

GEB. 16. ✓



SCOTTISH EDUCATION DEPARTMENT

SCOTTISH  
LEAVING CERTIFICATE  
EXAMINATION

EXAMINATION PAPERS

1957



EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

1957

SIXTEEN SHILLINGS NET



## SCOTTISH EDUCATION DEPARTMENT—1957

The following is a List of some of the more important Official Publications of the Department. 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.

### 1. STATUTORY INSTRUMENTS

#### (a) *Primary and Secondary Education*

The Schools (Scotland) Code, 1956, S.I. 1956. No. 894, S.40. 1s. 6d. (1s. 8d.).

#### (b) *Further Education*

The Central Institutions (Recognition) (Scotland) Regulations, 1956. S.I. 1956, No. 2053, S.99. 3d. (5d.).

The Further Education (Scotland) Code, 1952. S.I. 1952, No. 2201, S.114. 3d. (5d.).

The Regional Advisory Councils for Technical Education (Scotland) Order, 1955. S.I. 1955, No. 1160, S.115. 6d. (8d.).

#### (c) *Bursaries and Scholarships*

The Education Authority Bursaries (Scotland) Regulations, 1953. S.I. 1953, No. 1123, S.97. 6d. (8d.).

The Supplemental Allowances (Scottish Scholars at English Universities) Regulations, 1949. S.I. 1949, No. 818, S.43. 1d. (3d.).

The Supplemental Allowances (Scottish Scholars at English Universities) (Amendment No. 1) Regulations, 1950. S.I. 1950, No. 466, S.34. 1d. (3d.).

The Education (Scotland) Fund Bursaries Regulations, 1950. S.I. 1950, No. 1014, S.77. 1d. (3d.).

The Education Authority Bursaries (Scotland) (Amendment No. 1) Regulations, 1955. S.I. 1955, No. 1248, S.123. 3d. (5d.).

#### (d) *Teachers : Training, Salaries and Superannuation*

Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools, 1931. S.R. & O., 1931, No. 180, S.20. 9d. (11d.).

Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools (Scotland) (Amendment) Minute, 1940. S.R. & O., 1940, No. 1728, S.83. 2d. (4d.).

Training of Teachers (Scotland) Regulations, 1947. S.R. & O., 1947, No. 128, S.5. 1d. (3d.).

Training of Teachers (Scotland) Regulations, 1949. S.I. 1949, No. 1909, S.129. 2d. (4d.).

The Teachers' Pensions (National Insurance Modifications) (Scotland) Regulations, 1948. S.I. 1948, No. 944, S.67. 3d. (5d.).

The Superannuation (Civil Servants and Teachers) (Scotland) Rules, 1950. S.I. 1950, No. 820, S.55. 3d. (5d.).

The Superannuation (Teaching and Local Government) (Scotland) Rules, 1951. S.I. 1951, No. 292, S.11. 6d. (8d.).

The Superannuation (Teaching and Health Education) (Scotland) Rules, 1951. S.I. 1951, No. 1355, S.71. 3d. (5d.).

The Superannuation Rules for Teachers (Scotland), 1952. S.I. 1952, No. 567, S.20. 6d. (8d.).

The Superannuation (Teaching and Public Boards) (Scotland) Rules, 1952. S.I. 1952, No. 2149, S.109. 6d. (8d.).

The Teachers' Pensions (National Service) (Scotland) Rules, 1952. S.I. 1952, No. 518, S.17. 3d. (5d.).

The Teachers (Special Recruitment) (Scotland) Regulations, 1952. S.I. 1952, No. 660, S.27. 3d. (5d.).

The Training of Teachers (Scotland) (Amendment No. 7) Regulations, 1953. S.I. 1953, No. 1121, S.96. 2d. (4d.).

The Teachers' Salaries (Scotland) Regulations, 1956. S.I. 1956, No. 1656, S.76. 2s. (2s. 2d.).

The Teachers (Superannuation) (Scotland) Regulations, 1957. S.I. 1957, No. 356, S.17. 2s. (2s. 2d.).

#### (e) *Grant Regulations*

Educational Development, Research and Services (Scotland) Grant Regulations, 1946. S.R. & O., 1946, No. 1267, S.53. 1d. (3d.).

The Central Institutions (Scotland) Grant Regulations, 1947. S.R. & O., 1947, No. 2221, S.78. 2d. (4d.).

The Education Authorities (Scotland) Grant Regulations, 1948. S.I. 1948, No. 961, S.69. 2d. (4d.).

The Education (Scotland) Miscellaneous Grants Regulations, 1948. S.I. 1948, No. 2767, S.202. 1d. (3d.).

The Residential Special Schools and Orphanages (Scotland) Grant Regulations, 1948. S.I. 1948, No. 2763, S.203. 1d. (3d.).

The Further Education (Voluntary Associations) (Scotland) Grant Regulations, 1952. S.I. 1952, No. 2202, S.115. 3d. (5d.).

SCOTTISH EDUCATION DEPARTMENT

SCOTTISH  
LEAVING CERTIFICATE  
EXAMINATION

EXAMINATION PAPERS

1957

EDINBURGH: HER MAJESTY'S STATIONERY OFFICE

1957

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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

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The Scottish Leaving Certificate Examination is held annually by the Scottish Education Department. In 1957 it commenced on Monday, 4th 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 (1956), dated 11th Oct., 1956. (Price 1s. 6d.; post free 1s. 8d.)

**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.

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CORRIGENDA

- 21 Latin, Higher I, question 3, 2nd line: *read* "Nolana de" *instead of* "Nolan ade".
- 59 Russian, Lower (b), question 1, 21st line: the last word should read "завтра" *instead of* "завтра".
- 74 Higher Science, Physics, question 4 (a), 10th line: *read* "0·000009" *instead of* "0·00009".
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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ENGLISH

LOWER GRADE—(FIRST PAPER—COMPOSITION)

Tuesday, 5th 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) You decide to spend a wet afternoon in the lumber room or box room in your house. Describe your experiences.
- (b) Choose **one** of the following, **either** writing as if you were the character in question **or** discussing the subject generally :—
  - a landlady on the whims of her lodgers ; a clerk or clerkess in charge of a lost-property office ; a shopkeeper on the difficulty of pleasing everybody ; a bus conductress's views on her passengers ; a school janitor on the behaviour of pupils during the intervals.
- (c) Space Travel.
- (d) " Of the three men's fate we found no trace  
Of any kind in any place,  
But a door ajar, and an untouched meal,  
And an overtoppled chair."

Write a story accounting for the disappearance of the three men.

- (e) What religious leader, **or** statesman, **or** actor *or* actress, **or** sportsman *or* sportswoman, of the present day, do you admire most and why ?

(35)



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**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**ENGLISH**

LOWER GRADE

(SECOND PAPER—INTERPRETATION, LANGUAGE, AND LITERATURE)

Tuesday, 5th March—11.0 A.M. to 1.0 P.M.

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

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

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

1. The Saracen came on at the speedy gallop of an Arab horseman, managing his steed more by his limbs and the inflection of his body than by any use of the reins, which hung loose in his left hand ; so that he was enabled to wield the light round buckler of the skin of the rhinoceros, ornamented with silver loops, which he wore on his arm, swinging it as if he meant to oppose its slender circle to the formidable thrust of the Western lance. His own spear was not couched or levelled like that of his antagonist, but grasped by the middle with his right hand, and brandished at arm's length above his head. As the cavalier approached his enemy at full career, he seemed to expect that the Knight of the Leopard should put his horse to the gallop to encounter him. But the Christian knight, well acquainted with the customs of Eastern warriors, did not mean to exhaust his good horse by any unnecessary exertion ; and, on the contrary, made a dead halt, confident that, if his enemy advanced to the actual shock, his own weight and that of his powerful charger would give him sufficient advantage, without the additional momentum of rapid motion. Equally sensible and apprehensive of such a probable result, the Saracen cavalier, when he had approached towards the Christian within twice the length of his lance, wheeled his steed to the left with inimitable dexterity, and rode twice round his antagonist, who, turning without quitting his ground, and presenting his front constantly to his enemy, frustrated his attempts to attack him on an unguarded point ; so that the Saracen, wheeling his horse, was fain to retreat to the distance of an hundred yards. A second time, like a hawk attacking a heron, the Moor renewed the charge, and a second time was fain to retreat without coming to a close struggle. A third time he approached in the same manner, when the Christian knight, desirous to terminate this illusory warfare, in which he might at length have been worn out by the activity of his foeman, suddenly seized the mace which hung at his saddle-bow, and, with a strong hand and unerring aim, hurled it against the head of the Emir, for such and not less his enemy appeared.

Sir Walter Scott.

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

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

*"the inflection of his body"* (line 2) ; *"at full career"* (line 9) ; *"the additional momentum"* (line 15) ; *"with inimitable dexterity"* (line 18). (8)

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

*"managing"* (line 1) ; *"buckler"* (line 4) ; *"brandished"* (line 8) ; *"apprehensive"* (line 16) ; *"illusory"* (line 25) ; *"unerring"* (line 27). (6)

- (c) Give a general analysis of the sentence, "*As the cavalier . . . . . to encounter him.*" (lines 8–10). (3)

- (d) Name the figure of speech used in the phrase, "*like a hawk attacking a heron*" (line 22). How far is it appropriate to the situation described ? (3)

- (e) Quote from the passage two names which refer specifically to the Saracen ; two names which refer specifically to the Saracen's opponent ; two names which could be used for either. (3)



- (f) What did the Christian knight do when the Saracen made his first attack ? (2)
- (g) What were the Christian knight's reasons for acting as he did ? (3)
- (h) What tactics did the Saracen then adopt in order to wear down his opponent ? (4)
- (i) How did the Knight of the Leopard respond to these tactics, and what did he do to end the "*illusory warfare*" ? (4)

2. (a) Combine the following short sentences into a single sentence containing not more than two principal clauses :—

We set off to climb the mountain. It was raining. We were about half-way up. The clouds disappeared. The sun shone down from a clear sky. (3)

(b) Suppose you have lost a pocket-book **or** a pet animal *or* bird. Write a brief notice suitable for insertion in the "Lost and Found" column of a newspaper, giving the necessary particulars. (6)

3. Give a brief account of **one** of the following characters from a Shakespeare play :—

a usurper ; a queen ; an heiress ; a suitor ; a murderer ; an orator ; a faithful friend. (10)

4. Choose any poem you have studied in class, tell briefly what it is about and what has particularly impressed you in it. Quote a few lines from the poem. (10)

5. (a) From a novel you have read describe an exciting scene which is set in Scotland. (10)

**or**

(b) Write a brief account of an adventure in which **one** of the following characters takes part, giving the name of the author of the story in which the character appears :—

Mr. Pickwick, Tom Sawyer, Jeanie Deans, Sherlock Holmes, Lorna Doone, Prester John, Horatio Hornblower. (10)

6. Choose an essay by Addison **or** Lamb **or** by a more recent essayist, briefly describe what it is about, and indicate what qualities in it appealed to you. (10)

7. Suppose you have been asked by a friend to recommend a book on travel **or** exploration **or** on some hobby in which you are both interested. Give the title of the book and the name of the author, and try to supply good reasons for your choice of book. (10)



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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ENGLISH

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

Tuesday, 5th 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 description of **one** of the following, from the point of view **either** of a participant **or** of a spectator :—

a public procession ; an historical pageant ; a ploughing competition ; a swimming gala ; road-mending ; a country *or* a seaside fair.

- (b) What do you consider to be the value of a good school library ?
- (c) " The best things in life are free." Discuss.
- (d) Important changes which have taken place during the last five years in your city, or town, or village, or district. Do you approve or disapprove of these changes ?
- (e) The Fascination of Maps.
- (f) The Olympic Games, 1956.

(35)



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**SCOTTISH LEAVING CERTIFICATE EXAMINATION****ENGLISH**

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

Tuesday, 5th March—11.0 A.M. to 12.40 P.M.

**Answer all three Questions.**

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

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

[ 4 ]

[TURN OVER

1. James, though an able man, was a weak monarch. His quickness of apprehension and soundness of judgment were marred by his credulity and partialities, his childish fears and habit of vacillation. Eminently qualified to advise as a counsellor, he wanted the spirit and resolution to act as a sovereign.

5 His discourse teemed with maxims of political wisdom ; his conduct frequently bore the impress of political folly. If in the language of his flatterers he was the British Solomon, in the opinion of less interested observers he merited the appellation given to him by the Duke of Sully, that of " wisest fool in Europe ". The anomalies of his character may be traced to that love of personal ease which

10 seems to have formed his ruling passion. To this we see him continually sacrificing his duties and his interests, seeking in his earlier years to shun by every expedient the tedium of public business, and shifting at a later period the burthen of government from himself to the shoulders of his favourites. It taught him to practise in pursuit of his ends duplicity and cunning, to break his

15 word with as much facility as he gave it, to swear and forswear as best suited his convenience. It plunged him into debt that he might spare himself the pain of refusing importunate suitors, and induced him to sanction measures which he condemned, that he might escape from the contradiction of his son and his favourite. To forget his cares in the hurry of the chase, or the exercise of the

20 golf, in carousing at table, or laughing at the buffoonery of those around him, seems to have constituted the chief pleasure of his life. Had the lot of James been cast in private life, he would have made a respectable country gentleman : the elevation of the throne exposed his foibles to the gaze of the public, and that at a time when the growing spirit of freedom and the more general diffusion of

25 knowledge had rendered men less willing to admit the pretensions, and more eager to censure the defects, of their superiors. With all his learning and eloquence, he failed to acquire the love or the esteem of his subjects ; and, though he deserved not the reproaches cast on his memory by the revolutionary writers of the next and succeeding reigns, posterity has agreed to consider him

30 as a weak and prodigal king, a vain and loquacious pedant.

John Lingard.

Read through 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 :—

*"quickness of apprehension"* (lines 1–2) ; *"habit of vacillation"* (line 3) ; *"the elevation of the throne"* (line 23) ; *"loquacious pedant"* (line 30). (8)

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

*"credulity"* (line 2) ; *"partialities"* (line 3) ; *"wanted"* (line 4) ; *"anomalies"* (line 9) ; *"duplicity"* (line 14) ; *"importunate"* (line 17) ; *"foibles"* (line 23) ; *"posterity"* (line 29). (8)

- (c) Express as simply as possible in your own words the meaning of the fourth sentence of the passage :—

*"His discourse teemed . . . political folly."* (lines 5–6). (4)

- (d) Why, in the opinion of the writer, were the people of James's time more eager to criticise the weaknesses of their rulers ? (2)



- (e) (i) The passage falls naturally into three sections. Indicate the beginnings of the second and third sections. (2)
- (ii) Give a title to **each** of the three sections which you have now formed. (3)
- (f) Give the name and the relation of each of the following clauses :—
- (i) "*as best suited his convenience*" (lines 15–16) ;
- (ii) "*that he might escape from the contradiction of his son and his favourite*" (lines 18–19) ;
- (iii) "*Had the lot of James been cast in private life*" (lines 21–22). (3)
- (g) Form (i) an adjective from credulity ; (ii) a verb from facility ; (iii) a noun from loquacious. (3)
- (h) Make a summary of the passage, outlining clearly the writer's estimate of James's character. (Your summary should not exceed 135 words.) (14)

2. (a) In the passage set for interpretation in question 1, the author has made very frequent use of a particular figure of speech. Name the figure, and quote one example from the passage. (2)
- (b) Write good sentences in which the word **round** is used (i) as an adjective, (ii) as a preposition, (iii) as an adverb, (iv) as a verb, and (v) as a noun. (You will require to write five sentences, numbered from (i) to (v).) (5)
- (c) Using the following series of short sentences build up **one** long sentence, in which the less important statements are properly subordinated to the more important :—

The general stood on a hill. The hill was low. The hill was overhung by two or three ancient trees. The hill commanded an uninterrupted view of the battlefield. The general remained there all day. He took no rest or food. He did not wish to miss an opportunity. The enemy's movements might give him an opportunity for an attack. He wanted to attack some weak point suddenly and heavily. He wanted to cut the enemy's forces into two parts. He hoped to overwhelm each part separately. (5)

3. Write a letter to a Youth Hostel, making arrangements for a three days' stay during your Easter holidays. (There are four people in your party.) (6)



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**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**ENGLISH**

HIGHER GRADE—(SECOND PAPER—LITERATURE)

Tuesday, 5th March—2.0 P.M. to 3.30 P.M.

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

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

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

[TURN OVER

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

1. (a) Choose any **one** of the following topics ; develop it as fully as you can, making use, where necessary, of apt, illustrative quotation :—

- (i) Why does Cassius quarrel with Brutus, and how are they reconciled?
- (ii) Why does Hamlet torment Polonius?
- (iii) Why do Sir Toby and his companions dislike Malvolio?
- (iv) Why does Shylock hate Antonio?
- (v) Why does Macbeth have Banquo murdered?
- (vi) Why do Oberon and Titania quarrel, and how are they reconciled?
- (vii) Does Orlando ever recognise Rosalind in the dress of Ganymede?
- (viii) Why does Kent remain loyal to King Lear?
- (ix) Why does Prince Hal, on becoming King, reject Falstaff?
- (x) Why does Prospero ultimately lay aside his magic powers?

or

(b) Select **one** scene from a Shakespeare play which is, in your opinion, both necessary to the development of the plot and also thrilling in its action. Show briefly but clearly that the scene is a "key" one and then, at greater length, describe it as vividly as you can.

or

(c) In Elizabethan times the women's parts in a play were acted by boys and young men. What influence did this convention have on Shakespeare in the construction of his plays? (20)

2. (a) Which of the pilgrims in *The Prologue to The Canterbury Tales* were engaged in trade? Write a character-sketch of any **one** of these of whom Chaucer has given a fairly detailed description. (15)

or

(b) Not all the tales related by the Canterbury pilgrims are appropriate to the teller. Select **one** that is appropriate, and show as clearly as you can in what ways it seems to fit the person who tells it. (15)

3. Describe the part played by the natural setting or background in **one** of the following novels :—

*Guy Mannering, Wuthering Heights, The Mill on the Floss, Great Expectations, Huckleberry Finn, The Return of the Native, Kidnapped, Sunset Song, The Old Man and the Sea.* (15)

4. (a) Discuss, with reference to Burns's *Tam o' Shanter* or to **one** of Henryson's *Moral Fables of Aesop*, the realistic details that create vivid pictures in the mind of the reader. (15)

or

(b) From your reading of Burns's poems what have you learned about rural life in Scotland in his day? (15)

5. (a) "The essay is the expression of the writer's personality; in it we read the character of the writer even although he is not writing about himself." Illustrate this by reference to any **one** essay with which you are familiar. (15)

or

(b) Show how in any essay you have read the author may be said to be smiling at what he is describing. (15)

6. *The Lament for the Makaris, Il Penseroso, The Bard, Lines Composed a few miles above Tintern Abbey, The Eve of St. Agnes, Ode to the West Wind, Ulysses, Fra Lippo Lippi, The Love Song of J. Alfred Prufrock.*

Write a brief critical appreciation of any **one** of the above poems, touching on the content, the form, and such matters of style as you think worthy of comment. (15)

7. Write a description of the character of any **one** of the following. Give the title of the work in which he or she appears, and name the author.

Joseph Surface, Andrew Fairservice, Cuddie Headrigg, Lady Catherine de Bourgh, Major Dobbin, Miss Matty, Betsy Trotwood, Mrs. Proudie, Gabriel Oak, Michael Henchard, Professor Higgins, Soames Forsyte.

(15)

8. Scott, Coleridge, Byron, Arnold, Masfield.

Write an assessment of any **one** of these as a narrative poet. Your answer should contain adequate reference to and quotation from at least one poem by the writer whom you choose. (15)

9. Give a brief account of an important incident in a biographical work by Boswell **or** Lockhart **or** Carlyle **or** Macaulay **or** Lytton Strachey **or** John Buchan which throws into strong relief the person described. What is the author's attitude towards his subject, and how far does he make his portrait convincing and interesting? (15)

10. A modern critic has written of a certain book that "one can never be finished with it; it is fit to be a permanent companion through life, to be dipped into again and again." What book have you read which seems to merit such a tribute? Justify your choice by adequate reference. (15)





1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## HISTORY

### LOWER GRADE

Wednesday, 6th 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.

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#### 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. In what ways did the Normans influence <b>either</b> Scottish or English history?   | <b>20</b>             |
| 2. Write notes on <b>two</b> of the following :—Hadrian's Wall; the Synod of Whitby; Magna Carta; Alexander III; medieval markets and fairs; the effects of the War of Independence on Scotland. | <b>20</b>             |
| 3. What claim had Henry Tudor (Henry VII) to the English throne, and by what methods did he maintain his power during his reign?   | <b>20</b>             |
| 4. Give an account of the religious changes made in the reigns of Edward VI, Mary Tudor and Elizabeth Tudor.   | <b>20</b>             |
| 5. Describe the course of those events during Mary Stewart's residence in Scotland (1561–1567) which led up to her deposition.<br>Account briefly for her failure.                               | <b>15</b><br><b>5</b> |

[TURN OVER

6. Illustrate and account for the strained relations between James I and his English parliaments.

20

7. Give an account of the military achievements of **either** Oliver Cromwell **or** the Marquis of Montrose.

20

8. Describe England's relations with Holland and France in the reign of Charles II.

20

9. Explain briefly how the Revolution of 1688-9 affected the position of the Scottish Parliament.

5

Give an account of the friction between Scotland and England in the years 1689-1707.

15

### Section 3 (1714 to the present day)

10. By what methods did Walpole gain and maintain his power?

15

State briefly what you consider to have been his most important contribution to British history.

5

11. Explain clearly the methods of production before the Industrial Revolution and the changes introduced by it in any **one** industry **either** in Scotland **or** in England.

20

12. In what circumstances did Napoleon create the Continental System?

5

Show how his consequent actions led to his downfall.

15

13. Describe the system of parliamentary representation in **either** Scotland **or** England before 1832 and show how the First Reform Bill became an Act of Parliament.

20

14. Give a brief account of the steps towards Free Trade taken by Peel and Gladstone.

15

What were the advantages of Free Trade at that time?

5

15. Describe the attempts to give Ireland Home Rule between 1886 and 1914.

20

16. Write notes on **two** of the following :—

(1) The problems facing British rule in South Africa between 1815 and 1836.

(2) The Uitlanders in Transvaal up to the outbreak of the Great Boer War (1899).

(3) The problems facing British rule in Canada between 1815 and 1838.

(4) Sir John Macdonald.

20

*Marks*

17. Write notes on **two** of the following :—John Wesley ; Warren Hastings ; the War at Sea 1793–1802 ; the development of Scottish railways in the nineteenth century ; Karl Marx ; the causes of the American Civil War (1861–5) ; H. H. Asquith, Earl of Oxford.

**20**

18. (a) Explain the British Cabinet system, showing the chief ways in which it differs from the Presidential System of the U.S.A.

**or**

(b) What are the main arguments for *and* against the abolition of capital punishment ?

**or**

(c) What steps have been taken to solve Highland problems since 1945 ?

**20**



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## HISTORY

### HIGHER GRADE

(FIRST PAPER—BRITISH HISTORY)

Wednesday, 6th 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. Estimate the effects upon Britain of the coming of the Anglo-Saxons.
2. How far is it true to say that feudalism was introduced into England by the Normans?
3. To what extent was the reign of King John a blessing to England?
4. Compare the contributions of William Wallace and Robert Bruce to the cause of Scottish independence.
5. Write notes on **two** of the following:—the conversion of Scotland to Christianity; Earl Godwine; the murder of Becket; the causes of the Hundred Years' War; the deposition of Richard II; James I of Scotland.

### Section 3 (1485 to 1763)

6. To what extent can **either** James IV **or** Henry VII be considered a typical monarch of the Renaissance period ?

7. How far was there an agricultural revolution in the sixteenth century and with what consequences ?

8. Illustrate the importance of "the power of the purse" in the disputes between King and Parliament from the accession of James I to the dismissal of Charles I's third parliament in 1629.

9. To what extent were the English Parliament and the Scottish Covenanters in sympathy during the years 1640-49 ?

10. Compare the Revolution Settlements in Scotland and in England.

11. Discuss the view that Walpole's policy of letting sleeping dogs lie did more harm than good to Britain.

### Section 4 (1763 to 1914)

12. How far is it true to say that the outbreak of the French Revolution marks a turning point in the career of the Younger Pitt ?

13. How far would you justify and how far condemn the government's attitude to the social discontent of the years 1815-22 ?

14. Discuss the opinion that in his foreign policy Lord Palmerston was more enlightened during 1830-41 than after 1846.

15. Explain the importance of Irish affairs in United Kingdom politics during the latter half of the nineteenth century.

16. Describe the main stages in the economic development of **either** South Africa **or** Canada in the nineteenth century.

17. Why did Britain enter the war against Germany in 1914 ?

18. Write notes on **two** of the following :—John Wilkes; the Peninsular War; the repeal of the Corn Laws; Charles Darwin; the Reform Act of 1867; James Keir Hardie.



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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## HISTORY

### HIGHER GRADE

#### (SECOND PAPER—EUROPEAN HISTORY)

Wednesday, 6th 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. Explain the causes of the Pelopponesian War and account for the defeat of Athens.

2. "The deliberate policy of Alexander the Great was that the West should conquer the East and that East and West should mingle." Discuss this opinion of his policy.

3. Trace the steps by which Roman rule was extended over Italy.

4. Estimate the importance of the Gracchi in the social history of Rome.


5. "Trajan had directed the energy of the Empire outwards but all Hadrian's activity was devoted to conserving and organising it internally." How far is this true?

6. Write notes on **two** of the following :—the Attic theatre; the Spartan constitution; Darius' invasions of Greece; Socrates; the organisation of the Roman army in the last years of the Republic; the First Triumvirate.

[TURN OVER

## SECTION A

The whole of this Section should be attempted

1. On the accompanying map of part of the British Isles :— Marks
- (a) Insert and name :
- (i) Kilmarnock ; Rothesay ; Inverness ; Aberdeen ; Grange-mouth. 3
- (ii) Cairngorm Mountains ; Islay ; Campsie Fells ; Sound of Mull. 3
- (b) Among the towns of (a) (i) there is a large *fishing* port, a *holiday* resort, a *growing* port, and a town noted for *carpet* making. Print the italicized word after the appropriate town. 2
- (c) Mark with a continuous line a main railway from :—
- (i) Glasgow to Aberdeen ; and 4
- (ii) Edinburgh to Inverness. 4
- (d) Mark with the letters given in brackets places noted for the following (**one** place for each) :—
- market gardening (M) ; jute manufacturing (L) ; sugar refining (S) ; a large hydro-electric power station (O). 4
- (13)
2. On the accompanying map of the world two routes are marked. Route A is the route followed by a traveller by air from London to Melbourne in July and route B is that followed by a merchant vessel sailing between London and Vancouver during January, February, and March.
- Route A
- (a) Name the six towns marked along the route. 1½
- (b) By inserting either the letter W for wet or the letter D for dry in each of the areas marked thus, , indicate whether it was then the wet season or the dry season. 3
- (c) Mark with the letter in brackets where the traveller would see **one** example of :—
- oil wells (O) ; a large irrigation system (S). 2
- Route B
- (d) Name the six ports of call marked along the route. 1½
- (e) Mark and name the **two** hot deserts which reach to coasts past which the ship sails. 3
- Routes A and B
- (f) Beside each route print “ forward ” or “ back ” to show how watches would require to be changed during the journey. 1
- (12)
3. Study the contour map supplied and then answer the following :—
- (a) Imagine the level of the sea has risen 100 feet. Describe the resultant appearance of the area. 7
- (b) Name the physical feature which stretches from A<sub>1</sub> through A<sub>2</sub> to A<sub>3</sub>, and the physical features B, C, and D. 2
- (c) Town X might be the market and town Z the port of the area. Why ? 6
- (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. A geographical description must include a sketch-map.

### SECTION B

Marks

4. Write notes on **three** of the following and for each of the three selected give an example :—

peat moss ; boulder clay lowland ; alluvial fan ; delta ; spit. (15)

5. How far have climate, labour supply, and markets determined the major areas of production of cotton **or** tea **or** spring wheat ? (15)

6. The following statistics refer to places with equatorial, Mediterranean, tropical continental, cold continental, and tundra types of climate. To which of the types do A, B, C, D, and E belong ? How did you reach your decisions ? Where might these places be ?

| Place. | Mean monthly temperature in °F. |         | Mean annual rainfall in inches. | Occurrence of rain.           |
|--------|---------------------------------|---------|---------------------------------|-------------------------------|
|        | Minimum                         | Maximum |                                 |                               |
| A      | 77                              | 96      | 29                              | Hot season.                   |
| B      | 1                               | 50      | 18                              | Late summer and early autumn. |
| C      | 48                              | 80      | 16                              | Winter.                       |
| D      | -4                              | 66      | 20                              | Summer.                       |
| E      | 79                              | 83      | 89                              | All year.                     |

(15)

7. Answer **either** (a) **or** (b) :—

(a) Write a brief account of the exploration of the Antarctic, mentioning in your answer the exploration being undertaken there at present. (15)

(b) Select any **one** explorer of the nineteenth century and give an account of his journeys. (15)

8. (Turn over)

**British Isles****SECTION C***Marks*

8. List in order of size the four largest cities of Scotland and state their approximate populations. Select **two** and with the aid of sketch-maps describe their position and their importance as route centres. (15)

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

(a) A densely populated industrial area requires raw materials, food, transport, and markets. Using these headings describe **one** industrial area in England or Wales. (15)

(b) Select **one** of the following pairs and point out the similarities and differences of the areas mentioned.

(i) East Anglia and Yorkshire ;

(ii) North Wales and north-eastern Ireland ;

(iii) South-west England and south-west Ireland. (15)

**Europe excluding the British Isles**

10. Describe the position and extent of **one** major European coal-field and give an account of its main industries. (15)

11. What are the main differences in relief, climate, agriculture, and distribution of population between the Plain of Lombardy and the Paris Basin **or** peninsular Italy and Greece **or** the German Plain, east of the Elbe and west of the Elbe ? (15)

**The Rest of the World**

12. Describe and explain the density distribution of population in the area A, B, C, D, E marked in North America on the map of the world provided for question 2. (15)

13. Describe what you would observe from an aeroplane making a summer flight in daylight from Washington, D.C., to San Francisco, mentioning features of relief, agriculture, and settlement. (15)

14. Why, on the one hand, are the plains of Siberia thinly peopled, whereas, on the other, the Gangetic Plain **or** the Great Plain of China supports a very large population ? (15)

15. Select **two** of the following commodities and for **either** Australia **or** New Zealand describe the geographical conditions which make certain areas suitable for their production, naming the areas :—  
dairy produce ; wheat ; wool. (15)

16. Write a geographical essay on irrigation in the basin of the Nile. (15)

17. What aspects of the geography of Argentina do the following statistics illustrate and reflect ?

Exports and Imports of Argentina, 1948, expressed as percentages of total value.

|         | Cereals and<br>Linseed. | Animal<br>Products. | Manufactures. | Others includ-<br>ing coal and<br>iron. |
|---------|-------------------------|---------------------|---------------|---|
| Exports | 45                      | 50                  | 2             | 3                                       |
| Imports | —                       | —                   | 58            | 42                                      |

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**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GEOGRAPHY**

HIGHER GRADE—(FIRST PAPER)

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

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

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

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

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

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

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

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[TURN OVER

## SECTION A

The two questions of this Section should be attempted.

Marks

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

- (a) Contrast the appearance of the countryside as seen when looking south-west from point 610020 with that as seen when looking south. 18
- (b) How has relief influenced road and rail construction (i) in the valley of the Wye, and (ii) along the north side of the Severn ? 10
- (c) Comment upon the situation of Chepstow (536940). 8
- (36)

2. On the map of part of Europe (including the British Isles) answer the following questions :—

- (a) (i) Mark and name : Stockholm ; Berlin ; Amsterdam ; Boulogne ; Limerick.
- (ii) Name the rivers : Meuse ; Oder ; Loire ; Glommen.
- (iii) Print over appropriate areas : Dovre Fjeld ; Vosges ; Island of Zealand. 3
- (b) (i) Insert and name the 32° F. isotherm for January. 3
- (ii) Indicate by printing the appropriate letter on the map where the following three climatic stations might be :

| Stations<br>(All below 600 feet) | Mean monthly<br>temperatures in °F. |      | Mean annual<br>rainfall in inches |
|----------------------------------|-------------------------------------|------|-----------------------------------|
|                                  | January                             | July |                                   |
| A                                | 44                                  | 59   | 56                                |
| B                                | 34                                  | 58   | 81                                |
| C                                | 31                                  | 65   | 25                                |

4½

- (c) (i) Draw **one** frequently used route from Britain to each of the following countries and name the terminal ports of each route :—

Norway ; Holland ; Eire.

4

- (ii) On each route print the name of **one** of the main cargoes which is imported into Britain by that route.

1½

(16)

## SECTION B

**THREE** questions should be attempted.

- |   | <i>Marks</i> |
|---|--------------|
| 3. (a) Give (i) the latitude and longitude of your school ; and<br>(ii) the latitude and longitude of the place antipodal to it.  | 2            |
| (b) With the help of a diagram show that you understand what is<br>meant by the term " 120° W."   | 6            |
| (c) Briefly describe, with the aid of diagrams, how a sailor at sea<br>would determine his position to be 30° N., 120° W.   | 8            |
|   | (16)         |
| 4. Suggest a division of the intertropical lands of the world into<br>four main types of climate. For <b>one</b> of your specified types name an<br>area where it occurs and describe its influence on the food, clothes, and<br>shelter of the inhabitants.  | (16)         |
| 5. (a) How do valleys formed by river-action in mountainous areas<br>differ from those modified by ice ?  | 10           |
| (b) What effect have these modifications by ice had on the lives of<br>the present inhabitants of <b>either</b> Norway <b>or</b> the High-<br>lands of Scotland ?   | 6            |
|   | (16)         |
| 6. (a) What are the most important uses of the coniferous timbers of<br>Scotland and Canada ?   | 3            |
| (b) How do the lumbering practices of these two countries differ<br>and why ?   | 8            |
| (c) What should be the guiding principles of forestry policy in any<br>country ?  | 5            |
|   | (16)         |
| 7. Attempt <b>either</b> (a) <b>or</b> (b) :—   |              |
| (a) " Large areas with few people are either deserts or areas of high<br>altitude." How far is this true or false in <b>either</b> North<br>America <b>or</b> South America ?   | (16)         |
| (b) Workers have been classified into five groups thus : food<br>gatherers, pastoral farmers, cultivators, miners, and indus-<br>trial workers. Drawing your examples from <b>either</b> South<br>America <b>or</b> Africa mention <b>one</b> place or area where each<br>group is characteristic. Write a geographical note upon each<br>of the illustrative examples you have selected. | (16)         |
| 8. Give a reasoned geographical account of the pattern of the main<br>routes (air and water) of the Atlantic Ocean, drawing attention to any<br>major differences in this connection between the North and South<br>Atlantic Oceans.  | (16)         |
| 9. ( <i>Turn over</i> )   |              |

9. The following data relate to a parish in highland Perthshire. Using this information write a brief account of farming in the parish.

(a) Seasonal Rhythm :

| J.            | F. | M.                  | A. | M. | J.            | Jy. | A. | S. | O. | N.       | D. |
|---------------|----|---------------------|----|----|---------------|-----|----|----|----|----------|----|
| Ploughing     |    |                     |    |    | Ploughing     |     |    |    |    |          |    |
|               |    | Sowing and Planting |    |    | Harvesting    |     |    |    |    |          |    |
|               |    | Cereals             |    |    | Cereals       |     |    |    |    |          |    |
|               |    | Hay                 |    |    | Hay           |     |    |    |    |          |    |
|               |    | Potatoes            |    |    |               |     |    |    |    | Potatoes |    |
|               |    | Turnips             |    |    |               |     |    |    |    | Turnips  |    |
| Cattle inside |    |                     |    |    | Cattle inside |     |    |    |    |          |    |
|               |    | Lam bing            |    |    |               |     |    |    |    |          |    |

(b)

| Acreages stated as percentages of total area |      |
|--|------|
| Rough Grazing                                | 93.5 |
| Permanent Grass                              | 3.3  |
| Total Arable                                 | 3.2  |

(c)

| Crop acreages as percentages of arable land. |      |
|--|------|
| Oats   | 28.9 |
| Turnips                                      | 11.7 |
| Potatoes                                     | 2.9  |
| Other Crops                                  | 1.0  |
| Rotation Grasses                             | 55.5 |

(d) Livestock :

|                |        |
|----------------|--------|
| Sheep          | 26,890 |
| Cattle : dairy | 488    |
| beef           | 545    |
| Horses         | 235    |

(16)



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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GEOGRAPHY

HIGHER GRADE—(SECOND PAPER)

Thursday, 7th March—1.30 P.M. to 4 P.M.

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

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

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

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 part of a question is shown in the margin.

