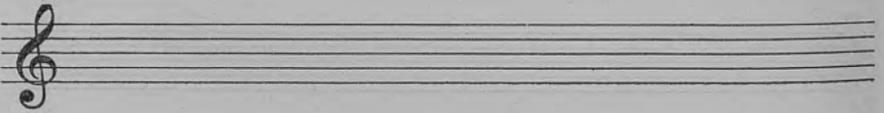
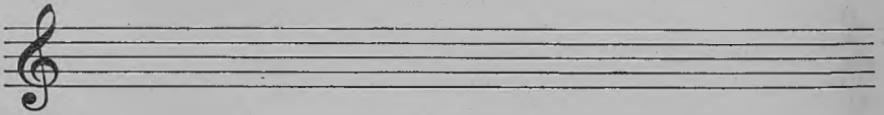
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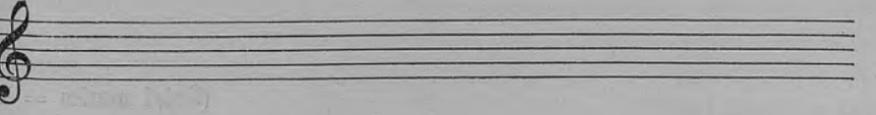
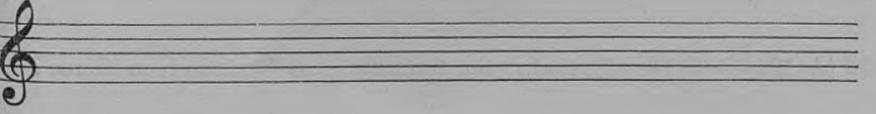
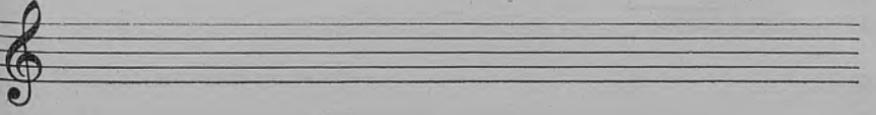
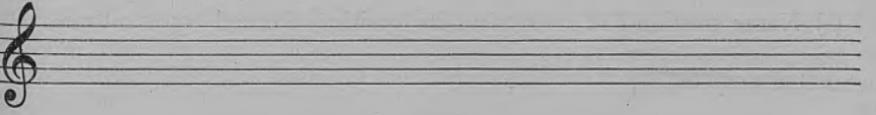
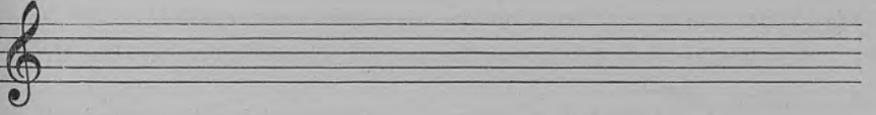
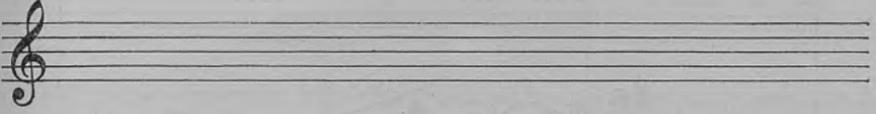
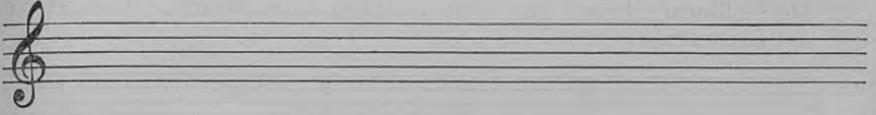
2.

"Polly Oliver"

Study the form and construction of the above melody. Write an original melody of the same length using the same form and modulating at the same places, but using a *different* key and time, and *different* melodic outline and rhythmic pattern. When modulating it is not essential to use the same key relationships as those used in the given melody. Add phrasing marks, expression marks, signs for legato and staccato where appropriate, and place at the beginning an Italian term to indicate tempo, or style, or both.

(28)





3. The following theme for 'cello is taken from Walton's Concerto for Viola and Orchestra :—

(a) Write the given theme on the appropriate stave,

(i) for viola to play at the same pitch as the 'cello. Use the alto C clef; (4)

(ii) for clarinet in A to sound an octave higher than the 'cello and viola. Use the treble clef, and, for instance, remember in transposing that C written in the 3rd space will produce the sound A in the 2nd space. (5)

(b) Name the kind of triad, and its position, formed by the three notes

bracketed at a .

..... (1)

(c) Name the kind of triad, and its position, formed by the three notes bracketed at b .

..... (1)

(d) What key-signature would render unnecessary the use of accidentals in the 'cello part?

..... (1)

(e) If $\text{♩} = 1$ beat, what is the time signature for the given theme?

..... (1)

(f) Name any other composition by William Walton.

..... (1)

(Total marks = 14)

SECTION II

Answer Question 7 and ONE other question from this section.

- | | | | |
|----|----------------------------------|--|----------------------------|
| 4. | D. SCARLATTI
MOZART
HANDEL | | ELGAR
CHOPIN
BRITTEN |
|----|----------------------------------|--|----------------------------|

Taking one composer from each column to form a pair, group these composers into three pairs in what you consider the most suitable way, having regard to the individual styles and the general predilections of each composer for particular types of composition. Give reasons for your pairing. (5½)

Name nine works composed by these composers ; not more than two works by any one of them. (4½)

Quote in staff notation a theme from one of the works you mention. (4)

(Total marks = 14)

5.

VARIATIONS : GROUND BASS : DOUBLES

Describe the similarities and differences of these three forms. (6)

Name three examples of sets of variations, one, at least, of which must be for orchestra. Give the name of the composer and the approximate date of composition. (3)

Name one example *either* of a ground bass, *or* of doubles, naming the composer and the approximate date of composition. (1)

Quote in staff notation a theme from one of the works you mention. (4)

(Total marks = 14)

6. What is a "song cycle" ? (2)

Give three examples of a song cycle, naming the composer. (3)

Describe one of the song cycles you have mentioned, referring to particular songs in it by name. (5)

Quote in staff notation a theme from one of the songs in the cycle you have described. (4)

(Total marks = 14)

OR

Name four songs of the traditional ballad type, giving their countries of origin. (4)

Name three songs which you regard as typical American folk-songs, giving your reasons for justifying your choice. (5)

Quote in staff notation the beginning of one ballad, and of one American folk-song. (5)

(Total marks = 14)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(FIRST PAPER)

Monday, 7th March—1.30 P.M. to 3.30 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.

Number of seat occupied at examination.

FILL THIS IN FIRST

Name of School.....

Name of Pupil

[TURN OVER

PAPER I

All candidates must answer **THREE** questions ; the question in Section I, **ONE** question from Section II, and **ONE** question from Section III.

SECTION I

1. Harmonize the following for S.A.T.B. throughout. The given material contains unessential notes, and you are expected to introduce at least one such note in your completion of the melody. (28)

Andante

The first system of the musical score consists of two staves. The upper staff is in treble clef and the lower staff is in bass clef. Both staves have a key signature of three flats (B-flat, E-flat, A-flat) and a time signature of 6/8. The melody in the upper staff begins with a half note G4, followed by eighth notes A4 and B4, then a dotted quarter note C5, and continues with eighth notes D5, E5, F5, G5, A5, and B5. The lower staff contains a single chord of G4-Bb4-D4.

The second system of the musical score consists of two staves. The upper staff continues the melody from the first system with eighth notes C6, B5, A5, G5, F5, E5, and D5. The lower staff contains a single chord of G4-Bb4-D4.

The third system of the musical score consists of two staves. The upper staff is empty. The lower staff contains a single chord of G4-Bb4-D4.

SECTION II

Answer **ONE** question only, in this Section.

2. Add a bass part to the given treble to make a piano piece. Indicate what speed you think would be suitable, and add expression and phrasing marks. (20)

piano

3. This extract is from "Child falling asleep," in Schumann's "Scenes of Childhood". Read it over and try to hear it in your mind before answering the questions which follow.

Musical score for measures 1-4. The piece is in 2/4 time with a key signature of two sharps (F# and C#). The music is written for piano with a treble and bass clef. Measures 1 and 2 are marked with (1) and (2) respectively. Measures 3 and 4 are marked with (3) and (4) respectively. The melody in the treble clef consists of eighth and sixteenth notes, while the bass clef provides a steady accompaniment of eighth notes.

Musical score for measures 5-8. Measures 5 and 6 are marked with (5) and (6) respectively. Measures 7 and 8 are marked with (7) and (8) respectively. The dynamic marking *pp* (pianissimo) is indicated at the beginning of measure 5. The melody continues with eighth and sixteenth notes, and the accompaniment remains consistent.

Musical score for measures 9-12. Measures 9, 10, 11, and 12 are marked with (9), (10), (11), and (12) respectively. The dynamic marking *p* (piano) is indicated at the beginning of measure 9. The melody features some chromaticism in measures 10 and 11. The accompaniment includes a *ritard.* (ritardando) marking at the end of measure 11, which carries over into measure 12.

Musical score for measures 13-16. Measures 13, 14, 15, and 16 are marked with (13), (14), (15), and (16) respectively. The dynamic marking *p* (piano) is indicated at the beginning of measure 13. The tempo marking *a tempo* is present above measure 13. The melody continues with eighth notes. The accompaniment includes a *ritur-* (ritardando) marking at the end of measure 16.

Musical score for measures 17-19. Measures 17, 18, and 19 are marked with (17), (18), and (19) respectively. The melody in the treble clef includes the words "dan" and "do" under measures 17 and 18. The accompaniment in the bass clef features a *ritard.* (ritardando) marking at the end of measure 19, which is held over with a fermata.

(a) Indicate by means of an example of a pedal point. (½)

(b) Name two examples of a suspension and its resolution. Refer to bar numbers and to beats and half-beats.

.....

 (2)

(c) Describe :—

(i) the C sharp in the first beat of bar 2 ;

.....

(ii) the G sharp on the last semi-quaver of bar 6 ;

.....

(iii) the B on the first quaver of bar 10.

..... (1½)

(d) Comment on the B and the D in the second beat of bar 11:

.....

..... (1)

(e) Name the keys through which the extract passes.

.....

.....

..... (5)

(f) Describe the following chords ; relate each to the key of the moment at which the extract occurs :—

(i) on the second half of the second beat of bar 5 ;

.....

(ii) on the second half of the first beat of bar 8 ;

.....

(iii) on the last semi-quaver of bar 11 ;

.....

(iv) on the last semi-quaver of bar 12.

..... (5)

continued overleaf

(g) What word describes the style of writing in bars 13–18? Add phrasing marks which make clear the composer's intention.

..... (2)

(h) Which bars contain a sequence? Is the example "real" or "tonal"?

.....

..... (1½)

(k) On what chord does the piece end? What, in your opinion, might have been the composer's reason for such a choice of chord?

.....

.....

..... (1½)

(Total Marks = 20)

ng

2)

?

1/2)

ve

.....

.....

1/2)

0)

A musical staff system consisting of two staves. The top staff has a treble clef and the bottom staff has a bass clef. Both staves are empty.

A musical staff system consisting of two staves. The top staff has a treble clef and the bottom staff has a bass clef. Both staves are empty.

A musical staff system consisting of two staves. The top staff has a treble clef and the bottom staff has a bass clef. Both staves are empty.

A musical staff system consisting of two staves. The top staff has a treble clef and the bottom staff has a bass clef. Both staves are empty.

A musical staff system consisting of two staves. The top staff has a treble clef and the bottom staff has a bass clef. Both staves are empty.

SECTION III

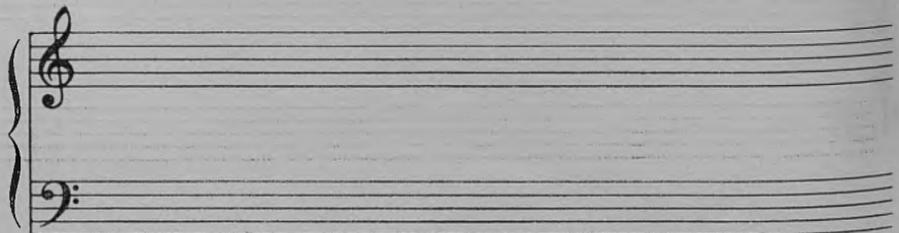
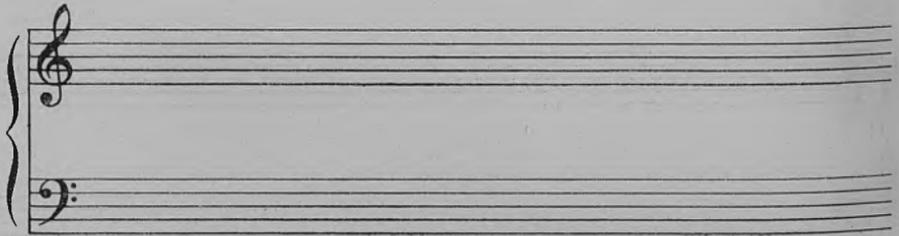
Answer ONE question only in this Section.

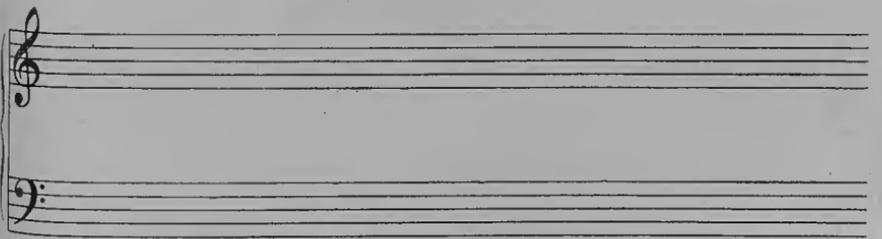
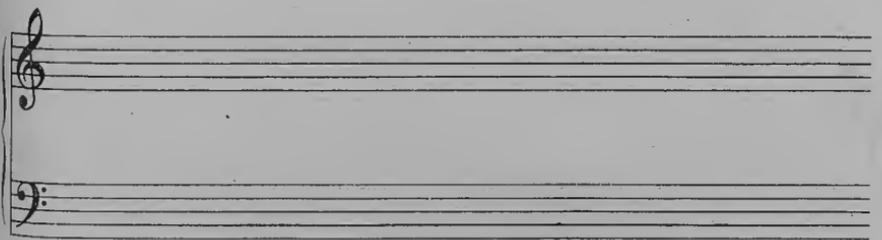
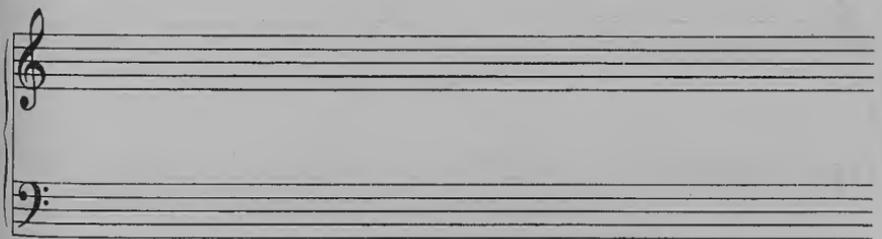
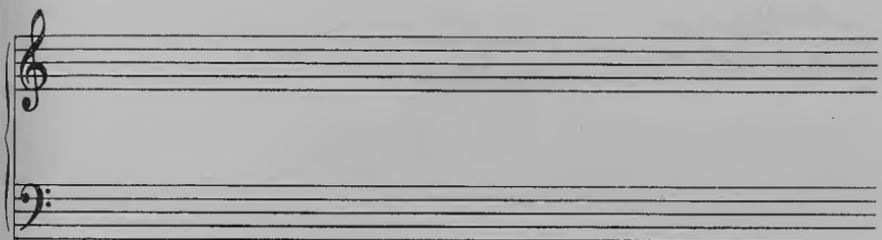
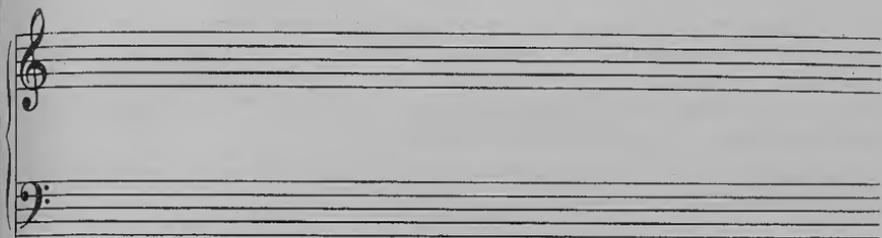
4. Write a melody to suit the following stanza, for an average high voice or for an average low voice. State at the beginning for which kind of voice your setting is intended.

Harmonize four cadences in block harmony, and 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)

“ Blythe ha'e I been on yon hill
As the lambs before me,
Careless ilka thocht and free
As the breeze flew o'er me ;
Now nae langer sport and play
Mirth or sang can please me ;
Leslie is sae fair and coy
Care and anguish seize me.”

Burns.

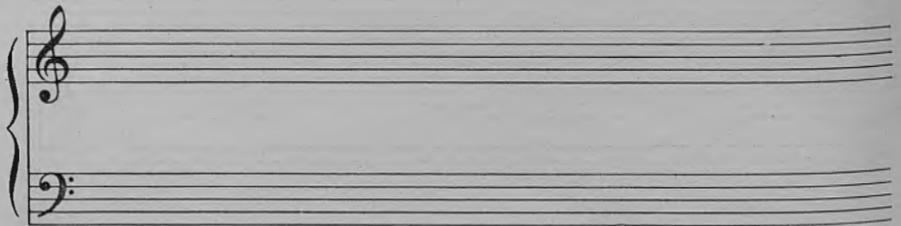
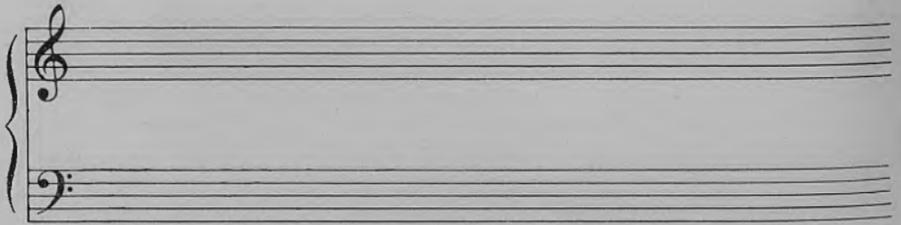
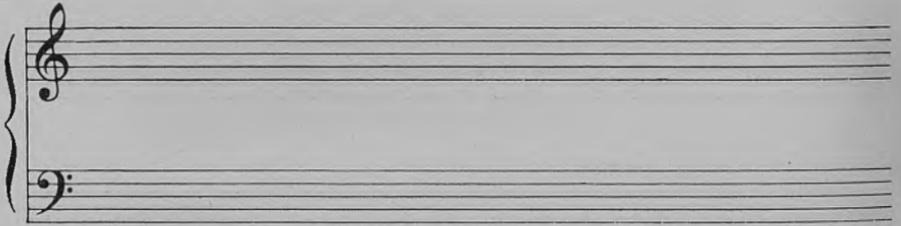


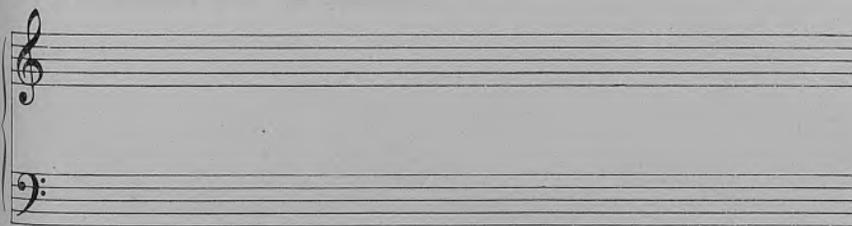
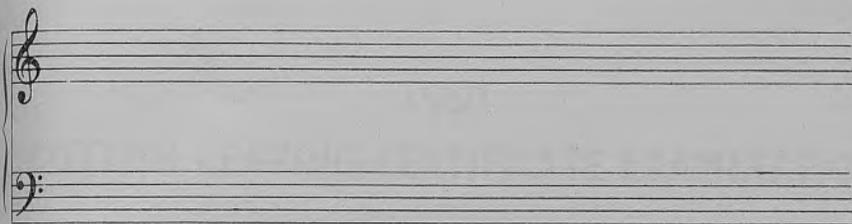


(If extra staves are required, use those provided on page 7.)

5. Expand the following into a melody in binary form of not less than sixteen bars. During the first half of your melody, modulate through the key of the relative minor to that of the dominant major. Begin the second half in the tonic major then modulate through the subdominant major and the supertonic minor; end in the tonic major.

Harmonize four cadences in block harmony: add phrasing marks, and marks of expression. (22)





(If extra staves are required, use those provided on page 7.)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

HIGHER GRADE—(SECOND PAPER)

Monday, 7th March—11.0 A.M. to 12 NOON.

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

All answers are to be written in the examination book provided.

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

PAPER II

Answer Question 4 and ONE other question.

(Extracts printed on this paper must not be used for quotation.)

1. Trace briefly developments in the composition of opera during the period 1750–1900 which resulted in the three styles broadly described as Italian, French, and German opera. Refer to specific works and composers, and quote, in staff notation, two themes from any of the operas which you mention. (15)

2. Distinguish between the use, during the early part of the eighteenth century, of the terms concerto, sonata, symphony, and the use of the same terms about the year 1800.

Outline the developments during the nineteenth century in any one of the above. Quote, in staff notation, two themes from any of the works which you mention. (15)

3. Briefly define “Instrumental chamber music”.

Compare and contrast instrumental chamber music written before 1750 with that composed between 1750 and the present day. Quote, in staff notation, two themes from any of the works which you mention. (15)

4. (a) Identify **FOUR** 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. (6)

(b) Write a short factual paragraph about the form and general characteristics of one of the works identified. If the work is scored for orchestra, list the instruments used. In the case of a longer work, write about the particular movement identified (*not the whole work*). (5)

(c) Quote, in staff notation, at least four bars of not more than two themes from the work or movement about which you have written. (4)

(Total marks = 15)



1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 23rd 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. Supper in the Hostel.
2. Watching the Regatta.
3. Fire Alarm.
4. The Fruit Harvest.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(SECOND PAPER)—DESIGN

Friday, 25th 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 an all-over repeat pattern for window curtains. Complete at least four repeats, each repeat to be a diamond, 6 inches by $4\frac{1}{2}$ inches.

2. Design the membership card for an amateur cine club, and incorporate in your design the following :—

CINE CLUB 1960

3. Design in cheerful colour an embroidered trolley cloth for a children's hospital ward. Make your design 12 inches by 8 inches. State the type of fabric and threads you would use and name the stitches.

4. On the sheet of paper provided, design a panel of script using the following passage.

'The sea itself was silent, making no more than a sighing slumber-breath round the white sands of the isle, or a hushed whisper where the tide lifted the long weed that clung to the rocks.'

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(THIRD PAPER)—REPRESENTATIONAL DRAWING
AND PAINTING

Friday, 25th 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.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 25th 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 stool on which the model is seated should be indicated but not drawn in detail.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

LOWER GRADE—THIRD AND FOURTH PAPERS

CONFIDENTIAL INSTRUCTIONS

THIRD PAPER

(a) *Still-Life*

Drape a white towel against a soft pink background so that part spreads across a suitable foreground. Place a casserole so that it is partly on the towel. Complete the group with two onions and a leek.

(b) *Plant Form*

The following should be provided for each candidate :—

(1) a spray of leaves and (2) one of the following flowers or plants :
primula, cyclamen, ivy, anemone, geranium.

FOURTH PAPER

(c) *Detailed Study from Life*

Dress for Boys : Running shorts, vest and shoes.

Dress for Girls : Blouse, shorts or short divided skirt and gym. shoes.

The model should be seated comfortably on a stool facing the candidates. His (her) feet should be crossed. The hands should rest on the thighs, about three inches above the knees.

For the detailed study of a head the model should have clearly defined features and dark hair. If a girl is chosen her hair should not obscure her face.

N.B.—Higher and Lower Grade candidates may draw from the same model as the pose is the same for both grades.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

HIGHER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 23rd 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. Rehearsing the School Play.
2. Celebration.
3. Research.
4. The Passing Stranger.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(SECOND PAPER)—DESIGN

Friday, 25th 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 an all-over pattern suitable for printing on curtain material which will be appropriate in the dining hall of an agricultural college. Complete as much of the pattern as time allows.

2. Design a cover for a circus programme 10 inches by 6 inches (long side upright). "Circus 1960" must be incorporated in your design.

3. Design a toy animal, longest dimension 8 inches, to be carried out in coloured felt and decorated with embroidery. Choose **ONE** of the following :—
Hen ; Dove ; Giraffe.

State the names of the stitches to be used in the embroidery.

4. Write the following in script in a panel 12 inches by 10 inches (upright). Add suitable decoration.

Bleak House

" It was one of these delightfully irregular houses where you go up and down steps out of one room into another, and where you come upon more rooms when you think you have seen all there are, and where there is a bountiful provision of little halls and passages, and where you find still older cottage-rooms in unexpected places, with lattice windows and green growth pressing through them."—*Dickens*.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

A R T

HIGHER GRADE—(THIRD PAPER)—
REPRESENTATIONAL DRAWING AND PAINTING

Friday, 25th 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.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 25th 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 stool on which the model is seated should be indicated but not drawn in detail.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

HIGHER GRADE—(FIFTH PAPER)

Wednesday, 23rd 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) Name the artist and describe **either** “ The Birth of Venus ” or “ The Burial of Count Orgaz ”.
- (b) Give the school of painting to which each of the following painters belonged and name **one** work by each :—
Uccello, Frans Hals, Murillo, Gericault, Turner.
- (c) Give the name of **one** artist particularly associated with Pointillism, French Romanticism, Cubism, Surrealism, British Abstract painting.
- (d) What was the chief aim of Fauvism? Name two artists associated with this style of painting.
- (e) Which French artist strongly influenced the work of S. J. Peploe? Name two other Scottish artists of the same period who painted in a similar style.
- (f) Name two Scottish artists born towards the end of the 18th century who painted mainly in London. Name one typical work by each.

Or

Answer **briefly** any **five** of the following :—

- (g) Make a simple sketch of a decorated Gothic window.
- (h) With what period of architecture do you associate each of the following features :—dog tooth moulding, gargoyle, metopes, scarab, acanthus leaf.
- (j) Show by a simple sketch where the clerestory and triforium of a church are situated.
- (k) What architect largely owes his opportunity to the Fire of London, 1666? Name three buildings designed by him.
- (l) With what Scottish Ecclesiastical building do you associate the “ Prentice Pillar ”? Describe briefly the ornament of the pillar.
- (m) Describe briefly four characteristics of a Scottish “ Black House,” and state where an example still exists.

2. Trace the change in Italian art from the Byzantine period to the death of Giotto. Compare the work of the major artists.

3. Write a brief appreciation of Turner and Blake as artists. Discuss their differences in approach by reference to particular paintings.

4. The art of a people is said to reflect the social conditions of the time. Discuss this statement in relation to French painting of the 18th century, naming the principal artists and giving examples of their work.

5. What major contribution to European art was made by Spanish painting between 1550 and 1800? Mention four prominent artists and compare their individual styles.

6. Discuss the various factors which influenced the design and construction of Saxon and Norman buildings. Illustrate your answer with sketches.

7. Discuss the effect of choice of material (e.g., wood, stone, brick, concrete, tile) on ornament and colour in buildings of various periods.

8. What do you understand by the Renaissance style of architecture? Describe a building in this style designed by a famous English architect. Sketch its elevation.

9. What is meant by functional architecture? In your answer refer to buildings from early and present day architecture.

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.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ART**

HIGHER GRADE—(THIRD, FOURTH AND FIFTH PAPERS)

CONFIDENTIAL INSTRUCTIONS**THIRD PAPER**(a) *Still-Life*

On a loosely draped dark blue cloth, compose a group consisting of a kipper on a white plate, a tall brown wine bottle, a lemon and a roll of bread. Add a suitable background.

The group should be placed on a low table.

FOURTH PAPER(b) *Detailed Study from Life*

Dress for Boys : Running shorts, vest and shoes.

Dress for Girls : Blouse, shorts or short divided skirt and gym. shoes.

The model should be seated comfortably on a stool facing the candidates. His (her) feet should be crossed. The hands should rest on the thighs, about three inches above the knees.

For the detailed study of a head the model should have clearly defined features and dark hair. If a girl is chosen her hair should not obscure her face.

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 : The model should stand with his (her) back to the candidates. The feet should be apart, with the weight on the left foot. The hands should be lightly clasped behind the back.

2nd Model : The model should stand with feet apart, facing the candidates, and holding a towel as if drying the back and right shoulder blade.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

Board of Examinations (Scottish)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

(a) 1960

The Board of Examinations (Scottish) is pleased to announce that the results of the Scottish Leaving Certificate Examination for the year 1960 have been published. The results are available to candidates and their parents on request.

1960

(b) 1960

The Board of Examinations (Scottish) is pleased to announce that the results of the Scottish Leaving Certificate Examination for the year 1960 have been published. The results are available to candidates and their parents on request.

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1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOK-KEEPING

LOWER GRADE

Wednesday, 16th March—9.15 A.M. to 11.15 A.M.

Marks will be deducted for careless or badly arranged work.

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

1. Explain the following terms used in connection with Bills of Exchange :—
noting; documentary bill; retiring under rebate. (12)

2. A and B, who are in partnership sharing profits equally, agree to admit C to the firm. Describe **two** ways in which the value of the goodwill, of which there is no record in the books, may be dealt with. Illustrate your answers by examples. (16)

3. The following table shows, in the order in which they took place, the ultimate effect of certain transactions on the assets and liabilities of a business. In each case state clearly what has taken place.

	A	B	C	D	E	F	G	H
<i>Assets</i>								
Cash	2,500	250	250	250	250	150	150	480
Bank		2,250	250	250	250	250	915	915
Goods			2,000	2,800	1,700	1,700	1,700	1,450
R. Wallace					1,400	1,400		
Bill receivable ..							700	700
	£ 2,500	2,500	2,500	3,300	3,600	3,500	3,465	3,545
<i>Liabilities</i>								
Capital (R. Allan) ..	2,500	2,500	2,500	2,500	2,800	2,700	2,665	2,745
J. Jones				800	800	800	800	800
	£ 2,500	2,500	2,500	3,300	3,600	3,500	3,465	3,545

N.B.—Do *not* copy out the table given above. Write down opposite each of your answers the reference letter to which the particular answer relates. (28)

[TURN OVER]

4. On 1st February, 1960, the balances in the books of G. Rose and A. Small were as follows: cash in hand, £30; sundry creditors (J. Thom, £860, F. Comfort, £570) £1,430; stock, £1,700; motor vehicles, £750; provision for bad debts, £100; bills receivable (No. 16, on A. Wand, due 8.3.60, £290; No. 21, on N. Drew, due 11.3.60, £150) £440; capital—G. Rose, £1,550; capital, A. Small, £1,550; bill payable (No. 31, to R. Wise, due 13.2.60) £230; furniture and fittings, £760; sundry debtors (A. Moss, £380; N. Drew, £300) £680.

The difference represents the cash at bank on 1st February, 1960.

It was agreed that A. Small would be paid monthly a salary at the rate of £600 per annum.

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 N. Drew *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.

1960.

- Feb. 1. Sold on credit to A. Moss goods value £180, less 16 $\frac{2}{3}$ per cent. trade discount.
- „ 3. A. Small sold his private car for £650 and agreed to lend the proceeds to the firm; money paid into bank.
- „ 5. Bought on credit from F. Comfort goods value £170.
- „ 6. N. Drew paid £150 on account.
- „ 8. The Neway Furniture Co. sold us, on credit, office furniture value £300.
- „ 8. A. Moss returned goods value £12 gross, and accepted our bill for £500 at one month in full settlement of amount owing.
- „ 9. Distributed from stand at local exhibition free samples value £37.
- „ 10. F. Comfort sent account for carriage on goods, £15. On the same day we informed him that he had omitted to allow us the 20 per cent. trade discount due on the goods received on 5th February.
- „ 13. Bill due today duly met at bank.
- „ 15. Returned part of furniture, value £50, bought on the 8th.
- „ 18. Bought at auction sale job lot of goods for £460.
- „ 20. Paid fire insurance by cash, £28.
- „ 22. Accepted F. Comfort's bill at 60 days for total amount owing.

1960

- Feb. 23. Bill for £150 accepted by R. Swanson and discounted at bank on 15th December, 1959, was returned dishonoured by non-payment.
- „ 24. Paid J. Thom's account, less $2\frac{1}{2}$ per cent. cash discount.
- „ 25. N. Drew insolvent; dividend of 9s. in the £ duly received.
- „ 27. Cash sales for month, £416 13s., of which £30 retained in office.
- „ 27. Bought for cash National Insurance stamps, £5 15s.
- „ 29. Paid wages for month by cheque, £95, less National Insurance stamps £2 7s., and income tax, £5 3s.
- „ 29. Paid Small's salary for month. (44)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

BOOK-KEEPING

HIGHER GRADE

Wednesday, 16th 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. Explain clearly, giving illustrative examples, the following terms :—
(i) compensating errors, (ii) errors of omission, (iii) errors of principle ; and state how they would affect the reliability of the trial balance. (16)
2. In modern business it is usual to provide analysis columns in the cash book. What are the benefits to be derived from this practice? Illustrate your answer by a suitable example, inserting headings but *no* entries. (16)
3. Re-arrange and sub-divide the following "account" so that it may provide the maximum information for the owner of the concern. Thereafter, (a) express as a percentage of net sales, (i) the prime cost of the goods sold, (ii) the gross profit, and (iii) the net profit ; and (b) calculate the rate of turnover (correct to two places of decimals).