[TURN OVER

## SECTION A

## British Isles

Marks

1. Attempt **either** (a) or (b) :—

(a) Draw a sketch-map to show the limit of **either** the basin of the Tay **or** the basin of the Tweed. Write notes on the various types of farming practised in the selected basin, paying special attention to the contrast between upland and lowland. (20)

(b) Account for the pattern of **either** the main railways **or** the main roads **either** in your own county **or** out of your own city. (20)

2. Show how relief and mineral resources have influenced the density distribution of population in England north of a line joining the Mersey to the Humber. (20)

3. "Britain is favoured by its world position, its surrounding seas, and its estuaries." Amplify and discuss this statement. (20)

## SECTION B

## Europe

4. (a) On a sketch-map of Europe show the main climatic divisions of the continent.

(b) Write notes on the main contrasts (in Europe) in (i) average annual temperature, (ii) annual range of temperature, (iii) annual rainfall, and (iv) seasonal distribution of rainfall. (20)

5. Attempt **either** (a) or (b) :—

(a) "Paris is the focus of France, but Western Germany lacks a town capable of becoming a focus in the same way." Discuss this statement. (20)

(b) Write notes on the situation of **three** of the following towns :—

Barcelona ; Athens ; Belgrade ; Warsaw ; Kiev ; Leningrad. (20)

6. Give an account of the industrial production of **either** Switzerland **or** Holland, showing how the selected country has made good use of its opportunities. (20)

## SECTION C

## North America

Marks

7. Write an orderly geographical description of **one** of the following areas of Canada :—

- (i) The Northlands ;
- (ii) The Maritime Provinces ;
- (iii) British Columbia. (20)

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

- (a) Compare the Rocky Mountains with the Appalachians with regard to extent, height, influence on climate, mineral resources, and routeways. (20)
- (b) Using your knowledge of the United States give an explanatory account of the following statistics :—

| Area                               | Population<br>(1950) | Population<br>per Sq. Mile | Number of<br>cities over<br>250,000 |      |
|------------------------------------|----------------------|----------------------------|-------------------------------------|------|
| U.S.A., east of<br>the Mississippi | 102,537,000          | 120                        | 27                                  |      |
| U.S.A., west of<br>the Mississippi | 48,160,000           | 22                         | 12                                  |      |
| U.S.A.                             | 150,697,000          | 51                         | 39                                  | (20) |

9. " The inhabitants of North America are today feeling the effects of earlier misuse of their land and its resources." Explain this statement with particular reference to soil, vegetation, and flooding and indicate briefly the measures being taken to remedy the situation. (20)

## SECTION D

## Asia

10. Compare the distribution of large plains in Asia with the distribution of densely peopled areas. Account for any discrepancies between the two patterns. (20)

11. How far does the distribution of the main crops of **either** India and Pakistan **or** China reflect the amount and seasonal distribution of the rainfall ? Where are the main irrigated areas ? (20)

12. Write a geographical description of **either** the main island of Japan **or** the basin of the Tigris-Euphrates. (20)

Section E (*Turn over*)

**SECTION E****The Southern Continents***Marks*

13. Give a geographical account of **one** of the following :—

- (i) The influence of the Great Dividing Range and the Great Australian Desert on the discovery and opening up of the continent ;
- (ii) Industrial development in Australia ;
- (iii) The exports and imports of New Zealand. (20)

14. Write a geographical description of **either** the Congo Basin **or** the Sahara Desert. (20)

15. Describe and account for **either** the distribution of large cities in South America **or** the distribution of forest by type in South America. (20)

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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ARITHMETIC

Monday, 4th March—9.15 A.M. to 10.30 A.M.

Only FIVE questions should be answered.

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

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

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

Marks will be deducted for careless or badly arranged work.

20 marks are assigned to each question.

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

1. A gardener bought

125 crocus bulbs at 25s. per hundred,

175 tulip bulbs at 41s. 6d. per hundred,

32 dwarf rose bushes at 46s. 6d. per dozen,

17 climbing rose bushes at 58s. 6d. per dozen.

He was allowed a discount of 1s. 3d. in the £, calculated on the number of complete £s. How much had he to pay?

2. In the course of a year a car covered 5,580 miles, using 184 gallons of petrol at 4s. 7½d. per gallon and 20 pints of oil at 12s. per gallon. Taxation and insurance cost £27 12s., maintenance charges amounted to £13 12s., and the depreciation in the value of the car was estimated at £140. Including the depreciation, calculate the total cost of running and maintaining the car for the year, and hence determine, to the nearest tenth of a penny, the cost per mile.

[TURN OVER]

3. During a certain period, motor manufacturers maintained production in the ratio of 5 cars to 2 commercial vehicles. If the total production of cars and commercial vehicles for that period amounted to 67,200, find how many cars were manufactured.

If  $52\frac{1}{2}$  per cent. of the cars and  $45\frac{1}{2}$  per cent. of the commercial vehicles were exported, calculate what percentage of the total production was exported.

4. A man owns and occupies a house of which the assessed rental is £63. He is charged owner's rates at 9s. 4d. in the £ and occupier's rates at 12s. 6d. in the £. Find the total sum which he has to pay in rates.

Property tax is payable on the assessed rental diminished by the following :—

- (a) the amount of the owner's rates,
- (b) an allowance for repairs equal to one-fifth of the assessed rental,
- (c) the feu duty, which amounts to £6 10s.

If the rate of tax is 8s. 6d. in the £, calculate the property tax payable.

5. At the end of a half-year's trading, a co-operative society has a sum of £204,866 available for distribution to the members. If the purchases for the half-year amount to £2,150,522, calculate the highest dividend, fractions of a penny being ignored, which can be paid on each £ of purchases.

If this dividend is actually paid, find

- (i) what sum will remain undistributed ;
- (ii) what will be received in dividend by a member whose purchases amount to £86.

6. Along a certain stretch of railway line the telegraph poles are 60 yards apart. A passenger in a train observed that in 36 seconds he travelled a distance equal to eleven of the intervals between successive poles. Calculate the speed of the train in miles per hour.

The passenger next observed that he took 21 seconds to pass through a tunnel. Assuming that the train had maintained the same speed, find, in yards, the length of the tunnel.

7. The water level in a reservoir of area 8 acres rose 2 inches. Taking 1 cubic foot as  $6\frac{1}{4}$  gallons, calculate the number of gallons of water added to the reservoir.

*(You may assume that the sides of the reservoir are vertical.)*

If the rise in level resulted from a rainfall of 0.1 inch over an area of 12 square miles, calculate, correct to one decimal place, what percentage of the rainfall reached the reservoir.

8. Calculate the value, on 2nd June 1956, of a National Savings Certificate bought on 30th November 1929, given that it was worth 33s. after 22 years and that, thereafter, it increased in value by 1d. for each complete month.

On 2nd June 1956, a man cashed 250 of these certificates, and with the proceeds he purchased as much  $3\frac{1}{2}$  per cent. stock at 70 as he could, this stock being obtainable only in units of £10. Calculate the amount of stock he bought and the annual income from it.

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

9. (i) Given that 1 pint = 34.66 cubic inches and that 1 inch = 2.54 centimetres, find the number of pints in a litre.  
(1 litre = 1,000 cubic centimetres.)

(ii) Evaluate  $\sqrt[3]{\frac{47.5}{981}}$ .

10. Calculate, as accurately as your tables allow, the volume of a wire of circular section of diameter 0.064 inch and of length 10 yards. Take  $\pi$  as 3.142, and give the answer in cubic inches.

A metal bar is 1 yard long and has a square section of side 0.5 inch. When it is converted into wire of diameter 0.064 inch, 5 per cent. of the metal is lost. Calculate, correct to the nearest yard, the length of wire obtained.





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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## MATHEMATICS

LOWER GRADE—(FIRST PAPER)

Monday, 11th March—9.30 A.M. to 11.30 A.M.

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

Four-place mathematical tables are provided.

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

Marks will be deducted for careless or badly arranged work.

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

[TURN OVER

## SECTION I

All the questions in this Section should be attempted.

Marks

1. Prove that 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 the external bisector of an angle of a triangle divides the opposite side in the ratio of the sides containing the angle bisected.

12

3. Establish the formula

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

for an acute-angled triangle ABC.

5

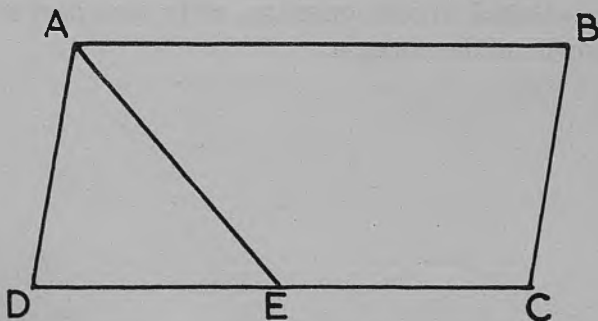
The side AC of a triangle ABC is of length 2 inches, angle  $BAC = 50^\circ$ , and angle  $ACB = 75^\circ$ . Find, by calculation, the length of AB.

4

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

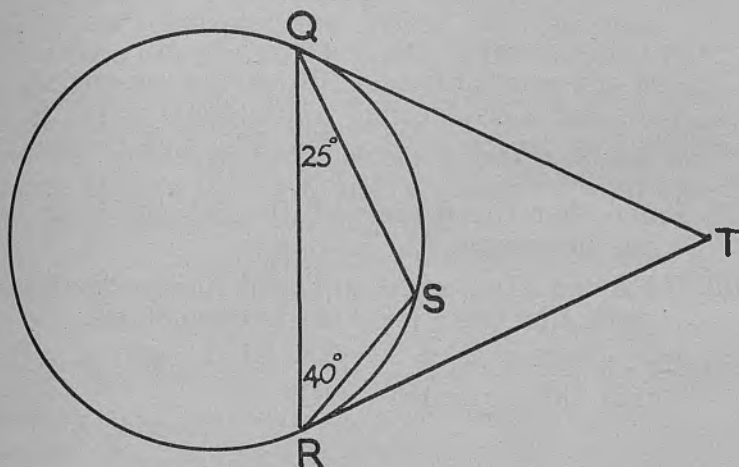
(i) ABCD is a parallelogram in which  $AB = 2AD$ . If E is the mid-point of DC, prove that AE bisects the angle BAD.

4



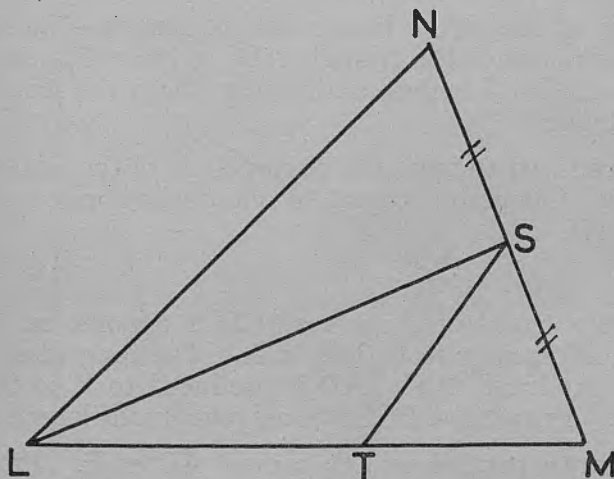
(ii) The triangle QSR has angle  $RQS = 25^\circ$  and angle  $SRQ = 40^\circ$ . The tangents at Q and R to the circumcircle of triangle QSR meet at T. Calculate the size of angle QTR.

4



(iii) In triangle LMN, S is the mid-point of MN, and T divides LM so that  $LT : TM = 3 : 2$ . Find the ratio of the area of triangle LTS to that of triangle LMN.

4



(iv) AB is a fixed straight line of length 10 inches. P is a variable point such that

$$PA^2 + PB^2 = 100 \text{ square inches.}$$

State the locus of P.

4

5. (Turn over)

## SECTION II

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

*Marks*

5. D is the mid-point of the side BC of an acute-angled triangle ABC, and E is the mid-point of AD ; BE is produced its own length to P ; PA, PC, and PD are drawn.

- (i) Prove that the figures APDB and APCD are parallelograms. 8
  - (ii) If PB and PD meet AC at Q and R respectively, prove that Q is a point of trisection of AR. 5
  - (iii) If G is the centroid of the triangle ABC, prove that QG is parallel to RD. 4
- (Section I, 1.)

6. E is a point on a given straight line BC, and EA is drawn perpendicular to BC. Prove that

$$AB^2 - AC^2 = BE^2 - EC^2.$$

If BE is of length 11 inches, EC of length 4 inches, and the perimeter of the triangle ABC is 36 inches, show that  $AB - AC = 5$  inches, and hence obtain the lengths of AB and AC. 11

AE is produced to meet the circumcircle of the triangle ABC at D. Calculate, correct to one decimal place, the length of AD. 6

7. AB is a chord of a circle and D is a point on the minor arc AB, nearer to B than to A. The tangent at D meets AB produced at C. AD is produced to E so that  $CE = CD$ . Prove that BCED is a cyclic quadrilateral. 6

DF is drawn parallel to EC to meet AB at F. Prove that

- (i) triangles BED and DCF are equiangular ; 6
- (ii)  $BE : BD = AC : AF$ . (Section I, 2.) 5

8. (In this question, constructions should not be stated, but all necessary lines and arcs should be clearly shown.)

Construct a triangle ABC with AC of length 4.70 inches, AB of length 3.20 inches, and BC of length 2.70 inches. Complete the parallelogram ABCD and measure, to one-hundredth of an inch, the length of the diagonal BD.

5

Construct the circle which passes through A and B and has radius 1.80 inches, the centre of the circle being outside the parallelogram. Let the points in which this circle cuts AC and BD be X and Y respectively. Prove that D, X, Y, and C are concyclic points.

8

Construct the circle DXYC and measure its radius, to one-hundredth of an inch.

4

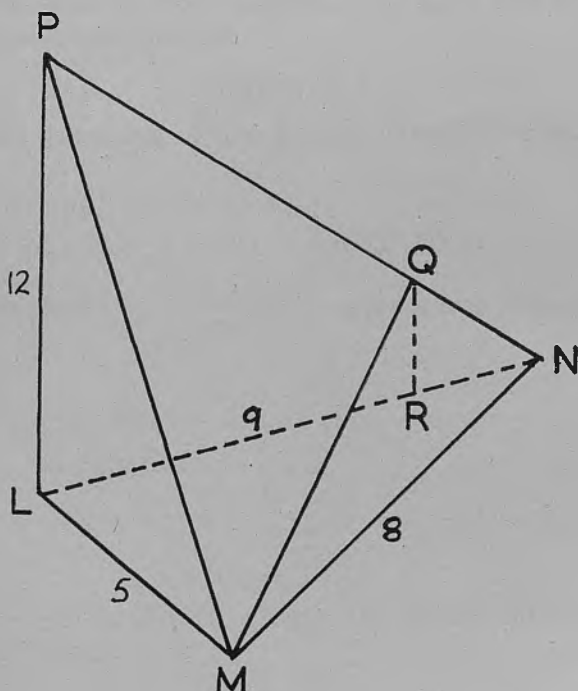
9. The triangle LMN lies in a horizontal plane; LM, MN, and LN are of lengths 5, 8, and 9 units respectively. LP is a vertical line of length 12 units.

Calculate the size of angle MNP.

9

If Q is the foot of the perpendicular from M to PN, and R is the foot of the perpendicular from Q to LN, find the lengths of QN and QR.

8





1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## MATHEMATICS

LOWER GRADE—(SECOND PAPER)

Monday, 11th March—1 P.M. to 3.30 P.M.

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

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

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

Marks will be deducted for careless or badly arranged work.

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

### SECTION I

All the questions in this Section should be attempted.

- |   | <i>Marks</i> |
|---|--------------|
| 1. (i) Use logarithms to evaluate<br>$\sqrt{(1.508 \times 0.501 \times \sin 72^\circ 20')}.$      | 6            |
| (ii) Given that $r = \frac{\sqrt{(1 - a^2)}}{aw}$ , express $a$ in terms of $r$<br>and $w$ .      | 6            |
| 2. (i) Factorize $6ax^2 - 4axy - 9bx + 6by$ .   | 3            |
| (ii) Solve the equations<br>$(a) \quad \frac{x - 2}{3} - \frac{3y - 1}{2} + 1 = 0,$ $x + 6y = 1;$ | 7            |
| (b) $2x^2 - 6x + 3 = 0$ , giving the roots correct to<br>two decimal places.                      | 5            |

[TURN OVER

3. (i) The external radius of a hollow metallic sphere is  $R$  inches and the metal is of uniform thickness  $x$  inches. Prove that the volume of the metal is

$$\frac{4}{3}\pi x (3R^2 - 3Rx + x^2) \text{ cubic inches.}$$

4

(ii) A man is allowed a discount of  $d$  per cent. on an account of  $\text{£}b$ . How much has he to pay?

3

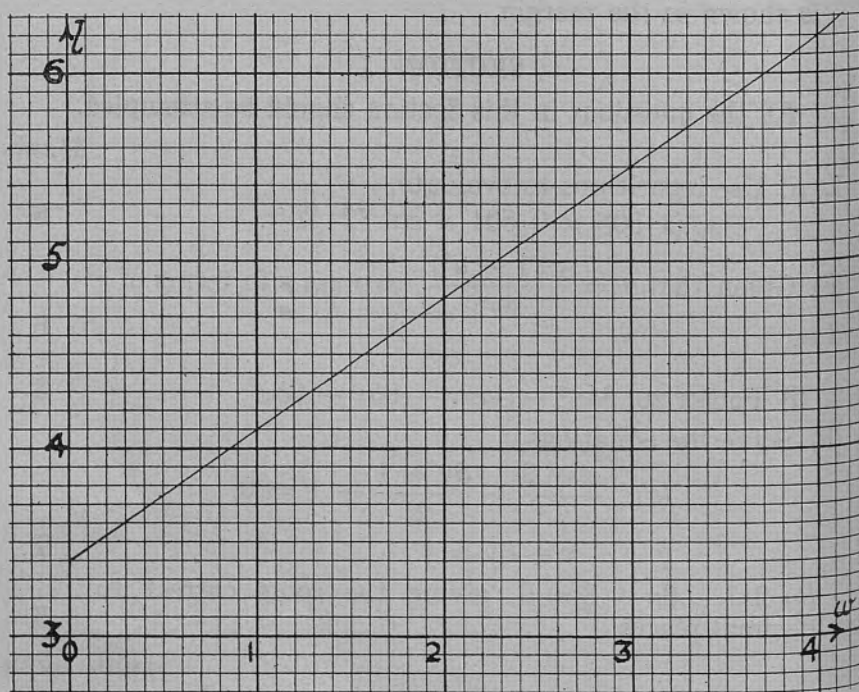
(iii) A mixture contains plain flour and wheaten flour in the ratio  $1 : 2$  by weight. Another mixture contains plain flour and wheaten flour in the ratio  $2 : 3$ . If  $p$  ounces of the first mixture are mixed with  $q$  ounces of the second, obtain in terms of  $p$  and  $q$  the ratio of plain flour to wheaten flour in the third mixture.

4

(iv) When a spring is stretched by a weight, the relationship between the length of the spring,  $l$  inches, and the attached weight,  $w$  pounds, is given by the formula  $l = aw + b$ , where  $a$  and  $b$  are constants. In the diagram, this relationship is shown graphically for a certain spring.

4

Find the values of  $a$  and  $b$ .





4. (i) Write down the values of  $\cos 54^\circ 33'$  and  $\tan 140^\circ 48'$ .

Find the values of  $x$  and  $y$  between  $0^\circ$  and  $180^\circ$  for which

$$(a) \sin x = 0.8833;$$

$$(b) \cos y = -0.5130.$$

5

(ii) The equal angles of an isosceles triangle are each  $70^\circ$  and the equal sides are each 5 inches in length. Find the area of the triangle.

5

## SECTION II

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

5. (i) Given that

$$x = \frac{1 + a^2}{2a} \text{ and } y = \frac{1 + a^2}{1 - a^2},$$

prove that

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

6

(ii) Multiply  $x^2 + 2x - 8$  by  $x - p$ . Find the value of  $p$  which makes the coefficient of  $x$  in the product zero. Write down the product when  $p$  has this value.

5

(iii) Find the quotient and remainder when

$$2x^3 + 5x^2 - 4 \text{ is divided by } 2x - 1.$$

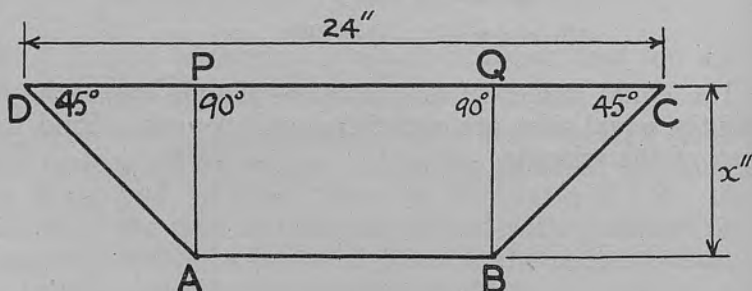
5

6. (Turn over)

6. (i) The electrical resistance of a given length of wire of circular section varies inversely as the square of the diameter. If the resistance of a copper wire of diameter 0.3 cm. is 0.002 ohm, calculate the resistance of the same length of copper wire of diameter 0.06 cm.

5

(ii)



Prove that the area of the trapezium ABCD shown in the figure is  $x(24 - x)$  square inches, and find the value of  $x$  for which the area of the rectangle ABQP is two-thirds of the area of the trapezium ABCD.

6, 5

7. (i) A commercial traveller is paid a basic salary of £300 per annum together with a commission at the rate of 2s. 6d. in the £ on his sales. If his total income is  $17\frac{1}{2}$  per cent. of his sales, calculate the amount of his sales.

6

(ii) In the open country a car travels  $x$  miles per gallon of petrol and in towns it travels  $(x - 4)$  miles per gallon. On a certain journey it travelled 240 miles in country districts and 70 miles in towns, and used 10 gallons of petrol. Find the value of  $x$ .

10

8. A and B are two points on a level road 350 yards apart, B being due East of A. C, the foot of a tower, is on the same level as A and B, and is 200 yards from A in the direction  $28^\circ$  East of North. Calculate the distance of the tower from B and its bearing from B.

5, 5

The angle of elevation of the top of the tower from A is  $12^\circ 45'$ . Calculate the angle of elevation from B.

6

9. A rectangle is inscribed in a semicircle of diameter 8 cm., the side lying along the diameter being  $2x$  cm. long. Prove that the area of the rectangle is

$$2x\sqrt{(16 - x^2)} \text{ sq. cm.}$$

4

The table below shows the values, correct to two decimal places, of  $2x\sqrt{(16 - x^2)}$  for certain values of  $x$ .

|                       |    |       |       |       |       |     |
|-----------------------|----|-------|-------|-------|-------|-----|
| $x$                   | .. | ..    | 1.5   | 2.75  | 3.25  | 3.5 |
| $2x\sqrt{(16 - x^2)}$ | .. | 11.12 | 15.98 | 15.16 | 13.56 |     |

Calculate, correct to two decimal places, the values of  $2x\sqrt{(16 - x^2)}$  for  $x = 2$ ,  $2.5$ , and  $3$ .

Taking 2 inches to a unit on the  $x$ -axis and 1 inch to a unit on the  $y$ -axis, draw the graph of  $2x\sqrt{(16 - x^2)}$  for  $x = 1.5$  to  $x = 3.5$ .

From your graph determine, as accurately as you can,

- (i) the greatest value of the area of the rectangle ;
- (ii) the corresponding value of  $x$  ;
- (iii) the values of  $x$  between which the area exceeds 15 sq. cm.

12

A. A. ...  
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The table below shows the results of the ...  
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The following table shows the results of the ...  
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(iii) The values of a function which are ...  
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1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**MATHEMATICS**

HIGHER GRADE—(FIRST PAPER)

Monday, 11th 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.

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

Marks will be deducted for careless or badly arranged work.

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

[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 the sides of the one proportional to the sides of the other, the triangles are equiangular, those angles being equal which are opposite corresponding sides. 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

ABC is an isosceles triangle with AB and AC each of length  $p$  units and angle BAC equal to  $2\theta$ . From AB and AC, lengths AE and AD respectively are cut off, each of length  $q$  units. Show that the area of the figure BCDE is  $(p^2 - q^2) \sin \theta \cos \theta$  square units. 5

4. Define the gradient of a straight line, and prove that, if the lines whose gradients are  $m_1$  and  $m_2$  are perpendicular, then  $m_1 m_2 = -1$ . 5

A, B, and C are the points (0, 4), (-2, -6), and (6, -2) respectively. The perpendicular from A to BC and the perpendicular bisector of AC meet at D. Find the coordinates of D, and show that  $BC = 2CD$ . 10

## SECTION II

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

*Marks*

5. P, Q, and R are the mid-points of the sides BC, CD, and DA respectively of a quadrilateral ABCD ; BQ and DP meet at X ; the line through R parallel to DP meets AX at Y.

Prove that (i)  $DX = 2XP$  ; 5

(ii) PXRY is a parallelogram. 5

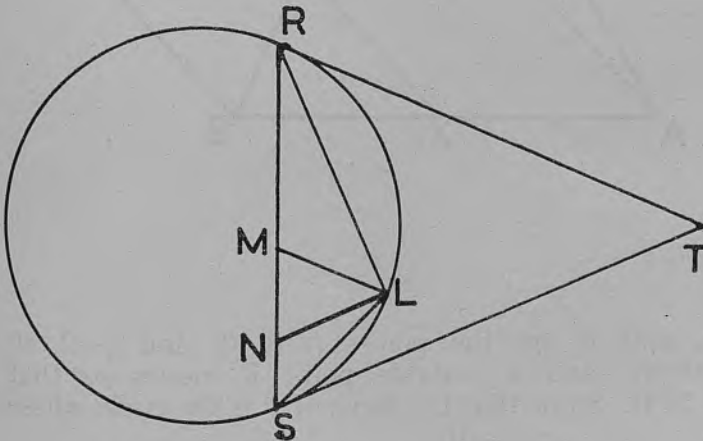
If M is the mid-point of DY and MR is produced to S so that  $RS = 2MR$ , prove that S, Y, and P are collinear. 7

6. In the accompanying diagram, the tangents TR and TS touch the circle at R and S. From a point L on the minor arc RS, LM and LN are drawn parallel to TR and TS meeting the chord RS in M and N respectively.

Prove that (i) the triangle LMN is isosceles ; 4

(ii) the triangles LMR and SNL are similar. 6

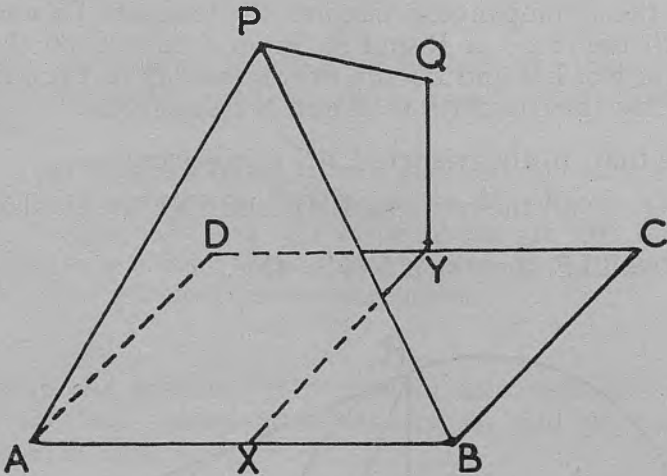
If  $LR = 2LS$ , show that  $RM = 4NS$ . 7



[TURN OVER

7. ABCD is a rectangle in a horizontal plane. AB is of length 2 units and BC is of length  $\sqrt{3}$  units. X and Y are the mid-points of AB and DC. P is a point in the vertical plane through XY and is such that the triangle PAB is equilateral. Q is a second point in this plane and is vertically above Y. PQ and YQ are each of length 1 unit.

- (i) Calculate the lengths of PX and QX. 5
- (ii) Find, without the use of tables, the *exact* sizes of the angles YXQ and QXP, and show that the triangle PXY is equilateral. 8
- (iii) Prove that the angle BPQ is a right angle. 4



8. A and B are the points  $(-8, 0)$  and  $(-2, 0)$  respectively, and a variable point P moves so that  $PA = 2PB$ . Show that the locus of P is the circle whose equation is  $x^2 + y^2 = 16$ . 8

Find the gradients of the tangents from the point  $(0, 5)$  to the circle, and write down the equations of the tangents. 9



9. ABC is an isosceles triangle, right-angled at B. A point X is taken on AC produced and angle CBX is denoted by  $\theta$ . Show that

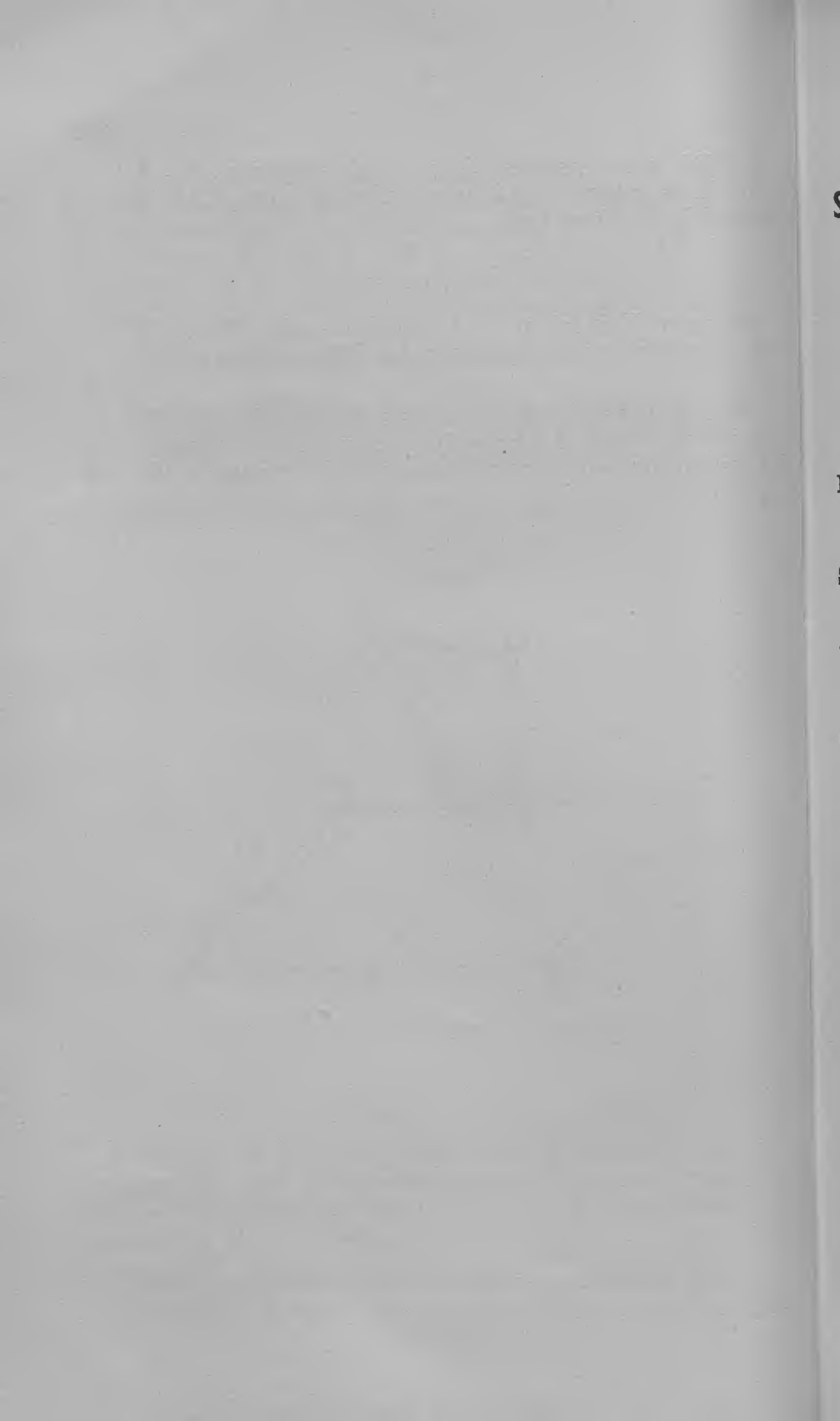
$$BX = \frac{BC}{\cos \theta - \sin \theta}.$$

If a point Y is taken on AC so that angle YBC =  $\theta$ , find a corresponding expression for BY in terms of BC and  $\theta$ .

9

Prove that the area of the triangle XBY is  $\frac{1}{2}BC^2 \tan 2\theta$ , and find the value of  $\theta$  for which the area of this triangle is equal to three-quarters of the area of the triangle ABC.

8



# 1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### MATHEMATICS

HIGHER GRADE—(SECOND PAPER)

Monday, 11th 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.

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

Marks will be deducted for careless or badly arranged work.

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

### SECTION I

All the questions in this Section should be attempted.

*Marks*

1. (i) From the relation

$$p = \frac{b + \sqrt{(b^2 + aq)}}{c},$$

express  $q$  in terms of  $a$ ,  $b$ ,  $c$ , and  $p$ .

4

- (ii) Factorize

$$a^2b^2x^4 - (a^4 - b^4)x^2 - a^2b^2.$$

4

- (iii) The arithmetic mean of the roots of a quadratic equation is 7 and the geometric mean of the roots is 4. Find the equation.

4

[TURN OVER

2. (i) A sum of £400 is invested at 3 per cent. compound interest, the interest being added to the capital at the end of each year. Find how many years must elapse before the value of the investment exceeds £600.

6

(ii) Show that the expression

$$(a - b)^{\frac{1}{2}} (a + b)^{\frac{4}{3}} - (a - b)^{\frac{5}{2}} (a + b)^{-\frac{2}{3}}$$

may be put in the form

$$4ab(a - b)^{\frac{1}{2}} (a + b)^{-\frac{2}{3}},$$

and find its value when  $a = 6$  and  $b = 2$ .

6

3. (i) A sector of a circle of radius  $r$  inches is of area 25 square inches. Show that the perimeter of the sector,  $P$  inches, is given by  $P = 2\left(r + \frac{25}{r}\right)$ .

4

Find the turning value of  $P$  as  $r$  varies, and investigate the nature of this turning value.

5

(ii) Integrate with respect to  $x$  the function

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

4

4. (i) The cost per head of a bus outing for  $n$  persons is the sum of two quantities, one of which is constant and the other of which varies inversely as  $n$ . If the cost per head is £1 4s. when  $n = 28$ , and £1 1s. when  $n = 35$ , find the cost per head when  $n = 30$ .

6

(ii) If  $\frac{\sin(\alpha + \beta)}{\sin(\alpha - \beta)} = \frac{p}{q}$ , express  $\frac{\tan \alpha}{\tan \beta}$  in terms of  $p$  and  $q$ .

5

5. Prove that, in any triangle  $ABC$ ,

$$\tan \frac{B - C}{2} = \frac{b - c}{b + c} \tan \frac{B + C}{2}.$$

4

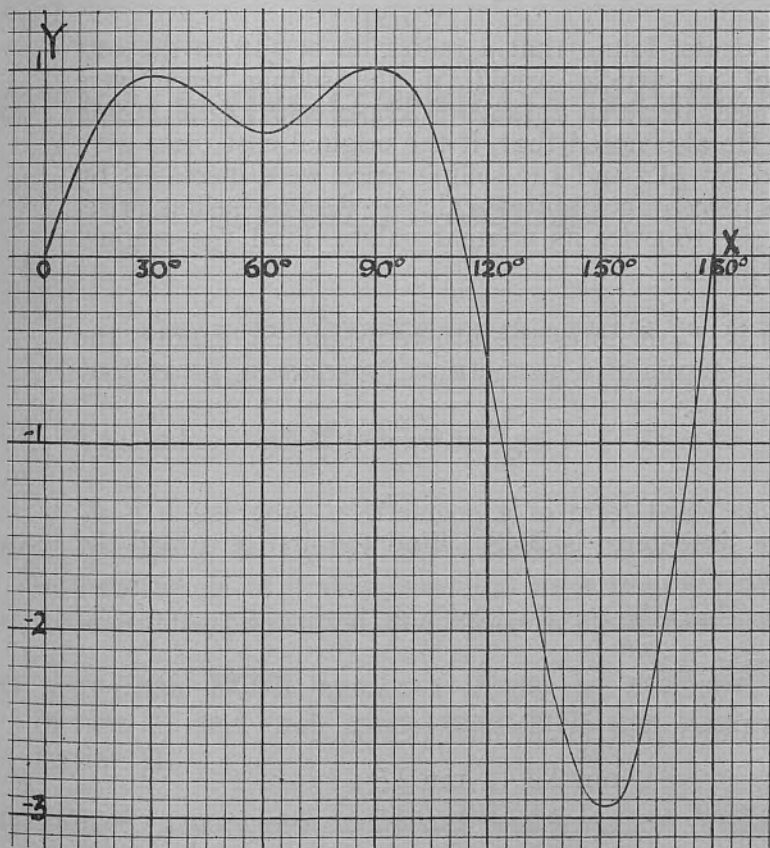
In a triangle  $ABC$ ,  $AB = 26.44$  inches,  $AC = 31.56$  inches, and angle  $BAC = 43^\circ 32'$ ; find the size of angle  $ABC$ .