Revenue Account for year ended 31st December, 1959.

£		£	
Stock of raw materials at		Sales of finished goods ..	108,391
1.1.59	5,403	Purchases returns and	
Work in progress at 1.1.59 ..	1,782	allowances	809
Stock of finished goods at		Trade discount on purchases	2,581
1.1.59	4,604	Cash discount received ..	344
Manufacturing wages ..	42,175	Stock of raw materials at	
Office salaries	9,743	31.12.59	5,894
Purchases of raw materials	31,026	Work in progress at 31.12.59	2,135
Sales returns and		Stock of finished goods at	
allowances	947	31.12.59	4,932
Trade discount on sales ..	3,454	Profit on consignments ..	1,856
Cash discount allowed ..	612		
Salesmen's commission and			
expenses	1,763		
Rent and rates	1,892		
Factory fuel and power ..	4,216		
Lighting and heating ..	324		
Carriage on raw materials ..	1,175		
Carriage on finished goods ..	1,863		
Bad debts (including			
provisions)	462		
Depreciation of machinery ..	2,580		
Trade and office expenses ..	944		
Net profit	11,977		
	£126,942		£126,942

(24)

4. On 1st February, 1960, the balances in the books of L. Clark and W. Jones, who traded in partnership and who shared profits and losses in the ratio of three to two, were as follows:—cash in hand, £25; bank overdraft, £348; stock of goods, £1,343; investments, £560; sundry debtors (W. Cannon, £73; S. Jackson, £136; J. Simon, £47) £256; sundry creditors (W. Reid, £95; T. Annan, £74) £169; bills receivable (No. 33 on S. Jackson, due 18/2/60, £72; No. 36 on R. Weeks, due 21/3/60, £104) £176; bill payable (No. 18, to T. Annan, due 20/2/60) £123; loan from W. Jones, £800; buildings, £2,440; motor vehicles, £960; provision for Income Tax, £170; capital, L. Clark £2,350; capital, W. Jones, £1,800.

On this date they agreed to admit as partners L. Clark's nephew, D. Elliott, and W. Jones's son, R. Jones, on the following terms:—

- (a) The goodwill of the existing firm should be valued at £750.
- (b) The value of the buildings should be increased to £2,760 and the value of the motor vehicles reduced to £800.
- (c) A provision for bad debts amounting to £60 should be made.
- (d) D. Elliott should contribute as his share of the new firm's capital goods value £308, a motor van value £420, and £372 in cash.
- (e) R. Jones should contribute £650 in cash and his father should transfer from his loan to the firm a sum sufficient to make his son's capital equal to that of D. Elliott.
- (f) The balance remaining in the loan account should then be transferred to W. Jones's capital account.
- (g) After these adjustments had been completed, the capitals of the four partners should remain unaltered.

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.

- Feb. 1. The cash received from D. Elliott and R. Jones was duly paid into the firm's bank account.
- „ 2. S. Jackson paid on account £36.
- „ 3. W. Cannon bought goods value £44, less 15 per cent. trade discount.
- „ 5. Discounted at bank bill No. 36: amount received £103 4s.
- „ 8. Bought of W. Reid goods value £85, less 10 per cent. trade discount, and gave in full settlement of amount owing, cheque for £168.
- „ 12. Sold to J. Simon goods value £35, less 15 per cent. trade discount.
- „ 13. W. Reid informed us that our cheque had been returned by his bank owing to a difference in the amounts. Gave new cheque in exchange.
- „ 15. S. Jackson is insolvent. Agreed to accept in full settlement of the total amount owing, goods value £45, a motor cycle value £60 and a cheque for £27. The motor cycle was taken over by R. Jones for his own use.

1960.

- Feb. 17. Made W. Cannon an allowance of £4 18s. in respect of goods damaged in transit and received his cheque for the total amount owing, less $2\frac{1}{2}$ per cent. cash discount.
- „ 19. Paid by cheque Income Tax assessment £164.
- „ 20. Bill No. 18 duly met at bank.
- „ 22. J. Simon returned goods value £12 gross and accepted our bill for £64 at sixty days in full settlement.
- „ 23. Handed over to publicity agency goods value £9 10s. to be distributed free for advertising purposes and paid their fee of £14 14s.
- „ 24. Bought of T. Annan goods value £48 and gave in settlement our bill for £122 at thirty days.
- „ 25. L. Clark drew from bank for his own use £40.
- „ 26. Bought for cash National Insurance stamps £7 14s.
- „ 27. Drew from bank for office cash £95.
- „ 29. Paid in cash wages for month, £89, less National Insurance, £3 6s., and Income Tax, £7 4s.
- „ 29. Paid to D. Elliott, who acted as outside representative, an allowance of £30 for the use of his private car on the firm's business.
- „ 29. Cash sales for month £987.

(44)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL ARITHMETIC

HIGHER GRADE

Tuesday, 22nd 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, B and C are in partnership with capitals of £3,500, £4,000 and £4,500 respectively. The partnership agreement provided that, for his services to the firm, A should receive an annual salary of £800 and B one of £500, that interest should be allowed on capital at the rate of 6 per cent. per annum, that, of the remaining profits, 20 per cent. should be put to reserve, and that the balance should be divided between the partners in proportion to capital. If the profits for the year were £4,270, calculate the total amount received by each partner and the sum put to reserve. (16)

2. (a) A manufacturer fixed the list price of an article so that, after allowing 20 per cent. trade discount and 5 per cent. cash discount, he made a profit on net selling price of 25 per cent. If a retailer paid £47 10s. cash for the article, what was the cost of production?

(b) Of the twelve articles which the retailer bought, ten were sold at the list price and two, which became shop-soiled, at a discount of £5 10s. each. What was his rate of profit per cent. on selling price on the whole transaction? (Give your answer correct to one place of decimals.) (20)

[TURN OVER

Section B

FOUR questions should be attempted from this Section.

3. A retailer bought goods from a wholesale merchant as follows :—
1959.

Oct. 20.	Value of goods	£85.	Term of credit	two months.
Nov. 8.	„ „ „	£110.	„ „ „	one month.
Nov. 24.	„ „ „	£160.	„ „ „	one month.

Calculate the average due date on which the total amount owing should be paid. (16)

4. How much sterling did a merchant receive for a bill for 427,525 lire which was drawn on 16th November, 1959, at 60 days and discounted on 23rd November, 1959, at $6\frac{1}{2}$ per cent. per annum? (1745 lire = £1.) (16)

5. A man transferred to a trust fund 10,000 preference shares of £1 each and 40,000 ordinary shares of 2s. each. The deed provided that, for a period of five years, the gross income from the shares should be deposited at $4\frac{1}{2}$ per cent. compound interest. If at the end of each year a dividend of 6 per cent. per annum was paid on the preference shares and one of 20 per cent. per annum on the ordinary shares, what was the total amount of the deposit at the end of the five-year period? (16)

6. A twelve-bore gun has been defined as “a gun of such a size that 12 spherical balls of solid lead, each of diameter equal to the diameter of the bore, weigh exactly one pound.” Find, correct to the nearest hundredth of an inch, the diameter of the bore of such a gun.

$$\pi = 3.1416 : \text{one cubic foot of lead weighs 711 lb.} \quad (16)$$

7. A manufacturer bought a machine for £7,445 and, in his annual accounts, wrote off depreciation on the reduced value at the rate of 15 per cent. per annum. In how many years would the book-value be reduced to £900? (16)

8. Of the gross proceeds of sales made by a company in a certain year $8\frac{1}{2}$ per cent. was profit. In the following year the actual sales increased by 9 per cent. and the actual profits by 14 per cent. Calculate the rate of profit per cent. on the additional quantity sold. (16)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCIAL SUBJECTS—SHORTHAND

Thursday, 24th 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.

S H O R T H A N D

Practice Passage for Dictation

The passage may be read **once only** at an appropriate speed. Candidates should not make a transcription of the passage, but must hand in their shorthand notes at the close of the examination.

The oblique lines, /, mark the divisions into sections of ten words each. The reader should not make a pause when they occur, unless the sense requires it.

Conditions of trade are certainly better than they were, but / a word of caution is necessary. It is true that / we can point to a good year, but we must / not assume too much from that. It has been said / that there is a great hope of an issue of / bonus shares in the near future. I can promise nothing / of the kind. Our reserves are not large but they / are satisfactory, and adequate only to meet the present situation. /

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 or Madam,

$\frac{1}{4}$
 $\frac{1}{2}$
 $\frac{3}{4}$ In this, the 100th year in the history of our company, / I feel that I ought to send, in addition to the enclosed report and accounts, / a more personal statement in which I could deal briefly with our achievements during the / past year.

1
 $\frac{1}{4}$
 $\frac{1}{2}$ It gives me particular pleasure to inform you that the sales and trading // profits of the group are higher than ever before. The record figures speak for themselves / but I think you will agree they could not have been reached without the great / efforts and continued loyalty of all members of the staff.

$\frac{3}{4}$
2
 $\frac{1}{4}$
 $\frac{1}{2}$ You will be pleased to / note from the report that the overseas sales of the group were the highest ever // recorded and the profit gained from these operations shows an increase over that of the / previous year. What is most satisfactory is that the results were achieved in spite of / difficult trading conditions in some countries, in a few of which losses were incurred. You / will, of course, understand that when a firm has important interests abroad it is certain // to be affected to some extent by economic and other changes which occur from time / to time in different parts of the world. On the other hand, I am in / no doubt that the spread of our business overseas has added to our strength.

$\frac{3}{4}$
4
 $\frac{1}{4}$
 $\frac{1}{2}$
 $\frac{3}{4}$ My / colleagues on the board share my pleasure in having reached a position from which it // is possible to increase the final dividend on the ordinary stock from 10 per cent. / less income tax, as it has been for the past five years, to 14 per / cent. less tax, for the present year. The total dividend paid is therefore 20 per / cent.

I hope that we may maintain this very satisfactory position next year.

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 thirty-eighth annual general meeting of the company was held on February 16th, in Edinburgh.

The / following is an extract from the statement read by Mr. Thomas Kelly who presided in the absence of / the chairman :

The accounts covering the year to 30th November, 1959, show group / trading profits of £300,000, a decrease of £52,000 compared with the previous // year. As in the present year there has been a reduction in taxation it is possible to / propose a small increase of dividend. The directors recommend payment of a dividend on the ordinary stock at / the rate of 12½ per cent. less income tax.

At the end of his / statement last year the chairman said that if there was any recession in trade this business would be // one of the first to be affected, and this has proved to be the case. In those / parts of the country in which our sales are greatest, unemployment figures proved to be the highest for / many years. Other factors, too, operated against us—the reduction in overtime in industry, more attractive terms / for hire purchase, and a poor summer from the point of view of sales. The reduction of the // tax on certain of our products in last year's Budget has so far not been followed by / increased sales, although in the case of two of our bottled manufactures there appears to have been a / very slight improvement in consumption. This was, however, almost certainly due to the better weather we had / in the early part of the season.

As far as overseas markets are concerned we have had a // most satisfactory year and our future prospects still appear to be good. We have established firm trading / links with the United States of America and with several of the South American countries. Two of your / directors visited these places recently and their reports confirm that trading prospects are very bright ; they also / comment favourably on the work being done by the manager and his staff at our New York office. //

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 eighteenth annual general meeting of the company was held on March 1st, in London.

$\frac{1}{4}$ The secretary read the notice / convening the meeting and the report of the auditors.

$\frac{1}{2}$ The following is the statement by the chairman which had been / circulated with the report and accounts for the year ended January 15th, 1960 :—

$\frac{3}{4}$ Once more I am / pleased to be able to report that we have had a successful year, as you will see from the accounts // before you, which show a further increase in profits. I feel this is a very satisfactory result, especially as the / year under review has been very difficult and one which has called for a great deal of thought and some / very hard work by all concerned.

$\frac{3}{4}$ At the moment your company is quite well off for liquid funds, but it / will be necessary to raise more capital to finance our overseas activities and to provide us with a reasonable working // capital at home. We, therefore, propose to issue, at 7s. 6d. per share, 640,000 / ordinary shares in the ratio of one to ten at present held. This will realise £240,000 / gross. The issue will be made direct to shareholders in proportion to the number to which they are entitled and / an application form will be provided to enable shareholders to apply for extra shares, if any are not taken up. //

$\frac{1}{4}$ Turning to the accounts the gross profit at £600,000 is another record and shows an increase of / £37,000 over the previous year, and, after deducting various taxes totalling £400,000, the net / profit is up on last year's figure by almost £10,500.

$\frac{3}{4}$ In concluding my remarks I would / suggest that, although business has become very much more difficult in this country and competition has increased, we anticipate being // able to obtain our fair share of orders in this current year. For the first part of this year we / have obtained the target figure which we set ourselves. As far as our new Canadian business is concerned, it is / too early to forecast as there is still a great deal of spade work to be done.

$\frac{3}{4}$ The report and / accounts were adopted and the final dividend of 6 per cent., making 10 per cent for the year, was approved. //

Ninety Words per Minute

(Sixty-five minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

The thirty-second annual general meeting of the company was held yesterday at Glasgow. The chairman said :—

Last year I suggested to / you that it would not be wise to expect an increase in income during the year. In the result, however, the rise in / gross income has amounted to over £5,500 while net revenue has risen from £61,000 to / £69,000, being assisted by the change in the basis of profits tax. Some of the dividend reductions which I had // expected did in fact materialise but these were offset by some other increases and by the fact that a full year's income / was received from the additional capital raised in December, 1956.

In view of these favourable results your directors have / decided to recommend a final dividend of 14 per cent. making a total of 18 per cent. for the year against 16 / per cent. a year ago. This total will take up 77 per cent. of the net profit, which is the same as // in the previous year, and your directors would hope to distribute at least the same percentage in future years.

Since the end / of the financial year we have made an issue of 544,000 ordinary shares of five shillings each at / fourteen shillings per share on the basis of two shares for each four held. 530,000 shares were subscribed / for and applications for 74,000 excess shares were received, a very good result. It is your directors' intention to invest the // new money at home and overseas as opportunity arises. Meantime it has been placed at satisfactory rates of interest.

There are many / factors which make it even more difficult than usual to forecast the future. A large number of companies have found that their profit / margins are declining but, in spite of this, many have maintained, or even increased, their dividends and, as prices on the Stock / Exchange have risen, so yields have fallen to a point which eighteen months ago would have seemed low, and which appear to suggest // future growth.

Owing to the printing strike we were unable to send out this report and the usual statements along with the / accounts. I am therefore attaching a brief note of the distribution of our investments. You will see that the percentage of our investments / in preference stocks and shares has risen to almost 8 per cent., that bank and insurance shares account for almost 4 per cent., that debentures account for less than 1 per cent., and that the remaining percentage is accounted for by ordinary stocks and shares. //

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 twenty-fifth ordinary general meeting of the company which was held on December 6th in London, the chairman, in the course of his / speech, said :

Once again your directors are able to present to you an excellent report. The net profit of the group, before taxation, amounts to / £350,000 as against £300,000. The net group profit, after taxation, shows an increase of £30,000 / on last year. The considerable increase in the profits of the parent manufacturing company is not due to any increase in profit margins per tin // but solely to the heavy increase in sales of our products. Our net margin of profit before taxation is much less than one penny per / packet.

Once again I am able to report to you that the volume of production and sales constitutes an all-time record in the history / of the company, and the turnover has now reached a rate in excess of £3,000,000 per annum. This involves the manufacture and distribution / throughout the country of almost 410 million packets per annum, a rate equal to 8 million per week. I imagine that few, // if any, food products can approach this record.

The directors have decided to pay a final dividend of 20 per cent., together with cash bonus / of 5 per cent., making a total distribution of 33 per cent., and thus maintain the record for the past 16 years.

The board / considers that the time has come to recommend a further capitalisation of reserves which represent a part of the profits retained in the business. It / is proposed that this should take the form of the capitalisation of the sum of £40,000 of the capital and general reserves which // will be applied to the payment in full of 160,000 shares of five shillings each to be given to the ordinary / shareholders in the proportion of one fully paid share of five shillings for every ten shares held. At the same time the directors recommend that / the opportunity should be taken to increase the authorised share capital of the company from £500,000 to £600,000 by / the creation of a further 400,000 shares of five shillings each. This would provide a margin of unissued capital at the disposal of // the board if it should be required in the future.

Wherever food is served or sold our products will be found and it would appear / that results for the current year are likely to be satisfactory. Thanks to the policy and inspiration of our founder and with all our resources / and experience, I feel that shareholders have every reason to feel that this company will continue to give a very good account of itself and, / indeed, strengthen the leading position it has established for our famous product.

The report and accounts were adopted and the board's capital proposals were approved. //

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

LOWER GRADE

Thursday, 17th 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 steps involved in the purchase on the Stock Exchange of a parcel of rubber shares by a member of the public. (20)
2. Explain how the wholesaler assists the manufacturer in the distribution of his goods. (20)

SECTION B

THREE questions should be attempted from this Section.

3. How does net profit differ from gross profit? Which is the more reliable guide to the prosperity of a business? (20)
4. Under what circumstances would a trader endeavour to obtain an overdraft from his bank? On what conditions is the bank likely to agree to his request? (20)
5. What are the main advantages and disadvantages to the consumer of the small retail shop? (20)
6. Why are some imports described as "visible" and others as "invisible"? Describe the main classes of invisible imports in the British balance of payments. (20)
7. What are the principal advantages of limited liability to a manufacturer? In what type of economic activity is this form of organisation most common? (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

COMMERCE

HIGHER GRADE

Thursday, 17th 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. Do you consider that expenditure on advertising is always advantageous from the point of view of the community? Give reasons for your answer. (20)

2. Explain and discuss the methods which the British Government employs to assist British manufacturers to develop markets abroad. (20)

SECTION B

THREE questions should be attempted from this Section.

3. What is the difference between an investor and a speculator? Discuss the effects of the activities of speculators on the Stock Exchange. (20)
4. Describe the organisation of **one** nationalised industry with which you are familiar. (20)
5. Explain the usefulness of forward rates on the foreign exchanges to merchants engaged in (i) importing, and (ii) exporting. (20)
6. Compare and contrast the main features of a holding company and a trust. (20)
7. "Bank rate technique is not always an effective means of controlling financial and industrial activity." Explain and discuss this statement. (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMICS

LOWER GRADE

Thursday, 17th March—1.0 P.M. to 3.0 P.M.

All candidates should attempt FIVE questions, namely, the two questions in Section A, and any three questions from Section B.

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

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

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

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

SECTION A

The two questions in this Section should be attempted.

1. What is " industrial inertia " ? Illustrate your answer by giving specific examples. (20)
2. Why are changes in the value of money important for all sections of the community ? (20)

SECTION B

THREE questions should be attempted from this Section.

3. What is meant by the mobility of labour ? Explain its importance for the United Kingdom at the present time. (20)
4. Give an account of the functions of a savings bank. (20)
5. Why are profits important in a system of private enterprise ? (20)
6. What do you understand by specialisation of labour ? Describe its advantages. (20)
7. Explain the difference between " economic " and " free " goods. To which category do the following belong : (a) pure air in a coal mine ; (b) a doctor's services ; and (c) the water supply of a city ? Give reasons in each instance. (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMICS

HIGHER GRADE

Thursday, 17th 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. Explain the meaning of the term "elasticity of demand." What factors determine whether the demand for a good will be elastic or inelastic? (20)

2. Show, with examples, what you understand by "varying degrees of monopoly." (20)

SECTION B

THREE questions should be attempted from this Section.

3. What are "external economies"? How may they influence the location of new firms? (20)

4. "International trade is the extension of the division of labour beyond national frontiers." Discuss this statement. (20)

5. What methods have been employed by British Governments in the present century to secure greater equality of incomes? (20)

6. Is it true to say that nothing can have value unless it is scarce? Give reasons for your answer. (20)

7. In 1956 the number of boys and girls reaching the age of 15 was 613,000; in 1959 the corresponding figure was 776,000 and in 1962 it will be 929,000. Discuss the probable economic effects of this sharp increase in the numbers attaining the school leaving age. (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

LOWER GRADE

Friday, 25th 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. Give an account of the production of, and world trade in, either maize or cane sugar. (20)
2. Write a systematic account of the economic geography of either the North East Region of England, or the Central Lowlands of Scotland. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Write a short essay on **either** market gardening in Holland **or** the fishing industry of Norway. (20)
4. Describe the geographical and economic factors which have led to the development of the motor car industry of the United States of America. (20)
5. Show how geographical conditions are reflected in the export trade of **either** South Africa **or** New Zealand. (20)
6. Account for the importance of the Ruhr coalfield in the economy of West Germany. (20)
7. In which country in South America would you choose to live if you had to make a choice? Give reasons. (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC GEOGRAPHY

HIGHER GRADE

Friday, 25th 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. Examine the factors which fostered the development of either the Scottish woollen industry or the Scottish paper industry. (20)

2. UNITED STATES FOREIGN TRADE

Main Trading Partners

Percentage of :

		<i>U.S.A. Imports</i>				<i>U.S.A. Exports</i>	
		1937	1951			1937	1951
Canada	13	21	United Kingdom	16	6
Malaya and Singapore		8	4	Canada	15	17
United Kingdom	7	4	Japan	9	4
Japan	7	2	France	5	3
Cuba	5	4	Germany	4	3*
Argentina	5	2	Phillipines	3	2
Phillipines	4	3	Mexico	3	3
Brazil	4	8	Italy	2	3

* West Germany.

Write a commentary on the above statement. (20)

SECTION B

THREE questions should be attempted from this Section.

3. What are the geographical conditions which make it possible for the Union of South Africa to produce such a wide range of agricultural products? (20)

4. Show in what ways the contrasts between the geographical conditions of Norway and Sweden have given rise to differences in the principal occupations of their peoples. (20)

5. Give an account of the geographical and economic factors which have contributed to the growth and development of industry in either the Paris Basin or the Basin of the St. Lawrence. (20)

6. Write a short essay on the use of the waters of either the Nile river system or the Indus river system.

7. Give an account of the production of mineral oil in the Middle East; and examine the influence of its discovery on the life of the people in the area. (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**ECONOMIC HISTORY**

LOWER GRADE

Friday, 25th 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 effects of the Industrial Revolution on the cotton industry of Great Britain. (20)
2. Explain the main effects of the invention of the motor car on the economic life of Great Britain. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Examine the part played in the life of a medieval town by the Craft Guilds. (20)
4. Describe the part played in British working class movements by (a) the Chartists and (b) the Rochdale Pioneers. (20)
5. Reference is frequently made in the press and in literature to "Mid-Victorian prosperity": what do you understand by this phrase? (20)
6. Give an account of the action taken by the State since 1932 with the object of encouraging agriculture. (20)
7. How do the main categories of British exports today differ from those of fifty years ago? What reasons would you suggest for the changes you have mentioned? (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ECONOMIC HISTORY

HIGHER GRADE

Friday, 25th 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 and contrast the structure and organisation of industry in 1850 with the position in 1950. (20)

2. Give an account of the main events in the development of trade unionism between 1875 and 1914. (20)

SECTION B

THREE questions should be attempted from this Section.

3. Describe the chief features of "company trading" in the seventeenth century and state why this method of carrying on foreign trade received government favour. (20)
4. Indicate the importance of Watt's development of the steam engine for both the location of industry and the size of the unit of production. (20)
5. What were the main causes of migration from the Highlands and Islands of Scotland between 1750 and 1850? (20)
6. What considerations led the Government to foster the development of "Trading Estates"? Give an account of their main characteristics. (20)
7. Describe the part played by London as a centre for overseas investment in the latter part of the 19th century. What reasons would you give for this development? (20)

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

LOWER GRADE

Monday, 21st 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. Draw a diagram of a rope-and-pulley system which has a velocity ratio of 4. Assuming that the efficiency of the system you have drawn is 80 per cent., calculate the effort required to raise a load of 2 cwts. Explain why the efficiency of such a system is always less than 100 per cent. 7
- With reference to a labelled diagram, explain the action of a lift pump. 10
- What is the greatest depth from which water can be drawn by means of a lift pump? Give a reason for your answer. 3
2. Explain how soil temperature is influenced by soil composition. 8
- Name three implements which are commonly used in sequence in preparing land for root crops, and describe fully the action of each on the soil. 12

[TURN OVER

3. Name the elements which are essential to plants. 7
- Describe the effects of potassium compounds on the growth of plants. Explain, with examples, why some crops need more generous manuring with potassium compounds than others do. 6
- Describe a laboratory test by which the presence of potassium in a sample of a compound fertiliser could be demonstrated. 4
- Calculate the percentage weight of potash (K_2O) in pure potassium sulphate. 3
4. Name two concentrated feeding stuffs which are rich in protein, and two others which are rich in carbohydrate. 2
- What purposes are served by (i) proteins and (ii) carbohydrates in the diet of farm animals? 11
- Explain why milk is a good food for young animals. 7
5. Describe under the following headings how to grow a successful crop of barley :—
- (i) place in rotation ; (ii) suitable soil and climatic conditions ; (iii) preparation of the soil ; (iv) manuring ; (v) sowing ; (vi) indications of ripeness ; (vii) harvesting. 20
6. Name two plants which are commonly found as weeds in grassland. In each case describe the characteristics which make the plant troublesome as a weed. 8
- Describe, in the sequence in which they occur, the various ways in which weeds are killed during the growing of a crop of turnips. 7
- The following data were obtained in tests on two samples of perennial ryegrass seed which were bought for the same price per pound :—
- | | Sample A | Sample B |
|------------------------------|----------|----------|
| Percentage purity | 95 | 98 |
| Percentage germination | 99 | 96 |
- Show by calculation which sample had the higher " real value." 3
- State the conditions which are necessary for the germination of seeds. 2
7. Name two pests of cattle, and describe the life history and control of **ONE** of them. 10
- With the aid of a labelled diagram, describe the reproductive system of the cow, stating the functions of each part. 10

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(FIRST PAPER)

Monday, 21st 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.

1. With the help of chemical equations, outline the processes by which the fertiliser known as nitrochalk is manufactured. 11

Name two other nitrogenous fertilisers, and for each calculate the price per ton at which it would supply nitrogen at the same unit cost as nitrochalk costing £18 10s. per ton. 4

Describe (i) the effects of nitrogenous fertilisers on the growth of plants, and (ii) the symptoms of nitrogen deficiency. 5

2. Compare humus with clay in regard to (i) origin, (ii) physical properties, and (iii) effects on soil texture. 10

Explain what is meant by base exchange in soils. 6

Explain how base exchange is related to (i) soil acidity, (ii) soil texture. 4

3. Name three substances which are used for reducing soil acidity, and explain their chemical relationships with one another. 5

State briefly the conditions under which a metallic element is available to plants. Outline the experimental procedure you would follow in order to determine whether a particular metallic element was essential to plants. 7

Calculate the proportions by weight in which sulphate of ammonia, superphosphate, and muriate of potash could be mixed in order to make a compound fertiliser which would be suitable for a crop of turnips. 8

4. Draw a labelled diagram of a bucket milking machine installation, and state the uses of each part. 8

Describe a teat cup. Explain fully how milk is extracted from one "quarter" of a cow's udder by use of a teat cup. 12

5. Describe a "three speeds and reverse" gear box. Explain the action and uses of its parts. 20

6. Write explanatory notes about **FIVE** of the following: Ohm's Law; transformers; the cooling of a tractor engine; storage of farm-yard manure; seedbeds; sugars. 4 each

7. Give an account of the uses of water in the bodies of animals. 10

Explain how the regional distribution of types of farming in Scotland is related to climatic factors. 10

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

AGRICULTURE

HIGHER GRADE—(SECOND PAPER)

Monday, 21st 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. Make a labelled diagram showing the structure of a foliage leaf of a dicotyledonous plant. State the functions of each part of the leaf. 6

Explain fully what is meant by photosynthesis. Describe experiments by which three conditions necessary for photosynthesis can be demonstrated. Mention two farm practices which are related to one of these conditions. 14

2. Describe the characteristics which contribute to the prevalence of creeping buttercup, creeping thistle and redshank as farm weeds. Describe the conditions under which each plant thrives, name crops in which these conditions are commonly available, and explain how these weeds may be controlled in the crops you have named. 20

3. Explain under the following headings how to grow grass and make it into silage :—

- (i) place in cropping system ; (ii) manuring ; (iii) stage of growth at cutting ; (iv) harvesting and storage, and dependence on weather conditions.

What yield of silage per acre might be obtained in a season from a field of grass used only for making silage? State the approximate composition of good grass silage. 20

4. Name one common fungus disease and one common virus disease of potato crops. For each disease give an account of (i) the nature of the damage, (ii) the influence of climatic factors on its spreading, and (iii) suitable control measures. 20

5. With the help of a labelled diagram describe :—

- (i) the structure of the heart of a mammal and
(ii) the path of blood through the heart and lungs, explaining the action of the heart valves. 12

State the location and function of each of the following organs in the cow :—

rumen ; kidneys ; ovaries ; lungs. 8

6. Compare the merits of the Ayrshire and British Friesian breeds as dairy cattle and as beef cattle. 10

Name one internal parasite of cattle. Describe its life history, the nature and significance of the damage it causes, and suitable control measures. 10

7. Explain Mendel's second and third laws of inheritance in terms of the transmission of hereditary factors by chromosomes. 14

A black Aberdeen Angus cow, mated with a black Aberdeen Angus bull, produced a black calf. In the following year, mated with the same bull, she produced a red calf. Explain these facts. 6

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEMOCRAFT

LOWER GRADE—GROUP I (COOKERY AND NEEDLEWORK)

PRACTICAL TEST—NEEDLEWORK

Tuesday, 15th March—9.15 A.M. to 11.15 A.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and that 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 that 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 Cotton Skirt.

Using the material and pattern supplied, cut out and make up the skirt as directed.

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1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEMLOCK

LOWER GRADE—GROUP II (NEEDLEWORK AND SIMPLE DRESSMAKING)

PRACTICAL TEST—NEEDLESUBJECTS

Tuesday, 15th March—9.15 A.M. to 11.45 A.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and that 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 that 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

Afternoon Apron.

From the pattern and material supplied, cut out and make up the apron, using plain and patterned material as shown in the sketch.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HOMECRAFT

HIGHER GRADE--GROUP I (COOKERY, LAUNDRYWORK, HOUSEWIFERY
AND NEEDLEWORK)

PRACTICAL TEST—NEEDLEWORK

Tuesday, 15th March—9.15 A.M. to 11.15 A.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and that 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 that 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 a Girl's Sun Suit.

Using the material and pattern supplied, cut out and make up the garment illustrated.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HOME CRAFT

HIGHER GRADE—GROUP II—FIRST PAPER—(NEEDLEWORK, DRESSMAKING,
EMBROIDERY, DESIGN AND ALLIED ART)

PRACTICAL TEST—NEEDLESUBJECTS

Tuesday, 15th March—9.15 A.M. to 12.45 P.M.

INSTRUCTIONS TO CANDIDATES

1. Print, in ink, your full name and that 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 that 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

Linen Jacket.

Using the material and pattern supplied, cut out the jacket. In making up, follow the directions printed on the pattern.

1960

SCOTTISH LEAVING CERTIFICATE EXAMINATION**HEMECRAFT—GROUP II**

HIGHER GRADE (SECOND PAPER)

PRACTICAL TEST—DESIGN AND ALLIED ART

Friday, 18th 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) An embroidered sewing bag.

The bag has four sides 8 inches high and a base 4 inches square. Imagine that the bag is to be made from two materials, one plain and the other striped. Make whatever full-size drawings are necessary and add a sketch showing the means by which the bag is to be closed and carried.

- (b) A pair of bedroom slippers.

The slippers are for a lady who likes rather elaborate decoration in subdued colours and whose favourite colour is bottle green. Draw the design full-size, in colour, showing the shape of the upper when flattened out.

- (c) A handkerchief box.

The box is to be rectangular and is covered in closely woven cotton fabric. The top consists of two hinged lids. Draw only the lids (full-size). On one show the decoration to be embroidered on the outside ; on the other show the lining material and any embroidered motif that would be seen on the underside. Indicate by a sketch how the lids would be fastened.

- (d) A cylindrical beach bag.

The bag is similar in shape to a "duffle bag". It is to be made in two colours of sail-cloth or coarse linen. Shapes cut from one of the materials may form appliqué decoration on the side of the bag. Further decoration is to be added, suitable for embroidering in thick cotton thread. The total effect should be gay and spontaneous rather than over-elaborate. Show, full-size, as much as is necessary of the side of the bag. Add a small sketch showing the appearance of the bag when made up.

In each of the above the design should be carried out in colour and the type of threads and stitches to be used should be stated. Except in (a), the size of the articles is left to your own discretion.

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 H.M. Stationery Office.