5

The bisector of angle  $ABC$  meets  $AC$  at  $X$ . Find the length of  $AX$ .

3

6. The graph of  $y = \frac{3}{2} \sin 2x - \sin 3x + \frac{3}{4} \sin 4x$  is shown below for a limited range of values of  $x$ .



(i) Read from the graph, to two decimal places, the maximum and minimum values of the function.

(ii) If  $y_1$  is the value of the function when  $x = a$  and  $y_2$  is the value when  $x = 360^\circ - a$ , find the relationship between  $y_1$  and  $y_2$ , and indicate in a rough sketch (which need not be drawn on squared paper) the shape of the graph of the function for values of  $x$  from  $180^\circ$  to  $360^\circ$ .

(iii) Find from the graph, to the nearest degree, the values of  $x$ , from  $0^\circ$  to  $180^\circ$  inclusive, which satisfy the equation

$$6 \sin 2x + 3 \sin 4x = 4 \sin 3x.$$

Using the relationship found in (ii), obtain the value of  $x$  between  $180^\circ$  and  $360^\circ$  which also satisfies the equation. **12**

7. (Turn over.)

## SECTION II

Only TWO questions should be attempted from this Section.

Marks

7. A dealer found that a reduction of £10 in the cost price of an article would, if the selling price were unchanged, result in a profit of 25 per cent. of the selling price. He also noted that, if the original cost price were reduced by £12 and the selling price were increased by £12, his percentage profit, as calculated on the selling price, would rise to twice its original value. Find the original selling price.

14

8. (i) If  $T_n$  denotes the  $n$ th term and  $S_n$  denotes the sum of  $n$  terms of a geometrical progression, prove that

$$\frac{S_{2n}}{S_n} = \frac{T_{2n}}{T_n} + 1. \quad 5$$

(ii) The third term of a geometrical progression is 32 and the sixth term is 2048. Find the first term and the common ratio.

5

Show that the product of the first  $n$  terms of the progression is  $2^{n^2}$ .

4

9. (i) Prove that, in any triangle  $ABC$ ,

$$\frac{\tan \frac{1}{2}A + \tan \frac{1}{2}B}{\tan \frac{1}{2}A - \tan \frac{1}{2}B} = \frac{c}{a - b}. \quad 4$$

(ii) Establish the identity

$$\begin{aligned} \sin(\alpha + 108^\circ) \sin(\alpha + 72^\circ) - \sin(\beta + 72^\circ) \cos(\beta + 18^\circ) \\ = \cos^2 \alpha - \cos^2 \beta. \end{aligned} \quad 5$$

(iii) Solve, for values of  $\theta$  between  $0^\circ$  and  $360^\circ$ , the equation

$$\sin \theta (1 - \cos 2\theta) = 2 - 3 \cos^2 \theta. \quad 5$$

10. Show that, at all points on the curve  $y = x^3 + x + 2$ , the gradient of the tangent is positive.

2

Find the equation of the tangent at the point  $A(-1, 0)$  on the curve, and determine the coordinates of the point  $B$  in which this tangent cuts the curve again.

6

Calculate the area which is enclosed by  $AB$  and the curve.

6

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ELEMENTARY ANALYSIS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 13th 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) Solve the equations

$$(a) \ 2 \left( x^2 + \frac{1}{x^2} \right) = x + \frac{1}{x} + 6;$$

4

$$(b) \ 4^{2x+1} + 8 = 33.4^x.$$

5

- (ii) Show that, if A, B, and C are the angles of a triangle,

$$\begin{vmatrix} 1 & 1 & 1 \\ \sin A & \sin B & \sin C \\ \sin^2 A & \sin^2 B & \sin^2 C \end{vmatrix}$$

$$= 8 \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2} \sin \frac{B-C}{2} \sin \frac{C-A}{2} \sin \frac{A-B}{2}.$$

6

2. (i) Establish the identity

$$\frac{1}{\cos x + \cos y} + \frac{1}{\cos(x+2y) + \cos y} = \frac{2 \cos y}{\cos(x+y) + \cos 2y}.$$

4

- (ii) Express  $3 \cos x + 5 \sin x$  in the form

$$R \cos(x - \alpha),$$

and hence or otherwise solve the equation

$$3 \cos x + 5 \sin x = 4,$$

giving the general solution.

6

- (iii) Prove that, if  $\tan 3A = k \tan A$ , where A is an acute angle and k is constant, then  $k > 3$  or  $k < \frac{1}{3}$ .

5



3. (i) How many arrangements of five letters can be obtained from the letters of the word *geometrical*, if, in each arrangement, the second and fourth letters are vowels and the other letters are consonants?

5

(ii) Sum to  $n$  terms the series

(a)  $1.3.4 + 3.5.5 + 5.7.6 + \dots$ ;

5

(b)  $1.2 + 2.2^2 + 3.2^3 + \dots$

5

4. Assuming that  $\frac{\sin \theta}{\theta} \rightarrow 1$  as  $\theta \rightarrow 0$ , prove from first principles that

$$\frac{d}{dx} (\sin x) = \cos x.$$

4

Differentiate the following functions with respect to  $x$  :—

(i)  $\frac{x+1}{(2x+1)^{\frac{1}{2}}}$ ;      (ii)  $\frac{a}{x} \tan \frac{x}{a}$ .

3, 3

Prove that, if  $xy = Ae^x + B + \frac{1}{x}$ , where  $A$  and  $B$  are constants, then

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

5

5. (i) A curve whose equation is  $y = f(x)$ , where  $f(x)$  is a polynomial of third degree in  $x$ , has turning points at A (3, -16) and B (-1, 16). Find the equation of the curve and state the nature of the turning points.

7

(ii) Show that the curve whose freedom equations are

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

and the curve whose equation is  $3x^2 + xy = 4$  intersect at right angles at the points on the former curve given by  $t = \pm 1$ .

8

6. (Turn over)

## SECTION II

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

Marks

6. (i) Discuss, for all real values of  $x$ , the convergence of the series

$$1 + \frac{1}{2} \left( \frac{x}{2} \right) + \frac{3}{4} \left( \frac{x}{2} \right)^2 + \frac{5}{6} \left( \frac{x}{2} \right)^3 + \dots \quad 7$$

(ii) Write down the expansion of  $\sqrt{1-x}$  as a series of powers of  $x$ , stating the range of values of  $x$  for which the expansion is valid. Hence evaluate  $\sqrt{0.99}$ , correct to six decimal places. 6

(iii) If  $x$  is so small that  $x^5$  and higher powers may be neglected, prove that

$$\frac{4x^2(3+x^2)}{e^{2x} + e^{-2x} - 2} = 3 - \frac{2}{15}x^4. \quad 7$$

7. Integrate the following functions with respect to  $x$  :—

$$(i) \frac{1}{\sqrt{5-x^2}}, \text{ where } |x| < \sqrt{5}; \quad 2$$

$$(ii) \frac{x}{(x-1)(x+2)}, \text{ where } x > 1. \quad 4$$

Evaluate  $\int_0^1 x \log(1+x^2) dx. \quad 7$

Prove that  $\int_0^a f(x) dx = \int_0^a f(a-x) dx,$

and hence evaluate

$$\int_0^\pi \frac{x \sin x}{1 + \cos^2 x} dx. \quad 7$$

8. Prove that the volume of the solid formed by revolving about the  $x$ -axis the area bounded by the curve  $y = f(x)$ , the  $x$ -axis, and the ordinates  $x = a$ ,  $x = b$  is given by

$$\pi \int_a^b y^2 dx. \quad 4$$

Sketch the curve whose equation is

$$y = \frac{1}{1 + x^2}. \quad 4$$

Find the area bounded by this curve, the  $x$ -axis, the  $y$ -axis and the ordinate  $x = 1$ . 3

Find also the volume of the solid formed when this area is revolved about (i) the  $x$ -axis, (ii) the  $y$ -axis. 4, 5

9. Assuming De Moivre's theorem for a positive integral index, prove the theorem for a negative integral index. 4

Find the modulus and amplitude of

$$\frac{uv - 1}{uv + 1},$$

where  $u = \cos \alpha + i \sin \alpha$ ,  $v = \cos \beta + i \sin \beta$ , and  $\alpha + \beta$  lies between 0 and  $\pi$ . 6

Prove that

$$\cos 5\theta \equiv \cos \theta (16 \cos^4 \theta - 20 \cos^2 \theta + 5),$$

and deduce that

$$16 \cos^4 \theta - 20 \cos^2 \theta + 5 \equiv$$

$$16 \left( \cos^2 \theta - \cos^2 \frac{\pi}{10} \right) \left( \cos^2 \theta - \cos^2 \frac{3\pi}{10} \right).$$

Hence show that

$$\cos \frac{\pi}{10} \cos \frac{3\pi}{10} = \frac{\sqrt{5}}{4}. \quad 10$$

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

$$\frac{dx}{dt} = f(x, y, z), \quad \frac{dy}{dt} = g(x, y, z), \quad \frac{dz}{dt} = h(x, y, z),$$

where  $f, g, h$  are continuous functions of  $x, y, z$  in a region  $R$  of the three-dimensional space.

### 2. The second part of the paper is devoted to a discussion of the problem of the uniqueness of solutions of the system of equations

under the assumption that the functions  $f, g, h$  are continuous and satisfy the Lipschitz condition in a region  $R$  of the three-dimensional space.

It is shown that if the functions  $f, g, h$  are continuous and satisfy the Lipschitz condition in a region  $R$  of the three-dimensional space, then the solution of the system of equations

is unique in a neighborhood of the initial point  $(x_0, y_0, z_0)$  of the system of equations.

The third part of the paper is devoted to a discussion of the problem of the extension of solutions of the system of equations

$$\frac{dx}{dt} = f(x, y, z), \quad \frac{dy}{dt} = g(x, y, z), \quad \frac{dz}{dt} = h(x, y, z),$$

to the boundary of the region  $R$  of the three-dimensional space.

It is shown that if the functions  $f, g, h$  are continuous and satisfy the Lipschitz condition in a region  $R$  of the three-dimensional space, then the solution of the system of equations

can be extended to the boundary of the region  $R$  of the three-dimensional space.

The fourth part of the paper is devoted to a discussion of the problem of the stability of solutions of the system of equations

$$\frac{dx}{dt} = f(x, y, z), \quad \frac{dy}{dt} = g(x, y, z), \quad \frac{dz}{dt} = h(x, y, z),$$

with respect to the initial conditions.

It is shown that if the functions  $f, g, h$  are continuous and satisfy the Lipschitz condition in a region  $R$  of the three-dimensional space, then the solution of the system of equations

is stable with respect to the initial conditions.

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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GEOMETRY

ADDITIONAL MATHEMATICAL SUBJECT

Monday, 18th 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.

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

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

Marks will be deducted for careless or badly arranged work.

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

[TURN OVER

## SECTION I

Marks

1. Prove that the length of the perpendicular from the point  $(x_1, y_1)$  to the straight line  $ax + by + c = 0$  is, numerically,

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

Find the equations of the two straight lines parallel to the line  $3x + 4y - 12 = 0$  and at a distance of 2 units from it. 6

Show that the equation

$$16x^2 - 24xy + 9y^2 + 40x - 30y = 0$$

represents a pair of straight lines which are parallel to each other, and which, together with the lines whose equations were found above, form a rectangle whose length is double its width. 4, 4

2. Prove that, if the circle

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

and the straight line  $lx + my + n = 0$  intersect at A and B, then the equation

$$x^2 + y^2 + 2gx + 2fy + c + k(lx + my + n) = 0,$$

where  $k$  is an arbitrary constant, represents a circle which passes through A and B. 4

Find the distance between the centres of the circles  $x^2 + y^2 = 4$  and  $x^2 + y^2 - 12x - 6y + 20 = 0$ , and verify that these circles intersect; write down the equation of the common chord of the circles. 6

Find the equation of the circle which passes through the points of intersection of the given circles and which also passes through the point  $(6, 0)$ . 4

Find the equation of the circle which has its centre on the  $y$ -axis and which cuts the given circles orthogonally. 6

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

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

If U is the point ( $a$ ,  $2a$ ) on the parabola, and if PU and QU are perpendicular, prove that

$$pq + (p + q) + 5 = 0. \quad 6$$

Deduce that the chord PQ passes through the fixed point ( $5a$ ,  $-2a$ ), and verify that this point lies on the normal at U to the parabola.

5, 5

4. Prove that the equation of the tangent at the point P ( $a \cos \theta$ ,  $b \sin \theta$ ) on the ellipse  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$  is

$$\frac{x}{a} \cos \theta + \frac{y}{b} \sin \theta = 1. \quad 5$$

Q ( $x_1$ ,  $y_1$ ) is the foot of the perpendicular from the origin to the tangent at a variable point P ( $a \cos \theta$ ,  $b \sin \theta$ ) on the ellipse. Prove that

$$\sin \theta = \frac{by_1}{x_1^2 + y_1^2}.$$

Obtain a corresponding expression for  $\cos \theta$ , and deduce the equation of the locus of Q.

15

5. Without assuming the equation of the chord, obtain the equation of the tangent at the point ( $x_1$ ,  $y_1$ ) on the hyperbola  $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$ .

5

S and S' are the foci of the hyperbola  $\frac{x^2}{16} - \frac{y^2}{9} = 1$ ; find the coordinates of S and S'.

5

The tangent at the point P  $\left(5, \frac{9}{4}\right)$  on the hyperbola meets the  $x$ -axis at Q. Find the lengths of the segments SQ and S'Q.

4

Verify that the tangent at P bisects the angle S'PS.

6

6. (Turn over)

## SECTION II

Marks

6. Prove that, if a transversal cuts the sides BC, CA, AB of a triangle ABC at L, M, N respectively, then

$$\frac{BL}{LC} \cdot \frac{CM}{MA} \cdot \frac{AN}{NB} = -1. \quad 7$$

Q is the mid-point of the side AC of a triangle ABC and R is the mid-point of QC ; P is any point on BC ; PQ and BR meet at S. Prove that

$$\frac{BS}{SR} = 2 \frac{BP}{PC}. \quad 4$$

If CS is produced to meet AB at T, and TQ and BR are produced to meet at L, prove that

$$\frac{BL}{LR} = -\frac{1}{2} \frac{BS}{SR},$$

and deduce that PL bisects CR. 9

7. If a line is drawn parallel to one ray of a pencil of four rays and the intercepts made on it by the other three rays are equal, prove that the pencil is harmonic. 7

On the circle on AB as diameter, points C and D are taken so that ABCD is a trapezium. CD is produced its own length to E. BE cuts AC at Q. Prove that D (AB, QC) is a harmonic pencil. 5

If DQ cuts the circle again at Y, prove that DY is a diameter, and, by proving that YB bisects the angle between YC and the tangent at Y, or otherwise, show that, if YA, YB, YC cut the tangent at D at L, M, N, respectively, then N is the mid-point of LM. 8

8. Define *inverse points* with respect to a given circle, and prove that any circle which passes through a pair of inverse points cuts the given circle orthogonally. 5

(i) LMN is a given obtuse-angled triangle. Show how to find the circle with respect to which the triangle LMN is self-polar. 7

(ii) A, B, C, D are four points in order on a straight line. Any circle through A and B cuts any circle through C and D in P and Q. Show that a third circle can be found with respect to which A and B, C and D, P and Q, are three pairs of inverse points.

If this third circle cuts PQ at R, show that the circles ABR, CDR touch externally. 8



9. Prove that the radius of the inscribed circle of a triangle is  $\frac{\Delta}{s}$ , where  $\Delta$  is the area of the triangle and  $2s$  is the perimeter.

5

A sphere rests on a horizontal wire frame in the shape of an equilateral triangle ABC of side  $6a$ . Find the radius of the circle in which the plane ABC cuts the sphere ; if the lowest point of the sphere is at a depth  $a$  below the plane ABC, show that the radius of the sphere is  $2a$ .

8

V is a point not in the plane ABC ; VB and VC each touch the sphere and are each of length  $5a$ . Find the radius of the circle in which the plane VBC cuts the sphere, and determine the distance of the centre of the sphere from the plane VBC.

7



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

## DYNAMICS

ADDITIONAL MATHEMATICAL SUBJECT

Wednesday, 20th March—1.30 P.M. to 3.30 P.M.

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

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

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

In the answers to arithmetical examples units must be stated.

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

Marks will be deducted for careless or badly arranged work.

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

[TURN OVER

## SECTION I

All the questions in this Section should be attempted.

Marks

1. (i) The lines of action of forces of 8 lb. wt. and 5 lb. wt. are inclined at  $53^\circ$  to each other. Calculate the magnitude of the resultant of the forces and the angle which the line of action of the resultant makes with that of the force of 8 lb. wt.

5

(ii) In a triangle ABC, D is the foot of the perpendicular from A to BC ; BD is of length 16 inches, DC is of length 5 inches, and AD is of length 12 inches. A force of 5 lb. wt. acts along BA, a force of 13 lb. wt. along AC, and a force of 3 lb. wt. along BC, the direction of the forces being indicated by the order of naming the letters.

Find, by calculation, the magnitude and direction of the resultant of the forces, and determine the position of the point on BC produced through which the line of action of the resultant passes.

10

2. A car of mass 1 ton is travelling on a level road at a uniform speed of 60 miles per hour, and is developing 24 horse power. Find, in lb. wt., the resistance to its motion.

5

Assuming that the resistance to the motion of the car varies as the square of the speed, and that the car continues to develop 24 horse power, find, at an instant when the car is travelling at a speed of 30 miles per hour up an incline of 1 in 40 (measured along the slope),

- (i) the magnitude, in lb. wt., of the total resistance to its motion due to the speed and to the incline ;
- (ii) the force, in lb. wt., causing acceleration ;
- (iii) the acceleration of the car.

10

3. A particle A starts from rest at a point O and moves along a straight line OX with a uniform acceleration of 2 feet per second per second. Simultaneously, a particle B starts from O with a velocity of 12 feet per second and moves along the straight line OY, which is perpendicular to OX, with a uniform acceleration of  $-2$  feet per second per second.

Show that, after 3 seconds, the particles are at a distance  $9\sqrt{10}$  feet apart, and find the magnitude and direction of the velocity of B relative to A at that instant.

9

Prove that, if  $v$  is the magnitude of the velocity of B relative to A  $t$  seconds after the start of the motion, then

$$v^2 = 8(t^2 - 6t + 18),$$

and deduce that the velocity found above is, in magnitude, the minimum velocity of B relative to A.

6

4. A particle moves in a horizontal straight line under the action of a variable force so that, at time  $t$  seconds, the distance of the particle,  $s$  feet, from a fixed point A on the line is given by

$$s = \sqrt{(1 + 4t)}.$$

Prove that the acceleration of the particle is directed towards A, and that at any instant its magnitude is inversely proportional to the cube of the distance of the particle from A.

7

If the particle is of mass 4 lb., find, in terms of  $s$ , the kinetic energy of the particle when it is at a distance of  $s$  feet from A.

4

Find also, in ft. lb., the work done by the force as the particle moves from a position 2 feet from A to a position 4 feet from A.

4

## SECTION II

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

5. (i) A uniform lamina is in the shape of a trapezium ABCD whose parallel sides AB and DC are at a distance  $d$  apart and are of lengths  $a$  and  $b$  respectively. Show that the perpendicular distance from AB of the centroid of the lamina is

$$\frac{a + 2b}{3(a + b)} d.$$

6

A uniform plane lamina is formed by a trapezium ABCD and a rectangle ABEF lying on opposite sides of AB. The parallel sides of the trapezium, AB and DC, are at a distance of 3 inches apart and are of lengths 6 inches and 1 inch respectively. Find the width of the rectangle so that the centroid of the whole lamina may lie on AB.

7

(ii) The area bounded by the curve  $y = x^n$  (where  $n$  is a positive integer), the  $x$ -axis, and the line  $x = 1$  is revolved round the  $x$ -axis. Show that the centroid of the resulting volume of revolution is at a distance  $\frac{2n + 1}{2(n + 1)}$  from the origin.

7

6. (Turn over)

6. (i) Two smooth spheres collide when moving in opposite directions in the same straight line. The first sphere is of mass 2 lb. and is moving with a velocity of 3 feet per second ; the second sphere is of mass 1 lb. and is moving with a velocity of 1 foot per second. If the coefficient of restitution is  $\frac{1}{2}$ , find the velocity of each sphere after the collision.

6

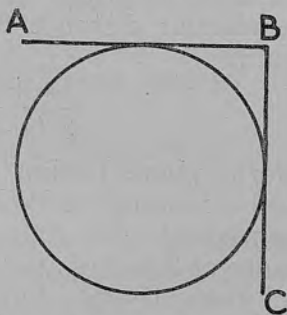
(ii) A particle slides from rest a distance of 15 feet down a smooth plane inclined at an angle  $\theta$  to the horizontal such that  $\tan \theta = \frac{3}{4}$ . It then strikes a smooth horizontal plane and rebounds, the coefficient of restitution being  $\frac{5}{9}$ . Find the horizontal and vertical components of the particle's velocity immediately after the collision, and determine its distance from the point of collision when it strikes the horizontal plane again.

14

7. (i) A system of co-planar forces acts upon a rigid body, and it is known that the algebraic sum of the moments about each of two points A and B is zero. What further condition is required to ensure that the forces are in equilibrium? If this condition is not satisfied, what is the nature of the resultant?

4

(ii) Two uniform rods AB and BC of weights W and w respectively and each of length 2a are rigidly joined at right angles at B, and are placed on a rough horizontal cylinder of radius a so that AB is horizontal and BC is vertical, as shown in the accompanying diagram. If the rods are on the point of slipping, and if the coefficient of friction at each point of contact is  $\mu$ , show that



$$\frac{w}{W} = \frac{\mu(1 + \mu)}{1 - \mu}.$$

13

If  $w = \frac{2}{3}W$ , find the minimum value of  $\mu$  for which the rods will be in equilibrium.

3

8. (i) Define simple harmonic motion.

1

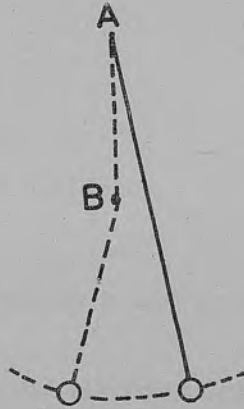
A particle, which is describing simple harmonic motion, starts from an extreme position A. After 1 second it is in a position B which is distant 1 foot from the central position O and is on the opposite side of O from A; 1 second later, it is again at B. Find the period and the amplitude of the motion.

8

(ii) State the formula for the period of one complete small oscillation of a simple pendulum of length  $l$ .

1

A simple pendulum of length  $l$  is suspended from a point A. At a distance  $\frac{7}{16}l$  vertically below A, a thin horizontal rod B is placed perpendicular to the plane of the motion of the pendulum, so that, for half of a complete oscillation, the effective length of the pendulum is reduced. Find the period of a complete oscillation.



5

If  $T$  is the time of a complete oscillation when the rod B is removed, find the position, vertically below A, in which the rod B should be placed in order to reduce the time to  $\frac{5}{6}T$ .

5





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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

LOWER GRADE

Friday, 15th 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) Manceuvres of Hannibal and Marcellus around Nola.**

Tandem in urbem Romani, Poeni in castra sese receperunt. imber continens per noctem totam usque ad horam tertiam diei insequentis cecidit. itaque quamquam uterque exercitus avidus certaminis erat, eo die tenuerunt sese tamen munimentis. tertio die Hannibal partem copiarum praedatum in agrum Nolanum misit. quod ubi animadvertit Marcellus, extemplo in aciem copias eduxit; neque Hannibal proelium detrectavit. mille fere passus inter urbem castraque erant; eo spatio—et omnia sunt campi circa Nola—concurrerunt. clamor ex parte utraque sublatus proximos ex cohortibus iis, quae in agros praedatum exierant, ad proelium iam commissum revocavit. et Nolani aciem Romanam auxerunt. quos collaudatos Marcellus pugna abstinere iussit, nisi ab se signum accepissent.

(28)

**(b) The Sibyl prophesies that Aeneas will make his home in Italy, after overcoming the Rutulians and their king Turnus. She foretells the foundation of Rome.**

“ Impiger Aenea, volitantis frater Amoris,  
Troica qui profugis<sup>(1)</sup> sacra vehis ratibus,  
iam tibi Laurentes assignat Iuppiter agros;  
iam vocat errantes hospita terra Lares.  
ecce super fessas volitat Victoria puppes;  
tandem ad Troianos diva superba venit.  
ecce mihi<sup>(2)</sup> lucent Rutulis incendia castris:  
iam tibi praedico, barbare Turne, necem.  
carpite nunc, tauri, de septem montibus herbas,  
dum licet: hic magnae iam locus urbis erit.  
Troia quidem tunc se mirabitur et sibi dicet  
vos bene tam longa consuluisset<sup>(3)</sup> via.”

<sup>(1)</sup> profugus = fugitive.

<sup>(2)</sup> mihi = before my eyes.

<sup>(3)</sup> sibi . . . consuluisset = to have taken thought for her interests.

(28)

## 2. Translate into English :—

**Alexander sends a messenger to reassure the wife and mother of Darius, who has mistakenly been reported dead.**

Rex, Darium sequendo fatigatus, in castra paullo ante a suis capta pervenit. invitari deinde amicos ad cenam iussit; sed repente e proximo tabernaculo clamor tristissimus epulantes<sup>(1)</sup> conterruit. causa subiti pavoris fuit quod mater uxorque Darii cum captivis mulieribus nobilibus regem, quem interfectum esse credebant, ingenti gemitu deflebant. unus enim e captivis, qui forte ante id tabernaculum steterat, amiculum<sup>(2)</sup>, quod Darius abiecerat, agnovit; ratusque id interfecto eo detractum esse, falsum nuntium mortis eius attulerat. hoc mulierum errore comperto, Alexander primo Mithrenem, qui Sardes tradiderat, ire ad consolandas eas iusserat. veritus deinde ne proditor iram doloremque captivarum augeret, unum ex purpuratis<sup>(3)</sup> suis misit. ille cum paucis armigeris in tabernaculum, in quo captivae erant, pervenit; et, cum mater et coniunx orare coepissent ut Darii corpus sepelire permitteret, et vivere Darium et ipsas fore incolumes dixit.

<sup>(1)</sup> epulari = to feast.

<sup>(2)</sup> amiculum = cloak.

<sup>(3)</sup> purpuratus = senior officer.

(34)

## 3. Translate into Latin :—

(1) Your friend has promised to come to Rome tomorrow. (3)

(2) Do you not wish to see the farmers working in the fields? (3)

(3) He ought to remember why they have done this. (3)

(4) I was afraid the children would go too far into the sea. (3)

(5) It will be a great disgrace to your allies if the soldiers do not spare the prisoners. (4)

(6) When the enemy had won this victory, we advised the citizens to build ships as soon as possible. (4)

4. (a) Give the third person plural of the imperfect subjunctive of :—  
potior, aggredior, fio, adeo, volo, praesto. (3)

(b) Give the accusative plural of :—manus, corpus, deus, vis, senex, sedes. (3)

(c) Give English synonyms derived from Latin, for the following words :—madness, speech, motherly, guiltless. (2)

## 5. (Turn over).

5. (a) In two sentences for each, tell what you know about Horatius Cocles and Augustus. (4)
- (b) Give the name of Jupiter's wife.  
 Give the name of the emperor who made Christianity the official religion of the Roman Empire.  
 Give the name of the poet who was sent into exile on the Black Sea by Augustus.  
 Give the Latin word for any room in a Roman house other than the atrium.  
 Give the name of a road leading north from Rome.  
 Place the following persons in their chronological order, putting the earliest first :—Cincinnatus, Catiline, Tiberius Gracchus. (3)
- (c) In about fifty or sixty words tell what you know about a Roman marriage ceremony **or** the Second Punic War. (3)

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# SCOTTISH LEAVING CERTIFICATE EXAMINATION

LATIN

HIGHER GRADE—(FIRST PAPER)

Friday, 15th 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. By his suppression of the Catilinarian conspiracy, Cicero has made many enemies. He looks for no reward but immunity from danger.

De rebus tam claris, tam immortalibus, iudices, hoc possum dicere : me, qui e summis eripuerim periculis urbem hanc et vitam omnium civium, satis adeptum fore, si ex hoc tanto in omnes mortales beneficio nullum in me periculum redundarit<sup>(1)</sup>. etenim, in qua civitate res tantas gesserim, memini ; in qua urbe verser, intellego. plenum forum est eorum hominum, quos ego a vestris cervicibus depuli, iudices, a meis non removi. nisi vero paucos fuisse arbitramini, qui conari aut sperare possent, se tantum imperium posse delere. horum ego faces eripere de manibus et gladios extorquere potui, sicut feci ; voluntates vero consceleratas ac nefarias nec sanare potui nec tollere. quare non sum nescius quanto periculo vivam in tanta multitudine improborum, cum mihi uni cum omnibus improbis aeternum videam bellum esse susceptum ; qui me non solum idcirco oderunt, quod eorum conatus impios et furorem consceleratum repressi, sed eo etiam magis, quod nihil iam se simile, me vivo, conari posse arbitrantur.

<sup>(1)</sup> redundare = to overflow, i.e., fall upon.

(42)

## 2. Turnus has burst into Aeneas's camp along with the retreating Trojans.

Their leaders endeavour to halt the rout.

Tandem ductores audita caede suorum  
conveniunt Teucri, Mnestheus acerque Serestus,  
palantesque vident socios hostemque receptum<sup>(1)</sup>.  
et Mnestheus: "quo.deinde fugam, quo tenditis?" inquit,  
"non infelicis patriae veterumque deorum  
et magni Aeneae, segnes, miseretque pudetque?"  
talibus incensi firmantur et agmine denso  
consistunt. Turnus paulatim excedere pugna  
et fluvium petere ac partem quae cingitur unda.  
acrius hoc Teucri clamore incumbere magno  
et glomerare manum, ceu saevum turba leonem  
cum telis premit infensis: at territus ille,  
asper, acerba tuens, retro redit et neque terga  
ira dare aut virtus patitur, nec tendere contra  
ille quidem hoc cupiens potis est<sup>(2)</sup> per tela virosque.  
haud aliter retro dubius vestigia Turnus  
improperata<sup>(3)</sup> refert et mens exaestuatur ira.

(1) receptum—*i.e.*, into the Trojan camp.

(2) potis est = potest.

(3) improperatus = unhurried.

(37)

Scan the line beginning "asper, acerba tuens," and the next two lines, marking the principal caesura in each.

(3)

## 3. Marcellus, warned that the common people of Nola are planning to betray the city to Hannibal, decides to attack the Carthaginians.

Cum Hannibal ad portas esset—Nolam enim rursus a Nuceria movit castra—plebesque Nolan ade integro ad defectionem spectaret, Marcellus sub<sup>(1)</sup> adventum hostium intra muros se recepit, non castris metuens, sed ne prodendae urbis occasionem daret. instrui deinde utrimque acies coeptae, Romanorum pro moenibus Nolae, Poenorum ante castra sua. proelia hinc parva inter urbem castraque vario eventu fiebant, quia duces nec prohibere paucos temere provocantes nec dare signum universae pugnae volebant. interea principes Nolanorum nuntiant Marcello nocturna colloquia inter plebem ac Poenos fieri statutumque esse ut, cum Romana acies egressa portis iret, impedimenta eorum ac sarcinas diriperent, clauderent deinde portas murosque occuparent, ut potentes rerum suarum atque urbis Poenum inde pro Romano acciperent. haec ubi nuntiata Marcello sunt, collaudatis senatoribus Nolanis, priusquam aliqui motus in urbe oreretur, fortunam pugnae experiri statuit.

(1) sub = immediately after.

(38)

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## LATIN

HIGHER GRADE—(SECOND PAPER)

Friday, 15th March—1.0 P.M. to 3.0 P.M.

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

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

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

1. Translate into Latin :—

*Marks*

The queen had watched the battle from a slight eminence about a mile from the scene of the conflict. As soon as she perceived that her men had been completely defeated by her brother's troops, she fled, accompanied by a few faithful friends. Pausing only for a short time in order to rest the weary horses, she hastened towards the boundaries of her cousin's<sup>(1)</sup> kingdom. Towards nightfall on the third day she halted at an ancient temple on the bank of a wide river. She was now entirely uncertain what to do. Although she was unwilling to cross the river and enter the territory of a queen who disliked and feared her, she realised that, so long as she remained in her own country, her enemies would try to avenge themselves on her friends; it was even possible that they would take her own life. To cross to the further bank of the river seemed as dangerous as to remain, but in the end she decided to entrust herself to her cousin's protection.

(50)

<sup>(1)</sup> cousin = sobrina, — ae (f.)

[TURN OVER

## 2. Translate into Latin :—

Marks

- (1) When the children go to school on 14th August, they will have new books. (3)
- (2) I am convinced that the bridge is too narrow for us to cross in safety. (4)
- (3) If my sister had received enough money to buy a house, she would not now be staying here. (4)
- (4) It was my fault that this cruel tyrant was not killed while he was sleeping. (4)
- (5) Three days after we had departed we had to return to the city. (4)
- (6) Your father always travels by land because he never sails without being ill. (4)

3. (a) Give the future participle of : caedo, cognosco, queror, gaudeo, fungor, confero. (3)
- (b) Give the accusative plural of : Idus, vulnus, respublica, flos. (2)
- (c) Give the Latin for : this morning, of my own accord, unexpectedly, every ninth year. (2)



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GREEK**

LOWER GRADE

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

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

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

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

[TURN OVER

1. Translate into English :—

Marks

- (a) The Spartans, alarmed at the coalition of Greek states against them, send a messenger to recall king Agesilaus from Asia.

Οἱ δὲ Λακεδαιμόνιοι ἐπεὶ σαφῶς ᾔσθοντο τὰς μεγίστας πόλεις συνεστηκυίας ἐπὶ πολέμῳ πρὸς ἑαυτούς, ἐν κινδύνῳ τε τὴν πόλιν ἐνόμισαν καὶ στρατεύειν ἀναγκαῖον ἡγήσαντο εἶναι. καὶ αὐτοὶ μὲν ταῦτα παρεσκευάζοντο, εὐθὺς δὲ καὶ ἐπὶ τὸν Ἀγησίλαον πέμπουσιν Ἐπικυδίδαν. ὁ δ' ἐπεὶ ἀφίκετο, τά τε ἄλλα διηγεῖτο ὡς ἔχοι καὶ ὅτι ἡ πόλις ἐπιστέλλοι αὐτῷ βοηθεῖν ὡς τάχιστα τῇ πατρίδι. ὁ δὲ Ἀγησίλαος ἐπεὶ ἤκουσε, χαλεπῶς μὲν ἤνεγκεν, ἐνθυμούμενος καὶ οἷων τιμῶν καὶ οἷων ἐλπίδων ἀπεστερεῖτο<sup>(1)</sup>, ὅμως δὲ συγκαλέσας τοὺς συμμάχους ἐδήλωσε τὰ ὑπὸ τῆς πόλεως παραγγελλόμενα, καὶ εἶπεν ὅτι ἀναγκαῖον εἶη βοηθεῖν τῇ πατρίδι. “ἐὰν μέντοι ἐκεῖνα καλῶς γένηται, εὖ ἐπίστασθε,” ἔφη, “ὦ ἄνδρες σύμμαχοι, ὅτι πάλιν παρέσομαι πράξων ὧν ὑμεῖς δεῖσθε.” ἀκούσαντες ταῦτα πολλοὶ μὲν ἐδάκρυσαν, πάντες δ' ἐψηφίσαντο βοηθεῖν μετ' Ἀγησιλάου τῇ Λακεδαίμονι, εἰ δὲ καλῶς τὰ ἐκεῖ γένοιτο, λαβόντες αὐτὸν πάλιν ἤκειν εἰς τὴν Ἀσίαν.

<sup>(1)</sup> ἀποστερεῖν = to deprive.

- (b) Aratus, seeking a base for operations against the tyrant of Sicyon, is informed that the walls of the city itself can be scaled. He sends men to investigate.

Βουλομένου τοῦ Ἀράτου χωρίον τι τῆς Σικυωνίας καταλαβεῖν ὅθεν ὥρμημένος πολεμήσει πρὸς τὸν τύραννον, ἦκεν εἰς Ἀργὸς ἀνὴρ Σικυώνιος ἐκ τοῦ δεσμοτηρίου ἐκφυγών· ἦν δὲ τῶν φυγάδων ἐνὸς Ξενοκλέους ἀδελφός. καὶ τῷ Ἀράτῳ προσαχθεὶς ὑπὸ τοῦ Ξενοκλέους ἔλεγεν ὁ ἀνὴρ τοῦ τῆς πόλεως τείχους μέρος τι, καθ' ὃν τόπον ὑπερβὰς αὐτὸς ἐσώθη, ὑπὸ κλιμάκων<sup>(1)</sup> οὐκ ἀδιάβατον εἶναι. ὥς δὲ ταῦτα ἤκουσεν ὁ Ἀρατος, ἐκπέμπει μετὰ τοῦ Ξενοκλέους οἰκέτας<sup>(2)</sup> δύο, κατασκεψομένους τὸ τεῖχος. ὥς δ' ἐπανῆλθον οἱ περὶ τὸν Ξενοκλέα, τοῦ μὲν τόπου τὴν φύσιν ἀπήγγειλαν οὐκ ἄπορον, τὸ δὲ λαθεῖν προσελθόντας χαλεπὸν εἶναι ἔφασαν διὰ κύνας τινάς, μικροὺς μὲν, δεινῶς δὲ μαχίμους. ἀκούσας δὲ ταῦτα, ὅμως εὐθὺς ἐνίστατο<sup>(3)</sup> τὴν πρᾶξιν ὁ Ἀρατος.

(1) κλίμαξ = ladder.

(2) οἰκέτης = servant.

(3) ἐνίστασθαι = to begin.

(27)

## 2. Translate into Greek :—

- (1) He knew that your brothers would be away for three months. (3)
- (2) Children ought not to despise their parents. (3)
- (3) We hope to buy a house in the city for five talents. (3)
- (4) Will the men not be angry if the women go to the market-place? (3)
- (5) I went away because I feared that you would not help me. (4)
- (6) Let us find out if the young men reached Athens. (4)

3. (a) Give the third person plural of the imperfect indicative active of *φημί*, *δίδωμι*, *ποιῶ* and the third person singular of the aorist indicative active of *γινώσκω*, *πείθω*, *ὀρώ*. (3)

- (b) Give the dative plural of *πατήρ*, *πρᾶγμα*, *ἄγών* and the genitive singular of *Περικλῆς*, *γένος*, *πατρίς*. (3)

- (c) Give one English word derived from each of the following :—

*ὕγις*, *κριτής*, *βίος*, *μικρός*. (2)

## 4. (Turn over.)

4. (a) Tell in two sentences for each what you know about Homer and Peisistratus. (4)
- (b) Give the name of the island where Minos is said to have reigned.  
 Give the name of the war which is the subject of Thucydides's "History."  
 What was the name given to the slave population of Sparta?  
 Give the name of a garment worn by the ancient Greeks.  
 Give the name of the hill at Athens on which the Parthenon stood.  
 Give the name of the god in whose honour the Olympic Games were held.  
 Give the name of a monster killed by Hercules in the course of his "labours."  
 Place the following persons in chronological order, putting the earliest first :—  
 Demosthenes, Solon, Pericles. (4)
- (c) In about fifty or sixty words tell what you know about the Confederacy of Delos **or** about Alexander the Great. (3)

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GREEK**

HIGHER GRADE—(FIRST PAPER)

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

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

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

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

[TURN OVER

Translate into English :—

Marks

1. Cylon, encouraged by the response of the Delphic oracle, attempts to make himself tyrant of Athens but is foiled. His followers are treacherously massacred.

Κύλων ἦν Ἀθηναῖος ἀνὴρ Ὀλυμπιονίκης τῶν πάλαι εὐγενῆς τε καὶ δυνατός. χρωμένῳ<sup>(1)</sup> δὲ τῷ Κύλῳ ἐν Δελφοῖς ἀνείλεν ὁ θεὸς ἐν τοῦ Διὸς τῇ μεγίστῃ ἑορτῇ καταλαβεῖν τὴν Ἀθηναίων ἀκρόπολιν. ὁ δὲ παρά τε τοῦ Θεαγένους δύναμιν λαβὼν καὶ τοὺς φίλους ἀναπείσας, ἐπειδὴ ἐπήλθεν Ὀλύμπια τὰ ἐν Πελοποννήσῳ, κατέλαβε τὴν ἀκρόπολιν ὡς ἐπὶ τυραννίδι, νομίσας ἑορτὴν τε τοῦ Διὸς μεγίστην εἶναι καὶ ἑαυτῷ τι προσήκειν Ὀλύμπια νενικηκότι. οἱ δὲ Ἀθηναῖοι αἰσθόμενοι ἐβοήθησάν τε πανδημεὶ ἐκ τῶν ἀγρῶν ἐπ' αὐτοὺς καὶ προσκαθεζόμενοι ἐπολιόρκουν. χρόνου δὲ ἐγγιγνομένου οἱ Ἀθηναῖοι ἀπήλθον οἱ πολλοί, ἐπιτρέψαντες τοῖς ἐννέα ἄρχουσι τὴν φυλακὴν. οἱ δὲ μετὰ τοῦ Κύλωνος πολιορκούμενοι φλαύρως εἶχον σίτου τε καὶ ὕδατος ἀπορία. ὁ μὲν οὖν Κύλων καὶ ὁ ἀδελφὸς αὐτοῦ ἐκδιδράσκουσιν· οἱ δ' ἄλλοι ὡς ἐπιέζοντο καθίζουσιν ἐπὶ τὸν βωμὸν ἱκέται τὸν ἐν τῇ ἀκροπόλει. ἀναστήσαντες δὲ αὐτοὺς οἱ τῶν Ἀθηναίων ἐπιτετραμμένοι τὴν φυλακὴν, ὡς ἐώρων ἀποθνήσκοντας ἐν τῷ ἱερῷ, ἐφ' ᾧ μηδὲν κακὸν ποιήσουσιν, ἀπαγαγόντες ἀπέκτειναν.

(1) χρῆσθαι = to consult an oracle.

(40)

2. The speaker reminds the Athenians how their ancestors, by their magnanimous conduct towards the former enemies of the democracy, were able to face the Persian danger as a united people.

Οἱ γὰρ πατέρες οἱ ὑμέτεροι, γενομένων τῇ πόλει κακῶν μεγάλων ὅτε οἱ μὲν τύραννοι εἶχον τὴν πόλιν ὁ δὲ δῆμος ἔφευγε, νικήσαντες τοὺς τυράννους καὶ κατελθόντες εἰς τὴν πατρίδα, τοὺς μὲν ἀπέκτειναν, τῶν δὲ φυγὴν κατέγνωσαν, τοὺς δὲ μένειν ἐν τῇ πόλει ἑάσαντες ἠτίμωσαν. ὕστερον δέ, ἥνικα βασιλεὺς ἐπεστράτευσεν ἐπὶ τὴν Ἑλλάδα, γνόντες τῶν συμφορῶν τῶν ἐπιουσῶν τὸ μέγεθος καὶ τὴν παρασκευὴν τὴν βασιλείας, ἔγνωσαν τοὺς τε φεύγοντας καταδέξασθαι καὶ τοὺς ἀτίμους ἐπιτίμους ποιῆσαι<sup>(1)</sup> καὶ κοινὴν τὴν τε σωτηρίαν καὶ τοὺς κινδύνους ποιήσασθαι. πράξαντες δὲ ταῦτα καὶ δόντες ἀλλήλοις πίστεις καὶ ὅρκους μεγάλους, ἡξίουσαν σφᾶς αὐτοὺς προτάξαντες πρὸ τῶν Ἑλλήνων ἀπάντων ἀπαντῆσαι τοῖς βαρβάροις Μαραθῶνάδε, νομίσαντες τὴν σφετέραν αὐτῶν ἀρετὴν ἱκανὴν εἶναι τῷ πλήθει τῷ ἐκείνων ἀντιτάξασθαι· μαχεσάμενοί τε ἐνίκων, καὶ τὴν τε Ἑλλάδα ἡλευθέρωσαν καὶ τὴν πατρίδα ἔσωσαν. ἔργον δὲ τοιοῦτον ἐργασάμενοι οὐκ ἡξίωσάν τινα τῶν πρότερον γενομένων

μνησικακήσαι. τοιγάρτοι διὰ ταῦτα, τὴν πόλιν ἀνάστατον<sup>(2)</sup> παραλαμβάντες ἱερά τε κατακεκαυμένα τείχη τε καὶ οἰκίας καταπεπτωκυίας, διὰ τὸ ἀλλήλοις ὁμονοεῖν τὴν πόλιν ὑμῖν τοιαύτην καὶ τοσαύτην παρέδωσαν.

(1) ἐπιτίμους ποιῆσαι = to restore to their rights as citizens.

(2) ἀνάστατος = devastated.

(45)

### 3. Either (a) or (b).

(a) In reply to the questions of Telemachus, Odysseus relates how he completed the last part of his journey to Ithaca.

Ὡς ἄρα τοί γ' ἐλεεινὸν ὑπ' ὀφρύσι δάκρυον εἶβον,  
καὶ νῦ κ' ὀδυρομένοισιν ἔδν φάος ἡελίοιο,  
εἰ μὴ Τηλέμαχος προσεφώνεεν ὃν πατέρ' αἶψα·  
“ποίη γὰρ νῦν δεῦρο, πάτερ φίλε, νηῖ σε ναῦται  
ἤγαγον εἰς Ἰθάκην; τίνες ἔμμεναι εὐχετόωντο;  
οὐ μὲν γάρ τί σε πεζὸν ὀΐομαι ἐνθάδ' ἰκέσθαι.”  
τὸν δ' αὖτε προσέειπε πολύτλας δῖος Ὀδυσσεύς·  
“τοιγὰρ ἐγὼ τοί, τέκνον, ἀληθείην καταλέξω.  
Φαίηκές μ' ἤγαγον ναυσίκλυτοι, οἳ τε καὶ ἄλλους  
ἀνθρώπους πέμπουσιν, ὅτις σφέας εἰσαφίκηται·  
καὶ μ' εὕδοντ' ἐν νηῖ θοῇ ἐπὶ πόντον ἄγοντες  
κάτθεσαν εἰς Ἰθάκην, ἔπορον δέ μοι ἀγλαὰ δῶρα,  
χαλκὸν τε χρυσὸν τε ἄλις ἐσθῆτά θ' ὑφαντήν.<sup>(1)</sup>  
καὶ τὰ μὲν ἐν σπήεσσι<sup>(2)</sup> θεῶν ἰότητι κέονται.<sup>(3)</sup>  
νῦν αὖ δεῦρ' ἰκόμην ὑποθημοσύνησιν<sup>(4)</sup> Ἀθήνης,  
ὅφρα κε δυσμενέεσσι φόνου πέρι βουλευόμεν.  
ἀλλ' ἄγε μοι μνηστῆρας ἀριθμήσας καταλέξω,  
ὅφρ' εἰδέω ὅσοι τε καὶ οἳ τινες ἄνδρες εἰσὶ.”

(1) ὑφαντός = woven.

(2) σπέος = cave.

(3) κέονται = κείνται.

(4) ὑποθημοσύνη = counsel.

(37)

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

(3)

(b) After the defeat of the Argives by the Thebans, king Adrastus seeks the aid of Theseus. Theseus replies to the threats of a herald sent by Creon, king of Thebes, who has refused burial to the dead Argives.

Αδρ. ὦ παγκάκιστε

Θη.

σῖγ', "Αδραστ', ἔχε στόμα,  
καὶ μὴ 'πίπροσθε τῶν ἐμῶν τοὺς σοὺς λόγους  
θῆς· οὐ γὰρ ἤκει πρὸς σε κηρύσσων ὄδε,  
ἀλλ' ὡς ἐμ'. ἡμᾶς κάποκρίνεσθαι χρεῶν.  
καὶ πρῶτα μὲν σε πρὸς τὰ πρῶτ' ἀμείβομαι.  
οὐκ οἶδ' ἐγὼ Κρέοντα δεσπόζοντ' ἐμοῦ  
οὐδὲ σθένοντα μείζον, ὥστ' ἀναγκάσαι.  
πόλεμον δὲ τοῦτον οὐκ ἐγὼ καθίσταμαι,  
ὃς οὐδὲ σὺν τοῖσδ' ἦλθον ἐς Κάδμου χθόνα.  
νεκροὺς δὲ τοὺς θανόντας, οὐ βλάπτων πόλιν,  
θάψαι δικαίῳ, τὸν Πανελλήνων νόμον  
σώζων. τί τούτων ἐστὶν οὐ καλῶς ἔχον ;  
εἰ γάρ τι καὶ πεπόνθατ' Ἀργείων ὕπο,  
τεθναῖσιν. ἡμύνασθε πολεμίους καλῶς.  
ἐάσατ' ἥδη γῇ καλυφθῆναι νεκρούς,  
ὅθεν δ' ἕκαστον ἐς τὸ φῶς ἀφίκετο,  
ἐνταῦθ' ἀπελθεῖν, πνεῦμα<sup>(1)</sup> μὲν πρὸς αἰθέρα,  
τὸ σῶμα δ' ἐς γῆν.

<sup>(1)</sup> πνεῦμα = spirit.

(37)

Scan the line beginning εἰ γάρ τι καὶ and the next two lines, marking the principal caesura in each.

(3)



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GREEK

HIGHER GRADE—(SECOND PAPER)

Tuesday, 19th 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

After the tyrants had been expelled with the assistance of the friends of Alcibiades, the Athenians willingly besought him to return to his own country. He thought, however, that it did not become him to return at the bidding of the multitude until he had performed some praiseworthy deed. Accordingly he set out from Samos with a few ships and sailed towards Cnidus<sup>(1)</sup>. Then, hearing that the Athenian and Spartan fleets were both in the Hellespont, he followed them thither in order that he might assist the Athenian commanders. He happened to find them engaged in battle with the Spartans and, since they did not know his intentions, his arrival so terrified his countrymen that they began to flee. The Spartans, on the other hand, were encouraged by the appearance, as they thought, of an ally. Alcibiades, however, immediately attacked the Peloponnesian ships and drove most of them ashore. The sailors escaped, since the soldiers of Pharnabazus prevented the Athenians from pursuing them on land, but thirty of the ships were captured.

<sup>(1)</sup> Cnidus = *Kνιδος* (f).

(48)

[TURN OVER

## 2. Translate into Greek :—

- (1) Let us ask him immediately how many houses have been destroyed by the storm. (4)
- (2) Surely your companion will see to it that you reach the temple before the others ? (4)
- (3) Would that I had waited here for a few days before deciding to journey by sea ! (4)
- (4) The Spartans feared that he would never be allowed to return so long as his brother was alive. (4)
- (5) Although these men hated all the others, they were too clever to despise them. (4)

3. (a) Give the third person singular of the aorist indicative passive of ἀγγέλλω, ἀνοίγνυμι, φέρω and the future infinitive of οἶδα, ἐσθίω, ἀποκτείνω. (3)
- (b) Give the genitive plural of :—  
μάρτυς, ποιμήν, δόρυ, εὐγενής. (2)
- (c) Give the Greek for :—in the time of Solon, from all directions, after a short time, up to 50. (2)

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**HEBREW**

LOWER GRADE

Monday, 18th March—9.30 A.M. to 12 NOON.

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

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

Answers in Hebrew must be written in the square character.

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

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

(a)

וַיְהִי כַּאֲשֶׁר זָקַן שְׁמוּאֵל וַיָּשֶׁם אֶת-בָּנָיו שְׁפָטִים לְיִשְׂרָאֵל: וַיְהִי שֵׁם-  
 בְּנוֹ הַבְּכוֹר יוֹאֵל וְשֵׁם מִשְׁנֵהוּ אַבְיָה שְׁפָטִים בְּבֵאֵר שָׁבַע: וְלֹא  
 הָלְכוּ בָנָיו בְּדַרְכָּיו וַיִּטּוּ אַחֲרֵי הַבָּצַע וַיִּקְחוּ-שֹׁחַד וַיִּטּוּ מִשְׁפָּט:  
 וַיִּתְקַבְּצוּ כָל זָקְנֵי יִשְׂרָאֵל וַיָּבֹאוּ אֶל-שְׁמוּאֵל הַרְמָתָה: וַיֹּאמְרוּ אֵלָיו  
 הִנֵּה אַתָּה זָקֵנָה וּבָנֶיךָ לֹא הָלְכוּ בְּדַרְכֶּיךָ עֲתָה שִׁמְהָ-לָנוּ מֶלֶךְ  
 לְשֹׁפְטֵנוּ כְּכָל-חֲגוּזִים: וַיַּרְע הַדָּבָר בְּעֵינֵי שְׁמוּאֵל כַּאֲשֶׁר אָמְרוּ תִּנָּה-  
 לָנוּ מֶלֶךְ לְשֹׁפְטֵנוּ וַיִּתְפַּלֵּל שְׁמוּאֵל אֶל-יְהוָה: וַיֹּאמֶר יְהוָה אֶל-  
 שְׁמוּאֵל שְׁמַע בְּקוֹל הָעָם לְכָל אֲשֶׁר-יֹאמְרוּ אֵלֶיךָ כִּי לֹא אֶתָּה  
 מֵאֲסוּ כִּי-אֲנִי מֵאֲסוּ מֶמֶלֶךְ עָלֵיהֶם: כְּכָל-חֲמַעֲשִׁים אֲשֶׁר-עָשָׂה  
 מִיָּוֶם הַעֲלֹתִי אוֹתָם מִמִּצְרַיִם וְעַד-הַיּוֹם הַזֶּה וַיַּעֲזְבוּנִי וַיַּעֲבְדוּ אֱלֹהִים  
 אֲחֵרִים כִּן הָמָּה עֹשִׂים גַּם-לָךְ:

(I Samuel viii, 1-8) 20

(b)

|                                     |                                   |
|-------------------------------------|-----------------------------------|
| הוֹדִיעוּ לַיהוָה קְרָאוּ בְּשֵׁמוֹ | הוֹדִיעוּ בָּעֲמִים עֲלִילוֹתָיו: |
| שִׁירוּ-לוֹ זָמְרוּ-לוֹ             | שִׁיחוּ בְּכָל-נִפְלְאוֹתָיו:     |
| הִתְהַלְלוּ בְּשֵׁם קֹדֶשׁוֹ        | יִשְׂמַח לֵב מִבְּקִשֵּׁי יְהוָה: |
| דִּקְשׁוּ יְהוָה וְעֹזוֹ            | בִּקְשׁוּ בָנָיו תָּמִיד:         |
| זָכְרוּ נִפְלְאוֹתָיו אֲשֶׁר עָשָׂה | מִפְתּוֹ וּמִשְׁפָּטֵי-כִּיּוֹ:   |
| זָרַע אֲבָרָהֶם עֲבָדוֹ             | בְּנֵי יַעֲקֹב בְּחִירָיו:        |
| הוּא יְהוָה אֱלֹהֵינוּ              | בְּכָל-הָאָרֶץ מִשְׁפָּטָיו:      |
| זָכַר לְעוֹלָם בְּרִיתוֹ            | דָּבָר צִוָּה לְאַלְף דּוֹר:      |
| אֲשֶׁר כָּרַת אֶת-אֲבָרָהֶם         | וַיְשָׁבִעֵתוּ לְיִשְׁחָק:        |
| וַיַּעֲמִידָהּ לְיַעֲקֹב לְחֹק      | לְיִשְׂרָאֵל בְּרִית עוֹלָם:      |

(Psalm cv, 1-10) 20

(c)

וַיֹּאמֶר עוֹד מִמִּתְּיָהוּ קִרְאוּ לִי אֶת־יְהוּדָה בְּנִי: וַיִּקְרָאָהוּ אֵלָיו  
וַיַּעֲמֹד לִפְנָיו: וַיֹּאמֶר לוֹ בְּנִי יְהוּדָה הִנֵּקְרָא שְׁמִי מִכְּבִי עַל  
גְּבוּרָתְךָ שְׁמִי לַעֲצָתִי וְלִכְל־אֲשֶׁר תִּפְגֶּה תִשְׁכִּיל וְתַצְלִיחַ: אֲנִי  
יָדַעְתִּי כִּי אִישׁ מִלְחָמוֹת אַתָּה וְהָאֱלֹהִים נָתַן לְךָ כֹּחַ וְגְבוּרָה וְלִפְנֵי  
כָּל־בַּח הָאָרֶץ אֲשֶׁר לֹא יָמַס וְלֹא יָגוּר: וַעֲתָה כִּבְדֹּר אֶת־יְהוָה מִכְּפָתְךָ  
אֲשֶׁר נָתַן לְךָ כִּי מִמֶּנּוּ הִפַּל וַצָּא וְלָחוּם אַח־מִלְחָמוֹתָיו בְּלָתִי  
עֲצָלָה וְאֵל תִּתְּעַצֵּל לְלָכֶת בְּכַל־רוּחַ וּבְכַל־פֶּאֶה בְּמִזְרָח וּבְמַעְרָב  
בְּצִפּוֹן וּבְדִרוֹם בְּאַרְצֵי הַקְּדוּשָׁה לְקַחַת נִקְמָה מִן־הַנְּגוּיִם הַמְשִׁמָּאִים  
אוֹתָהּ וְהָיָה לָעַם הַקְּדוֹשׁ לְשֵׁר צָבָא וְלִמְשִׁיחַ מִלְחָמָה:

(Josippon) 20

2. Parse the words underlined in the two passages you have translated. 18

3. Translate into pointed Biblical Hebrew :—

(a) These are the sons and daughters of our king.

(b) The great prophet brought the people over the river to dwell in the land of their enemies.

(c) And the man of God took the wicked priests and slew them by the river.

(d) Our God has arisen and driven out the kings and has returned to his holy city.

22

4. Point and translate into English :—

וַיִּמְטֹר יְהוָה עַל הָעִיר אֵשׁ מִן הַשָּׁמַיִם וַיִּמָּת אֶת כָּל יוֹשְׁבֶיהָ:

וַיֵּשְׁבִן אֱלֹהִים לִפְנֵי גֹן עֵדֶן אֶת הַכֹּרְבָּיִם לִשְׁמֹר דֶּרֶךְ עֵץ הַחַיִּים:

שָׁמְעוּ שָׁמַיִם כִּי יְהוָה דִּבֶּר בְּנוֹיִם גְּדֹלָתִי וְהֵם פָּשְׁעוּ בִּי:

בֹּא הָאִיב אֶל הָעִיר וְלֹא יִכַּל לִהְיוֹת עֲלֶיהָ:

20



1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(FIRST PAPER)

Monday, 18th 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)

וַיִּשְׁמְעוּ פְּלִשְׁתִּים כִּי מָשְׁחוּ אֶת־דָּוִד לְמֶלֶךְ עַל־יִשְׂרָאֵל וַיַּעֲלוּ כָל־  
פְּלִשְׁתִּים לְבַקֵּשׁ אֶת־דָּוִד וַיִּשְׁמַע דָּוִד וַיָּרֶד אֶל־הַמְּצוּדָה: וּפְלִשְׁתִּים  
בָּאוּ וַיִּנְטְשׁוּ בְּעַמֻּק רָפָאִים: וַיִּשְׁאַל דָּוִד בַּיהוָה לֵאמֹר הֲאֵעֲלֶה  
אֶל־פְּלִשְׁתִּים הַתְּחִנָּם בְּיָדִי: וַיֹּאמֶר יְהוָה אֶל־דָּוִד עֲלֶה כִּי נָתַן  
אֲתָן אֶת־הַפְּלִשְׁתִּים בְּיָדְךָ: וַיָּבֹא דָוִד בְּבַעַל־פְּרָצִים וַיָּבֶם שָׁם דָּוִד  
וַיֹּאמֶר פָּרֵץ יְהוָה אֶת־אֵיבֵי לִפְנֵי כְּפָרֵץ מִים עַל־כֵּן קָרָא שֵׁם־  
הַמָּקוֹם הַהוּא בַּעַל פְּרָצִים: וַיַּעֲזֹבוּ־שָׁם אֶת־עַצְבֵיהֶם וַיִּשְׁאַם דָּוִד  
וַאֲנָשָׁיו: וַיִּסְפּוּ עוֹד פְּלִשְׁתִּים לַעֲלוֹת וַיִּנְטְשׁוּ בְּעַמֻּק רָפָאִים: וַיִּשְׁאַל  
דָּוִד בַּיהוָה וַיֹּאמֶר לֹא תַעֲלֶה הָסֵב אֶל־אֲחֵרֵיהֶם וּבֹאֵת לָהֶם מִמּוֹל  
בְּכֹאִים: וַיְהִי בְשִׁמְעָה אֶת־קוֹל צִעָדָה בְּרָאשֵׁי הַבְּכֹאִים אֹז תַחֲרֹץ  
כִּי אֹז יֵצֵא יְהוָה לִפְנֵיךָ לְהַבֹּת בְּמַחֲנֶה פְּלִשְׁתִּים: וַיַּעַשׂ דָּוִד כֵּן  
כַּאֲשֶׁר צִוָּהוּ יְהוָה וַיִּדֹּ אֶת־פְּלִשְׁתִּים מִנִּבְעַ עַד־בְּאֵה גִזְרִי:

(II Samuel v, 17-25) 29

(b)

וַעֲתָה כַּח־אָמַר יְהוָה בְּרָאָה יַעֲקֹב וַיִּצְרָה יִשְׂרָאֵל אֶל־תִּירָא כִּי  
וְאֶל־תִּירָה קָרָאתִי בְּשִׁמְךָ לִי אֶתָּה: כִּי־תַעֲבֹר בַּמִּים אֶתָּה אָנִי  
וּבַנְּהָרוֹת לֹא יִשְׁטַבֹּךָ כִּי תִלֵּךְ בְּמוֹ־אֵשׁ לֹא תִכְוֶה וּלְהַבָּה לֹא  
תִבְעַר־כָּךְ: כִּי אָנִי יְהוָה אֱלֹהֶיךָ קְדוֹשׁ יִשְׂרָאֵל מוֹשִׁיעֶךָ נִתְּתִי  
כְּפָרָה מִצָּרִים כּוֹשׁ וּסְבָא תַחֲתֶיךָ: מֵאֲשֶׁר יִקְרָתָּ בְּעֵינֵי נִכְבְּדָתָּ וְאָנִי  
אֶהְבֶּתִּיךָ וְאֲתָן אָדָם תַּחֲתֶיךָ וּלְאֻמִּים תַּחַת נַפְשֶׁךָ: אֶל־תִּירָא כִּי־  
אֶתָּה אָנִי מִמּוֹרֶחַ אֲבִיא זֶרַעַךָ וּמִמַּעַרְב אֶקְבְּצֶךָ: אֲמַר לְצַפּוֹן תִּנִּי  
וּלְתִימָן אֶל־תִּכְלְאִי הִבִּיאִי בְנֵי מִרְחֹק וּבְנוֹתֵי מִקְצֵה הָאָרֶץ:

(Isaiah xliii, 1-6) 29



(c)

הַתְּאֵבֶלִי, נִפְשִׁי, וְסוֹת אֶבֶל  
 לִבִּשִׁי, וְעַל שִׁקְוִי תִּנִּי חֶבֶל;  
 הַתְּאֵחֶרִי לְיָמִין וְלִשְׁמֹאל, נָם  
 עוֹרִי לְקוֹנֵן וְחֹשֶׁף שֶׁבֶל.  
 מִכְרִי מְשׁוֹשֶׁף לְצִמְיֹתוֹת; גֹּד־  
 אֵל אֵל יְהִי לָעֵד וְלֹא יוֹבֵל.  
 סִפֵּר כְּרִיתוֹת כְּתָבִי אֶל־גִּיל,  
 לְקַחִי כָּלִי תְּנוֹת מְקוֹם גֶּבֶל.  
 אֵל תִּפְחָדִי מֵאֵף זְמַן לָעֵד,  
 אֶל־נָא תִּגְוִרִין מִמְּחֹרֹן תִּבֵּל;  
 מִה־יַּעֲשֶׂה בְּךָ עוֹד, וְלֹא עָשָׂה?  
 הָעֶמִיק לְהִרְעֵ וַעֲשׂוֹת תִּבֵּל!  
 אַחֵר נָפַל אָחִי יִכְלֹת אֵין  
 בּוֹ לִהְיוֹת מְטִיב וְלֹא חוֹבֵל.

(Moses ben Jacob ibn Ezra) 29

2. Point and translate :—

ויראם את מבוא העיר ויכו את העיר לפני חרב ואת האיש שלחו:  
 וילך האיש ארץ החתים ויבן עיר וישב שם הוא וכל עמו:  
 ולמדתם את כל דברי את בניכם לדבר בם בשבתך בביתך  
 ובלכתך בדרך ובשכבך ובקומך:  
 הנה אנכי מת והיה אלהים עמכם והשיב אתכם אל ארץ אבותיכם:

3. Write :—

(a) the 3rd plural masculine imperfect Qal of

עבר, שחט, שוב, ישב, חשב,

5

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

the Niphal of אסף

the Piel of גרש

the Hiphil of יצא

the Hophal of שוב

20

(c) the construct plural of

אם, אב, עיר, כהן, בית

5

4. Discuss briefly the uses of the Hebrew perfect.

4

1957  
SCOTTISH LEAVING CERTIFICATE EXAMINATION

HEBREW

HIGHER GRADE—(SECOND PAPER)

Monday, 18th 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 :—

So Abimelech came against the city and took it. But there was a tower within the city, and to it fled the inhabitants of the city, going up on to the top of the tower. Abimelech came to the tower and fought against it. As he drew near to the door to burn it a certain woman threw a large stone upon his head and broke his skull. Then Abimelech called hastily to his armour-bearer and said: "Kill me, so that no man may say of me, 'A woman slew him'." Then when the men of war saw that Abimelech was dead they departed each to his own place. Thus God requited the wickedness of Abimelech which he did unto his father in slaying his brothers.

60

2. Render into pointed Biblical Hebrew :—

(a) And the judges of the land came again and stood before his throne.

(b) The wise man said to his son, "Hear my words and deal kindly with thy brothers."

(c) Stop weeping and see the salvation of thy God.

(d) And they took the children which they had begotten and went down to the cities of the plain.

20



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## FRENCH

LOWER GRADE—(PAPER (a) )

## AURAL COMPREHENSION TEST

Friday, 8th March—9.15 A.M. to 9.45 A.M.

**This paper must not be seen by any candidate.**

## INSTRUCTIONS TO THE TEACHER

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

## INSTRUCTIONS TO CANDIDATES

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

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

Un jour pendant que je gardais les moutons de ma grand'mère dans un pré à quelque distance de notre ferme, un aboiement de mon chien me fit lever la tête. Je vis sortir du bois un grand homme à barbe noire, qui portait à la main un seau énorme.

Comme notre ferme était très isolée, j'avais rarement l'occasion de rencontrer des étrangers et à la vue de cet homme je restai pétrifié de terreur. Je me rappelai les histoires de brigands et d'assassins que j'avais entendues pendant les longues soirées d'hiver. Sans attendre une minute de plus je me mis à courir à toutes jambes vers la ferme. L'étranger me suivit en criant :

—Pourquoi te sauves-tu, petit ? Je ne veux pas te faire de mal.

Je ne m'arrêtai pas et quand j'osai jeter un regard en arrière je fus surpris de voir que l'étranger était sur le point de me rattraper bien qu'il marchât de son pas naturel.

Je redoublai mes pas et en arrivant dans la cour de la ferme je me croyais sauvé ! Mais hélas ! la porte de la maison était fermée à clef. Je restai là immobile, poussant des cris désespérés. L'étranger s'approcha doucement de moi et me demanda :

—Pourquoi pleures-tu ? Je ne suis pas méchant.

Je ne répondis pas mais continuai à crier comme un sauvage, attendant à tout moment qu'on me coupât la gorge ou m'emportât loin de la maison.

A ce moment ma grand'mère, inquiétée par mes cris, arriva en courant. Alors l'homme s'avança vers elle et lui expliqua qu'il était bûcheron et qu'il travaillait avec des compagnons dans la forêt voisine, et qu'on l'avait envoyé chercher de l'eau. Il m'avait fait peur sans le vouloir. Ma grand'mère lui indiqua la fontaine. Il alla sans tarder y remplir son seau et en partant il m'invita à l'accompagner jusqu'au pré où j'avais abandonné mes moutons. Mais je refusai énergiquement. Grand'mère fut obligée de me conduire jusqu'à la moitié du chemin pour me montrer que l'étranger avait réellement disparu.

**1957****SCOTTISH LEAVING CERTIFICATE EXAMINATION****FRENCH****LOWER GRADE—(PAPER (a) )****AURAL COMPREHENSION TEST**

Friday, 8th March—9.15 A.M. to 9.45 A.M.

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

**QUESTIONS**

|  | <i>Marks</i>   |
|--|----------------|
| 1. Where was the boy at the beginning of the story and what was he doing ?   | 2              |
| 2. What made him look up suddenly ? Describe what he saw.  | 3              |
| 3. What reasons does the boy give for his having been so frightened ?  | 2½             |
| 4. What circumstance surprised the boy as he was running away ?  | 1              |
| 5. Where did the boy hope to take refuge and why did this prove impossible ?<br>What did he then expect to happen to him ? | 2              |
| 6. What explanations did the man give to the boy's "rescuer" ?   | 2½             |
| 7. What indications are there that the boy had not recovered from his fright ?   | 2              |
|  | <hr/> 15 <hr/> |





1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## FRENCH

LOWER GRADE—(PAPER (b) )

Friday, 8th 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 :—

*Marooned by the Flood*

Lorsque l'orage éclata, Emile et Sylvain, qui se trouvaient de l'autre côté de la rivière, se hâtèrent pour rentrer au village. En sautant de rocher en rocher ils arrivèrent sans trop de difficulté sur une petite île, couverte d'arbres.

Soudain, un bruit terrible semblable au tonnerre se fit entendre, et les deux jeunes gens virent une masse d'eau écumante et jaunâtre qui venait vers eux avec une rapidité extrême. Emile voulait essayer de gagner l'autre rive, mais Sylvain s'écria :

—Il est trop tard. Regarde la force du torrent. Fais comme moi ou tu es mort !

Et Sylvain se mit à grimper sur un arbre. Son compagnon, voyant la fureur de l'eau, qui couvrait déjà l'île, suivit son exemple. Une fois installés sur la plus haute branche, les deux amis pouvaient voir ce qui se passait sur l'autre rive. Le village avait été envahi par les eaux et les gens, surpris par l'inondation, s'étaient réfugiés sur les toits des maisons.

Tout à coup Emile remarqua au milieu du torrent un homme qui emportait un enfant à la nage vers le rivage opposé. Il luttait avec une peine incroyable et plusieurs fois il disparaissait entièrement sous l'eau.

—Je vais à son aide, s'exclama Emile.

—Non, Emile, cria Sylvain, en le retenant. Les voilà qui sortent de l'eau ; ils sont sauvés.

L'eau montait toujours et les deux amis commencèrent à appeler au secours. Après beaucoup d'efforts pour élever leur voix au-dessus de celle du torrent, ils réussirent à attirer l'attention des villageois et bientôt deux hommes résolus se dirigeaient vers l'île dans un bateau.

(30)

[TURN OVER

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

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

*The Village Fair*

Dans le cours de sa longue vie laborieuse, le paysan n'a que de rares jours de plaisir. Il ne sort guère de ses habitudes de frugalité et de travail excepté le jour de la fête de son village. Cette fête, qui ne se célèbre qu'une fois l'an, fait date dans l'existence du paysan.

- 5 Très longtemps à l'avance, on se prépare à la célébrer. Pour cette occasion, les jeunes filles réservent leur plus jolie toilette et les garçons amassent en secret des économies au fond de leur porte-monnaie. Pendant la semaine qui précède la fête, les ménagères sont très occupées dans la cuisine. Les poêles flambent et, dans chaque maison, on voit les femmes, bras nus jusqu'aux coudes, le visage poudré de fleur de farine, préparer et rouler la pâte qui servira à fabriquer toutes sortes de bonnes choses.
- 10

La veille de la fête les acrobates ambulants et les marchands de toute la région construisent leurs baraques sur la place publique. Là se trouve réuni tout ce qui peut exciter les désirs d'une population simple et peu gâtée par le luxe.

- 15 Enfin le jour tant désiré vient. Des mercières<sup>(1)</sup> en plein air étalent leurs marchandises. Devant leur étalage les bonnets de linge, les jolies dentelles, les rubans multicolores se balancent sur des cordes à la moindre brise, tandis qu'en troupe, le cou tendu, les jeunes filles se pressent tout autour, maniant les rubans du doigt, examinant les dentelles et demandant le prix des bonnets. Les enfants, les yeux grands ouverts, serrant d'une main anxieuse les sous qui dansent au fond de leur poche, se promènent de la boutique du marchand de bonbons à la baraque du marchand de jouets. Derrière les rideaux de sa petite
- 20 voiture, une bohémienne prédit l'avenir ; en face, un photographe donne pour un franc une photographie dont la ressemblance est garantie.