<i>Subjects of Examination</i>	<i>Pamphlets</i>	
ORDINARY GRADE:		
English	English, 1s. 0d. (<i>1s. 2d.</i>)	
History	History 1s. 3d. (<i>1s. 5d.</i>)	
Geography	Geography (including Ordnance Survey Map), 3s. 6d. (<i>3s. 10d.</i>)	
Modern Studies	Modern Studies (including Ordnance Survey Map), 3s. 6d. (<i>3s. 10d.</i>)	
French	} Modern Languages, 1s. 3d. (<i>1s. 5d.</i>) (Specimens in French and German only)	
German		
Spanish		
Italian		
Russian		
Latin	} Latin and Greek, 1s. 0d. (<i>1s. 2d.</i>)	
Greek		
Gaelic (Native Speakers)	} Gaelic, 1s. 3d. (<i>1s. 5d.</i>)	
Gaelic (Learners)		
Arithmetic	} Arithmetic, Mathematics and Applied Mathematics, 1s. 3d. (<i>1s. 5d.</i>)	
Mathematics		
Applied Mathematics		
Biology	} Science, 1s. 3d. (<i>1s. 5d.</i>)	
Botany		
Chemistry		
Physics		
Zoology		
Applied Mechanics	} Technical Subjects, 1s. 9d. (<i>2s. 1d.</i>)	
Building Drawing		
Metalwork		
Technical Drawing		
Woodwork		
Agriculture	} Agriculture and Horticulture, 1s. 3d. (<i>1s. 5d.</i>)	
Horticulture		
Navigation	Navigation, 6d. (<i>8d.</i>)	
Art	Art, 9d. (<i>11d.</i>)	
Music	Music, 1s. 0d. (<i>1s. 2d.</i>)	
Commercial Subjects:		
ORDINARY GRADE :		
Economic Organisation	} Commercial Subjects, 1s. 9d. (<i>2s. 1d.</i>)	
Principles of Accounts		
Shorthand and Typewriting		
HIGHER GRADE :		
Accounting		
Commercial Arithmetic and Statistics		
Economic Organisation		
Shorthand and Typewriting		
Homecraft :		
ORDINARY GRADE :		
Home-management	} Homecraft, 2s. 0d. (<i>2s. 4d.</i>)	
Dress and Design		
HIGHER GRADE :		
Home-management		
Dress and Design		
Nursing Subjects		

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Printed in England

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1960

Commercial Subjects
HIGHER GRADE—TYPEWRITING—(a)

Thursday, 24th 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.

This order of Electrode Potentials is known as the Electrochemical Series, which corresponds closely with the relative chemical behaviour of the metals and their compounds (see table opposite).

If two rods of different metals are dipped side by side into dilute sulphuric acid, the difference in voltage produced by this "simple voltaic cell" is equal to the difference between their electrode potentials, e.g. zinc and copper give 1.1 volts. Metals which are farther apart (e.g. magnesium and copper) give a greater voltage. Bubbles of gas (hydrogen) appear on the least electropositive metal (copper).

A metal high up in the displacement series (very "electropositive") will displace a less electropositive one lower down, e.g. an iron penknife dipped into copper sulphate solution will become coated with copper (see expt.64, p.141), a process used for recovering copper from residues by means of scrap iron (PLATE 10B, p.142). Metals above hydrogen can displace hydrogen from acids (table, p.97), but copper cannot.

Nearly all corrosion is an electrochemical phenomenon, e.g. the rusting of tinfoil (fig.153, p.461), and the corrosion of aluminium roofs at the points of contact with lead washers round the nails which hold the roof in place. In the preparation of hydrogen (p.91), zinc is more readily attacked when in contact with less active metals such as lead or copper.

(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>
When I started out again I felt very stiff and the cold seemed to be	68
growing intense. This puzzled me, for I had not minded it much up to now,	143
and, being warm-blooded by nature, it never used to worry me. A sharp	214
winter night on the high-veld was a long sight chillier than anything I had	290
struck so far in Europe. But now my teeth were chattering and the marrow	364
seemed to be freezing in my bones.	399
The day had started bright and clear, but a wrack of grey clouds soon	473
covered the sky, and a wind from the east began to whistle. As I stumbled	548
along through the snowy undergrowth I kept longing for bright warm places.	623
I thought of those long days on the veld when the earth was like a great	697
yellow bowl, with white roads running to the horizon and a tiny white farm	772
basking in the heart of it, with its blue dam and patches of bright green	846
lucerne. I thought of those baking days on the east coast when the sea	918
was like mother-of-pearl and the sky one burning turquoise. But most of	991
all I thought of warm scented noons on trek, when one dozed in the shadow	1065
of the wagon and sniffed the wood-smoke from the fire where the boys were	1139
cooking dinner.	1155
From these pleasant pictures I returned to the beastly present—the	1228
thick snowy woods, the lowering sky, wet clothes, a hunted present, and a	1302
dismal future. I felt miserably depressed, and I could not think of any	1375
mercies to count. It struck me that I might be falling sick.	1437
About midday I awoke with a start to the belief that I was being	1506
pursued. I cannot explain how or why the feeling came, except that it is	1580
a kind of instinct that men get who have lived much in wild countries.	1651
My senses, which had been numbed, suddenly grew very keen, and my brain	1724
began to work double quick.	1752
I asked myself what I would do if I were Stumm, with hatred in my	1822
heart, a broken jaw to avenge, and pretty well limitless powers. He must	1896
have found the car in the sandpit and seen my tracks in the wood opposite.	1971
I did not know how good he and his men might be at following a spoor, but	2046
I knew that any ordinary Kaffir could have nosed it out very easily. But	2130
Stumm did not need to do that.	2151
	(25)

SECTION 2

1912

Continued from page 1

I was very much interested in the work of the school and the

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SCOTTISH LEAVING CERTIFICATE EXAMINATION**1960**

Commercial Subjects
LOWER GRADE—TYPEWRITING—(b)

Thursday, 24th 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. Make any necessary corrections. Address the appropriate envelope.

The Elektrex Supply Co., Ltd.
Huntingdon Lower Road
St Albans.

Our Ref: 142/W.J.

Watson & Johnson,
General Merchants
143 Northward Road
Penicuik

Dear Sirs,

We thank you for your letter of 25th ~~inst.~~^{ultimo}, and we have pleasure in enclosing leaflets giving full details of our range of Electrical Appliances and installations. Current price lists are attached.

We wd. especially draw yr. attention to the illustrations of the flg. refrigerators and prices for ~~these~~^{same} are as follows :-

Make	Ref. No.	Price (exclusive of Purchase Tax) £	Purchase Tax £
Kemar	X 2/41	47	16.10s
Radyet	Y 17/39	63	19.4s
Coldis	B 14/25	91	25.8s
Morich	M 3/32	135	35 —

Quantity discounts are as follows, based on prices exclusive of purchase tax:-

For 1-9 (single or mixed makes)	5%
" 10-19 " " " "	15%
" 20 + as above	33 $\frac{1}{3}$ %

Carriage charges are extra but this, of course, varies
 according to quantity. Details are as follows for orders:-

u.c. Kennar, radyet and coldis ~~£1-15s~~ £1-15s.
 Morich. £2-7s.

These carriage charges are subject to a proportionate reduction for quantities.

We also enclose some other literature of a more general nature. You will note that we handle a substantial range of equipment and we draw particular attention to the immersion heaters which are very reasonable in price. (These too are subject to quantity disct. and to carriage charge). [As requested we enclose a no. of copies of our specially illustrated ^{brochures} ~~catalogue~~ and wd. draw yr. attention to the offer we make on p.29 with regard to servicing and maintenance charges on all Electrical Equipment and Appliances supplied and electric radiators

We will be pleased to have yr. enquiries for equipment at any time and assure you of our prompt attention at all times.

Yrs. ffly.
 The Elektres Supply Co. Ltd.

Sales Mgr.

QUESTION 4

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Display attractively on quarto paper the following statement. All ruling is to be done by the machine. Make any necessary corrections.

Appendix

Sizes of Some Land and Water Features
Continents and Oceans
(Area in sq. miles) =

Asia	16,500,000	Pacific	64,000,000
Africa	11,500,000	Atlantic	31,500,000
N. America	8,000,000	Indian	28,000,000
S. America	7,000,000	Arctic	5,500,000
Antarctica	6,000,000		
Europe	4,500,000		
Australia	3,000,000		

The greatest known ocean depth is in the Pacific, off the Philippine Islands (35,500 ft.).

Mountains.

(Ht. in ft.) =

Everest, Himalayas	29,100
K2 (Godwin-Austen), Karakoram	28,250
Kinchinjunga, Himalayas	28,150
(Six other peaks in Central Asia).	

Aconcagua, Andes	23,000
(Six other peaks in the Andes)	

McKinley, Alaska	20,300
Mount Logan, Yukon	19,850
Cotopaxi, Andes	19,500
Kilimanjaro, Tanganyika	19,350

Aconcagua is the highest extinct volcano, and Cotopaxi is the highest active volcano.

Lakes

(Area in sq. miles)

Caspian Sea	140,000
Superior	32,000
Victoria	26,000
Aral	24,500
Huron	23,000
Michigan	22,500

Lake Superior is the largest fresh water lake

Islands

(Area in sq. miles)

Greenland	750,000
New Guinea	330,000
Borneo	290,000
Baffin Land	240,000
Madagascar	230,000

Continents are, of course, larger islands than any of the above.

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1960

Commercial Subjects
LOWER GRADE—TYPEWRITING—(a)

Thursday, 24th 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.
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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.

Between 25th April 1304 and 28th February 1305 two of Edward's clerks, James de Dalileye and John Weston, were engaged in "making an extent of all the king's lands in Scotland, both beyond the Scottish Sea towards Orkneye and on this side in Galloway and elsewhere." The account of the ingatherings and the expenses of the undertaking has happily been preserved, and from it the following particulars are taken.

From the discharge side of the account (p.438) we learn that the clerks entered on the really serious part of their journey on 1st May 1304, for on that day sixteen men-at-arms, that is mounted, armour-clad men, were told off to accompany them as an escort, "inasmuch as during the war and the impending siege of Stirling Castle, while the men of the parts beyond the mountains, and in Galloway and Carrick, had not yet fully come to the king's peace, without such safe escort they could noways have done the work." From May till December did these men-at-arms escort the clerks.

(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>
We are beginning to possess our possessions. Only beginning, because	69
it will take a long time to know intimately these new walls and floors. And	146
to know the trees in the garden will take longer still. I am reminded that	222
our old stair-carpet looks absurdly shabby on these stairs, but it will have to	302
stay there and look as well as it can for the present. Our old curtains look	380
strange and awkward, and some are the wrong length and others the wrong	452
width. But what does that matter? We have nothing to shut out. In fact,	527
I feel inclined to do without curtains, for the things we look out upon are	603
exquisite, and the air that comes in is so pure. So why shut it out?	673
A friend who shops at an exclusive London store came to see me the	
other day, and I thought she seemed rather dismayed at our way of making	744
things do. She looked over the house and said kindly: "Of course, it could	817
be made so lovely." Yes, I know it could. I know that by rights it wants	894
painting almost from top to bottom, both inside and out; that every room	969
should have its own furniture, and its own colour-scheme carefully thought	1042
out and in perfect harmony.	1117
But I think people with limited means get more pleasure out of their	
possessions than those who can at will assemble every kind of perfection	1218
regardless of its cost. Because it is really very jolly to get things a few at	1291
a time. It enhances the pleasure of looking in shop-windows when one	1371
knows there are still hosts of things to be bought some day. In the mean-	1441
time, even though one cannot afford to adopt any of them, such lovely	1516
notions can be gleaned from advertisements and magazine covers.	1586
	1650
	(25)

Probability (101 to 120)

Two sets, A and B, are such that P(A) = 0.4, P(B) = 0.5 and P(A ∩ B) = 0.2. Find P(A ∪ B).
The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.

- 101. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 102. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 103. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 104. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 105. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 106. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 107. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 108. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 109. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 110. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 111. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 112. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 113. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 114. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 115. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 116. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 117. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 118. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 119. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.
- 120. The probability of a number being a multiple of 3 or 4 is 1/3 + 1/4 - 1/12 = 5/12.

HIGHER GEOG. I
(MAP)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

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

ARCTIC OCEAN AND ADJACENT LANDS.



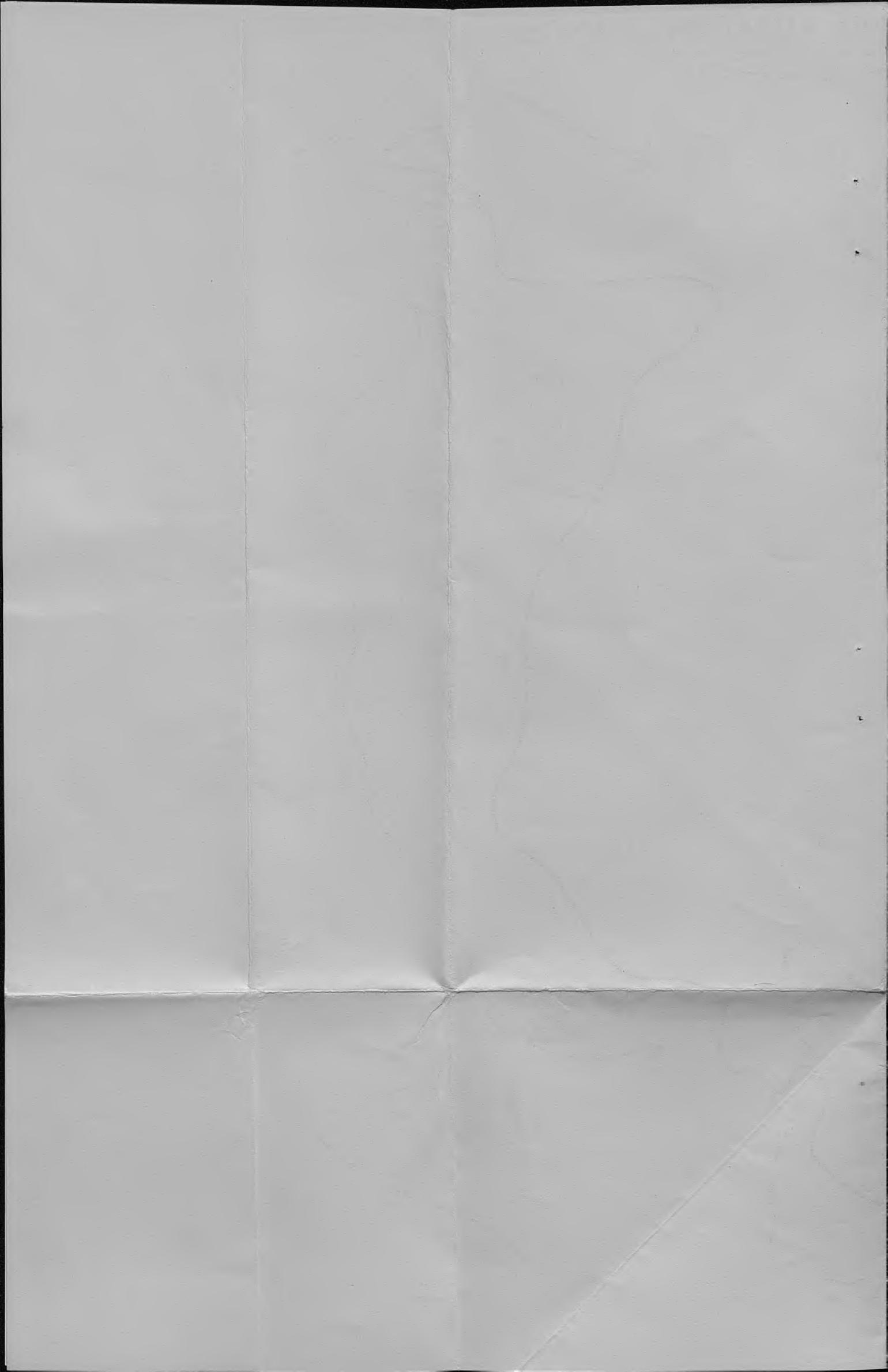
Land over 1500 feet
Mean Limit of drift ice

Isotherms

Trans-Siberian Railway
Aircraft Routes

Lambert's Azimuthal Projection





SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

**HISTORY
HIGHER GRADE—I**

Wednesday, 9th 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) Bristol. | (6) Hull. | (11) Portsmouth. |
| (2) Calais. | (7) Moidart. | (12) Shrewsbury. |
| (3) Durham. | (8) Orleans. | (13) Torres Vedras. |
| (4) Falkirk. | (9) Peterborough. | (14) Waterloo. |
| (5) Galway. | (10) Philiphaugh. | (15) Windsor. (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) Agricola (century)

.....

(2) Thomas Cranmer (century)

.....

(3) The Battle of Culloden (century)

.....

(4) Harold Godwineson (century)

.....

(5) The Sailing of the Mayflower (century)

.....

(6) Simon de Montfort (century)

.....

(7) The Treaty of Northampton (century)

.....

[TURN OVER

(8) " The Origin of Species " (century).....

.....

.....

(9) Adam Smith (century)

.....

.....

(10) John Wilkes (century)

.....

.....