- 25 Mais c'est surtout le soir, à la nuit tombante, que la fête bat son plein. Les chevaux de bois tournent au son d'une musique stridente, tandis que, de tous côtés, on entend les détonations de fusils et les cris perçants de la foule qui regarde les acrobates. Sur la place, des lampes de toutes couleurs enguirlandent les arbres, sous lesquels un orchestre fait explosion. C'est le signal du bal, et
- 30 filles et garçons se précipitent vers la salle de danse.

<sup>(1)</sup> la mercière = the vendor of soft goods

# QUESTIONS

## A. Answer in English :—

Marks

- (1) " Il ne sort guère de ses habitudes de frugalité et de travail." (line 2)  
 (a) What does this sentence tell us about the countryman ?  
 (b) Show how the same ideas are brought out by other phrases in the passage. 4
- (2) Describe fully the preparations which are made for the village fair (i) by the people of the village and (ii) by the folk from outside, indicating when the various preparations take place. 8½
- (3) State in detail how the girls and the children spend the day at the fair. What other attractions are offered during the day ? 6½
- (4) Which sounds are mentioned in the last paragraph and what amusement is linked with each one ? 4

## B. Answer in French :—

- (5) Pourquoi le visage de la ménagère est-il poudré de farine ? (lines 9, 10) 2
- (6) Pourquoi les enfants serrent-ils leurs sous d'une main anxieuse ? (line 20) 2
- (7) Les jeunes filles ont " le cou tendu " et les enfants ont " les yeux grands ouverts ". Pour quelles raisons ? (lines 18, 20) 3

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.

Un jour Jean et Henri font l'école buissonnière (play truant)—ils s'amuse—ils rentrent le soir, fatigués et les vêtements déchirés—explications à leurs parents. (25)

THE HISTORY OF THE UNITED STATES OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY JAMES M. SMITH

VOLUME I

THE DISCOVERY AND SETTLEMENT OF THE COUNTRY

FROM 1492 TO 1789

THE FIRST PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE SECOND PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE THIRD PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE FOURTH PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE FIFTH PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE SIXTH PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE SEVENTH PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

THE EIGHTH PART OF THE HISTORY

OF THE UNITED STATES

FROM 1492 TO 1789

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## FRENCH

HIGHER GRADE—(FIRST PAPER)

Friday, 8th 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 :—

*Aeroplanes and Art*

Michel se promenait lentement avec son ami, le peintre Cyprien, dans le hall de l'aérogare, cependant que Brigitte, l'œil attentif, l'oreille au guet, s'efforçait de lire un journal de modes. Les bagages étaient déjà enregistrés, les innombrables formalités douanières et policières venaient d'être accomplies.

—J'ai fait trois fois le tour du monde, par tous les temps, et dans toutes sortes d'appareils, disait Michel en essayant de trouver à son monocle une place convenable entre tous les plis de sa paupière.

Le haut-parleur l'interrompit brusquement. Les trois voyageurs ramassèrent leurs affaires et se dirigèrent vers la porte. Cyprien ne pouvait se défendre d'une certaine émotion : c'était son premier voyage aérien. Et quel voyage ! Traverser l'Océan ! Affronter peut-être des tempêtes, mettre à l'épreuve son propre courage et celui de sa chère épouse !

Ils allaient voyager de jour. Michel y tenait, expliquant, depuis une semaine, à ses deux compagnons que, pour un peintre, le premier devoir était de regarder.

L'avion décolla sans incidents et bientôt les moteurs bourdonnaient doucement. Aussitôt Michel se lança dans un discours passionné :

— Figurez-vous — il y a des gens qui écrivent, de bonne foi, que l'avion ne contribuera rien à la peinture. Quelle erreur ! Baissons la tête et qu'apercevons-nous, dans une déchirure des nuages ? Un joli village français avec ses petites maisons semées comme au hasard parmi les verdure de juin, puis tous ces petits champs bien rangés, séparés par des haies, et cette mare minuscule qui étincelle au soleil ! Et vous pensez qu'il n'y aura jamais un peintre pour nous raconter tout cela ?

(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.**

### *Skiers*

O neige, ton royaume est pur, fugitif, éternel ! Tu vois tes fidèles quitter l'hôtel au petit jour, à l'heure où l'aube rapide laisse dormir le pied violet des monts, mais découpe leur front rosé contre l'azur du ciel. Ils partent, leurs skis (ces longues ailes de bois pointu) sur une épaule et le double bâton dans  
5 la main. Ils sont sages et graves comme s'ils avaient dix ans.

Ils ont choisi la veille le but du lendemain : le sommet d'une montagne ou bien un chalet perdu sous sa couverture de neige. Ici ou là, qu'importe ? Ici ou là, pourvu qu'ils atteignent, au prix d'un effort régulier, un seul moment d'extase.

10 Ils rentrent à midi, débordants de joie et d'énergie, avec leur petite ombre d'un bleu vif couchée à leurs pieds. Ou bien ils ne reviennent que le soir, ralentis, pensifs. Toute la journée ils ont lutté entre eux d'audace et de vitesse et ils n'ont vu que toi, ô neige, depuis le lever du jour, et tu leur suffis.

15 En montant, ils ont vu sous leurs pas diminuer le mont, grandir le paysage. Puis, après un moment de repos au sommet, ils ont lié à leurs pieds leurs ailes, et ils ont commencé leur vol par-dessus les petites vallées. Ils descendent par bonds et le paysage semble les quitter, revenir à eux, s'éloigner encore. Leurs chutes les poudrent de nacre<sup>(1)</sup> ; ils plongent, tête première, dans des cratères de neige où le soleil met les sept couleurs de l'arc-en-ciel.

20 La nuit, ils dorment d'un long sommeil d'enfants, et même dans leurs songes, ô neige, ils ne t'abandonnent pas. Ils te voient en rêve et, mieux que pendant le jour, ils volent. Ils dorment, t'oubliant pour quelques heures, et c'est toi quelquefois qui, jalouse de les revoir, descends silencieuse, entres par la fenêtre grande ouverte, tournoies autour de leur lit, et déposes en  
25 hommage à leurs pieds un trésor de bijoux étincelants, qui disparaissent, comme un songe, aux premiers rayons du soleil.

<sup>(1)</sup> la nacre = mother-of-pearl

### **QUESTIONS**

#### **A. Answer in English :—**

*Marks*

1. When the skiers leave in the morning, what scene greets their eyes ?

In what mood are they as they leave ?

4

2. What goal have they chosen and how important is it for them ? Give reasons for your answer.

3

3. There is a great difference in the skiers as they return at midday and as they return in the evening. Say what the difference is and give the two explanations which are suggested for it.

5

4. What details in the description of the skiers' descent emphasize their speed ?

3½

5. Of what do they dream ?

1½

6. Throughout this passage the snow is treated as a person. What actions does it perform (lines 23-26) and what motives impel it to do so ?

What actual happening does this series of actions represent ?

7

**B. Answer in French :—**

7. Pourquoi dit-on que le royaume de la neige est (i) fugitif, (ii) éternel ?

3

8. "En montant, ils ont vu sous leurs pas diminuer le mont, grandir le paysage." (line 14)

Expliquez exactement ce que signifie cette phrase.

3

30

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

*A Famous French Comedian*

Fernandel est de la race des grands acteurs en ce sens que, du moment où il paraît, nul ne peut l'ignorer. A New-York, par exemple, tout seul, sur une scène, avec sa grande bouche et son œil rusé, il a obtenu un véritable triomphe en chantant une quinzaine de chansons auxquelles le public ne comprenait pas un mot.

J'en connais qui ne rient pas, aux films de Fernandel, mais je ne connais personne qui puisse garder son sérieux lorsqu'il dit "Bonjour" d'une certaine façon.

Sa réussite a été incroyable. Personne ne sait, pas même lui, combien de films il a tournés. Il reçoit un courrier énorme : des milliers d'inconnus lui expriment leur reconnaissance. Certes on le caricature constamment, mais il s'en moque. Il se regarde dans la glace, et tout doucement, il se fait rire.

Rien ne l'inquiète, rien ne le trouble. Même la richesse soudaine ne lui a pas tourné la tête. Il a un certain respect de l'argent qu'il a accumulé par son travail, mais il n'a pas peur de perdre sa fortune, cette peur si habituelle chez les riches.

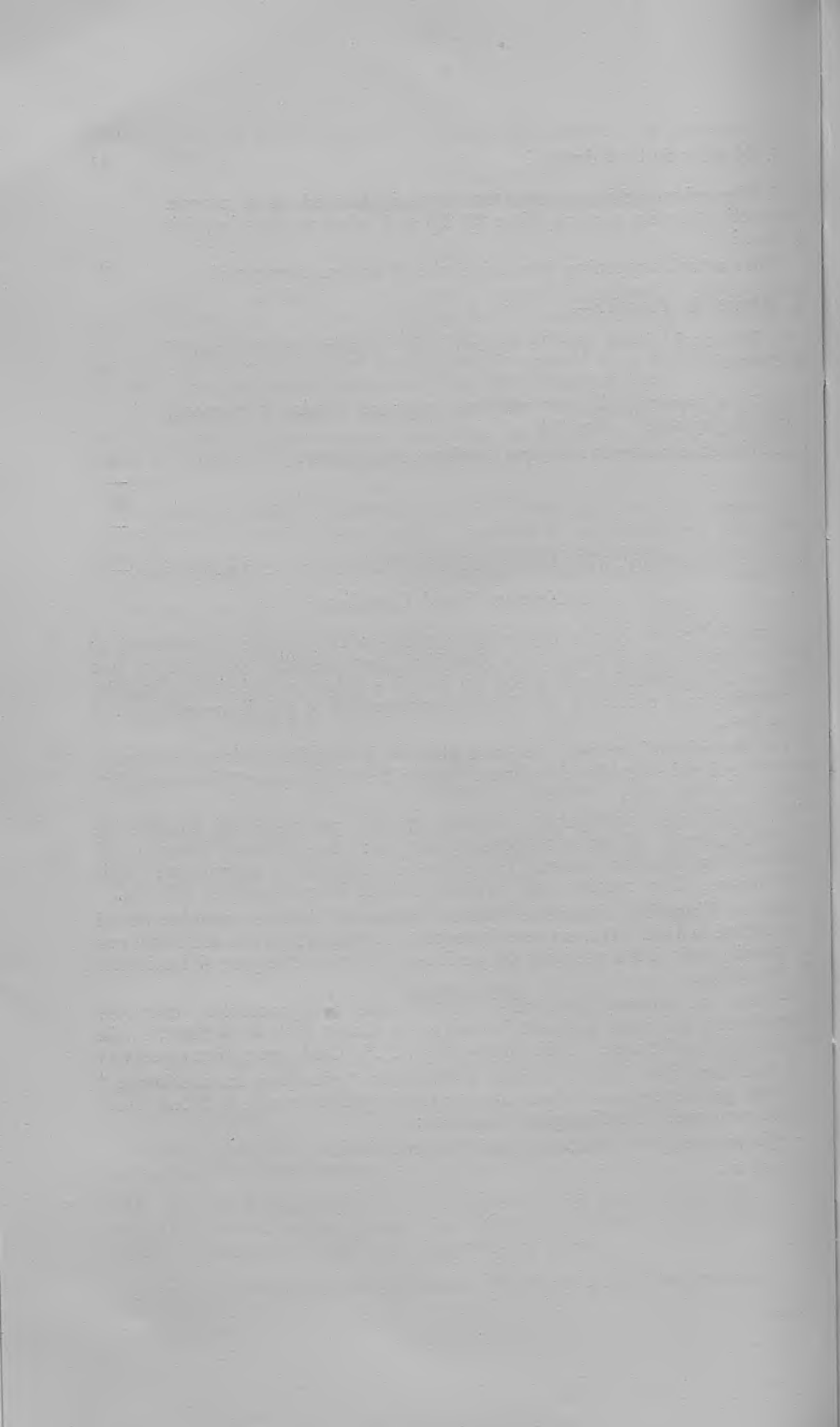
— Vous ne trouvez pas, dit-il, qu'ils sont insupportables, tous ces mélancoliques qui vous arrivent le matin en disant : "Mon cher . . . la situation internationale . . . Où allons-nous . . ." On le verra bien où on va !

Il faut dire que dans sa bouche l'expression "situation internationale" ne semble pas du tout menaçante mais retentit plutôt comme le début d'une chanson comique. On l'imagine, chantant :

— Ça va mal, ça va mal, la situation internationale . . .

Et on rit.

(25)





1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## FRENCH

HIGHER GRADE—(SECOND PAPER (a) )

## AURAL COMPREHENSION TEST

Friday, 8th March—1.30 P.M. to 2.0 P.M.

**This paper must not be seen by any candidate.**

## INSTRUCTIONS TO THE TEACHER

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

## INSTRUCTIONS TO CANDIDATES

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

[TURN OVER

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

*A Lorry Ride*

Gaspard était un grand garçon blond. Il mettait du soin à son travail et ne demandait qu'à rendre service à tout le monde. Mais personne ne voulait de ses services, car on savait avec quelle facilité il vous faisait renverser un encrier ou casser une pile d'assiettes. Jamais lui-même n'était directement responsable, mais il se trouvait toujours là dans l'instant même où tout allait de travers.

Un jour, comme il rentrait chez lui, Gaspard s'avisa de monter dans le camion de son père, qui stationnait devant la porte de l'hôtel. Or son père avait oublié de serrer le frein en quittant le camion et il y avait une pente légère devant l'hôtel. Par conséquent, dès que Gaspard y fut monté par derrière, le camion se mit en mouvement et entra dans une rue qui descendait brusquement sur la place de l'église. On vit donc bientôt le camion traverser la place, sans conducteur, tandis que Gaspard, tout étonné, demeurait assis, les jambes pendantes, à l'arrière.

La voiture avait pris une vitesse notable. Tout à coup elle quitta la route et gagna la chaumière du meunier, où elle pénétra comme une flèche. Le meunier et sa femme, qui étaient en train de prendre leur café, la virent arriver. Ils eurent tout juste le temps de se lever et de s'écarter. En un instant le camion emporta la table avec la cafetière et les tasses, ainsi qu'un vase garni de fleurs qui y était posé. Puis, après avoir défoncé le mur du fond comme si ç'avait été du papier, le camion alla enfin piquer du nez contre un grand tas de bois au jardin.

Le meunier et sa femme, saisis d'horreur, se précipitèrent et ils furent encore plus bouleversés quand ils constatèrent deux faits. D'abord ce fut Gaspard qui descendit du camion en leur souhaitant poliment le bonjour. Puis la femme indiqua à son mari le vase perché sur le haut du tas de bois, avec ses roses parfaitement disposées, alors que tout autour se trouvaient la cafetière, les tasses, et la table, réduites en miettes.

Et cette fois encore est-ce que c'était Gaspard qui était le vrai coupable?

**1957**

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**FRENCH**

HIGHER GRADE—(SECOND PAPER (a) )

**AURAL COMPREHENSION TEST**

Friday, 8th March—1.30 P.M. to 2.0 P.M.

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

**QUESTIONS**

|  | <i>Marks</i>   |
|--|----------------|
| 1. Who was Gaspard and what sort of worker was he ?<br>Why did people always refuse his services ? How far was he to<br>blame for this ? | 3              |
| 2. What did Gaspard one day decide to do ?<br>Why was this decision an unfortunate one and what were its<br>immediate consequences ?     | 2              |
| 3. What unusual sight was seen in the church square ?  | 2              |
| 4. Describe fully what happened at the miller's cottage.   | 5              |
| 5. What two facts astounded the miller and his wife ? (Give<br>details.)   | 3              |
|  | <hr/> 15 <hr/> |

# THEORY OF THE EARTH

The theory of the earth is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the processes which have shaped the earth and its features. The theory of the earth is based on the study of the earth's history and its various parts, and it is a science which is constantly developing as new discoveries are made.

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1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## FRENCH

HIGHER GRADE—(SECOND PAPER. (b) )

Friday, 8th March—2.15 P.M. to 4.0 P.M.

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

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

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

## 1. Translate into French :—

On approaching the village, you would have noticed one house which seemed to turn its back on<sup>(1)</sup> the others as if it were about to run away into the fields. This was the home of the shepherd and his family. He had two children : Laura, aged six, and Edmund, a year younger. Their mother had been a teacher before her marriage. She had brought them up well and had taught them to be polite ; she gave them plenty of food and milk, told them stories when they had been good, and bathed them regularly every Saturday.

From morning to night the two children used to ask questions. Who planted the buttercups ? Why does the snow fall in winter ? Who lived in this house before we did and what were their children's names ? Have you seen the sea ? Is it on the other side of Banbury ? Is it bigger than the pond in the village ?

The neighbours were fond of the children and would usually try to answer their questions. Thus the children began to know the little world around them. They had no need to ask the names of the birds, animals, and trees they saw every day for they had already learned them without knowing it and could easily recognize an oak-tree or a chestnut-tree, a rabbit or a hare, a blackbird or a crow. The grown-ups always talked freely before the children and, as every house was open to them, nothing escaped their little ears.

(1) on = à

(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) Une ville (ou un village) s'éveille le matin. Décrivez la scène.

(b) Une personne élevée à la campagne et une autre élevée dans une grande ville rappellent les plaisirs de leur enfance et les comparent. Ecrivez leur conversation.

(25)



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GERMAN

LOWER GRADE—(PAPER (a))

### AURAL COMPREHENSION TEST

Tuesday, 12th March—9.15 A.M. to 9.45 A.M.

**This paper must not be seen by any candidate.**

### INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

## INSTRUCTIONS TO CANDIDATES

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

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

Eines Abends, als ich in mein Hotel zurückkehrte, fand ich den Besitzer des Hotels, der ängstlich auf mich wartete. Er erklärte mir, ein Dieb habe meinen Koffer gestohlen, sei aber von der Polizei schon gefangen genommen. Wir beide—der Wirt und ich—sollten so schnell wie möglich zum Polizeibüro gehen.

Als wir da ankamen, wurden wir in das Zimmer des Polizeichefs geführt. Ein großer, dicker Herr saß vor seinem Schreibtisch, der sehr unordentlich aussah und mit Papieren überhäuft war. Zuerst wurde der gestohlene Koffer hereingebracht. Nachdem ich festgestellt hatte, daß nichts darin fehlte, befahl der Polizeichef, den Dieb hereinzuführen. Die Tür öffnete sich; ich wandte mich neugierig um.

Zwischen zwei mächtigen Polizisten erschien ein kleiner Mann, mit einem traurigen, halbverhungerten Gesicht. Er stand da mit niedergeschlagenen Augen. Ich betrachtete meinen Dieb. Der arme Teufel tat mir leid. Jetzt legte einer der Polizisten alle die Gegenstände vor, die man in den Taschen des Diebes gefunden hatte—ein schmutziges Taschentuch, ein Dutzend Schlüssel, eine alte Briefftasche, aber glücklicherweise keine Pistole. Daher vermehrte sich meine Sympathie für den armen Dieb.

Als der Polizeichef nun feierlich die Feder in die Hand nahm und mich fragte, ob der Dieb bestraft werden sollte, antwortete ich mit einem schnellen „Nein“. Kaum hatte ich mein „Nein“ ausgesprochen, da hob der Dieb die Augen und sah mich mit einem unbeschreiblichen Blick der Dankbarkeit an. Der Polizeichef legte zufrieden die Feder hin; ihm war es sicher angenehm, daß ich ihm weiteres Schreiben erspart hatte. Aber ganz anders der Besitzer des Hotels: er wurde rot im Gesicht und sah mich zornig an. Dann drehte er sich scharf um, verließ das Zimmer und schlug die Tür hinter sich zu. Der Polizeichef stand auf und reichte mir lächelnd die Hand.

Ich griff schon nach meinem Koffer, um ihn nach Hause zu tragen. Aber im selben Augenblick näherte sich der Dieb und sagte: „Erlauben Sie, mein Herr. Ich trage Ihren Koffer nach Hause!“

Und so marschierte ich zu meinem Hotel zurück, während hinter mir mein dankbarer Dieb den Koffer trug.



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GERMAN

LOWER GRADE—(PAPER (a) )

## AURAL COMPREHENSION TEST

Tuesday, 12th 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. Explain the circumstances which caused the author to go to the police station.<br>Who accompanied him ? | 2½             |
| 2. On his arrival at the police station where was he taken ?<br>What did he see there as he entered ?      | 1½             |
| 3. What was the author first asked to do ?   | 1              |
| 4. Describe the prisoner as he was brought in. What did the author feel on seeing him ?                    | 2½             |
| 5. What did the prisoner's pockets contain ?<br>How did the sight of these contents affect the author ?    | 2½             |
| 6. What question was the author now asked ?<br>How did the various people present react to his answer ?    | 4              |
| 7. Describe the author's return to the place where he was staying.   | 1              |
|  | <hr/> 15 <hr/> |



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GERMAN**

LOWER GRADE—(PAPER (b) )

Tuesday, 12th 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.

1927

LEAVING CERTIFICATE EXAMINATION

1927

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1927

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

*Stranded*

An der Nordküste der Insel Rügen hatten wir für die wärmste Sommerszeit ein Häuschen gemietet. Unsere Gesellschaft bestand aus fünf Erwachsenen und drei Kindern. Am 15. Juni also machten wir uns auf den Weg dorthin, mit der Absicht, vierzehn Tage da zu verbringen. Leider wurde unser Schiff durch dicken Nebel aufgehalten, und es war elf Uhr nachts, als wir endlich gelandet wurden.

Da standen wir mit unserm Gepäck und sahen vor uns nichts als pechschwarze Nacht. Wo unser Haus stand, wußten wir nicht, und wir hatten auch nicht den Schlüssel zu dem Hause. Den Schlüssel sollten wir bei dem Bäcker abholen, aber so spät in der Nacht konnten wir ihn doch nicht aufwecken. Auf dem Landungssteg standen aber auch zwei Bauernmädchen, die gekommen waren, um jemand zu empfangen; der Freund jedoch, den sie erwartet hatten, war nicht erschienen. Mit diesen Mädchen fingen wir zu sprechen an und erzählten ihnen, wie es uns ergangen sei.

Dann hörten wir von den Mädchen, daß ihre Mutter uns vielleicht die Nacht über beherbergen könnte, da sie Sommergäste in ihr Haus aufzunehmen pflegte. Sie könnten das nicht gewiß sagen, weil ihre Mutter um diese frühe Jahreszeit noch nicht für Fremdenbesuch bereit wäre. Darauf ging eine der beiden nach dem Haus zurück, und wir warteten in einiger Sorge auf ihre Wiederkehr; denn wegen der Kinder wollten wir nicht die Nacht im Freien verbringen. Ich muß sagen, wir waren erleichtert, als das Mädchen mit der Nachricht zurückkam: ja, die Mutter könne uns aufnehmen.

(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.**

*Grandfather and the Children*

Wenn Großpapa bei uns auf Besuch war, war es immer eine wahre Freude, ihn mit den Kindern zu sehen; er war alles, was sie wollten, ein Straßenbahnwagen, ein Löwe, eine Dampfmaschine, ja sogar ein scheußlicher Drache.

5 Und wie konnte er sich nützlich machen! Sobald er ankam, wurden ihm die zerbrochenen Spielzeuge gebracht, an denen es in einer Kinderstube nie fehlt, und er machte sie alle wieder heil. Er setzte den Wagen neue Räder an, und kein Tier in der Arche Noahs gab es, das seine Hände nicht wenigstens einmal  
10 ausgebeffert hätten. Auch war es einfach unglaublich, was für komische Männchen er aus einem Taschentuch gestalten konnte, und wenn man ihm eine Anzahl Streichholzschachteln, ein wenig steifes Papier, ein bißchen Zwirn, und eine Schere gab, so machte er daraus die halbe Welt!

15 Großpapa hatte alle Kinder gern; sein besonderer Liebling war aber unsere kleine Helene. Wir nannten sie Großpapas Sonnenschein, denn von ihrem freudigen Gesichte ging stets ein heller Schimmer aus, und auf ihrem braunen Haare lag es wie ein goldiger Glanz. Sie spielte auch gern mit dem Sonnenschein.  
20 Einmal, als die Sonne zwischen den Vorhängen hereinstrahlte, rief mich meine Frau und zeigte mir ein holdes Bild. Dort stand Helene und griff mit den Händchen in die hellen Sonnenstrahlen und versuchte sie in die dunkeln Ecken zu streuen.

Im Sommer des Jahres, wo Großpapa sein Geschäft in  
25 der Großstadt aufgab, lud er uns auf sein neues Landgut ein. Zu jener Zeit waren die Wiesen und Landwege über und über mit Blumen bewachsen. Die Kinder betrachteten dieses Paradies anfangs mit weit aufgerissenen Augen; es erschien ihnen wie ein Märchenland, denn sie waren nur an die staubigen Begränder  
30 in der Nähe Berlins gewohnt. Da dachte ich bei mir, wie arm sind doch die Kinder einer Großstadt gegen die auf dem Lande.

„Dürfen wir uns hier ein paar Blumen pflücken?“ fragten die Kinder schüchtern. „Pflückt so viele ihr wollt,“ sagte ich. Dies erschien ihnen wie ein Wunder, denn so viele herrenlose  
35 Blumen hatten sie noch niemals beieinander gesehen. Sie stürzten

sich nun wie lustige Schwimmer in diesen Blumenstrom. Bald tauchten sie unter zu den roten Blüten des Klee<sup>(1)</sup>, bald erhoben sie sich wieder, um die schönen blauen Kornblumen zu pflücken. Sie waren außer sich vor Wonne, und als ich sie so glücklich sah, wurde ich anderer Meinung, denn ein Landkind, das mit all dieser Schönheit groß geworden ist, kennt diese Freude nicht.

Auch dieses Glück verdankten die Kinder dem lieben Großpapa.

(<sup>1</sup>) der Klee = the clover.

### QUESTIONS

A.—Answer in English :—

Marks

1. In what ways did Grandfather endear himself to the author's children when he visited them? How is this illustrated?

8

2. By what nickname was Helene known? What reasons are suggested for this nickname?

What incident is quoted to show the aptness of Helene's nickname?

5

3. What two things so astounded the children on their first visit to their grandfather's country home? Why was this so?

4

4. „Sie stürzten sich nun wie lustige Schwimmer in diesen Blumenstrom.“ (lines 35, 36)

(a) Explain this comparison.

(b) How does its development in the following lines serve to illustrate the children's delight?

4

5. What two contradictory thoughts occurred to the author as he watched the children? What gave rise to each of these thoughts?

3½

B.—Answer in German :—

6. Was ist eine Arche Noahs? (line 9)

2

7. Was ist ein Liebling? (line 15)

1½

8. Warum hatte der Großvater wahrscheinlich sein Geschäft aufgegeben? (lines 24, 25)

2

30

3. Write, in German, a letter to a German friend, telling him (her) how you celebrated the birthday of your mother (or of any other member of your family).

N.B.—Begin and end your letter in a correct way.

The length of the letter, excluding the formal beginning and ending, should be about 200 words (i.e. about four-fifths the length of the translation of Question 1).

The following outline may help you :—

Die Vorbereitungen — die Geschenke — die Gäste, die ankommen — die Festlichkeiten —

(25)





1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GERMAN**

HIGHER GRADE—(FIRST PAPER)

Tuesday, 12th 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)

Der Zug verminderte seine Geschwindigkeit und fuhr langsam über die große Brücke, die gerade vor der Endstation lag. Da trat Robert an das Fenster des Abteils und warf noch einen Blick auf das zurückliegende Land.

Robert hatte die Nacht in einem Zustande zwischen Schlaf und Wachen verbracht, der ihm die Reise noch länger hatte erscheinen lassen. Der Zug hielt. Er nahm seinen Koffer auf und stieg aus. Mit den zahlreichen Fahrgästen des Zuges gelangte er durch einen Tunnel an die Zollsperrre, wo ein mürrischer Beamter seine Papiere prüfte und ihm dann den Weg freigab.

Robert war fremd hier und niemand erwartete ihn. Da er erfahren hatte, daß der Bahnhof ein gut Stück außerhalb der Stadt gelegen war, freute er sich, auf dem Vorplatz eine Straßenbahn zu bemerken, die er zu der frühen Stunde nicht vermutet hatte. Auf die Frage, ob man zur Stadt führe, hieß ihn der Schaffner einsteigen.

Der Wagen war, soweit man bei dem unsicheren Licht etwas zu erkennen vermochte, mit einfach gekleideten Personen besetzt. Auf den Knien hielten sie geflochtene Körbe, in denen, mit einem Stück Leinen bedeckt, ihre Butterbrote verwahrt waren. Robert löste den Fahrschein und setzte sich auf einen noch freien Platz in der Wagenmitte. Als hätte man nur auf ihn gewartet, fuhr der Wagen sofort mit einem kurzen Klingelzeichen ab. Als die Mehrzahl der Mitfahrenden unterwegs ausgestiegen war und die letzten den Wagen verließen, bemächtigte sich Roberts eine leichte Unruhe; endlich näherte er sich seinem Ziel.

(b)

Der Wind legte sich; alles wurde still. Kein Blatt rührte sich. Ich ging leise den schmalen, feuchten Waldweg entlang, als fürchtete ich den Schall meiner eigenen Tritte. Ein Heuwagen, von schwarzen Ochsen gezogen, kam angerollt. Daneben schritt ein langer, dunkelgekleideter, ernstblickender Bauer. Stumm nickte er mir zu, und ich begrüßte ihn in gleicher Weise. Dann war ich wieder allein. Von einem finsternen Moorsee, aus dem die Wasserlilien drohend ihre grünen Schwerter hervorstreckten, stieg ein gewaltiger, schwarzer Vogel empor; er flog lautlos über die hohen, düsteren Bäume hin und verschwand wie ein Gespenst aus einer verlorenen Welt.

Immer seltsamer wurde mir zumute; mir war, als ob ich bald etwas Besonderes erleben müßte. Da fielen meine Blicke auf drei Riesensteine, die oben auf einem kleinen, moosbewachsenen Hügel standen und von den letzten Strahlen der Abendsonne beleuchtet waren. Um mich herum krochen graue Nebel aus dem See hervor und verschlangen den Waldweg. Noch einmal sah ich zu den geheimnisvollen Steinen hinauf, die jetzt blutrot glühten. Stand hier in alten Zeiten der Altar irgendeines Gottes? Wohnte der Waldgott selbst noch immer da? Mir gruselte es. Ich ging schnell weiter, bis ich die Landstraße erreichte, und kam dahin, wo Menschen wohnen.

(25)

2. (Turn over)

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

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

*Sommerabend*

- Tiefer flogen die Schwalben. Sommerkühle  
 Kam vom Wasser herauf durch alle Blumen,  
 Die am goldenen Abend stärker duften —  
 Du sahest, Anna, strickend in dem Garten ;  
 5 Deine Schwestern zerpflückten Rosenblätter.  
 Also saß ich und sah dir zu. Die andern  
 Sangen frohen Mutes alte Melodei'n,  
 Lachten, plauderten, sprachen von Romanen,  
 Auch daß merklich die Tage kürzer würden,  
 10 Und wie flüchtig ein Sommer so dahingeh'.
- Da erzählte ich von langen Sommertagen  
 Hoch im Norden, wo mitternachts die Sonne  
 Glühete über das Eis, und weiter sprach ich  
 Von dem rauschenden Meer im fernen Süden.  
 15 Groß aufschlugst du das Auge, in Sehnsucht lauschend,  
 Denn du warst noch nie vom Heimatlande  
 In die Ferne gekommen. Romantisch schön  
 Sag dir fern wie ein Zukunftstraum das Ausland.  
 Und so sahest du, träumend, selbstvergessen,  
 20 Daß den Händen zuletzt entglitt die Arbeit.
- Plötzlich sang in dem Busch ein Grasemüßchen.<sup>(1)</sup>  
 Alle Tage schon kam es zu dem Bäumchen,  
 Wo die Rosen erblüh'n, zur Nacht geflogen.  
 Denn es liebte euch alle, weil im Winter  
 25 Ihr es freundlich gepflegt habt und errettet,  
 Darum zählt' es sich ganz nun zu den Euren.  
 Und es zwitschert' und flog. Die jüngste Schwester  
 Rief: O seht, es hat sich hier ein Nest gebaut !  
 Lachend spähte ich nun, die Zweige beugend,  
 30 Und neugierig mich drängend, das Geheimnis  
 Des verborgenen Glückes anzuschauen.

<sup>(1)</sup> das Grasemüßchen = the warbler.

- Tiefer flogen die Schwalben. Sommerkühle  
 Sanft aus dunkelnder Nacht herab ins Stromtal.  
 Langsam hob sich der Mond aus schwarzen Wipfeln,  
 35 Beleuchtete golden die Wellen des Stroms.  
 Lang noch stand ich am Weg, wo er waldein biegt,  
 Rückwärts schauend, wo deine stille Wohnung  
 Heimlich lag, wie das Nest im Schutz des Friedens.

### QUESTIONS

#### A.—Answer in English :—

Marks

1. (a) Where is the scene of the poem laid ?  
 (b) State as exactly as possible what time of year it is.  
 (Give your reasons.) 3½
2. How are Anna and her sisters occupying themselves on this particular evening ? 4
3. (a) What does the poet do to entertain them ? (Give details.)  
 (b) What does this tell us about his past life ?  
 (c) How is Anna affected ? Why is this so ? 9½
4. Where has the warbler its nest and why has it chosen to build it in this spot ?  
 Of what is the nest a symbol in the poet's eyes ? 4
5. Describe what the poet sees as he leaves at night.  
 What comparison occurs to him and in what does the likeness consist ? 5½

#### B.—Answer in German :—

6. (a) Erklären Sie die Worte : „wo der Weg waldein biegt.“ (line 36)  
 (b) Warum schaute der Dichter gerade an dieser Stelle rückwärts ? (line 37) 3½

—  
 30  
 —



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## GERMAN

HIGHER GRADE—(SECOND PAPER (a) )

### AURAL COMPREHENSION TEST

Tuesday, 12th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

### INSTRUCTIONS TO THE TEACHER

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

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

(b) Write on the blackboard the title of the passage to be read :

A Boy's First Meeting with Goethe.

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

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

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

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

### INSTRUCTIONS TO CANDIDATES

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

2. The questions are to be answered in English.

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

[TURN OVER

4. The procedure will be as follows :—

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

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

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

7. I am going to write on the blackboard the title of the passage, which is, *A Boy's First Meeting with Goethe*.

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

*A Boy's First Meeting with Goethe*

Ich erinnere mich noch ganz deutlich an den Tag, wo ich zum ersten Mal den weltberühmten Dichter Goethe sah. Es sollte eine große Parade in unserer Stadt abgehalten werden. Da kam Goethe ganz unerwarteterweise bei uns eingetreten und bat die Mutter um Erlaubnis, bei ihr bleiben zu dürfen, um aus unseren Fenstern die erwartete Parade anzusehen. Er versprach, uns nicht zu stören, und bat meine Mutter, keinerlei Notiz von ihm zu nehmen.

Meine Mutter überließ ihm daher ein Fenster, und setzte sich mit ihrer Arbeit an ein anderes Fenster. Da stand er, der prachtvolle Mann in seinem langen Überrock, und blickte zufrieden auf die bunten, belebten Straßen nieder. Er sah sehr heiter aus, und meine Mutter fühlte, wie dankbar er ihr für diese Gelegenheit sei, sich von den anderen Menschen wegzustehlen. Meine Mutter rief auch mich hinweg, als ich dem großen Manne immer näher kam und ihn anstarrte. Goethe aber zog mich an, legte die Hand auf meine Schulter und fragte mich dies und jenes.

Plötzlich wurde heftig geklingelt. Ich sprang fort, um die Tür zu öffnen, und ein unbekannter Herr drang herein. Mit Hast rief er mich an: „Ist Goethe hier?“ Kaum hatte ich die Zeit, mein einfaches Ja herauszubringen, als der Herr an mir vorbei ins Zimmer hineinstürzte.

Auf Goethe zulaufend rief er: „Ach, Goethe, ich habe Sie überall gesucht! Wir warten alle auf Sie! Warum haben Sie Ihre Freunde verlassen?“ Bei diesen Worten hatte sich der Dichter langsam umgewendet. Alles Wohlwollen war aus seinem Gesicht verschwunden, und er sah düster und versteinert aus. Er gab keine Antwort, sondern zeigte auf meine Mutter und sagte trocken: „Da ist die Dame des Hauses.“ Der fremde Herr machte eine kurze Verbeugung, wandte sich dann aber sofort Goethe wieder zu.

Der Dichter war sichtlich übler Laune. Er knöpfte seinen Überrock bis ans Kinn zu, und da mein Vater eben eintrat und die Aufmerksamkeit des Herrn, den er kannte, für einen Augenblick in Anspruch nahm, war Goethe plötzlich fort.



1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GERMAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 12th 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. Why did Goethe visit the boy's house on this occasion ?<br>What requests did he make to the boy's mother and why did he make them ?             | 2½    |
| 2. In what ways did the mother meet these requests ?   | 1½    |
| 3. How did Goethe come to speak to the boy ?   | 2     |
| 4. How did the next visitor greet Goethe ?<br>What was the reason for this visitor's rudeness to the others and what forms did his rudeness take ? | 4½    |
| 5. How did this visitor's arrival alter Goethe's mood ? How was this shown ?   | 3     |
| 6. What finally enabled Goethe to make his escape ?  | 1½    |
|  | 15    |



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GERMAN**

HIGHER GRADE—(SECOND PAPER (b) )

Tuesday, 12th March—2.15 P.M. to 4.0 P.M.

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

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

(2) The use of German script is optional.

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

## 1. Translate into German :—

Mary was spending her holidays in London. The city looked wonderful, for the sun shone and the trees were green. The chestnut-trees with their waxy<sup>(1)</sup> flowers were especially beautiful, much more beautiful than flowers that grow upon the ground, for their background was the soft, blue sky. Mary wandered about London by herself; she liked looking at the shops and the people, and she watched the children in the park—beautiful children, beautifully dressed, who sat in their prams like kings and queens or ran about, played, and shouted merrily. The people were all too busy to pay any attention to Mary, but Mary looked at them and wondered about them and invented stories about their lives. It was not only the people who interested her, but the city itself attracted her. Often she went to the river and saw the ships pass up and down; she visited the docks<sup>(2)</sup> and walked along side streets which led into little old-fashioned squares where the noise of the city could scarcely be heard.

Once when she happened to be in the neighbourhood of the Palace, she discovered a shop window full of pictures. Because she had always been fond of pictures, she stopped and stared at them. How strange they were! How bright the colours! She hesitated for a moment, then opened the door, and went inside.

(<sup>1</sup>) waxy = wächſern

(<sup>2</sup>) the docks = die Hafenanlagen

(50)

2. Write, in German, 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) Ein ſchulfreier Nachmittag.

(b) Eine große Überraschung.

(25)

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SPANISH

LOWER GRADE—(PAPER (a) )

### AURAL COMPREHENSION TEST

Monday, 18th March—9.15 A.M to 9.45 A.M.

This paper must not be seen by any candidate.

### INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

## INSTRUCTIONS TO CANDIDATES

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

2. The questions are to be answered in English.

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

4. The procedure will be as follows :—

(i) The passage will be read **twice**, with an interval of three minutes between the readings.

(ii) After the first reading you will be allowed to turn over the printed question paper and you will have three minutes in which to study the questions.

(iii) After the second reading you will write your answers on the sheet provided for this purpose.

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

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

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

Mi madre fué lavandera ; mi padre carpintero. Tuve una hermanita que se llamaba Lucía. El recuerdo más claro que tengo ahora de Lucía es del día cuando se quemó los dedos. Mi padre había salido a su tienda ; mi madre a lavar en un río muy hondo que pasaba cerca de nuestra casa. Lucita quedó a mi cuidado. Tenía yo diez años ; ella no llegaba a tres.

Al principio jugamos con un gato flaco, de piel de conejo, y muy manso. Cuando lo tocábamos, guardaba sus viejas uñas y se fingía dormido. Después jugamos a tiendas ; pero yo era tendero y comprador al mismo tiempo. Compraba y vendía arroz, pimienta, sal, azúcar, queso, es decir que hacía un comercio muy humilde ; es que copiaba yo en bromas lo que compraba nuestra madre en realidad. Y Lucita permanecía sentadita con los ojos muy anchos . . . ¿Vd. ha observado como miran las hermanitas a los hermanos grandes ? ¡ Qué admiración tan tierna y verdadera tienen esos ojos ! Pues Lucita contemplaba mis manos y mi boca, porque yo imitaba la voz y los gestos del tendero de la aldea. Lucita observaba mi destreza para hacer pequeños sacos de periódicos, y más que todo admiraba la manera en que pesaba las cortezas de naranja. Pero al final nos cansamos del juego de las tiendas. Entonces le pregunté si quería pan, porque yo tenía hambre. Busqué en la cocina, y allí encontré pan, pero muy duro. Le propuse que lo tostásemos al fuego. Lucita se levantó del suelo muy contenta y daba saltitos como un pájaro. La comida de mi padre se cocía en una olla negra sobre un fuego resplandeciente. Puse el pan entre las llamas, y pronto empezó a quemarse. Mi hermana me miraba con ansiedad y sus ojos se llenaron de lágrimas. Corrió al fuego y metió su mano para salvar al pan. Por eso, aun hoy día, tiene los dedos de la mano derecha muy débiles.

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**SPANISH**

LOWER GRADE—(PAPER (a) )

**AURAL COMPREHENSION TEST**

Monday, 18th 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 boy's parents earn their living? On the day in question where was each of the parents?                | <b>2½</b>             |
| 2. What are we told about the cat with which the boy and his sister played? Why was their game not very interesting? | <b>2½</b>             |
| 3. (a) In their "shopping" game what rôle did each of the children play?   |                       |
| (b) What sort of business did they pretend to have?  |                       |
| (c) Which of the boy's actions did Lucie openly admire?  | <b>5</b>              |
| 4. (a) Why did the children stop playing? What did they proceed to do?   |                       |
| (b) How did this lead to Lucie's being hurt? What was her injury?  | <b>5</b>              |
|  | <hr/> <b>15</b> <hr/> |





1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SPANISH

## LOWER GRADE—(PAPER (b) )

Monday, 18th 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 :—

*Domingo escapes from home*

¡Había que escapar! Domingo salió de su cuarto sin zapatos, y buseó la llave de la casa junto a la puerta en el clavo donde solía quedar colgada. No estaba. Desde la cocina, abriendo la ventana, se podía pasar a la escalera, marchando por encima de un tejado de eine, si no se resbalaba uno y se caía al patio; pero ya en la escalera la situación era peor, porque no teniendo la llave del portal no se podía salir.

Lo mejor era deseolgar se por un baleón a la calle; el piso no era alto; Domingo recordaba haber dado saltos mayores. Debajo del baleón había una ventana con una reja, y por ella se podía deseender fáilmente. Lo malo era que su tío Paeo debía de estar vigilante, mirando por la calle. Domingo pasó entonces unos momentos desesperantes hasta que se le ocurrió una idea, una idea digna de un lector de novelas de aventuras y de viajes maravillosos. Fue la de sujetar con una cuerda la puerta del cuarto del tío Paeo, que se abría hacia adentro. Buseó cuerda y sin haecer el menor ruido ató un extremo de ella a la mesa del comedor y el otro al picaporte de la puerta de su tío. Heeho esto, se puso los zapatos, la chaqueta, y la gorra, abrió el baleón de par en par, se agarró a la reja, y saltó.

(30)

[TURN OVER

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

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

*A Castaway to the Rescue*

Pasaban los días, las semanas y los meses, y Alonso miraba al horizonte cada vez con mayor ansiedad. Ni una vela. Pasó el invierno y volvió la primavera. Un domingo de mayo transcurrió como siempre en una soledad monótona, hecha más tensa e insoportable por la memoria de aquella esperanza muerta día tras día. Pero a la mañana siguiente, Alonso, cuando según costumbre echó su primer ojeada hacia el noroeste, vio hasta una docena de naves que habían llegado a la playa al otro lado del río, y divisó con emoción una multitud de hombres que iban y venían con cargas a las espaldas. Había desembarcado una expedición de España. Alonso cayó de rodillas y dio gracias al Señor.

Se armó de lanza y espada y, por ser día de mucho calor, se cubrió la cabeza con un sombrero de paja amarilla, de ala muy ancha. Bajó en seguida de la colina al llano llevando de la rienda al caballo. Ya en el llano cabalgó hacia los recién llegados; pero era largo el camino, que atravesaba primero un bosque espeso y luego iba serpenteando por los estrechos pasos secos que cruzaban el delta del río, hasta llegar al fin a la playa. Allí contemplaron sus ojos un espectáculo inesperado. A dos kilómetros de distancia la playa era un torbellino de actividad. Un mar de guerreros indios atacaba con furia el batallón ya reducido de los españoles, que tenían poca artillería y ni un solo caballo. Este último detalle le intrigó unos momentos, hasta que tierra adentro vio un pequeño escuadrón de hasta doce soldados montados a caballo. Entonces se dio cuenta de la situación. Los caballeros habían intentado rodear a los indios para sorprenderlos por la espalda, pero el no conocer los pasos por el río les había obligado a dar tal rodeo que llegarían demasiado tarde para socorrer a la infantería. Sin vacilar ni un segundo Alonso echó mano de la lanza y picó ambas espuelas al caballo, que se lanzó al galope en plena batalla. Y los españoles pensaron ver a Santiago cabalgar por los aires—Santiago sobre un caballo blanco, Santiago con pelo y barba de oro. Los indios huyeron en desorden, y los españoles, salvados, cayeron de rodillas bendiciendo al Señor.

## Questions

Marks

## A.—Answer in English :—

1. (a) About how long must Alonso have been marooned ? Give your reasons for thinking so.
- (b) What were his feelings during this time ?
- (c) What was he in the habit of doing and for what reason ? 5½
2. What did Alonso notice one morning and what did this lead him to assume ?  
What was his immediate reaction ? 4
3. Describe how Alonso set out and how he was equipped.  
For what reasons had he equipped himself thus ? 4½
4. (a) What route had he to follow to reach his destination ?
- (b) As he approached, what unexpected sight met his eyes ? 5½
5. What else did he see and what plan was revealed thereby ?  
Why had this plan so far been unsuccessful ? 3
6. In what way did Alonso's arrival bring about a dramatic turn of events ?  
What interpretation was put on his appearance and why ? 2½

## B.—Answer in Spanish :—

7. ¿ En qué día de la semana vió Alonso las naves ? ¿ Cómo lo sabe Vd ? 1½
  8. ¿ Por qué no *cabalgó* Alonso desde la colina al llano ? (lines 12–13) 2
  9. ¿ Qué significa “ infantería ” ? (line 25) 1½
- 
- 30
- 

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

**Your story should be about 200 words in length (i.e., slightly shorter than the translation of Question 1). Use appropriate PAST tenses.**

Dos amigos hacen una excursión—empieza a llover—se refugian en una cueva—allí oyen a unos ladrones que piensan robar en un banco—advierten a la policía—los guardias esperan en el banco. (25)

1. The first of these is the fact that the

2. second is the fact that the

3. third is the fact that the

4. fourth is the fact that the

5. fifth is the fact that the

6. sixth is the fact that the

7. seventh is the fact that the

8. eighth is the fact that the

9. ninth is the fact that the

10. tenth is the fact that the

11. eleventh is the fact that the

12. twelfth is the fact that the

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SPANISH

HIGHER GRADE—(FIRST PAPER)

Monday, 18th March—10.0 A.M. to 12.15 P.M.

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

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

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

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

*The opinions of a town-hater*

Le aseguro que a mí no me gustan las grandes ciudades. Allá la cultura se difunde, pero al mismo tiempo se vulgariza. Las gentes dejan la lectura sosegada del libro por asistir al teatro ó al cine, estas escuelas de vulgaridad. Sienten la necesidad de estar juntos ; les estimula el instinto rebañego ; tienen que verse unos a otros. Me decía una vez un amigo : “ Feliz usted que vive en una ciudad en donde puede uno ir por la calle soñando sin temor a que le rompan el sueño.” Pero a mi parecer por las calles de Madrid no cabe ir soñando, no tanto por temor a los coches, tranvías y automóviles, cuanto por la continua vista de tantas caras desconocidas. Este bullicio de gran ciudad, bullicio que tanto gusta a los que necesitan llenar su imaginación con algo, sea lo que fuera, tiene que molestar a los que temen que se la vacíen. Para mi gusto nada hay más monótono que una avenida de Madrid. Las personas me parecen sombras. No puedo aguantar una muchedumbre de desconocidos.

A Madrid le tengo miedo. Es decir, me tengo miedo a mí cuando voy allá. Porque es muy fácil decir que en esas grandes ciudades puede hacer cada cual la vida que mejor le convenga, pero no es tan fácil de hacerlo como de decirlo. Cuando estoy en la capital, cada noche me retiro a casa arrepentido de haber ido al teatro o al cine, con propósito de no volver nunca. Pero al día siguiente, allí estoy.

(30)

[TURN OVER

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

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

*Reconciliation in the Cathedral*

Por las calles desiertas, nadie. El viento  
y la luz mueren sobre las murallas.

“Amigo, alma de soledad y tristeza temblando,  
Ven a la catedral.”

- 5 Cuando el labrador deja en esta hora  
abierta ya la tierra con los surcos  
nace de la obra hecha gozo y calma.  
Algunos árboles secos se levantan  
derechos por el campo, como el humo
- 10 alegre en las chimeneas de las casas.  
Vuelve un rebaño junto al arroyo oscuro.  
El frío está naciendo y es el cielo más hondo.  
Tal un sueño de piedra, de música callada  
la catedral magnífica aparece,
- 15 todo reposo : vidrio, madera, bronce,  
sin movimiento en el susurro del paisaje.  
Esos ángeles de piedra sobre el pórtico  
le invitan a entrar. Parecen volar en un huerto  
de otoño, donde crece musgo verde
- 20 entre las rosas esculpidas.  
Aquí encuentran la paz los hombres vivos,  
paz de los odios, paz de los amores,  
olvido dulce y largo, donde el cuerpo  
fatigado se baña en las tinieblas.
- 25 Entra mi amigo, y sus pasos suenan sobre el mármol,  
entre las columnas, y hacen vibrar las ventanas doradas.  
Una mujer, a solas, rezando ante un gran altar,  
donde palpita el ala de una llama amarilla,  
se levanta, rostro ya sereno, enjugadas las lágrimas,
- 30 y avanza hacia mi amigo. El toma las manos viejas  
en las suyas jóvenes, y cabizbajo, le pide perdón.  
Madre e hijo, hace años que no se hablan,  
pero sienten la presencia de un poder misterioso  
que el consuelo crea para el hombre,
- 35 sombra divina hablando en el silencio. Muere el día,  
pero la paz renace entre la sombra de la catedral.

**Questions**

A.—Answer in English :—

Marks

1. (a) At what period of the year does this incident take place?  
How do you know?
- (b) What time of the day is it? Select details from the poem  
which prove this. 5
2. (a) “Tal un sueño de piedra, de música callada.” (line 13)  
Explain these two comparisons.
- (b) What else are we told or can we deduce about the appearance  
of the cathedral? 8

3. (a) What above all does the cathedral offer to men ?  
 (b) Why is this so important for the man who now enters the cathedral ? 4
4. (a) Who is in the cathedral ? What is this person doing and what effect does the man's entry have ?  
 (b) How is the man received and what does he himself do ? 4
5. Of what do these two people become aware in the cathedral, and how does this affect them ? 3

B.—Answer in Spanish :—

6. ¿ Qué significa “ el susurro del paisaje ” ? (line 16) 3
7. ¿ Por qué dice el poeta que las ventanas son doradas ? (line 26) 3

---

30

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

*Sardine Fishing*

A las nueve de la mañana son puestas las barcas en movimiento. Llénanlas con las redes y las empujan a las espumosas olas, playas abajo. Los tostados hombros van apretando contra los costillares de las barcas. Dejan sujeto en la arena el cabo de una de las dos cuerdas de la red. Montan en cada barca treinta pescadores, media docena para tender la red y demás tareas, y doce a cada uno de los dos grandes remos. Y allá van, bogando a alta mar, para arrancarla su sustento, brillando al sol sus bronceadas espaldas. Aléjanse de uno a dos kilómetros — en invierno más, pues en verano la sardina se acerca a la costa — y antes de echar la red rezan todos piadosamente. En otro tiempo los marineros de las diversas barcas se peleaban por el sitio en que habían de tender la red y volvían algunos heridos de la lucha.

A las tres horas de haber salido, vuelven, trayendo el cabo de la otra cuerda. Y es un espectáculo emocionante, y a las veces solemne, ver a las barcas de levantara proa esperar olas favorables, y luego embestir a la arena entre cascadas de espuma y la gritería de los que las esperan. Y luego tiran de las dos cuerdas de la red para recogerla. Tiran desde la playa con parejas de bueyes.

(25)





1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

SPANISH

HIGHER GRADE—(Second Paper (a) )

AURAL COMPREHENSION TEST

Monday, 18th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

### INSTRUCTIONS TO CANDIDATES

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

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

Siempre cuando yo entro desde la calle en una estación de ferrocarril, por la tarde, me siento como si pasaba desde la vida a la muerte. Los trenes duermen, en silencio, sobre las negras vías, mientras los viajeros caminan sin hablar, buscando entre las filas de vagones un sitio a gusto. Unas pocas luces eléctricas iluminan débilmente la escena.

Ayer mismo, al entrar en la estación de Atocha en Madrid, tuve otra vez esta sensación. Cuando encontré un vagón, estaba a oscuras. Sobre el banco los otros viajeros fumaban, adormilados. De vez en cuando se veía brillar la punta de un cigarro y la llama de una cerilla que iluminaba un rostro sin afeitar. Entraron mujeres con grandes cestas al brazo, mujeres que habían venido a Madrid a vender huevos y legumbres, o para comprar un traje de domingo, o una camisa para el marido. Unos obreros subieron, la chaqueta al hombro, su comida envuelta en un pañuelo que pusieron sobre las rodillas. Dos guardias civiles se sentaron, uno enfrente del otro, al lado de la puerta. Se apagaron las luces de la estación y la oscuridad era absoluta. El tren salió, y de repente, al escapar del gran edificio, descubrí que ya era de día. Dos trenes salían a la misma hora y corrían paralelos hasta que el otro tiró para abajo, camino de Sevilla. Era gracioso verles correr, uno al lado del otro, mientras los viajeros se agolpaban en las ventanillas para mirarse. Algunos se saludaban con la mano y daban gritos como para animar al tren a correr más. En el fondo — no sé sabe por qué — los viajeros de un tren envidian siempre a los viajeros de otro tren : es difícil explicarlo. Quizá sea porque un viajero de tercera clase se cambiaría siempre por otro viajero, sobre todo si fuera de primera clase.

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SPANISH

HIGHER GRADE—(Second Paper (a) )

## AURAL COMPREHENSION TEST

Monday, 18th 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. When the author enters a station from the street, what impression does he have ?                                     | 1  |
| 2. What details does the author mention which reinforce this impression ?   | 2½ |
| 3. (a) On this particular evening what were the people already in the carriage doing ?                                  |    |
| (b) What did the author occasionally see in the darkness ?  | 2  |
| 4. (a) For what reasons had the women mentioned in this passage come to Madrid ?  |    |
| (b) What other passengers joined the train and what details are given about them ?                                      | 5  |
| 5. What caught the attention of the passengers as soon as the train left the station and what did they do as a result ? |    |
| What put an end to the incident ?   | 2½ |
| 6. What emotion, according to the author, do travellers feel in such circumstances ?                                    |    |
| What explanation has he to offer for this ?   | 2  |

—  
15  
—



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION****SPANISH**

HIGHER GRADE—(SECOND PAPER (b))

Monday, 18th March—2.15 P.M. to 4.0 P.M.

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

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

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

**1. Translate into Spanish :—**

The Casa Rosita, the shop nearest to the square, was named after a little girl aged five with large brown eyes and dark hair, who always wore pink and white dresses. Her grandfather Juan, the owner, had short legs, a black beard, and he made his own cigarettes.

I never saw Juan work hard, yet he was never completely idle, except on Sundays. He was friendly with his customers and neighbours, but in all his life he had formed only one close friendship. That was with José Robas, the champion bullfighter of the village. Early on Sunday morning José would walk in from his farm in the hills north-west of the town. Juan would be strolling up and down the main street waiting for him. They would greet each other gleefully, smiling, shaking hands and giving each other slaps on the back, then they would go straight away to the café for the morning glass of black coffee. Arrived there, they would choose a small round table for two and begin their endless discussions.

I would have liked very much to know what Juan and his friend talked about on these occasions. They would put their heads close together and José would stoop so that Juan's beard was within an inch of his ear. I remember that one day they were so eager not to be heard, that they knocked over coffee, and table, and all. They would whisper in turn, glancing around them from time to time, sometimes bursting suddenly into loud laughter, or shaking their heads in a way both solemn and comical. (50)

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

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

(a) Un país extranjero que yo quisiera visitar.

(b) Por qué me gusta vivir en Escocia. (25)

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Published by the Association of Geologists and Naturalists

Washington, D. C.

1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

Gaelic

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Monday, 18th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

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

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

[TURN OVER

4. The procedure will be as follows :—

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

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

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

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

Bha mo sheanamhair a' creidsinn mar an ceudna ann an "droch shùil", agus gu dearbh, ma b' fhior a naidheachd, bha aobhar aice. Chuir i seachad greis bhliadhnachan am bràigh glinn aonaranaich far an robh a céile 'na chìobair. Bha an ath thigh mu astar chóig mìle bhuapa agus cha bu tric leotha daoine a' tadhal orra. Latha bha so có a nochd a steach ach cìobair eile a bha a' gabhail an rathaid? Sheas e anns an dorus, agus, an uair a chunnaic e an leanabh anns a' chreathail, thubhairt c le griosad, "Nach e tha bòidheach!"

Fhuair am fear-turuis biadh, shuidh e a' gabhail is ag innse naidheachd, agus dh' fhalbh e. Am feasgar sin chunnacas gun robh rud-eigin a' cur air an leanabh. Cha robh cadal no fois ann fad na h-oidhche. Anns a' mhaduinn bha e soilleir nach robh an leanabh idir ann an sunnd slàinte, agus air feadh an latha sin chaidh e na bu mhiosa.

An uair a dh' éireas suidheachadh mar sin an diugh cuirear a dh' iarraidh an dotair no na banaltruim, ach cha robh dotair no banaltruim an taobh a stigh de fhichead mìle, agus, ged a bhitheadh, bha màthair an leinibh fo amharas nach géilleadh galair an naoidhcin do iocshlaint lighiche. 'S e a rinn i, chuir i an duine aice sìos an gleann gu tigh Seònaid Iain Dhuibh. Bha ainm aig Seònaid a bhith còlach air gach luibh is blàth is freumh a bheireadh leigheas do gach scòrsa galair. "'S fheàrr dhomh fhéin a dhol còmhla riut"' arsa Seònaid agus chaidh i còmhla ri mo sheanair a dh' ionnsaigh an tighe aige am bràigh a' ghlinne. Chaidh i a steach, thug i sùil air an leanabh, agus thubhairt i ri mo sheanamhair "Thoir dhomh am fàinne-pòsaidh agad agus bonn tasdain, agus faigh dhomh cuinnag uisge as an t-sruthan ud thall."

Rinneadh mar a dh' iarradh. Chuir Seònaid am fàinne agus an tasdan anns an uisge, chualas rann air chor-eigin aice, agus chrath i an t-uisge air an leanabh. Bu shocair sìtheil an oidhche sin, agus anns a' mhadainn bha an leanabh cho slàn is a bha c roimhe.

Creid e no na creid e, ach is ann mar sud a thachair a réir aithris mo sheanamhar, agus b' i fhéin màthair an leinibh, agus is e a beul fhéin a dh' innis dhomhsa, agus cha chuala mise facal bréige aice riamh.



# Gaelic (Lower (a))

Aural Comp.—Questions

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### GAELIC

LOWER GRADE—(PAPER (a) )

### AURAL COMPREHENSION TEST

Monday, 18th March—9.15 A.M. to 9.45 A.M.

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

### QUESTIONS

|   | <i>Marks</i> |
|---|--------------|
| 1. Where did the woman referred to live ?   | 1            |
| 2. Why did she and her husband have few visitors ?  | 2            |
| 3. Tell what happened to their child and suggest the cause of his complaint.                      | 3            |
| 4. Give two reasons why a doctor was not summoned.  | 2            |
| 5. What special qualifications had the person who was sent for ?                                  | 2            |
| 6. Tell (a) what this person asked for on seeing the child, (b) what she did, and (c) the result. | 3            |
| 7. Give two reasons why the writer believed the story.  | 2            |
|   | <hr/> 15     |





# Gaelic (Lower (b))

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### GAELIC

LOWER GRADE—(PAPER (b))

Monday, 18th March—10.0 A.M. to 12.15 P.M.

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

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

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

1. Translate into English :—

'Nuair bha mi mu sheachd bliadhna dh' aois chuireadh mi fhéin agus companach dhomh air ghnóthuch do 'n bhaile bu dluithe dhuinn. Bha an ceum rathaid troimh choille, cois na mara. A' fàgail na coille dhuinn chuala sinn ceum aotrom 'nar déidh, is có bha 'n so ach aon de na féidh chàlaidh bha mu 'n bhaile. B' e droch theisteachas a bh' air a' bhrùid so; thug e ruith mharbhadh air cuid de mhuinntir an àite, ach cha d' thubhairt duine ris gum b' olc.

A nis cha robh iarraidh sam bith againne air cuideachd an fhleasgaich so, agus nochd sinn sin dha gu soilleir, ach chuir esan roimhe gum biodh e 'nar cuideachd a dheoin no a dh' aindeoin. Theich sinn ach bha esan air ar sàil, is cha robh dol a null no a nall againn ach deanamh mar rinn Donnchadh Bàn is a bhuidheann aig blàr na h-Eaglaise Brice

“ Ghabh sinn a mach air an abhainn,  
Dol gu 'r n-amhaich anns an linne.”

Ach b' i an abhainn a bh' againne an Cuan Siar, agus an linne, an Linne Dhiùrach.

'Nuair thàinig a' bhrùid gu beul an làin sheas e greis, ach smaointich e nach b' fhiach dha a chasan a fhliuchadh air ar son. Thòisich e air ionaltradh ach bheireadh e sùil an dràs is a rithist dh' fhaicinn an robh sinn far an d' fhàg e sinn. Bhasinne an droch chàs; bha an làn ag éirigh, is bha sinn a' meatachadh le fuachd is le eagal. Thòisich sinn mu dheireadh air fàth a ghabhail air, 'nuair a bhiodh a cheann-san crom, gu bhith goid air falbh uidh air n-uidh; agus aon uair is gun d' fhuair sinn ar cas air talamh tioram, thàr sinn as do 'n choille.

(30)

[TURN OVER

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

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

*Eilean an Fhraoich*

- A chiall, nach mise bha an Eilean an Fhraoich,  
 Nam fiadh, nam bradan, nam fcadag, 's nan naosg ;  
 Nan lochan, nan òban, nan òsan, 's nan caol ;  
 Eilean innis nam bó, 's àite còmhnuidh nan laoch.
- 5 An am éirigh na gréine air a shléibhtibh bidh ceò,  
 Bidh a' bhanarach ghuanach 's a' bhuarach 'na dòrn,  
 A' gabhail a duanaig 's i cuallach nam bó,  
 Is mac-talla nan crag ri toirt freagairt d' a ceòl.
- Air feasgar an t-samhraidh bidh sunnd air gach spréidh ;  
 10 Bidh a' chuthag is fonn oirr' ri òran di féin ;  
 Bidh uiseag air lòn agus smeòrach air géig,  
 Is air cnuic ghlas' is leoidean uain òga ri leum.
- Gach duine bha riamh ann bha ciatamh ac' dhà,  
 Gach ainmhidh air sliabh ann chan iarr as gu bràth ;  
 15 Gach eun théid air sgiath ann bu mhiann leis ann tàmh,  
 Is bu mhiann leis an iasg a bhith cliathadh r' a thràigh.
- Nam faighinn mo dhùrachd, 's e luthaiginn bhith òg,  
 Is gun ghnothuch aig aois rium fhad 's dh' fhaodainn bhith beò ;  
 Bhith 'nam bhuachaill air àirigh fo shàil nam beann mór',  
 20 Far am faighinn an càis 's bainne blàth air son òl.
- Chan fhacas air talamh leam sealladh as bòidhch',  
 Na a' ghrian a' dol sìos air taobh siar Eilean Leódhais,  
 An crodh-laoigh anns an luachair 's am buachaill 'nan tòir,  
 'G an tional gu àirigh le àl de laoigh òg'.
- 25 Air feasgar a' gheamhraidh théid tionndadh gu gnìomh,  
 Ri toirt eòlais do chloinn bidh gach seann duine liath ;  
 Gach iasgair le shnàthaid ri càradh a lion,  
 Gach nighean ri càrdadh 's a màthair ri snìomh.
- B' e mo mhiann bhith 's na badan 's na chleachd mi bhith òg.  
 30 Ri dìrcadh nan creag anns an neadaich na h-eoin ;  
 O 'n thàinig mi Ghlaschu tha m' aigne fo bhròn,  
 Is mi call mo chuid clàisteachd le glagraich nan òrd.

# QUESTIONS

Notes to Candidates

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

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

*Marks*

- |  |                |
|--|----------------|
| 1. Give from lines 1 to 4 a description of " Eilean an Fhraoich ".   | 4              |
| 2. Who is " a' bhanaraeh " (6)? What is she doing? Show that the adjective " ghuaaeh " is appropriate.   | 3              |
| 3. Summarize the sights and sounds mentioned as characteristic of a summer evening.  | 4              |
| 4. Show that the poet has a very strong liking for the island (13-20). If he were given the opportunity how would he like to spend his life?                                 | 5              |
| 5. What does he consider the finest sight he has ever seen?  | 3              |
| 6. Mention the activities which he associates with winter.   | 4              |
| 7. Tell the effect which his present surroundings have had upon him.   | 2              |
| 8. Give the exact meaning of<br>feadag (2), naosg (2), a' bhuaaeh (6), leoidean (12).  | 2              |
| 9. Write the genitive singular with the article of the following nouns<br>nam fiadh (2), shléibhtibh (5), nam bó (7), nam beann mór (19),<br>an luachair (23), nan òrd (32). | 3              |
|  | <hr/> 30 <hr/> |

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

(a) Air ehall anns a' cheò.

(b) Aisling a chunnaic mi.

(c) Latha fliuch is mi leam fhéin.

(25)



1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

GAELIC

HIGHER GRADE—(FIRST PAPER (a) )

Monday, 18th 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 :—

Mu latha Lùnasdail chaidh uaislean òga o Chòlbhasa do cheann uachdrach Dhiùra a shealg fhiadh. Bha iad ann seisear shealgairean, sgioba bàta, Donnchadh MacCarmaig am piobaire, agus Fionnladh mòr, am forsair. Ràinig iad Diùra 's an anmoch air feasgar àillidh; dhìrich iad suas uchd na beinne, agus aig bun cas-chreige àird, bha dorus uamha mhóir dhomhain, far an deachaidh iad a steach a chur seachad na h-oidhche fo fhasgadh. Las iad gealbhan cridheil de chonnadh tioram. Sgaoil iad raineach is luachair is am fraoch badanach donn air an do shuidh iad fhad 's a bha lòn an anmoich 'ga dheasachadh. Thog am piobaire suas port, agus fhreagair mac-talla o mhìlc creag. Gu h-ìosal air an tràigh bha a' bhirlinn leis an sgioba, an cuan mòr a' sgaoileadh a mach uapa, feath nan eun air, agus gidheadh chluinnteadh an t-onfhadh trom. Bha a' chorra-ghritheach agus an guilbneach a' sgriachail o chreig gu creig; chluinnteadh shìos air an t-srath geum nam bó, bùirich nan tarbh, fead a' bhuachaille, agus gu h-àrd 's a' chreachann langan an fhéidh. Chaidh na sealgairean gu tàmh an déidh dhaibh an lòn itheadh; chaidh an t-slige chreachain mu 'n cuairt; chluich Donnchadh MacCarmaig cuairt an anmoich; thilg gach aon e fhéin air an fhraoch 'na bhreacan, agus bha iad 'nan suain, mar a bha am fiadh cabrach donn mar an ceudna 'na leabaidh luachrach, gun fhios gun robh Bran agus Busgar cho dlùth. (25)

[TURN OVER

## 1. (b) Translate into idiomatic English :—

Is an-aobhinn do na daoine is do 'n tìr anns nach do shcinn bàrd mu dhleasdanas agus mu luach gràdh-dùthcha. Ciod an teagasg a gheibh sinn o na bàird Ghàidhealach air a' phuing so? Leugh thairis saothair nam bàrd as ainmeile tha againn, agus feòraich dhiot féin cia meud d' an rann a tha comasach air smuaintean cothromach a ghintinn 'nad inntinn mu thimcheall do dhùthcha agus do dhleasdanas di. A mach o Oisean, agus math dh' fhaodte os cionn Oisein, is e Donnchadh Bàn Mac an t-Saoir agus Mac Mhaighstir Alasdair as motha a fhuair de bhuaidh thairis air inntinnean ar luchd-dùthcha sheinn an Gàidhlig. Cluinneam neach aig a bheil cliù a dhùthcha dlùth d' a chridhe, ag aideachadh gun deachaidh an fhaireachdainn luachmhor sin altrum no neartachadh le òrain nam bàrd so. Gheibh sinn gun teagamh, a measg mòran de ranntachd gun toinise, greadhnachas is àillidheachd na tìre air an cur an céill am bàrdachd òirdhearc. Gheibh sinn ar cànan, ar ceòl, is ar cleachdainn air am moladh air son buaidhean a tha dligheach dhaibh, agus air son iomadh buaidh nach 'eil. Ach càit a bheil e air a sparradh oirnn gur e ar dleasdanas, agus gum bu chòir gum b' e ar miann, cliù ar dùthcha a bhith luachmhor 'nar sùilean do bhrìgh 's gur i ar dùthaich i; is ar cànan, ar ceòl, is ar deagh chleachdainn altrum do bhrìgh 's gur iad dilcab ar n-athraichean dhuinn.

(25)

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

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

- A Shir Eachainn nan lùircach,  
 Nan long siùbhlach 's nam bratach,  
 Is nan cuirt-fhearaibh rìomhach,  
 'S gum bu lionmhor ad fheachd iad.
- 5 'S iomadh gaisgeach mór prìscil  
 Rachadh sìos fo do bhrataich,  
 'S tu air thoiseach fir Alba,  
 'S bu mhór t' armailt r' a fhaicinn.
- Bha thu 'd dhalt aig a' bhànrùinn,  
 10 'S mór an t-àit thug i féin dhuit;  
 Ad léine-chneis<sup>(1)</sup> aig a bràthair,  
 Mar aisne chnàmha nach tréigeadh.  
 Chaill thu t' oighreachd is t' fhcarann,  
 'S thug thu thairis gu léir iad,
- 15 Airson seasamh gu rìoghail,  
 'S rinn do shinnsearachd fhéin sud.
- Tha mo chion air an fhìor-fhuil,  
 Seabhag rìoghail na h-ealtainn,  
 Agus cuilean an leòghainn
- 20 'S òg a dh' fhoghlum a' ghaisce;  
 Ursann-chath' thu roimh mhlèan  
 'N am dol sìos ann am baiteal,  
 'S urra' a shuidheachadh blàir thu  
 Ged bhiodh càch ann an gealtachd.
- 25 Dh' fhairich latha Chuil-lodair  
 Gum bu dosgach na Gàidheil  
 'S gun robh thus' ann an Sasuinn  
 Air do ghlacadh le d' nàmhaid.  
 Nan do thachair gun d' fhaod thu
- 30 Bhith le d' dhaoine 's a' bhlàr ud,  
 Cha bhiodh Dearganaich Shasainn  
 Dol slàn dhachaidh gu 'n àite.



- Tha do chaistealan gcala  
Is do thallachan priseil
- 35 Far am biodh òl agus aighcar  
Aig luchd-eaithimh an fhìona,  
Fo luchd adaichean dubha—  
Mo sgeul duilich gur fìor e;  
Rìgh ! naeh robh iad 's a' Chaillich<sup>(2)</sup>
- 40 Fo àrd chaithrim an lionaidh !  
'S boehd gaeh duine dhe t' uaislean,  
'S mór an smuaircean 's an éislean,  
'S iad mar mhiol-choin gun fhuasgladh  
Is snaim ehruaidh air an éill ac' ;
- 45 Iad a' fulang gach mùiseig  
Fo shlait-sgiùrsaidh nam béistean,  
Is a' feitheamh na h-uaire  
Ann am fuasgail thu féin iad.
- <sup>(1)</sup> Léine-chncis = fear-cuideachaidh  
<sup>(2)</sup> A' Chailleach = rudha am Muile

### QUESTIONS

Notes to candidates.

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

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

*Marks*

1. Summarize the description given of Sir Hector Maclean as a well-equipped leader. 4
2. How do you know that he had formerly received considerable favour at the royal court? Who was "a' bhànrùinn" (9)? 3
3. What change had come over his circumstances, and what was the reason for the change? 2
4. Enumerate the statements which show that his bravery was outstanding (17-24). 5
5. Why did he not take part in the battle of Culloden? How does the authoress suggest that his absence was a loss to the Jacobites? 3
6. What description is given of his home (a) before, and (b) after Culloden? Translate into English the wish expressed in lines 39-40. 4
7. Describe the condition of his clansmen. To what are they compared? Show that their condition is not utterly hopeless. 5
8. Give the exact meaning of:—  
lùireach (1), dalt (9), ealtainn (18), dosgaeh (26). 2
9. Comment on the ease of:—  
éill (44), shlait-sgiùrsaidh (46), béistean (46), na h-uaire (47). 2

**30**



# Gaelic (Higher I (b))

Aural Comp.—Instns.