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1960

HISTORY
LOWER GRADE

Wednesday, 9th 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

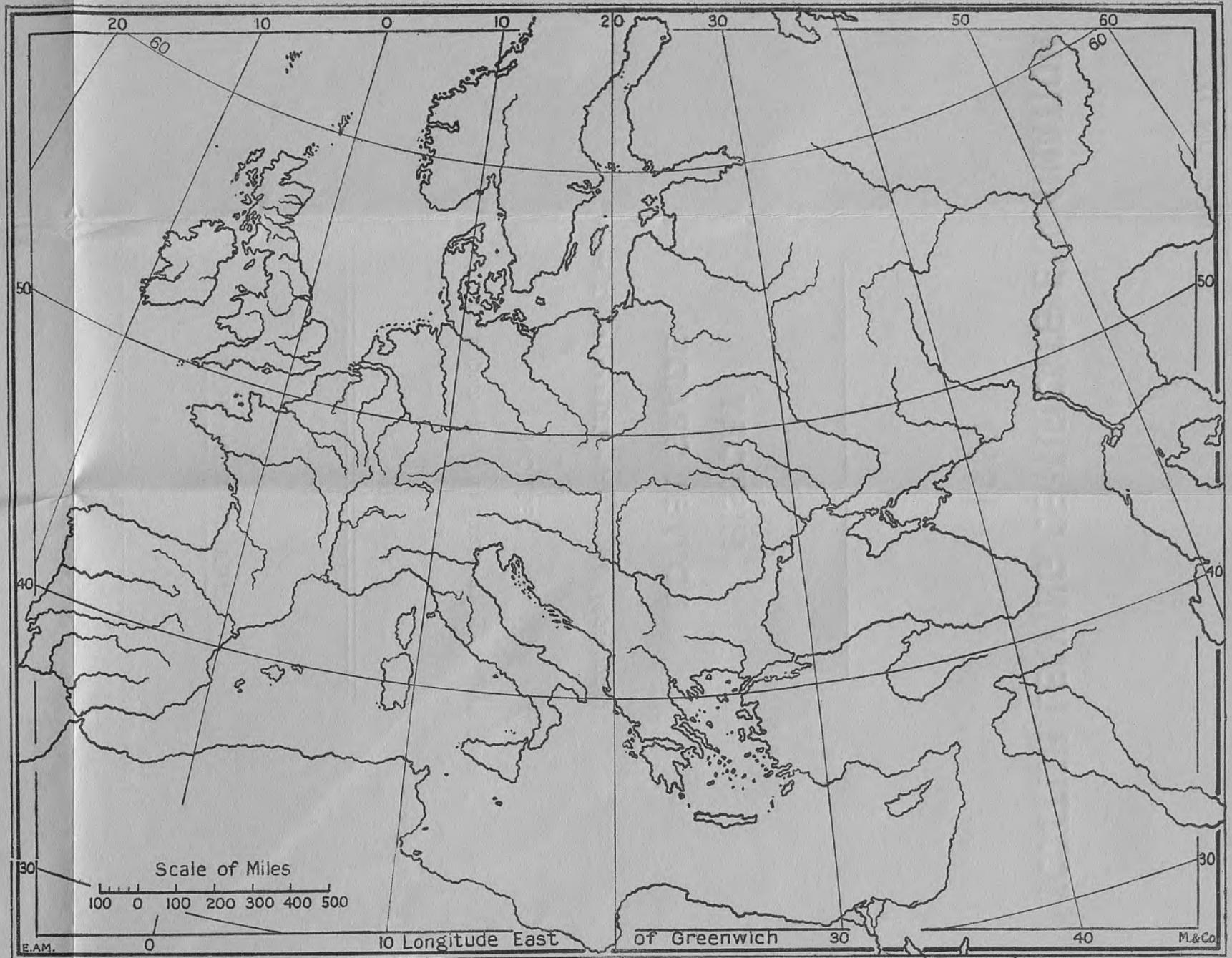
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

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) Alexandria.
- (2) Bath.
- (3) Derby.
- (4) Durham.
- (5) Falkirk.
- (6) Geneva.
- (7) Largs.
- (8) Limerick.
- (9) Londonderry.
- (10) Sebastopol.
- (11) Sparta.
- (12) Waterloo.

(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) Aristotle (century)

.....

(2) The Battle of the Boyne (century)

.....

(3) Charles Martel (century)

.....

(4) St. Columba (century)

.....

(5) Lord Howard of Effingham (century)

.....

(6) Bishop Kennedy (century)

.....

(7) The Treaty of Northampton (century)

.....

[TURN OVER

(8) The Battle of Pharsalia (century)

.....
.....

(9) Richard I (Coeur de Lion) (century)

.....
.....

(10) The Solemn League and Covenant (century)

.....
.....

(11) The Thirty Years War (century)

.....
.....

(12) The Treaty of Troyes (century)

.....
.....

SCOTTISH LEAVING CERTIFICATE EXAMINATION
1960

HISTORY
HIGHER GRADE—II

Wednesday, 9th 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.....

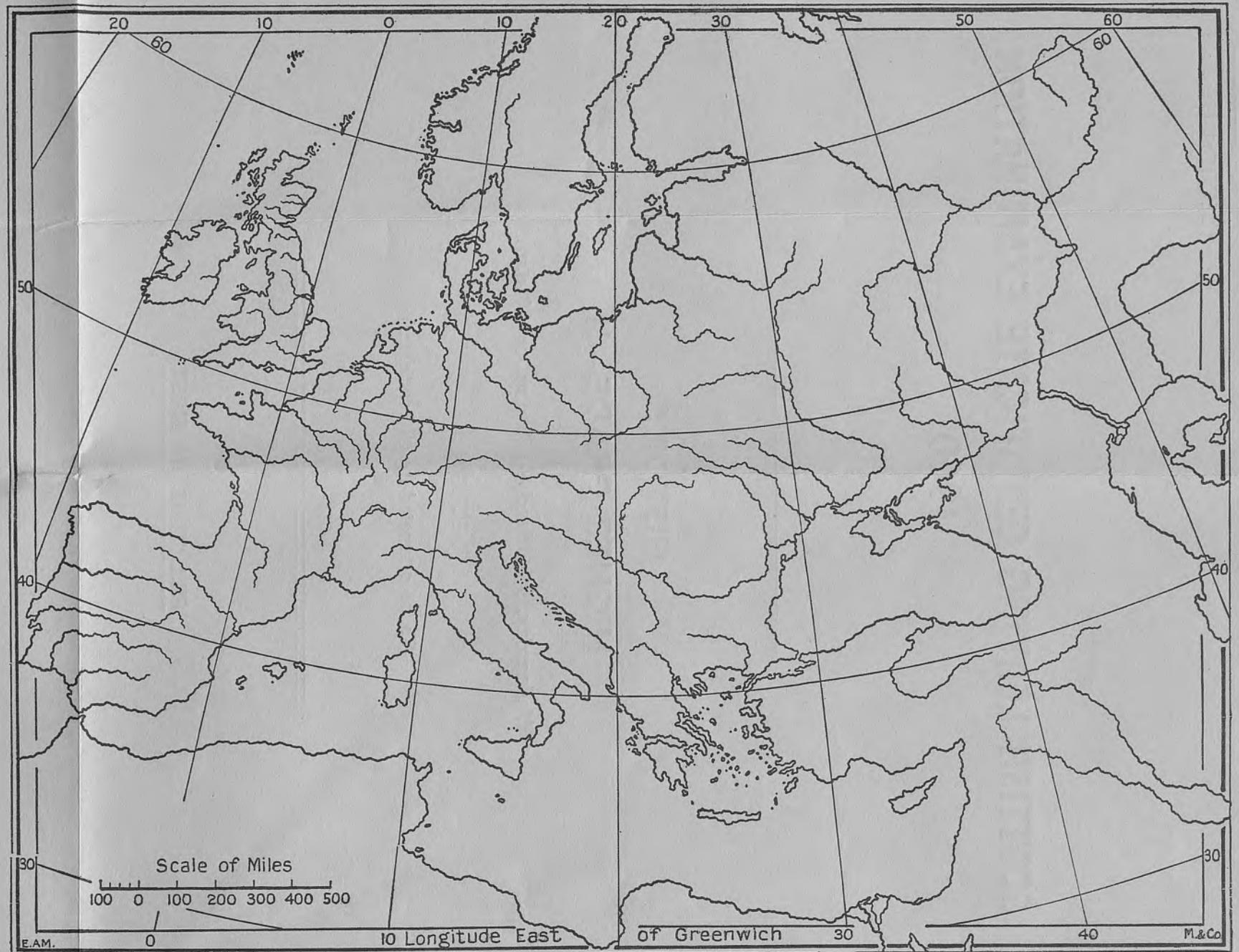
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS
SENT TO THE DEPARTMENT.**

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) Algeciras.
- (2) Amsterdam.
- (3) Berne.
- (4) Budapest.
- (5) Carthage.
- (6) Crete.
- (7) Kiev.
- (8) Madrid.
- (9) Ravenna.
- (10) Rheims.
- (11) Smyrna.
- (12) Syracuse.
- (13) Thessalonica.
- (14) Tours.
- (15) Turin.

(5)



SECTION 1 (b)

Give the century, B.C. or A.D., of each of the following, indicate who or what each was, and say why each is important in history. Answers must be written in the space provided after each name. (15)

(1) St. Benedict (century)

.....

(2) The Bourbon Family Compacts (century)

.....

(3) The Battle of Bouvines (century)

.....

(4) The Coronation of Charlemagne (century)

.....

(5) Galileo Galilei (century)

.....

(6) Vasco da Gama (century)

.....

(7) The Capture of Jerusalem by Titus (century)

.....

[TURN OVER

(8) Ferdinand de Lesseps (century)

.....
.....

(9) John Sobieski (century)

.....
.....

(10) The Battle of Zama (century)

.....
.....

LOWER GEOG.
(MAPS)

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

**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

MAP OF THE WORLD



- 600 --- Contour
- Land over 3000 ft.
- Capital → Current
- ▨ Areas for Qu. 2(c)

PART OF BRITISH ISLES.



Answer to

Qu. (b) (iii)

.....

.....

.....

CONTOUR MAP OF A REGION



Railways ———
 Towns 
 Factories 

Contours  500
 300
 Water 
 Roads ———

Placenames, Features of Relief, etc. are lettered.

Scale 1: 63,360

HIGHER GEOG. I.
(O.S. Map)

SCOTTISH LEAVING CERTIFICATE EXAMINATION, 1960

GEOGRAPHY
HIGHER GRADE—(FIRST PAPER)

ORDNANCE SURVEY MAP

[10 (a)]

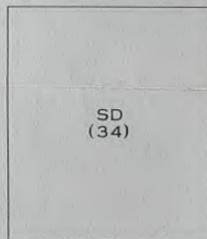
[OVER

(C67250)



TO GIVE A GRID REFERENCE CORRECT TO 100 METRES

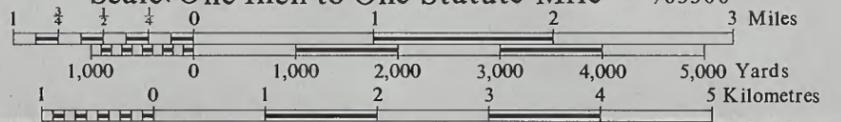
The incidence of grid letters and numbers on this sheet



EXAMPLE		Hapton Sta	
See diagram on left for Grid Letters. They are SD			
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.	79	31
Estimate tenths Eastwards	Estimate tenths Northwards	1	7
		791	317
Full 100 Metre Reference SD 791317			

The above Full Reference is unique. For many purposes the first grid letter can be omitted, giving a reference D 791317 which recurs at intervals of 500 Kilometres. If both grid letters are omitted, the resulting reference 791317 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.

Scale: One Inch to One Statute Mile = 1/63360



Heights are in feet above Mean Sea Level. Contours are at 50ft. intervals
 True North at the West edge of this sheet is 00° 17' 37" E. of Grid North
 Mag. North from Grid North is 9½° W. (1960) decreasing by about ½° in four years.

SCOTTISH LEAVING CERTIFICATE EXAMINATION

1960

Commercial Subjects

HIGHER GRADE—TYPEWRITING—(b)

Thursday, 24th 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:—

implications ; commodities ; permanent ; existentialism ;
exaggeration ; sociological.

(b) Type a copy of the following notice, about 5 in. deep \times 6 in. wide, displayed in a form suitable for insertion in a newspaper.

The British Blank Company Limited, Economics and Statistics Section require at Head Office in the West End young Economic Statistician to join a small team responsible for the study of a wide range of problems, primarily, though not wholly, on questions of financial policy. We seek a man with a special and strong liking for this branch of applied economics and statistics. Exact nature of experience less important. Statistics at least equivalent of R.S.S. Certificate. Salary will be in accordance with age, qualifications and experience, and the Company operates a contributory pension scheme. Applications to: The Staff Officer, The British Blank Company Limited, Bridgewater House, Cleveland Row, St. James's, London, S.W. 1.

(c) What is the purpose of a good filing system? Give two rules which must be observed if a filing system is to serve its purpose.

Refrigerator	10.2	75% from maker to retailer; rest to wholesaler. No direct selling yet. 41% on h.p.	Limited by extent of replacement market, but pt. exch. and resale go on.
Gas Cooker	u.c.	Nearly 100 p.c. sold by gas boards. 40% on h.p. in '54-'58.	Negligible. Only scrap value in pt. exch. + no re-sale.
Elec. Cooker	22.0	74% sold by area boards. 15% thro' wholesalers, 45% on h.p.	Small. No resale of cookers taken in pt. exch.
Radio + TV	48.1 62.3	80-85% to retailer; 39% + 59% on h.p.	Small. Part exch. more frequent than resale.
Elec. iron	83.0	45% sold thro' wholesalers.	Hardly any.

table h

I hope this h will provide a starting-point for a fuller investgn. into the potentialities of the British kitchen as a market for durable consumable goods.

yrs. ffly.

Thos. J. Baedeker,
Director

caps.

Two points in the table appear to me to be particularly interesting: (a) the v. high %age of all kinds of kitchen equipt. sold on h.p. terms and (b) the fact that only about 10% of Br. households own refrigerators and less than 1/3 own washing machines. These %ages are surprising in view of the v. high %age of British households already owning t.v. sets, a more recent innovation than the refrigerator.

5

QUESTION 5

1. Type your name, school and grade on the back of the sheet in the top left-hand corner.

2. Set out the following letter neatly and attractively on foolscap 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.

Institute of Econ. and Social Research
The University.
Everglades,
Cottontown

J. B. Selater, Esq.,
"The Towers"
23 Kingswood Ave.,
Chatham

D/S. Sales of Kitchen Appliances in the U.K.

S
u.c
second-hand h
n. p.
u.c.

In reply to yr enquiry of yesterday's date, I have much pleasure in referring you to ^{an article} ~~a statement~~ in "The New Economist" for 15th Aug. 1959. The article wh. is entitled "storming the kitchen," contains some very useful infmn. on the 2 topics in wh. you are interested: (a) the prin. methods used by Br. mfrs. in the distribtn. of their products and (b) the conditions which must be observed if satisfactory markets are to be developed for the main items. [The fllg. table is a convenient resumé of the main pts discussed in the article: -

How domestic appliances are sold in Britain

	Per cent. of all households owning one 1958	Channels of distribn.	Nature of 2nd-hand market
Washing Machine	28.4	94% of home output direct from maker to retailer. Many sales to public by maker's salesmen. 72.5% sold on h. p.	Largest for any appliance re. sale of machines taken in pt. exch. after re-conditioning.
Vacuum Cleaner	64.9	Most sold direct to retailer, with maker's salesmen selling to public.	Large. Organised as with washing machines

QUESTION 4

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Display attractively on quarto paper the following statement. Make any necessary corrections. Rule in red ink.

u.c Table showing the incidence of unemployment in Gt. Britain by regions for the yrs. 1956, 1957 & 1958 and for the months of June and July 1959.

(Note - Figs. in the table represent the nos. registered as unemployed expressed as a %age of the estimated nos. of employees).