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### GAELIC

HIGHER GRADE—(FIRST PAPER (b))

### AURAL COMPREHENSION TEST

Monday, 18th March—12.15 P.M. to 12.45 P.M.

**This paper must not be seen by any candidate**

#### INSTRUCTIONS TO THE TEACHER

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

#### INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.
3. You are on no account to touch the printed question paper or to do any writing until you are told to do so.

[TURN OVER

4. The procedure will be as follows :—

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

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

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

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

“*Sùil air ais*”; sin ainm leabhair a tha air a sgrìobhadh le aon de na daoine as eòlaiche air a’ Ghàidhealtachd anns a’ ghineal so. Gheibhear ann seachasinntinneach mu ar daoine agus ar dùthaich, seachas anns a bheil barrachd tùir agus àbhacais na gheibh thu air uairean an leabhraichean nan sgoilearan móra.

Tha dreach na firinn air na tha e ag ràdh mu chroitean agus mu chroitearan, agus chan iongnadh ged tha, oir bha e air a thogail air croit agus gus an robh e sia bliadhna fichead a dh’ aois bha e ag oibreachadh croite còmhla ri athair. Tha cothrom aig balach a tha air a thogail air croit air fichead rud ionnsachadh nach aithne do mhuinntir a’ bhaile mhóir, agus ma tha tùr ann gu nàdurra gheibh e le shùil agus le chluais agus le làmhan eòlas air iomadh rud nach ’eil air a theagasg ann an sgoil. Is math am maighstir-sgoil *obair*; an uair a bha e trì bliadhna deug gu leth b’ fheudar dha an sgoil fhàgail a dheanamh obair an earraich, agus athair tinn leis a’ ghreim-mhór. Dh’ innearaich, agus threabh, agus chliath e le paidhir each a h-uile ploc de ’n talamh thuirneap, agus chuir e i cuideachd, gun uiread agus an smuain a thighinn ’na chridhe gun robh na h-uairean fada no an obair trom. Bha obair an fhearainn ’na shòlas dha a h-uile latha; an uair a shealladh e air ais aig ceann an iomaine air na sgrìoban dìreach a tharruing e leis a’ chrann thogadh a chridhe le sonas agus le toileachas.

’Na bhalach dh’ ionnsaich e siol a chur le dhà làimh, rud nach urrainn mòran a dheanamh an diugh, oir tha a’ chuid as motha de churachd air a deanamh le inneal-chuibhlichean. Ach chan ’eil sealladh eile as motha bhios mi ag ionndrainn anns an earrach na nach fhaic mi idir na fir-chur a b’ àbhaist dhomh fhaicinn air na h-achaidhean, oir b’ aoibhneach an sealladh e air maduinn ghrianach anns an earrach a bhith faicinn duine as a léine, agus criathar an crochadh r’ a uchd, a’ cur sìl le dhà làimh agus a’ coiscachd cho làidir ’s gum fèunadh am fear a bha a’ cumail an t-sìl ris a bhith ’na ruith los nach cumadh e air ais e. Duine air bith do ’n aithne sin a’ dheanamh cha duine gun sgil e ged a dh’ fhaodas e a bhith gun sgoil.

# Gaelic (Higher I (b))

Aural Comp.—Questions

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### GAELIC

HIGHER GRADE—(FIRST PAPER (b))

### AURAL COMPREHENSION TEST

Monday, 18th March—12.15 P.M. to 12.45 P.M.

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

### QUESTIONS

|  | Marks          |
|--|----------------|
| 1. Outline briefly the appreciation given of the book referred to.   | 3              |
| 2. What special qualifications did the author have for writing about crofting?   | 2              |
| 3. At what age, and for what reason, did he have to leave school? Show that his education did not end on leaving school. | 2              |
| 4. Mention the different forms of spring work which he had to undertake.   | 2              |
| 5. Show that he did not find the work wearisome. What is mentioned as giving him particular pleasure?                    | 2              |
| 6. What special skill did he acquire as a boy? Why is this skill now seldom practised?                                   | 2              |
| 7. Give the reviewer's description of the sower whom he recalls.   | 2              |
|  | <hr/> 15 <hr/> |



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**GAELIC**

HIGHER GRADE—(SECOND PAPER)

Monday, 18th March—2.0 P.M. to 4.0 P.M.

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

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

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

[TURN OVER

## SECTION I

1. Write, in Gaelic, an essay, of about two pages in length, on any **one** of the following subjects :—

- (a) An dreuchd a bu mhiann leam a leantuinn.
- (b) A' chuairt rìoghail. (Calum Croitear, no a bhean, a' toirt iomraidh air cuairt na Ban-rìgh do 'n eilean aca.)
- (c) Dealbh na Leisg.
- (d) "'S e sgoil ro òirdhearc tha 'n sgoil a' chruadail, 'S gur iomadh treunfhear a thogadh suas innt'."

(30)

2. Translate into Gaelic :—

He waited with much impatience until night closed over the village; and then cutting his bonds, he tore down the feeble fastenings of the door. In another instant he was dashing along at full speed through the birch wood, without hat or coat, and with his dirk clutched in his right hand. Presently he heard cries behind him, and redoubled his speed, for now he knew that his enemies had discovered his escape and were in pursuit. But, although a good runner, he was no match for his fleet-footed followers. They gained rapidly on him, and he was about to turn at bay and fight for his life, when he observed water gleaming through the foliage on his left. Dashing down a glade, he came to the edge of a broad river with a rapid current. Into this he sprang recklessly, intending to swim with the stream; but ere he lost his footing he heard the low, deep thunder of a waterfall a short distance below. Drawing back in terror, he regained the bank, and waded up a considerable distance in the shallow water, so as to leave no trace of his footsteps. Then he leaped upon a rock, and catching hold of the lower branches of a large tree, drew himself up among the dense foliage.

(30)

## SECTION II

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

(1) Choose **one** poem which deals with animals or the seasons or Highland scenery: Name the author with approximate dates and give a short account of the poem, mentioning the features that have most strongly appealed to you.

(8)

(2) "Rob Donn remains the greatest Gaelic poet of the Northern Highlands." Discuss this claim and state why you agree or disagree with it.

(6)

(3) Tell briefly the effects of the failure of the Jacobite Risings on the life of the Highlands.

(6)

(4) Give the Gaelic form and meaning of any **six** of the following :—

Achnahannet, Ardgour, Balivanich, Dunkeld, Eddrachillis, Letterfearn, Peingown, Strontian, Tomintoul, Tyndrum.

(6)



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## RUSSIAN

LOWER GRADE—(PAPER (a) )

## AURAL COMPREHENSION TEST

Tuesday, 19th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

## INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

## INSTRUCTIONS TO CANDIDATES

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

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

### Верные друзья.

Однажды зимой я пошел на охоту. Глухо было в сибирском лесу. Высокие сосны и кедры, покрытые снегом, окружали меня. Вдруг на дороге около пруда я увидел мальчика. Он, как и я, был на лыжах, а за плечами его также висело ружье и сумка.

Но в сумке лежала не убитая дичь, не пойманный в ловушку драгоценный зверек, а книги.

Это было так удивительно!

Мы разговорились. И я узнал от мальчика, что он сын крестьянина и живет в маленькой деревушке — на берегу лесного озера, что всего у них двенадцать дворов, поэтому школы нет, а каждый день он ходит через весь лес в соседнюю деревню учиться. Я спросил его:

— А не страшно тебе ходить одному?

Он ответил:

— Веселей было бы вдвоем. Но у соседей ребята еще малые. Вот жду — подрастут, вместе ходить будем. А пока — один. Мать хочет послать меня при школе жить. А я не хочу. Хожу, потому что всем соседям это нужно. Я ведь книги из библиотеки ношу, газеты ношу. Через этот лес кто к нам на озеро побежит? А меня в деревне каждый вечер ждут. Я им книги читаю. Вот я и хожу и кричу.

— А кричать-то зачем?

— А кричу, чтобы зверь с дороги сошел: услышит, непременно сойдет. Ружье мне в деревне дали, беспокоятся за меня. А я не боюсь.

И мальчик побежал дальше через лес.

А я пошел без всякой дороги, думая о мальчике, о книгах.

И перед моими глазами неотступно стоял мальчик. Вот он — простой русский школьник, и я представлял себе, как он бежит с тяжелой сумкой через лес, сквозь метель, криком предупреждая зверей и сам, наверное, испытывая страх. Едва ли даже подозревает он, добровольный маленький книгоноша, что ради книг, своих верных друзей, он совершает для своих детских лет действительный подвиг.



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## RUSSIAN

LOWER GRADE—(PAPER (a) )

## AURAL COMPREHENSION TEST

Tuesday, 19th March—9.15 A.M. to 9.45 A.M.

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

## QUESTIONS

|   | <i>Marks</i> |
|---|--------------|
| 1. At what time of year did this incident occur? For what purpose had the writer gone out?  | 2            |
| 2. Whereabouts did the writer meet the boy? How was the boy carrying his bag?   | 2            |
| 3. Where was the village situated in which the boy lived? How many farmsteads composed it? Where did the boy go to school?                | 3            |
| 4. What did the boy's mother want to do with him? Did he approve of this proposal?  | 1½           |
| 5. What service did the boy perform for the villagers in his daily journeys? What did he do in the evenings?                              | 2½           |
| 6. Why did the boy shout as he was going along? What had the village people given him that he was carrying?                               | 2            |
| 7. What was in the writer's imagination after he and the boy had parted company? What does the writer regard as the boy's "true friends"? | 2            |
|   | <hr/>        |
|   | 15           |
|   | <hr/>        |



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## RUSSIAN

LOWER GRADE—(PAPER (b) )

Tuesday, 19th 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 :—

Яркий, солнечный день.

Самолет летит над Москвой. Но даже отсюда, с высоты сотен метров, трудно охватить глазом советскую столицу. Столько тут улиц, площадей, заводов, зеленых парков !

Громадна советская столица ! Больше месяца пришлось бы вам путешествовать, если бы вы задумали пройти пешком по всем трем тысячам улиц и переулков Москвы. А если бы вы захотели по самому кратчайшему пути пересечь столицу из конца в конец, вам пришлось бы затратить на это добрых пять часов.

В Москве живет несколько миллионов человек. Тут можно встретить людей всех национальностей, всех возрастов, всех профессий. Одних школьников в Москве сотни тысяч.

Москва — сердце государства. Здесь работает правительство, которое руководит всей жизнью страны. В Москве очень много опытных рабочих. Они делают для страны автомобили, часы, разного рода машины, сукно, книги, конфеты и другие вещи. В Москве на благо всей страны трудятся знаменитые ученые, писатели, художники.

Москва тесно связана со всей Советской страной. Каждые сутки в столицу приезжают двести пятьдесят тысяч пассажиров. И столько же человек каждый день отбывает из Москвы.

Сегодня Москва уже не та, какой она была вчера, и завтра будет не такой, какова она сегодня.

[TURN OVER

Снесены старые хибарки, уничтожены трущобы, расширены узкие улочки. Новые широкие проспекты прорезали город. Река закована в гранит, а между ее берегами построены прекрасные, широкие, как улица, мосты. Тысячи новых домов, высоких, красивых, удобных, выросли на месте снесенных трущоб. Москва перестраивается по мудрому плану.

(30)

хибарка : hovel.

трущоба : slum.

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

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

Погода медленно начала улучшаться. Третьи сутки порадовали нас совсем хорошей видимостью. Мы исследовали в бинокль горы ближайшего острова.

— Как, по-твоему, далеко до этих гор ?

— Чепуха, — уверенно откликается товарищ, — километров пять или шесть, не больше.

Мне самому казалось, что гористый остров расположен недалеко. Я решил забраться на его вершину и оттуда более или менее точно определить.

Я смело шел вперед, не боясь заблудиться или потерять ориентировку. Слева были хорошо видны вздымающиеся волны Баренцова моря и темное небо над ним.

Мне редко приходилось ходить пешком, и теперь прогулка в ясный морозный день доставляла большое удовольствие.

Иду час. Остров приближается плохо. Иду два. Дорога стала трудней. Стал чаще оглядываться и нередко за ледяными горами не видел своего самолета.

Пройденное расстояние росло, и самолет стал превращаться в черную точку, а до острова еще далеко.

Тогда я понял, что стал жертвой нередкого в Арктике обмана зрения. Воздух стал прозрачнее, видимость улучшилась, и далекие предметы стали казаться близкими, расстояние как бы сократилось. Установив это, я стал колебаться : что делать дальше ? Идти вперед или вернуться обратно ?

Зная местоположение и очертание этих мест только по карте, я совсем не был уверен в правильности своих предположений.

Я рассуждал сам с собой, пристально вглядываясь в очертания вздымающегося впереди незнакомого острова.



„Странное дело, я шел к нему около восьми часов, а за это время он совсем не приблизился“. Больше того, сейчас мне стало казаться, что остров отодвинулся еще дальше. Последнее обстоятельство заставило принять окончательное решение: возвращаться. Взглянув в последний раз на желанный, но недостижимый остров, я круто повернул и пошел по своим следам.

Почувствовав первые признаки усталости, я съел плитку шоколада. Я стал мучиться от жажды. Страшно хочется куда-нибудь усестся и отдохнуть. Одет я был легко и сесть побоялся: застынут ноги, не смогу идти дальше.

В начале пути я часто оглядывался, боялся, как бы не встретился с белым медведем. На этот случай со мной была винтовка. Теперь винтовка превращается в палку. Я шел, опираясь на нее, совершенно не заботясь о том, попадется или не попадется навстречу медведь. Не покидала только одна мысль: только бы благополучно добраться до самолета.

Обессиленный, почти задыхаясь, я едва дошел до самолета и ввалился в палатку. В эту минуту наша скромная палатка показалась мне чудесным дворцом.

### QUESTIONS

Marks

#### A. Answer in English :—

- |   |    |
|---|----|
| (1) What information does the account give us about the length of time the companions have been travelling ?                                    | 1  |
| (2) Relate what you can find about the conditions of weather and visibility at different times during the day described.                        | 2½ |
| (3) By what means of transport had the companions arrived in the Arctic region ?  | 1  |
| (4) Describe as fully as you can the view seen by the writer at the beginning of the day in question.   | 2½ |
| (5) Was there a goal to the writer's journey—anything he wished to accomplish ?   | 1½ |
| (6) What impressions did the writer have at various stages of the day's travel regarding the position of the island ?                           | 3  |
| (7) What refreshment did the writer consume ? When ? and under what conditions ?  | 2½ |
| (8) To what extent does the writer's companion play a role in the story ?   | 1  |
| (9) To what form of deception did the writer become a victim ?  | 1½ |
| (10) The writer had at one point a difficult decision to make. What was it ? Contrast his mood at the beginning of the day with his mood later. | 2½ |
| (11) Have we any clue as to how far or how long they walked on this day ?   | 1  |
| (12) Why did the writer have a gun with him ? What purpose did it serve besides the original one ?  | 2  |

[TURN OVER

## B. Answer in Russian :—

|  |      |
|--|------|
| (13) Часто ли совершал рассказчик пешеходные путешествия ? | 1    |
| (14) Почему стало трудно видеть самолет ?                  | 1½   |
| (15) Почему палатка показалась чудесным дворцом ?          | 2    |
| (16) Что такое бинокль ?                                   | 2    |
| (17) Где находится Арктика ?                               | 1½   |
|  | (30) |

## 3. Write in Russian a continuous story based on the following summary :—

Your story should be written in the **PAST** tense (be careful to use correct aspects) and should be about 200 words, i.e., rather less than the translation of question 1.

Зима — Крестьянин едет в лес за дровами<sup>(1)</sup> — Поднимается метель<sup>(2)</sup> — Дороги не видно — Крестьянин оставляет воз — Идет отыскивать дорогу — Устает — Завязает<sup>(3)</sup> в глубоком снегу — Лошадь идет домой с возом, а без человека — Дóма все удивляются — Ищут его — Только на третий день находят крестьянина — Он все еще жив — Привозят домой. (25)

<sup>(1)</sup> дрова (plur.) = firewood.

<sup>(2)</sup> метель = snowstorm.

<sup>(3)</sup> завязать (pf. завязнуть) = get stuck, sink.

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**RUSSIAN**

HIGHER GRADE—(FIRST PAPER)

Tuesday, 19th March—10.0 A.M. to 12.15 P.M.

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

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

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

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

(a) Когда татары разорили древний город Киев и всю южную Русь, славяне бежали на север, в леса. Главным русским городом на севере сначала был Владимир, а потом Москва. Первое упоминание в летописи о Москве относится к тысяча сто сорок седьмому году. Город возник среди дремучих лесов. Предполагают, что Москву основал Князь Юрий Долгорукий. Он ехал во Владимир к сыну своему, остановился на холме там, где в Москву-реку впадала речка Неглинная. Река была широка и удобна для плавания, из нее путь на Оку и Волгу. Местность князю понравилась, и велел он на этом месте строить деревянный город. Прежде всего возник Кремль — крепость за деревянными стенами с башнями и бойницами. В Кремле построили церковь и дворец князя.

Возле Кремля поселились торговые люди. Так появился маленький пограничный город-крепость среди болот и лесов.

Первые московские князья много заботились о расширении своих владений: строили города, прикупали земли, привлекали население. По Москве-реке пошли караваны судов с товарами. Купцы платили пошлины московскому князю. Военные люди, бояре охотно шли на службу в Москву. Московское княжество богатело. Особенно усилилась Москва при князе Иване, которого прозвали Калитой, что значит — мешок с деньгами.

Иван Калита добился того, что стал великим князем: остальные князья должны были подчиняться ему. Он перенес столицу из Владимира в Москву. К концу жизни этого князя под его властью было девяносто семь сел и городов, тогда как вначале было только четыре города.

Вокруг Кремля построили новые стены из дубовых бревен, а внутри — каменные соборы.

Так из маленькой крепости Москва стала большим богатым городом.

(30)

бойница: embrasure, loophole.

пошлина: customs-duty.

(b) По морю бежит пароход. Пристань уже близка. Много на нем пассажиров. Наверху у руля стоит рулевой. Вдруг на палубу вышел капитан, подозвал к себе матроса и сказал:

— Снизу идет дым. Узнай, что там делается.

Матрос сбегал.

— Там пожар, — доложил он.

Пожара во-время не заметили, а теперь весь низ парохода был в огне. Страшная весть в одну минуту разнеслась между пассажирами.

Поднялся ветер, пожар усилился. Детей и женщин перевели из каюты на другое место. Опасность все усиливалась. Пароход неся на всех парах к берегу. А наверху попрежнему рулевой держал руль, направляя пароход на пристань. Самый сильный огонь приходился под ним. Каждую минуту ждали, что огонь охватит то место, где стоит рулевой.

Все сильнее, невыносимее становится жар. Матросы готовят пробковые круги, чтобы привязать женщин. Мужчины сбрасывают одежду, готовятся плыть . . . Берег все ближе и ближе. С берега на помощь несутся лодки.

— Рулевой! зовет капитан.

— Что угодно! — отвечает он, стоя у руля.

— Можешь ли остаться на месте еще пять минут?

— Я постараюсь, капитан.

А пламя все ближе и сильнее. За дымом он слышит слова капитана:

— Дети и женщины, вперед, садитесь в лодки. Остальные бросайтесь вплавь!

„Спасены,“ думает рулевой и бросается в воду.

(25)

руль: rudder, helm.

пробковый: (of) cork.

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

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

Великий русский поэт Некрасов провел все свои детские годы недалеко от Волги, в деревне. Его отец был жестоким помещиком, притеснявшим своих крепостных.

Мать поэта, любящая, добрая женщина, бесстрашно заступилась за несчастных крестьян, когда буйный помещик собирался наказывать их. Защищала она и детей от побоев и брани отца. Его это так раздражало, что он набрасывался на жену с кулаками. Она убегала от своего мучителя в дальнюю комнату и брала с собой любимого сына. Мальчик видел ее слезы и тосковал вместе с ней.

Неподалеку от дома стояли бедные избы крестьян. Отец запрещал сыну заходить в эти черные избы: тогда считалось, что детям помещиков зазорно водиться с детьми „мужиков.“ Но мальчик проделал в заборе отцовского сада лазейку и, уловив удобную минуту, тайком убегал в деревню, где у него было много друзей. Он купался с крестьянскими ребятами в речке Самарке, собирал вместе с ними малину, землянику, грибы, а когда наступала зима, отправлялся с ними на Волгу — кататься с крутых берегов на салазках.

В детстве Некрасов был сильным и смелым, умел и грести, и плавать, метко стрелял из ружья, мог вскочить на любого коня и мчаться на нем во весь дух. Ему было лет семь или восемь, когда няня вздумала запугать его злыми чертями. Тогда в деревнях еще верили, что на свете есть черти, домовые и ведьмы.

В одном из своих стихотворений Некрасов рассказывает:

Однажды няня говорит:  
 „Не бегай ночью — волк сидит  
 За нашей ригой, а в саду  
 Гуляют черти на пруду!“  
 И в ту же ночь пошел я в сад.  
 Не то, чтоб я чертям был рад,  
 А так — хотелось видеть их . . .

Не всякий семилетний ребенок решился бы на такой храбрый поступок: выйти одному ночью в сад, чтобы взглянуть на страшилище, которым взрослые пугают его!

Кругом были бесконечные поля и луга. Мальчик с самого раннего детства полюбил эту родную природу, ее реки, леса и озера — и потом, когда вырос и сделался великим поэтом, написал о ней много чудесных стихов.

Некрасов никогда не забывал своего печального детства. На всю жизнь он запомнил, как страдали крестьяне, угнетаемые его жестоким отцом. И еще в молодости дал себе великую клятву — бороться за лучшую жизнь для родного народа. Все его стихотворения доказывают, как он любил простой русский народ.

лазейка: узкий проход, небольшое отверстие, через которое можно пролезть.

салазки: маленькие ручные санки.

ведьма: женщина, знающая с нечистой силой.

### QUESTIONS

#### A.—Answer in English :—

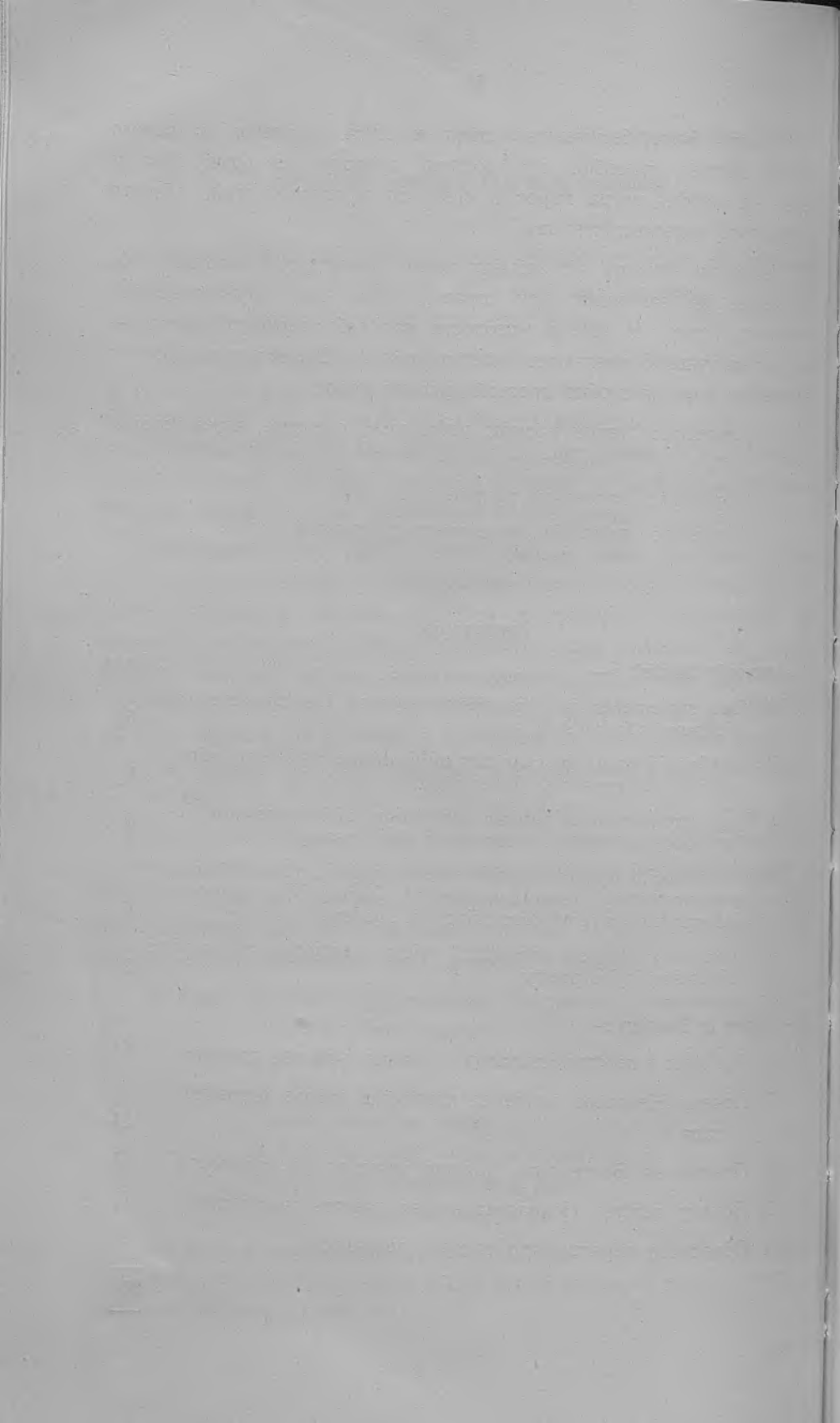
Marks

- |  |    |
|--|----|
| (1) What statements in this passage reveal the character of Nekrasov's father ?  | 5½ |
| (2) What is said about the character of his mother and her relations with (a) the peasants, (b) her children, and (c) her husband ?  | 5½ |
| (3) What sports or other outdoor occupations of Nekrasov and his boyhood friends are mentioned in this passage ?   | 4  |
| (4) In what incident did the boy Nekrasov display both fearlessness and curiosity ? How old was he at the time ? What source of information have we concerning this incident ? | 5  |
| (5) What two themes does the writer mention that inspired Nekrasov in his poetry ?   | 2  |

#### B.—Answer in Russian :—

- |   |    |
|---|----|
| (6) Где жил в детстве Некрасов ? Какая была там природа ?       | 1½ |
| (7) Почему Некрасов проделал лазейку в заборе отцовского сада ? | 1½ |
| (8) Почему на Волге было хорошо кататься на салазках ?          | 1½ |
| (9) Почему детство Некрасова нельзя назвать счастливым ?        | 1½ |
| (10) Объясните вкратце, что такое „помещик.“                    | 2  |

30





1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a) )

AURAL COMPREHENSION TEST

Tuesday, 19th March—1.30 P.M. to 2.0 P.M.

This paper must not be seen by any candidate.

INSTRUCTIONS TO THE TEACHER

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

INSTRUCTIONS TO CANDIDATES

1. Listen carefully to the following passage with a view to answering questions on its content.
2. The questions are to be answered in English.

[TURN OVER

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

4. The procedure will be as follows :—

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

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

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

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

Маше было одиннадцать лет. Она жила в деревне с отцом и матерью. Позади их дома было поле, за полем, по оврагу, протекал ручей, а за ручьем начинался лес. Лес был на север от дома и тянулся очень далеко. Сначала возле края он был довольно редок, но чем дальше, тем становился гуще, мрачнее.

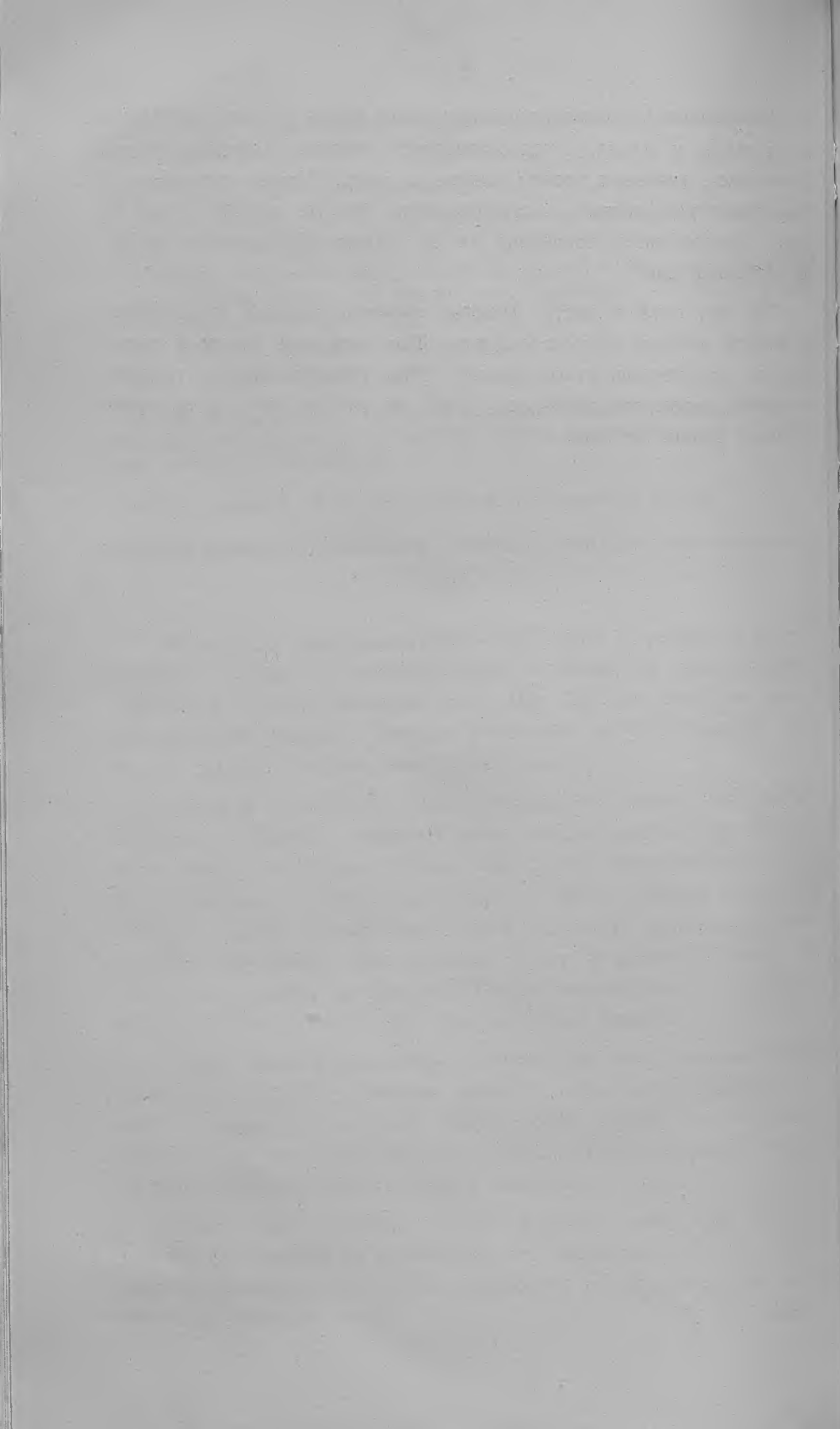
Однажды в августе Маша отпросилась сходить за грибами. Она взяла корзинку, вышла в поле, потом перешла по камешкам через ручей и очутилась на краю леса. Она хотела поискать грибов на опушке леса. Грибов было много, и скоро корзинка наполнилась доверху. Маша хотела идти домой, но вдруг услышала какое-то шелканье на дереве. Она подняла голову и заметила белку. Она принялась следить за белкой. Белка перепрыгнула с дерева на дерево, а Маша шла за ней. Но вот белка пропала.

Тогда Маша остановилась. Кругом был лес; большие деревья качались и шумели. Конечно, ручей и поле где-то недалеко, но в какую сторону идти к ним? Маша пошла наугад, но чем дальше она шла, тем лес становился гуще. Маше стало страшно. Она села на пенек, покрытый мхом, и робко посмотрела кругом.

Маша стала плакать. Чтобы утереть слезы, она полезла в карман за платком и вспомнила, что захватила с собой компас, недавно подаренный ей. Она вскрикнула от радости. Как кстати теперь он очутился с нею!

Дрожащими от волнения руками взяла Маша компас, положила его на ладонь и ждала, когда остановится стрелка. Наконец стрелка остановилась, указывая темным концом на север. Чтобы не ошибиться, Маша повернула компас, а стрелка опять тем же концом встала на север. Другой конец показывал на юг. Тогда Маша пошла на юг, где находился дом.

Лес был глух и част. Девочка вынимала компас и смотрела, не сбилась ли она с пути на юг. Так шла она долго и вдруг заметила, что впереди стало светлее. Она ускорила шаги и увидела, что между деревьями показался ручей, за ручьем поле, а за полем виднелась крыша их дома.



1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

RUSSIAN

HIGHER GRADE—(SECOND PAPER (a))

AURAL COMPREHENSION TEST

Tuesday, 19th March—1.30 P.M. to 2.0 P.M.

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

QUESTIONS

|   | <i>Marks</i> |
|---|--------------|
| 1. How old was Masha ? With whom did she live ? What was there to the north of their house ?  | 3            |
| 2. At what time of year did this incident occur ? What did Masha leave home for ? What did she take with her ?  | 2½           |
| 3. What did Masha notice as she was about to return, and what did she do instead of going straight home ?   | 2½           |
| 4. Why did Masha stop and feel frightened ? On what did she sit ?   | 2            |
| 5. What did she need in her pocket and for what purpose ? What other object did she unexpectedly find there ? How had she acquired it ?                         | 3            |
| 6. What did Masha do to ensure that she had not made a mistake ? As she neared home, what could she see from among the trees between herself and her own roof ? | 2            |
|   | 15           |

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1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## RUSSIAN

HIGHER GRADE—(SECOND PAPER (b))

Tuesday, 19th March—2.15 P.M. to 4 P.M.

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

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

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

1. Translate into Russian :—

Last week my friend Gleb, who lives with his parents about twenty kilometres from Moscow, invited me to spend a few days with him. As I had not been there before, I was very pleased to have the opportunity of making the acquaintance of his family. Gleb and his father, who is chief engineer of a factory which produces various kinds of small machines, travel together to town every day except Sunday. They go by electric train, which is very convenient, as their house is quite near the station.

When I got out of the train on Saturday morning, Gleb was waiting for me at the station. He took me to his house, which is situated on the edge of a small lake surrounded by trees. Soon we sat down to lunch, and my friend's father talked to us about the garden, where he had been working the whole of the morning; he wanted to buy fruit trees in order to plant them behind the house. The family had moved there only five months previously, and my friend's mother said they liked this place, as it was much quieter than the centre of Moscow, but unfortunately it was a long way from the shops.

After lunch we sat for about an hour talking, then Gleb's elder brother, who is studying modern languages at the university, proposed that we should all three go bathing in the lake. (50)

2. Write an essay in Russian 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) День в жизни собаки.

(b) Наша школа (или наш университет).

(25)





1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

LOWER GRADE—(PAPER (a))

### AURAL COMPREHENSION TEST

Thursday, 14th March—9.15 A.M. to 9.45 A.M.

This paper must not be seen by any candidate.

### INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

## INSTRUCTIONS TO CANDIDATES

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

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

### *Una coincidenza sfortunata*

Carlo Simpson, un inglese di quaranta nove anni, si è ridotto in questi ultimi tempi alla disperazione. Egli è stato per trent'anni insegnante di scuola, uomo molto stimato, che ha lavorato bene tutta la vita. Non aveva nemici, aveva una famiglia devota, e gli piaceva il suo lavoro.

E poi, subito, senza una vera spiegazione, fu licenziato e mandato via dal suo posto di insegnante e si trovò disoccupato. Non riuscì mai a scoprire la vera ragione del suo licenziamento—una lettera dalle autorità gli annunciò semplicemente che non avevano più bisogno di lui.

Trovò, dopo un po', un nuovo posto di insegnante in un'altra città, ma tre mesi dopo fu licenziato di nuovo, e di nuovo senza sapere perchè. Il suo prossimo posto fu in una città lontana, ma il risultato fu lo stesso. E poi, nei tre anni seguenti fu licenziato da dodici posti di lavoro, per motivi vari ma per lui poco convincenti. Aveva cercato in tutti i posti di lavorare bene, e due volte prima di essere licenziato aveva avuto la promozione. Perchè dunque trovarsi sempre mandato via? Perchè non piaceva più a un padrone dopo soltanto tre mesi di servizio?