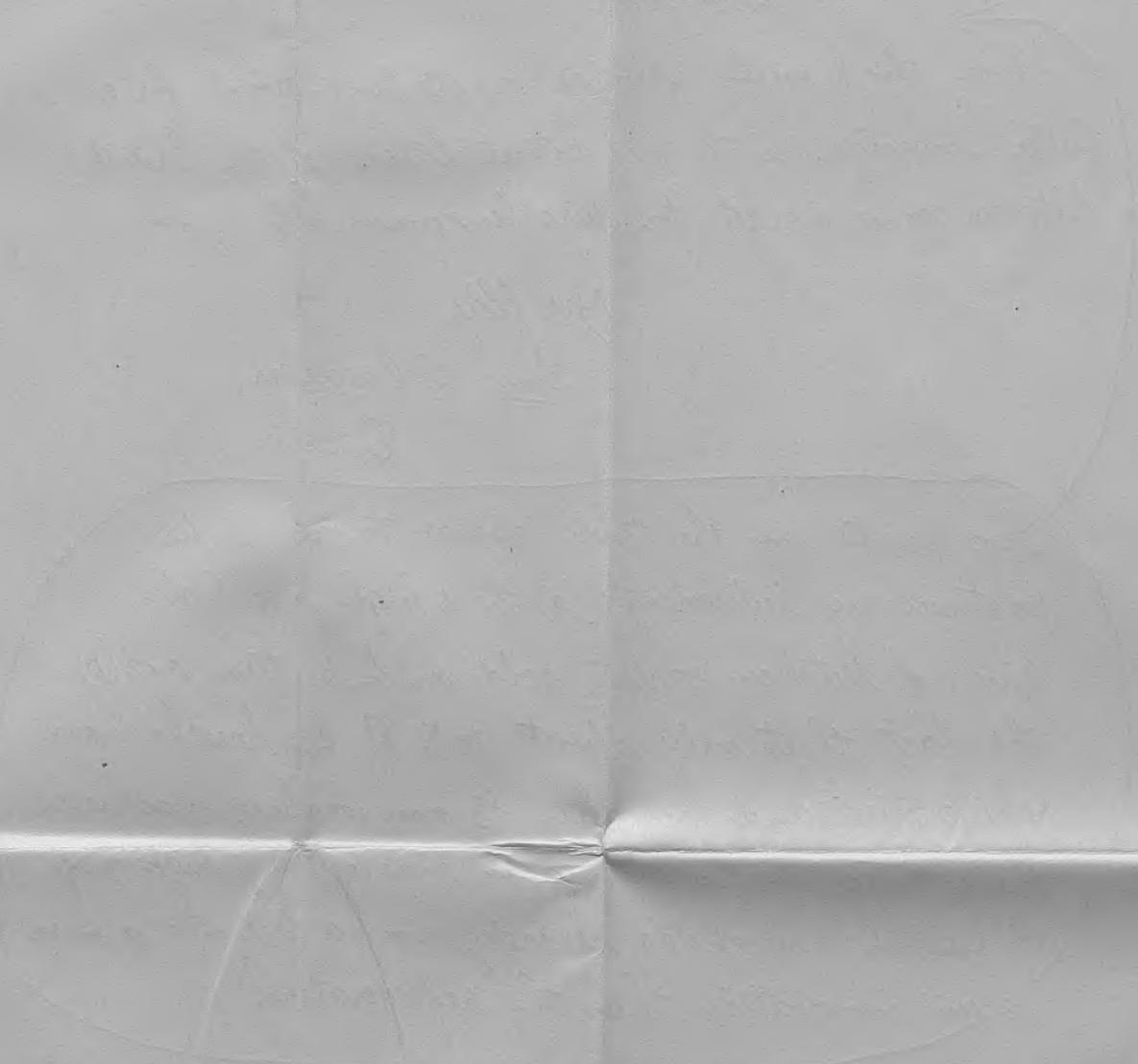
Regions	1956	1957	1958	1959	
				June	July
Gt. Britain	1.2	1.4	2.1	1.9	1.8
London & S. Eastern	0.8	1.0	1.3	1.0	1.0
Eastern	1.0	1.3	1.65	1.2	1.1
Southern	1.0	1.3	1.7	1.3	1.2
S. Western	1.2	1.8	2.2	1.7	1.6
Midland	1.1	1.3	1.6	1.3	1.2
N. Midland	0.6	1.0	1.6	1.3	1.2
E. & W. Ridings	0.8	0.9	1.9	1.7	1.5
Northern	1.6	1.7	2.4	3.0	2.9
Scotland	2.4	2.6	3.8	4.0	4.0
Wales	2.0	2.6	3.8	3.4	3.3

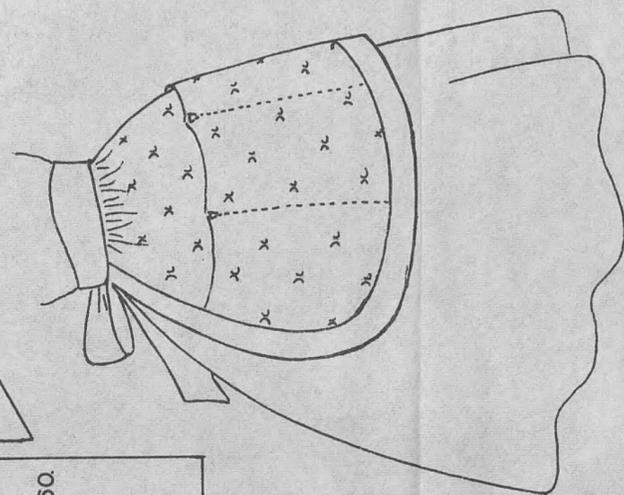
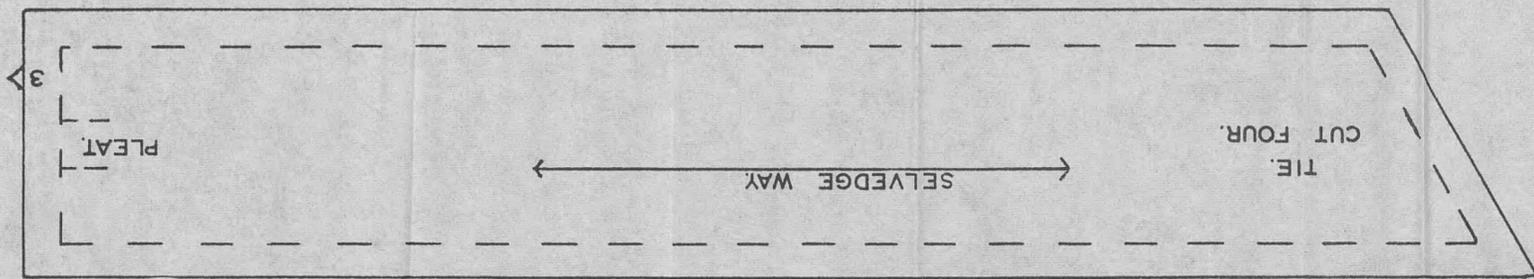
N. Western 1.3 1.6 2.7 2.5 2.3

(24)

TURN OVER

[Faint, illegible handwriting in the top section of the page, possibly bleed-through from the reverse side.]

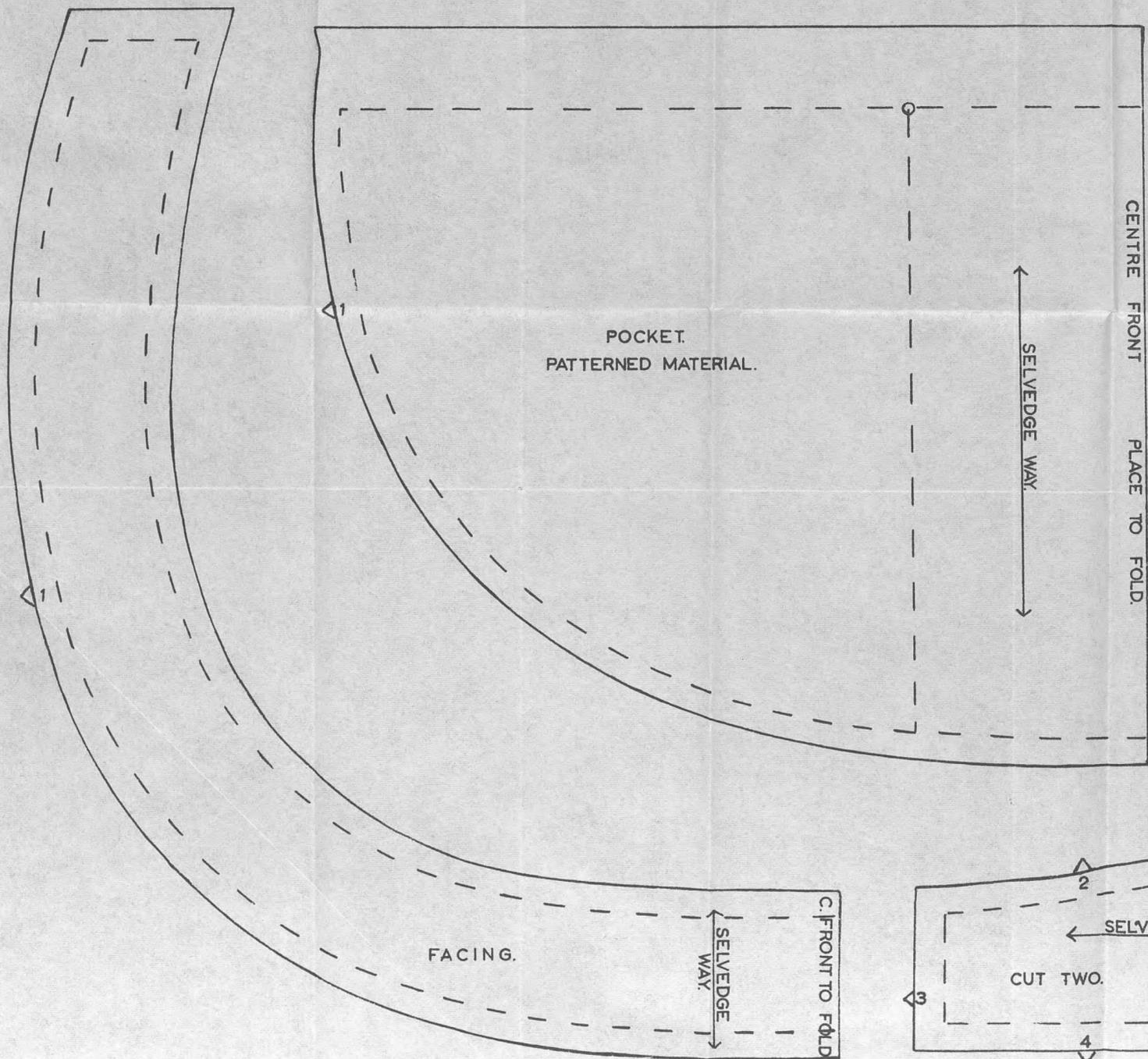




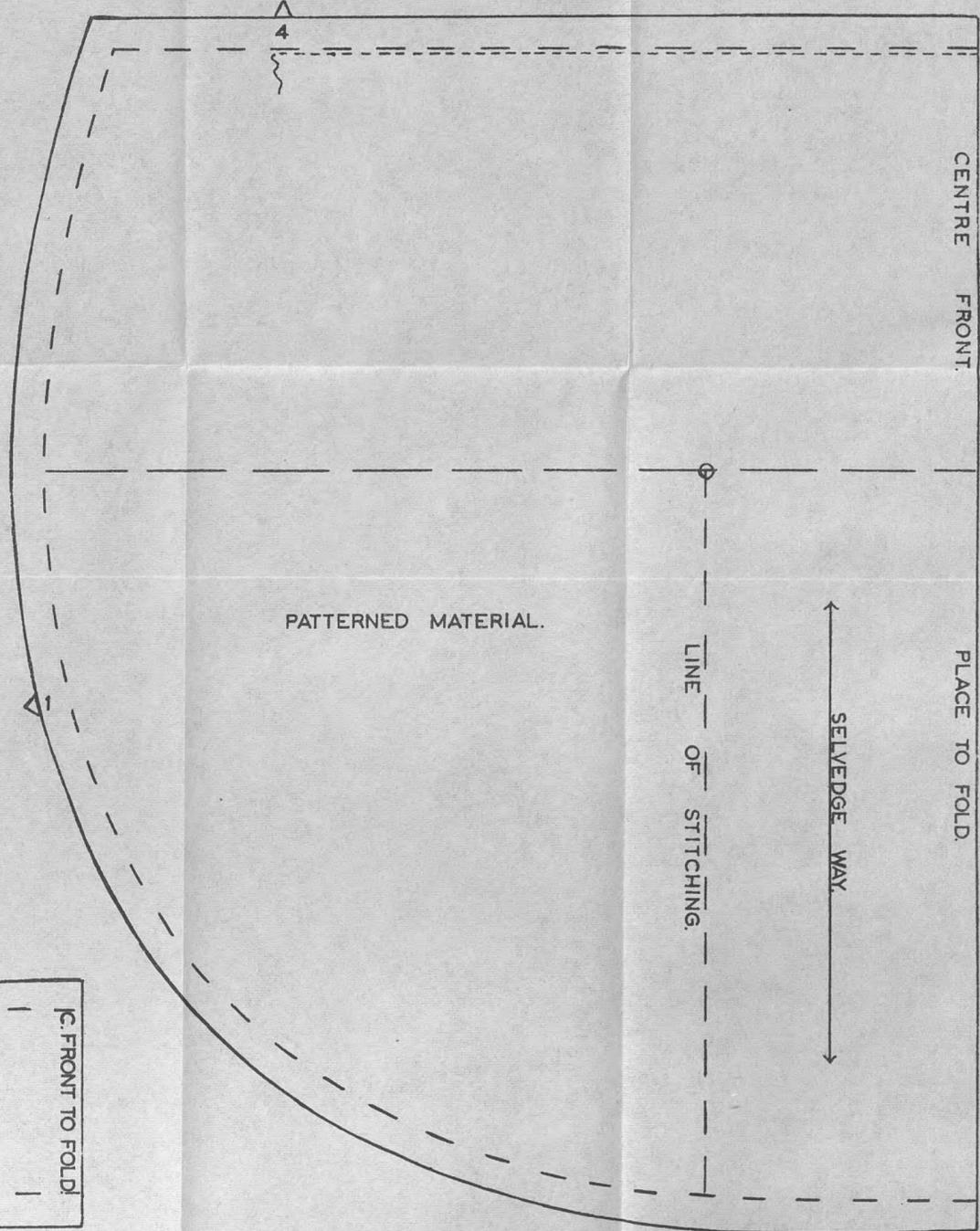
AFTERNOON APRON.

DIRECTIONS.

- I PREPARE THE POCKET AND APPLY IT TO THE APRON.
- II ATTACH THE SHAPED FACING.
- III MAKE UP THE WAIST BAND AND TIES AND APPLY TO THE APRON.



SCOTTISH LEAVING
 CERTIFICATE EXAMINATION 1960.
 HOMECRAFT (GROUP II)
 LOWER GRADE.
 PRACTICAL TEST IN
 NEEDLESUBJECTS
 APRON.

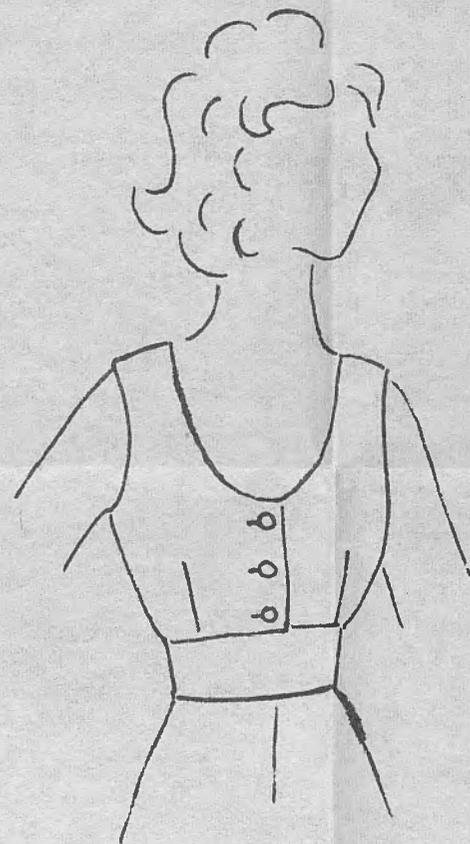
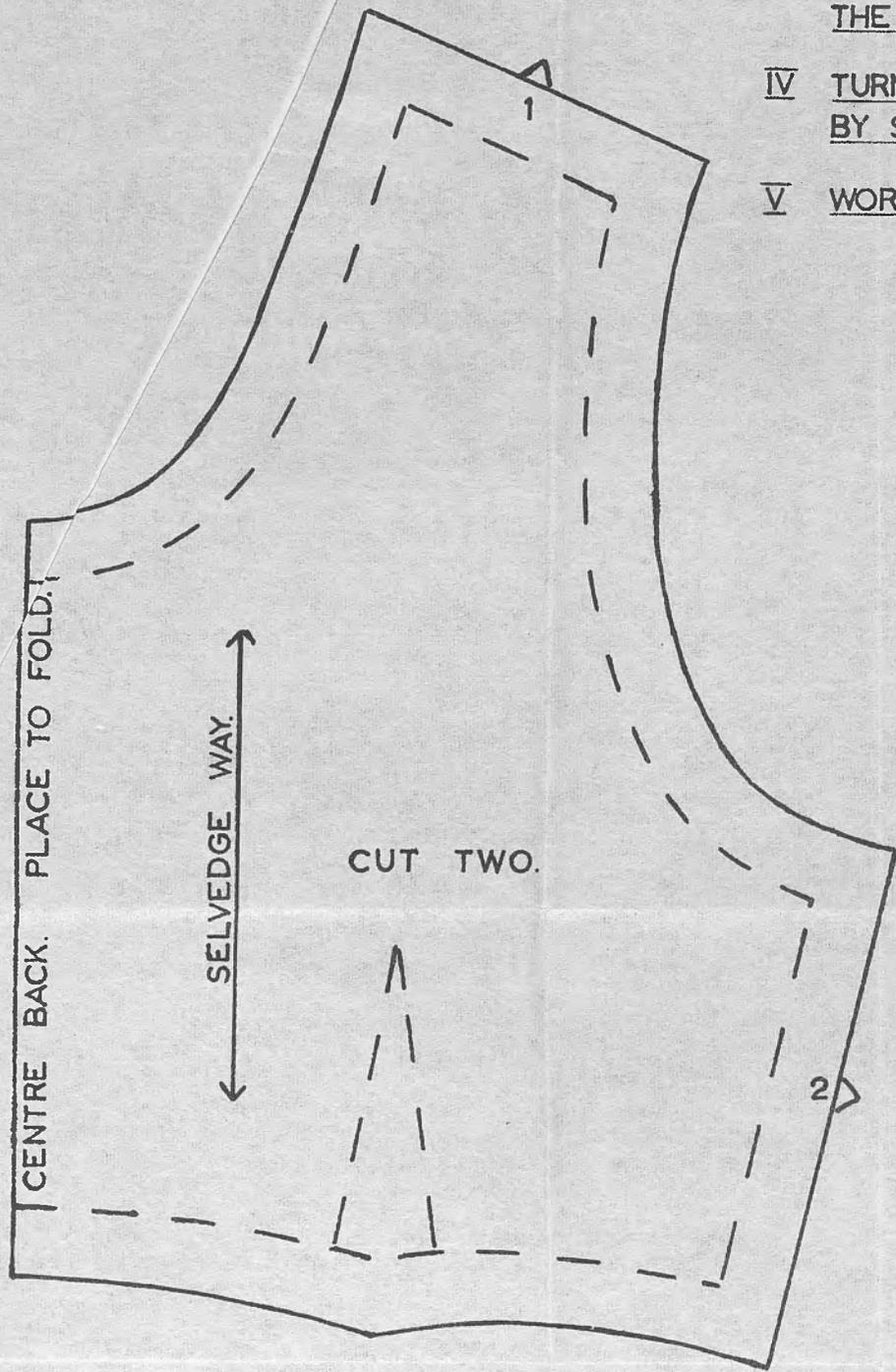


[117(a)]

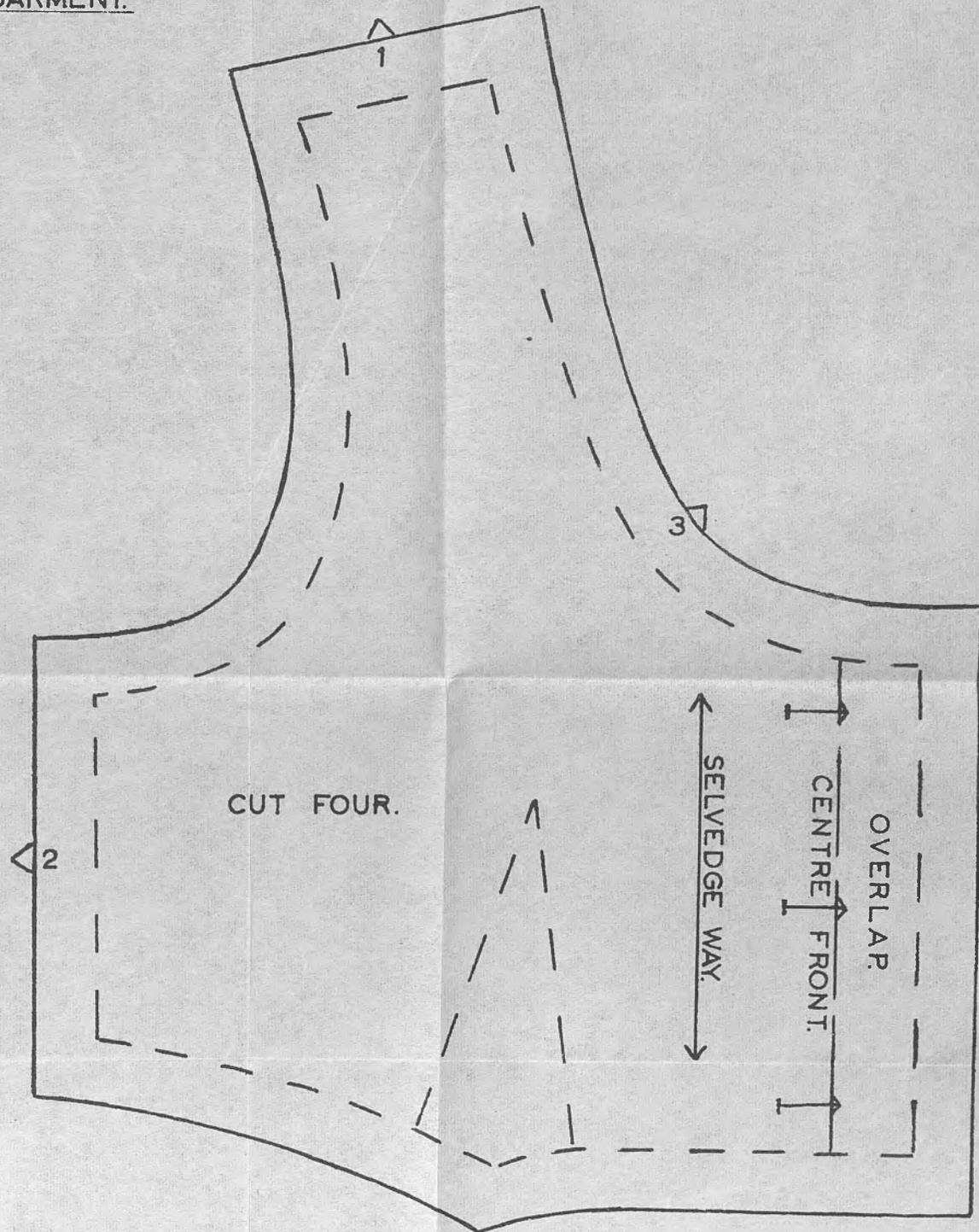
DIRECTIONS.

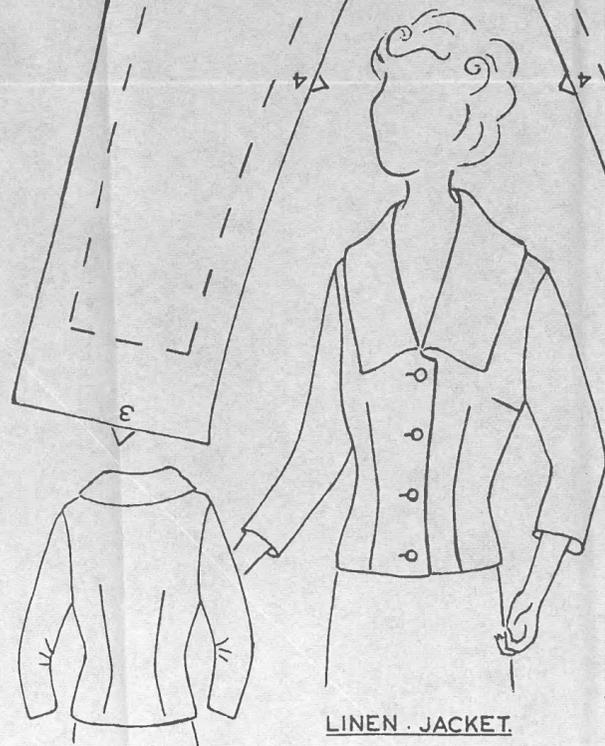
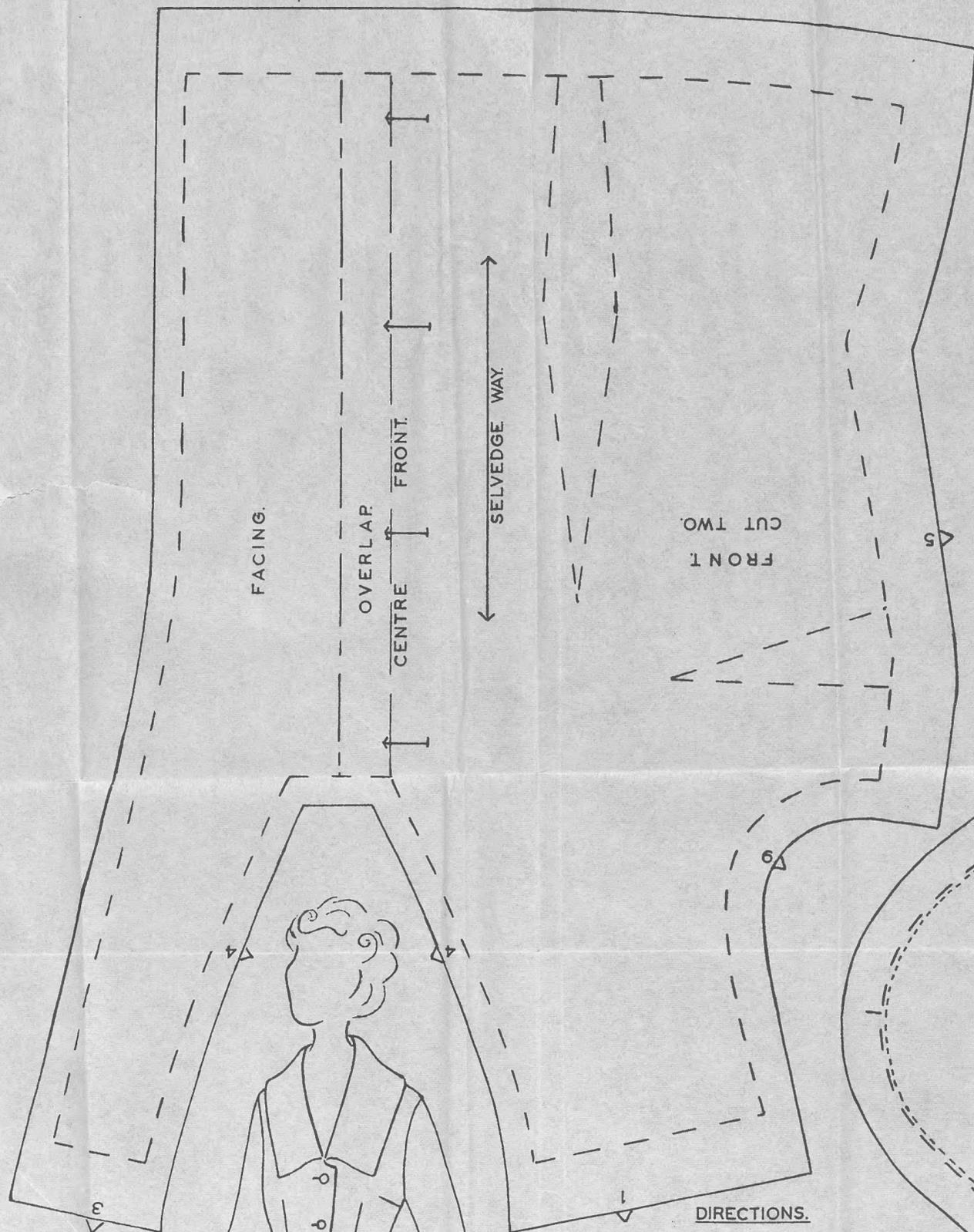
- I THE SUN TOP SHOULD BE MADE DOUBLE.
- II MAKE THE GARMENT AND THE LINING SEPARATELY.
- III PLACE THE TWO RIGHT SIDES TOGETHER AND STITCH ROUND THE OUTSIDE EDGES, BUT LEAVE THE ARMHOLES OPEN.
- IV TURN TO RIGHT SIDE AND FINISH ONE ARMHOLE BY SLIP-HEMMING THE LINING TO THE GARMENT.
- V WORK ONE BUTTON HOLE.

SCOTTISH LEAVING
CERTIFICATE EXAMINATION 1960.
HOMECRAFT (GROUP I)
HIGHER GRADE.
PRACTICAL TEST IN
NEEDLEWORK.
TOP FOR A GIRL'S SUN SUIT.



TOP FOR
A GIRL'S SUN SUIT.



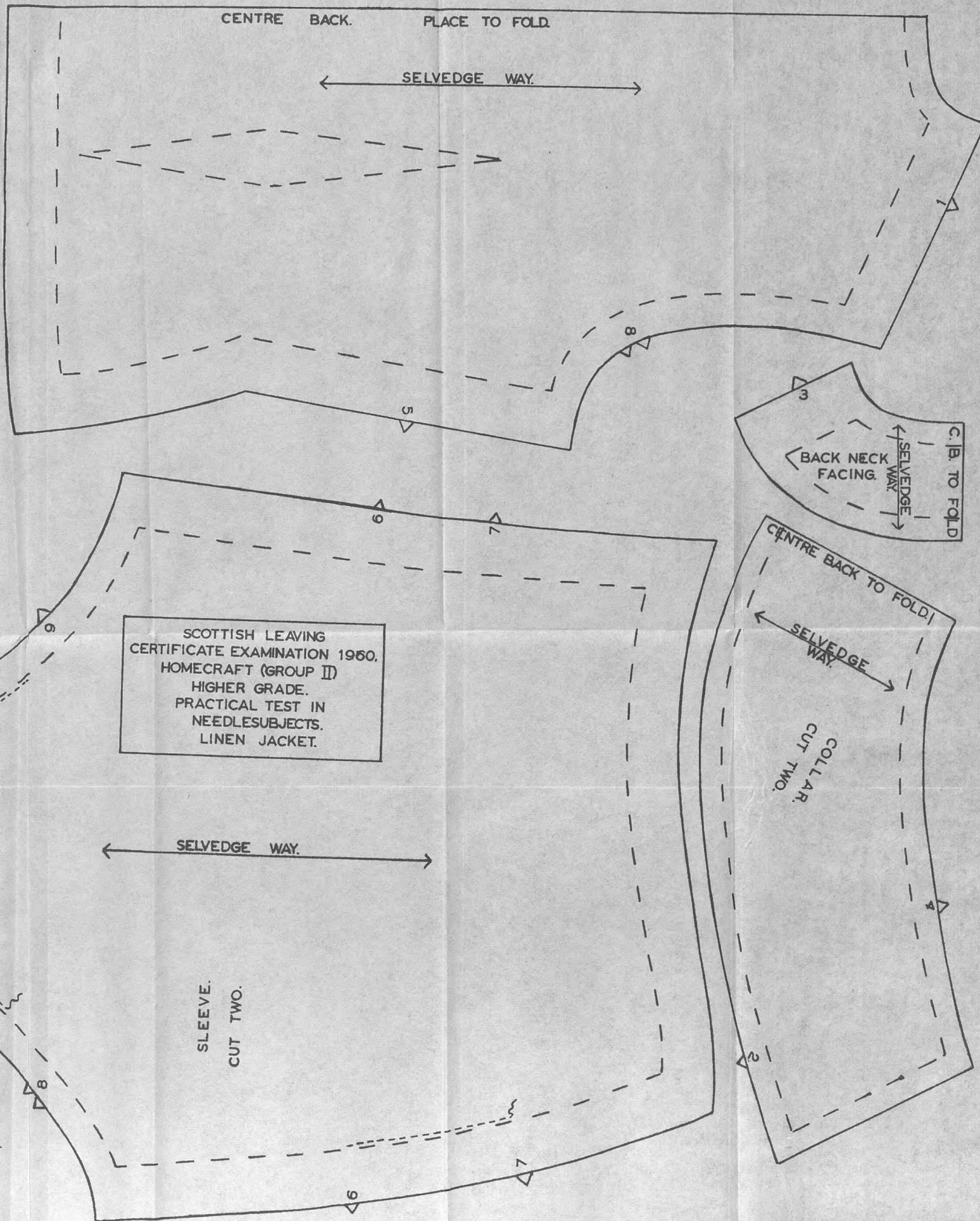


LINEN JACKET.

DIRECTIONS.

- I JOIN THE SHOULDER SEAMS & STITCH THE DARTS.
- II MAKE THE COLLAR & INSERT BETWEEN JACKET & FACING.
- III JOIN THE SIDE SEAMS.
- IV MAKE UP AND INSERT THE SLEEVES.
(IF PRESSED FOR TIME ATTEMPT ONE SLEEVE ONLY)
- V ON THE LOWER EDGE OF THE JACKET SHOW THE FINISH OF THE FACING AND 2" OF THE HEM.
- VI THE BUTTON HOLES NEED NOT BE ATTEMPTED.

[119(a)]



SCOTTISH LEAVING
CERTIFICATE EXAMINATION 1960.
HOMECRAFT (GROUP II)
HIGHER GRADE.
PRACTICAL TEST IN
NEEDLESUBJECTS.
LINEN JACKET.