Il signor Simpson decise di rivolgersi alla polizia. Ha potuto così scoprire che esistevano altri due uomini con lo stesso nome di lui—Carlo Simpson; il primo Carlo Simpson era ben conosciuto dalla polizia come ladro di automobili, che aveva passato cinque anni in prigione. Il secondo Carlo Simpson era un contrabbandiere famoso di orologi ed era stato quattro volte condannato alla carcere. Il terzo Carlo Simpson era il nostro povero insegnante. I tre Simpson erano somiglianti per l'altezza, la corporatura, il colore degli occhi e dei capelli. I padroni dell'insegnante avevano ricevuto dalla polizia informazione su questi delinquenti, e perciò avevano creduto che l'insegnante fosse uno di quei due uomini, e non hanno osato ritenerlo nel loro servizio.

L'unica soluzione è stata quella di inserire fra i documenti della polizia le note caratteristiche del terzo Simpson, il nostro insegnante di scuola, per evitare ulteriori confusioni. Così il brav'uomo potrà dedicarsi tranquillamente al suo lavoro.

1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ITALIAN

LOWER GRADE—(PAPER (a))

AURAL COMPREHENSION TEST

Thursday, 14th March—9.15 A.M. to 9.45 A.M.

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

QUESTIONS

Marks

- |   |                |
|---|----------------|
| 1. Who was the Carlo Simpson mentioned at the beginning of this story ?<br>What did he do for a living ? How was he regarded by his family and others ? | 2½             |
| 2. What misfortune befell him ? What was so surprising about it ?   | 2              |
| 3. Describe the steps he took in the next three years to overcome his misfortune. How successful were his efforts ?                                     | 3              |
| 4. What decision did he finally take ? What explanation of his misfortunes did he then discover ? (Give details.)                                       | 6              |
| 5. How were his difficulties overcome ?   | 1½             |
|   | <hr/> 15 <hr/> |



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

LOWER GRADE—(PAPER (b))

Thursday, 14th March—10.0 A.M. to 12.15 P.M.

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

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

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

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

Giovedì fu una bella giornata. Era la festa del babbo. Non occorre dirti che fin dall'alba tutta la nostra famigliuola era in moto, e la nostra casetta piena di gioia e di allegria. La mamma aveva già fatto tirare il collo a un tacchino,<sup>(1)</sup> e sorvegliava i preparativi del desinare. Giuditta aveva regalato al babbo un bel berretto di seta, che aveva ricamato di nascosto per fargliene una sorpresa; io non potei far altro che portargli un bel mazzo di fiori di campo, che avevo raccolti all'alba ed erano ancora umidi di rugiada. Era un povero mazzolino il mio; ma al buon padre piacque il mio regalo quanto quello di mia sorella e ci abbracciò ambedue con le lagrime agli occhi. I nostri amici vennero a trovarci fin dall'alba. Che festa! I signori Valentini recavano anche essi dei bei mazzi, ma di veri fiori da giardino, che avevano fatto venire apposta da Viagrande. Il mio povero mazzolino sembrava tutto vergognoso accanto a quei fiori superbi. Il babbo volle che i nostri amici rimanessero a pranzo con noi. Fu una bella giornata! Si cantò, si rise, si stette molto allegri, si ballò anche..... io no, sai!

Dopo il pranzo la solita passeggiata. La sera era bellissima; ma, non so perchè, io non fui così gaia, così contenta com'erano tutti. Mi piaceva udire il lieve fruscio delle foglie che cadevano, e lo stormire degli alberi. Mi piaceva starmi sola in disparte, poichè di tratto in tratto mi si velavano gli occhi di lagrime.

(30)

(1) un tacchino = a turkey.

[TURN OVER

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

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

I signori dell'India non sono gl'Indiani. E non sono nemmeno gl'Inglese. I signori dell'India sono gli animali: i corvi, anzi tutto; questa è l'impressione che si ha subito, appena sbarcati in una delle grandi capitali. Incredibilmente numerosi, più numerosi dei colombe di Venezia, i corvi abbondano dappertutto: 5 nel porto, tra le balle di cotone, nelle grandi piazze moderne; si dissetano, si bagnano nei laghetti artificiali. Questi uccelli sono gli spazzini della città. E ne sono anche i ladri, ladri fatti audaci dalla tolleranza di mille anni, contro i quali non vi difende nessun agente di polizia.

Il viaggiatore che è innalzato nell'ascensore ad una delle eleganti stanzette 10 degli immensi alberghi tropicali resta sbigottito davanti agli avvisi delle pareti: Guardarsi dai corvi!—Abbassare le grate prima di uscire!—Non abbandonare gioielli! ecc. Sembra incredibile.

Ma ecco, sono le quindici, l'ora della siesta, e della sonnolenza. La città immensa è addormentata. In ogni stanza dell'albergo un europeo sogna la 15 patria lontana. E allora, attraverso le ciglia socchiuse, si assiste a questo curioso spettacolo: un corvo solleva la persiana della grande finestra: si ferma sul davanzale, esplora la stanza tranquilla, balza leggiadro sul pavimento; un altro ripete il gesto, un altro ancora. Quattro, cinque saltellano cauti sul pavimento. E i cinque ladruncoli fanno cerchio intorno alle bretelle<sup>(1)</sup> pendenti da 20 una sedia, tentano coi becchi le fibbie lucenti, tirano insieme finché bretelle e calzoni precipitano e questi cominciano a muoversi sul pavimento, tirati da cinque becchi robusti.

Allora lanciate la ciabatta prossima, ma i corvi prima che il proiettile giunga, si salvano con un balzo, e si posano sull'armadio.

<sup>(1)</sup> bretelle = braces.

## QUESTIONS

A. Answer in English:—

Marks

- (1) "I signori dell'India sono gli animali: i corvi, anzi tutto."  
(line 2).
  - (a) What is the full meaning of this sentence?
  - (b) When does one receive this impression? What would the author have expected instead of this? 3½
- (2) Show in detail how the author repeatedly emphasizes the vast numbers of crows. 4½
- (3) What are the two outstanding characteristics of the crows? What factors have helped to develop these characteristics? 2½
- (4) What warnings are given to hotel guests? How are these warnings conveyed to the guests? 3
- (5) Describe the various actions of the crows in the incident related here. What brought it to an end? 8½  
When does this incident take place and why is this time chosen?

## B. Answer in Italian :—

Marks

(6) Che cosa fa uno spazzino ? (line 6). 2

(7) Perché guarda l'europeo i corvi " attraverso le ciglia socchiuse " ?  
(line 15). 3

(8) Chi sono " i cinque ladrunculi " e perchè si chiamano così ?  
(line 18). 3

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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).

Bruno, a letto, sente un rumore—vede una forma oscura nella cucina—  
la chiude a chiave—telefona alla polizia—l'agente di polizia apre la porta—  
trovano il gatto. (25)





1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

HIGHER GRADE—(FIRST PAPER)

Thursday, 14th March—10.0 A.M. to 12.15 P.M.

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

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

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

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

(a) Spinsi la porta ed entrai. La casa era vuota, si vedeva che era stata abbandonata all'improvviso. Le tende delle finestre erano state strappate, e gettate a brandelli qua e là per la stanza. La camera da letto era ampia, con una grande tavola rotonda in mezzo, sotto un lampadario di ottone, e intorno alla tavola alcune sedie. Dal materasso sventrato era uscita l'imbottitura<sup>1</sup> di piume d'oca, e al primo passo che feci nella camera una nuvola di piume bianche si sollevò dal pavimento, turbinandomi intorno, appiccicandosi al mio viso sudato. I cassetti dei mobili erano aperti, vestiti e carte coprivano il pavimento. Girai la chiavetta della luce. Meno male, la luce elettrica funzionava ancora. La cucina era sparsa di paglia. I tegami e le pentole giacevano rovesciati alla rinfusa sul focolare. In un angolo c'era un mucchio di patate. Un odore di sudiciume e di cibi guasti corrompeva l'aria.

Spalancai le finestre e mi misi a far pulizia. 'Ero stanco morto, e mi accontentai, per quella sera, di mettere in ordine e di spazzare alla meglio la sola camera da letto. Stesi sul letto le mie due coperte, appesi al muro la lampada elettrica da campo, e la fotografia del mio cane, del mio povero Febo. Intanto si era fatto buio, e accesi la luce.

Due fucilate rintronarono nella notte, i proiettili infransero i vetri della finestra, ficcandosi nel soffitto. Spensi la luce e mi affacciai alla finestra.

<sup>1</sup> l'imbottitura = the stuffing, padding. (30)

(b) Egli abitava in un palazzo della parte antica della città, al quale certamente i proprietari non avevano messo mano da almeno un secolo. Si entrava per un portone guardato da due colonne annerite, e, poichè non c'era ascensore, si saliva ai piani superiori per scalini bassi e pieni d'ombra. Se il visitatore entrava negli appartamenti, invece delle belle sale dipinte e dei pavimenti marmorei che l'aspetto nobile del palazzo lasciava supporre, trovava anticamere, corridoi, e stanze grandi e alte, sì, ma piene di poveri oggetti, di mobili vecchi e rotti—il tutto immerso in un'aria buia e polverosa che non bastavano a rischiarare le finestre troppo piccole. La ragione di questo squallore era che il quartiere e con esso il palazzo erano decaduti; la gente ricca era emigrata nelle parti moderne della città; e lì erano rimaste le famiglie più povere. L'appartamento di Tullio non faceva eccezione a questa regola. Soltanto in una stanza si era cercato di reagire a questo squallore, ed era il salone che la madre di Tullio aveva fatto arredare secondo il suo gusto. Ogni tanto Tullio vi invitava i suoi amici e allora, in dieci, a forza di sigarette e di disordine, riuscivano a dargli un aspetto abitato, con le sedie fuori posto e l'aria piena di fumo. Ma il giorno dopo la madre spalancava le finestre e collocava di nuovo le sedie contro le pareti. E il salone tornava a rassomigliare più che mai alla sala d'aspetto di una banca. (25)

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

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

*San Francesco e gli Uccelli*

- 1 Ogni giorno parlava con gli uccelli  
Frate Francesco, il poverello frate,  
Che li sentiva nel suo cor fratelli.
- Quando appariva, nell'albe ancor velate,  
Cantava ognun la salutatione,  
Su le rame di brina<sup>1</sup> inargentate.
- 7 Aspettavan poi tutti, con attenzione,  
Animando ogni rama ed ogni stelo,  
Ch'egli finisse a Dio l'orazione.
- Poi ogni uccello lieto a lui volava ;  
Trepido stava un poco e pien d'amore,  
Nella sua mano e il frate lo guardava.
- E allora diceva Frate Francesco :
- " O mie sorelle uccelli, io sono il vero  
Mendicante di Cristo, il poverello  
Che non ha nulla e tutto da Lui spero.
- 17 Io son di voi più misero fratello,  
Che vado nel cammin col mio bastone  
E tremo ai venti come un arboscello.
- E quando ho fame stringo il mio cordone  
E sonno non mi dà sorella terra,  
Ch'è tutta spine e tribolazione.
- Padre Signore, hanno gli uccelli il cielo,  
Han l'ali e volan lievi nell'azzurro,  
Hanno sui pini il nido, o sovra il melo,
- 26 E dei ruscelli addormonsi al sussurro  
E sor<sup>2</sup> acqua per lor si fa più pura,  
— Nel peccato d'invidia, o Padre, incorro.
- Son gli uccelli sorelle gloriose :  
Chi vola e canta, o Padre mio Signore,  
Del mal non ha le spine tormentose.
- Io son umile e grande peccatore ;  
Innalzami, o Signor, verso i tuoi cieli  
E puro sentirai fatto il mio cuore."
- 35 Tacque. Un fruscio s'udì fra rami e steli  
E vennero gli uccelli al frate accanto.  
L'alzarono verso il sole, che scioglie i geli.
- Frate Francesco si sentì già santo.

<sup>1</sup> brina = hoar-frost.

<sup>2</sup> sor = sister.

## QUESTIONS

## A. Answer in English :—

Marks

- |   |    |
|---|----|
| 1. When was Brother Francis in the habit of appearing ? Describe the actions of the birds when he appeared. What can be concluded from their actions about their feelings for him ? | 6  |
| 2. What information does Brother Francis give about himself and his life ?  | 6½ |
| 3. How does he think the life of the birds compares with his own ? (Bring out the points of resemblance or of contrast between his life and theirs.)                                | 7  |
| 4. For what does he pray to God ? How is his prayer answered ?  | 4½ |

## B. Answer in Italian :—

- |  |   |
|--|---|
| 5. Come incorreva nel " peccato d'invidia " ? (line 28)  | 3 |
| 6. Perchè si chiamano " inargentate " le rame ? (line 6) | 3 |

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1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

HIGHER GRADE—(SECOND PAPER (a) )

### AURAL COMPREHENSION TEST

Thursday, 14th March—1.30 P.M. to 2.0 P.M.

**This paper must not be seen by any candidate.**

### INSTRUCTIONS TO THE TEACHER

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

[TURN OVER

### INSTRUCTIONS TO CANDIDATES

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

2. The questions are to be answered in English.

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

4. The procedure will be as follows :—

(i) The passage will be read **twice**, with an interval of three minutes between the readings.

(ii) After the first reading you will be allowed to turn over the printed question paper, and you will have three minutes in which to study the questions.

(iii) After the second reading you will write your answers on the sheet provided for this purpose.

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

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

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

#### *La scoperta di Giovanni*

Un giorno il decenne, Giovanni Angelo, uscì di casa a Milano per andare nel giardino pubblico a far legna. Si accorse dopo un po' di una vecchia sedia rotta e pensò che quel legno faceva proprio al caso suo. E, mentre stava legando un fastello di pezzi di legno, vide per terra un sacchetto di tela azzurra, accuratamente legato. Giovanni lo aprì. Dentro c'erano una lunga fila di perle, un paio di orecchini con brillanti, un anello pure ornato di perle e una catena d'oro. Il bambino arrivò a casa trionfante con il suo bottino e, dopo averlo consegnato alla mamma, si precipitò a raccontare agli amici la sua prodigiosa scoperta. Ben presto tutto il quartiere fu pieno di chiacchiere; il supposto valore venne moltiplicato per dieci, e poi per cento, sino a quando la voce pubblica affermò che Angelo aveva trovato "il tesoro della corona ungherese". Ungherese perchè erano arrivati recentemente molti profughi da Budapest, quindi il tesoro non poteva essere stato perduto che da loro: nessuno nella città aveva mai posseduto ricchezze tanto straordinarie.

Le chiacchiere vennero all'orecchio delle autorità che confiscarono gli oggetti ritrovati; e successivamente il giudice del tribunale stabilì che la fila di perle e gli altri oggetti fossero consegnati al fondo per la ricostruzione della città, eccetto che nel tempo prescritto dalla legge non si fossero presentati i veri proprietari.

La signora Angelo fece appello contro questa decisione, affermando che gli oggetti preziosi appartenevano a lei, come madre del minorenne che li aveva trovati.

Solo allora le autorità decisero di far stimare il tesoro, e certo rimasero assai male quando lessero la risposta degli esperti: "Nel caso della fila di perle esaminata non si tratta di perle vere ma di perle coltivate. Il valore commerciale non può essere stabilito in oltre diecimila lire. Quanto agli altri oggetti, si tratta di imitazione, e la catena è d'argento dorato". Certo la signora Angelo, che aveva sognato di potersi finalmente comprare un appartamento, rimase stupita.

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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

HIGHER GRADE (SECOND PAPER (a) )

## AURAL COMPREHENSION TEST

Thursday, 14th March—1.30 P.M. to 2.0 P.M.

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

## QUESTIONS

|   | Marks |
|---|-------|
| 1. Give in detail the circumstances which led to Giovanni's making his discovery.                                 | 3½    |
| 2. Describe what he found.  | 2½    |
| 3. What did people think Giovanni had discovered? How did they come to make this assumption?                      | 2½    |
| 4. What decision did the authorities reach as to the disposal of Giovanni's find?                                 | 2     |
| 5. How did Giovanni's mother react to this decision?  | 1½    |
| 6. What further action did the authorities take and what were its results? How did this affect Giovanni's mother? | 3     |
|   | 15    |
|   | —     |

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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ITALIAN

HIGHER GRADE—(SECOND PAPER (b))

Thursday, 14th 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 :

Everyone knows that the best way to catch a cold is to go and visit a friend who already has one. Once, against my mother's advice, I went to school without a mackintosh in the middle of December, and just as I was coming home it began to rain. I took shelter under a tree and I was quite happy there until the rain began to come through the branches. Then it started to thunder and lighten, so I decided to run home as fast as I could. By the time I got home I was wet through and my mother said that I was sure to catch cold. I laughed at her and told her not to worry, but she sent me to bed and made me drink a glass of hot milk. The next morning I felt extremely well, perfectly well, in fact. I started off triumphantly for school but unfortunately on the bus I sat next to Stephen Corser who was coughing violently and twenty-four hours later I really did feel unwell. If I hadn't sat next to Stephen, I am sure I should have been quite all right. My parents, however, thought that I was ill because I had got wet the previous day and refused to believe that it was Stephen's fault. The next time I see someone who looks unwell on the bus, I shall keep well away from him, because I do hate having to stay in bed all day.

(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) La vita nel 1987.

(b) La storia di un libro di scuola.

(25)



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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE

LOWER GRADE

Wednesday, 13th March—1.30 P.M. to 4.0 P.M.

Not more than **EIGHT** questions, which must be chosen from **TWO** Sections, should be attempted.

Not more than **FIVE** questions may be taken from any one section.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

Mathematical tables, which include a table of atomic weights, will be supplied to those who desire them.

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

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

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

USE A SEPARATE ANSWER BOOK FOR EACH SECTION

[TURN OVER

## SECTION I—Physics

Marks

1. Describe how you would determine the coefficient of sliding friction for wood on wood. Make a sketch of the apparatus you would use and mark on it each force acting when the bodies are sliding over one another uniformly. Show by means of equations the relations between the magnitudes of the forces.

8½

An effort of 80 lb. wt. was required to raise a load of 150 lb. wt. attached to a pulley system of velocity ratio 3. Calculate the efficiency of the machine for this load and the work wasted when this load was raised vertically through 10 ft.

4

2. The following results were obtained during an experiment to determine the specific heat of an oil. Describe how the experiment would have been conducted and, using the given results, calculate the specific heat of the oil.

|   |   |          |
|---|---|----------|
| Mass of copper calorimeter  | = | 40 gm.   |
| Mass of calorimeter + oil   | = | 85 gm.   |
| Mass of calorimeter + oil + copper chips                          | = | 175 gm.  |
| Temperature of calorimeter and contents<br>at start of experiment | = | 14.5° C. |
| Temperature of copper chips at start                              | = | 100° C.  |
| Temperature of calorimeter and contents<br>at end of experiment   | = | 33.5° C. |
| (Specific heat of copper = 0.1)                                   |   |          |

9

50 gm. of water at 100° C. was poured over 100 gm. of ice at 0° C. contained in a calorimeter. Calculate the mass of ice melted.

3½

(Latent heat of fusion of ice = 80 calories per gm.)

3. Describe how you would determine the refractive index of glass. State the theory of your method.

7

The sun's rays were brought to a focus 1 ft. behind a convex lens. Find where you would have to place a screen to catch the image of a candle flame situated on the axis of the lens at a distance of 4 ft. from the lens. Find the magnification and state the nature of the image.

5½

[Graph paper can be obtained, if desired, from the supervising officer; it should be firmly attached to your answer book.]

4. (a) Describe an experiment to find the velocity of sound in air.

6

How are pitch and intensity increased during the playing of a violin?

2

(b) A cylindrical rod of wood of 1 sq. cm. cross-section and loaded at one end floats upright in water at a depth of 8 cm. and in oil at a depth of 10 cm. State the law of flotation and make use of it to calculate the weight of the rod and the density of the oil.

4½

Marks

5. Make a labelled sketch of an electric bell and explain the working of the bell.

8

Describe any experiment you would perform to illustrate electromagnetic induction.

 $4\frac{1}{2}$ 

6. Describe an experiment to find the relation between electrical resistance and the area of cross-section of wire of a given material.

6

A length of bare wire of resistance 10 ohms was connected across the terminals of an accumulator of E.M.F. 2 volts and negligible internal resistance. Calculate the current flowing.

Calculate also the current which would flow when :

(i) the wire was bent in the middle and the mid-point connected to one terminal of the accumulator and the free ends to the other ; and

(ii) the wire was carefully pulled out to form a uniform wire of double the length and the ends connected to an accumulator.

 $6\frac{1}{2}$ 

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. Copper sulphate crystals have the formula  $\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$ . Calculate the weight of the crystals which would react with 1 gm. of zinc in the presence of water.

4½

Describe, giving full experimental details, how this reaction is used to find the equivalent weight of copper given that of zinc.

6

Describe and explain what happens when a crystal of copper sulphate is added to concentrated sulphuric acid.

2

8. How would you prepare and collect a few jars of dry hydrogen chloride?

5½

How would you show that the gas contains chlorine?

4

Describe and explain what happens when some ammonium chloride is heated in a dry test-tube.

3

9. Make a labelled sketch of the apparatus you would use to prepare and collect carbon monoxide, starting from marble and any other chemicals you require. Write the equations for the three separate reactions which occur during the preparation and purification.

6½

24.0 c.c. of hydrochloric acid neutralized 25.0 c.c. of normal sodium hydroxide. 10.0 c.c. of the acid were diluted to 250.0 c.c. 20.0 c.c. of this dilute solution neutralized 20.0 c.c. of lime water. Calculate the weight of slaked lime in one litre of the lime water.

6

10. Make a labelled sketch of the apparatus used to prepare nitric acid. Write the equation for the reaction.

5

Sketch the apparatus you would use to decompose the acid by heating and to collect one of the gaseous products. How could you identify this product?

4

Describe one experiment to demonstrate that concentrated nitric acid is an oxidising agent.

3½

11. How may (i) monoclinic sulphur, (ii) plastic sulphur be obtained from roll sulphur?

4

Describe a laboratory method of preparing hydrogen sulphide.

6

How would you show that the gas you had prepared contained sulphur?

2½

12. How would you distinguish between members of each of the following pairs of substances? One chemical test applied to each pair is sufficient. Your answer must state clearly how both members of the pair react to the test.

(i) Chalk and quicklime.

3

(ii) Sodium bicarbonate and anhydrous sodium carbonate.

3

(iii) Potassium sulphite and potassium sulphate.

3

(iv) Potassium nitrate and lead nitrate.

3½

## SECTION III—Botany

Marks

13. List **four** features of flowers which are associated with pollination by insects.

2

Make large drawings, fully labelled, of the flowers of primrose cut lengthwise, and describe the process of pollination.

8½

Write a note on the placentation in Primulaceae.

2

14. Choose **five** examples from the following stock in a greengrocer's shop :

pears, onions, barley, grapes, peas, plums.

For each of the five state the exact botanical nature of the part of the plant used for food storage, the nature of the principal food reserves, and the biological advantage of this storage to the plant.

12½

15. Make a labelled diagram showing the structure of a leaf of a dicotyledon as seen in transverse section.

4½

Explain the effects on the surrounding atmosphere of the changes taking place inside a leaf (i) on a warm sunny day, (ii) on a cold dull day.

4

Bubbles of gas may sometimes be seen rising from the submerged leaves of water plants. Describe an experiment which you would perform in order to gain further information about this happening.

4

16. Make a labelled drawing to show the details of structure of a root hair and explain the process by which soil water enters a root.

7½

Describe an experiment to show that water has a greater influence than gravity on the direction in which a root grows.

5

17. With reference to a named tree write notes on the appearance and significance of :

lenticels, dormant buds, leaf scars, bud scale (girdle) scars, annual rings.

12½

18. What features, related to their habit, do climbing plants possess in common? What benefits are conferred on plants by the climbing habit?

5

State **three** markedly different methods of climbing. Name and sketch one example of each and mention the exact nature of the part which enables the plant to secure support.

7½

19. (Turn over.)

## SECTION IV—Zoology

Marks

19. Describe how locomotion and excretion are effected in an earthworm. 8
- What soil conditions are favourable to earthworms? Give reasons.
- How does an earthworm protect itself against unfavourable conditions?  $4\frac{1}{2}$
20. Describe briefly the structure of hydra and indicate the extent to which there is "division of labour" among the cells.  $7\frac{1}{2}$
- Write a detailed account of the mechanism by which this animal captures its food. 5
21. Choose any one **named** butterfly or moth, and (i) describe the appearance of the adult insect, (ii) point out the ways in which the adult insect and the larva are adapted to their modes of life. 11
- State **three** reasons why insects are classified in the phylum Arthropoda.  $1\frac{1}{2}$
22. Draw a labelled diagram of the alimentary system of a dogfish (or skate). 5
- How is a large area for absorption of food secured in (i) a dogfish (or skate), (ii) a mammal? 3
- Write notes on the functions of (i) saliva, (ii) gastric juice, in a mammal.  $4\frac{1}{2}$
23. Make a labelled drawing of the venous blood system of a frog. (A *detailed* drawing of the heart is not required). 8
- What is meant by a portal system? Write a note on **one** portal system found in a frog.  $4\frac{1}{2}$
24. Write a brief account of the mechanism of human respiration. 6
- State **four** ways in which the structure of a lung is related to its function. How is oxygen carried in the blood?  $6\frac{1}{2}$



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SCIENCE

HIGHER GRADE—(BOTANY)

Thursday, 14th 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.

- |   | <i>Marks</i> |
|---|--------------|
| 1. What are the normal functions of a stem ?  | 2            |
| Describe the ways in which these functions are made possible in young stems by the nature and arrangement of the tissues. Illustrate your answer by labelled drawings, including a diagram of a transverse section of a stem. | 15           |
| Mention the features of a potato which indicate that it is a stem structure.  | 3            |
| 2. List <b>five</b> differences between Monocotyledons and Dicotyledons.  | 5            |
| Name <b>three</b> families of the Monocotyledons and state how they may be distinguished from each other. Mention a member of each family.  | 5            |
| Choose <b>one</b> of the plants you have mentioned and make a fully labelled drawing to show the structure of its flower.   | 4            |
| With reference to flowering plants generally, write notes on three types of placentation. In each case name a particular plant exhibiting the type described.   | 6            |
| 3. Describe fully, with the aid of a drawing, a cell of spirogyra.  | 8            |
| Explain in detail how this cell maintains turgidity and give an account of an experiment to demonstrate plasmolysis of a cell.  | 8            |
| Describe the process by which a filament of spirogyra increases in length.  | 4            |

[TURN OVER

|   | Marks |
|---|-------|
| 4. Why is water necessary for germination ?   | 3     |
| Describe an experiment to discover the way by which water most readily enters bean seeds.   | 4     |
| Describe the structure of a seed of French (runner) bean, <b>or</b> a fruit of sunflower, <b>or</b> a seed of castor oil, and make annotated drawings of three stages in the development of the seedling, the last stage showing the plumule unfolding.                   | 11    |
| Why are the conditions which are adequate for germination insufficient for the subsequent healthy growth of the plant ?   | 2     |
| 5. Write a detailed account of the process of respiration in plants, and explain the need for this process.   | 12    |
| State, giving reasons, the stages in the life cycle of an annual plant at which respiration is (i) slowest, (ii) very rapid.  | 3     |
| Describe an experiment to show that respiration is accompanied by a change in weight.   | 5     |
| 6. (i) State, giving reasons, where you would expect to find a fern prothallus growing in natural conditions. Give an illustrated account of the external appearance of a prothallus and explain the significance of the prothallus in the life history of the fern.      | 13    |
| (ii) What essential feature causes Scots Pine to be classified as a Gymnosperm ? Describe a pollen cone and a needle of this tree.  | 7     |
| 7. <b>Either,</b>   |       |
| (a) Give an account of your observations throughout a year on a named deciduous tree, drawing attention to conspicuous features at the different seasons.   | 16    |
| Suggest reasons for   |       |
| (i) the probable death of a tree after animals have eaten a ring of its bark in a severe winter ;   |       |
| (ii) the frequent abundance of flowers on trees in the year following an unusually fine summer.   | 4     |
| <b>Or,</b>  |       |
| (b) Describe a small area of which you have made a special study. Give an account of some of the plants growing there, referring to features of the plants which may have led to their establishment or which have contributed to their chances of survival in this area. | 20    |

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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SCIENCE

## HIGHER GRADE—(CHEMISTRY)

Wednesday, 13th 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

2

1. Define *valency*.

Explain what is meant by the terms covalent compound and electrovalent compound, and give two examples of each. State a distinguishing property associated with each type of compound.

8

A metal has two oxides in which the percentages of metal are 77.77 and 70.00 respectively. Calculate the equivalent of the metal in each oxide. What are possible values for its atomic weight? Give reasons for your answer.

If it were required to determine the atomic weight of the metal what further experimental evidence would be needed, and how would it be used?

10

[TURN OVER]

2. Starting with nitric acid and using any other chemicals you may require, state briefly how you would prepare nitric oxide and nitrous oxide. 10

Draw a labelled diagram of the apparatus you would use to show that nitric oxide contains nitrogen. (The source of the nitric oxide need not be shown.) Give the equation for the reaction. 5

From a mixture of nitrogen and nitric oxide how would you obtain samples of each gas? 5

3. Describe the preparation of hydrogen bromide. 7

State and explain the action of concentrated sulphuric acid on (i) hydrogen chloride, (ii) hydrogen bromide, (iii) hydrogen iodide. 7

What is the action of hydrobromic acid on (i) lead nitrate solution, (ii) sodium carbonate, (iii) bleaching powder? 6

4. Describe the preparation of ethyl alcohol in the laboratory. 7

What happens when ethyl alcohol is (i) heated with excess of concentrated sulphuric acid, (ii) heated with acetic acid? 5

0.1 gm. of an alcohol gave 37.5 c.c. of vapour at N.T.P. Calculate its molecular weight.

When 1.0 gm. of the alcohol was completely oxidised 2.2 gm. of carbon dioxide and 1.2 gm. of water were formed. Find the molecular formula of the alcohol and write a possible structural formula for it. 8

5. Why do crystals of washing soda become opaque on exposure to air? 2

How would you determine by volumetric analysis the percentage of water of crystallisation in a sample of washing soda crystals? Give full experimental details. 10

1.43 gm. of a mixture of slaked lime and chalk required 32.90 c.c. of N hydrochloric acid for neutralisation. Calculate the percentage of chalk in the mixture. 8

6. Under what conditions does hydrogen combine with (i) oxygen, (ii) nitrogen, (iii) chlorine, (iv) sulphur? 5

Describe the experiments you would perform to obtain a reasonably pure supply of hydrogen sulphide starting from sulphur and any other chemicals you may require. 7

What is the action of hydrogen sulphide on solutions of (i) sodium hydroxide, (ii) copper sulphate, (iii) ferric chloride? Name the type of reaction in each case. 8

**7. Either**

(a) Five unlabelled bottles contain ammonium chloride, sodium sulphate, sodium bicarbonate, sodium nitrate, and lead nitrate, but it is not certain which chemical is contained in a particular bottle.

By considering the action of heat on each substance show how it would be possible to label each bottle correctly. 10

Give one additional test for each compound which would confirm the correctness of the labelling. 10

**Or**

(b) State, with reasons, what conclusions can be drawn from the following observations :

(i) A sodium compound, when dissolved in water, gave an acid solution. The solution gave a white precipitate with barium chloride solution, and the precipitate was insoluble in dilute hydrochloric acid. 3

(ii) A compound, when warmed with concentrated sulphuric acid, gave off a gas which burned at the mouth of the test-tube with a blue flame. A drop of lime water held on a glass rod at the mouth of the test-tube at which the gas was burning turned milky. 3

(iii) An aqueous solution of a calcium salt gave a white precipitate when boiled. The precipitate effervesced on the addition of dilute hydrochloric acid and the gas given off turned lime water milky. 4

(iv) A mixture of two black powders was treated with dilute sulphuric acid. It partially dissolved giving a blue solution, and a black residue remained.

When the original mixture was heated carbon dioxide was given off. When moderately concentrated nitric acid was added to the residue from this experiment, brown fumes were evolved. 6

(v) A compound, when heated with sodium hydroxide, gave off a gas which turned red litmus blue. When the same compound, mixed with manganese dioxide, was warmed with concentrated sulphuric acid, a gas was evolved which bleached a damp litmus paper. 4



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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SCIENCE

## HIGHER GRADE—(PHYSICS)

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

Not more than FIVE questions should be attempted.

 $g = 32 \text{ ft. per sec. per sec. or } 981 \text{ cm. per sec. per sec.}$ 

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

Mathematical tables will be supplied to those who desire them.

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

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

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

## 1. Either

Marks

(a) State **three** conditions which are satisfied by three non-parallel forces in equilibrium.

3

Describe in detail how these conditions may be verified experimentally.

10

A uniform plank of mass 20 lb. and length 8 ft. rests on level concrete. A rope which is in line with the plank and attached to one end of it is pulled, raised, and finally kept inclined at  $60^\circ$  to the horizontal. It is then found that the end of the plank to which the rope is attached is just clear of the concrete, while the other end is on the point of slipping. Calculate the tension in the rope and the coefficient of static friction between plank and concrete.

7

Or

(b) Describe, with an explanation of the underlying theory, an experiment to determine the centre of gravity of a laboratory stool.

9

A laboratory stool of height 2 ft.  $0\frac{1}{2}$  in. consists of a square top of side 1 ft. and thickness  $\frac{1}{2}$  in., and four vertical legs attached to the corners of the top. The legs are uniform and each has a mass of  $\frac{3}{4}$  lb. while the mass of the top is 4 lb.

Calculate :

(i) the height of the centre of gravity of the stool ;

3

(ii) the angle through which the stool may be tilted about two adjacent legs before it begins to topple ; and

3

(iii) the difference in potential energy possessed by the stool when it is changed from its normal to the inverted position.

3

Comment on the equilibrium of the stool in its normal and inverted positions.

2

[TURN OVER]

2. State Newton's second law of motion, and derive from it the relation connecting force, mass, and acceleration.

5

Describe an experiment to verify the relation between mass and acceleration when the force remains constant.

7

For the first 15 seconds of its motion from the bottom of a pit shaft a cage of mass 1 ton is raised with a uniform acceleration of 4 ft. per sec. per sec. Calculate the tension in the supporting cable during this period. Find also the velocity of the cage and the horse-power being supplied to it 5 seconds after it has left the pit bottom.

8

3. What factors may cause the volume of a given mass of gas to change? In each case name and state the law concerned.

5

Describe in detail an experiment to verify **one** of the laws.

7

With the aid of labelled sketches, explain the working of a cycle pump and tyre valve as a tyre is being inflated.

4

The inner tube of a cycle tyre has a capacity of  $1\frac{1}{2}$  litres and is full of air at atmospheric pressure. The pressure is raised to 2 atmospheres by the use of a pump with a barrel of capacity 100 c.c. Calculate the number of strokes needed, assuming that the size of the tyre and the temperature remain unchanged.

4

#### 4. Either

(a) Establish the relation between the coefficient of cubical expansion of a solid and the coefficient of linear expansion of the same solid.

5

Describe and explain a method for determining the coefficient of real expansion of mercury.

8

A barometer fitted with a glass scale which is graduated to be accurate at  $15^{\circ}\text{C}$ . reads  $75\cdot20$  cm. when the temperature is  $25^{\circ}\text{C}$ . Find (correct to two decimal places) :

(i) the true height of the mercury column ; and

3

(ii) atmospheric pressure in cm. of mercury at  $0^{\circ}\text{C}$ .

4

Coefficient of linear expansion of glass =  $0\cdot00009$  per  $^{\circ}\text{C}$  degree.

Coefficient of real expansion of mercury =  $0\cdot00018$  per  $^{\circ}\text{C}$  degree.

#### Or

(b) Define *specific heat* and *latent heat*.

4

Describe in detail an experiment to find the latent heat of fusion of wax, the specific heat of solid wax being given. Indicate clearly how the result would be calculated.

8

When a quantity of wax, initially molten, was allowed to cool under constant conditions, corresponding readings for time and temperature were obtained as follows :

|                                     |    |    |    |    |    |    |    |    |                 |                 |
|-------------------------------------|----|----|----|----|----|----|----|----|-----------------|-----------------|
| Time (minutes)                      | 0  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8               | 9               |
| Temperature ( $^{\circ}\text{C}$ .) | 70 | 64 | 60 | 57 | 55 | 55 | 55 | 53 | $51\frac{1}{2}$ | $50\frac{1}{2}$ |

Plot the results and interpret the graph obtained.

8

5. State the laws of refraction of light.

4

Explain what is meant by the *critical angle* for glass, and describe in detail an experiment to find it by direct measurement.

8

If the critical angle for water is  $48^{\circ}$ , deduce, giving reasons for the various steps, the refractive index of water.

4

With the aid of a sketch, explain how a prism may be used as a mirror. In what respects does the image formed by a prism differ from that formed by a plane mirror?

4



6. Answer any **four** of the following :

Marks

(a) State and explain the basis of a rule an observer may apply to estimate roughly his distance from the centre of a thunder-storm. 5

(b) What is meant by the *relative humidity* of the atmosphere and how may information concerning it be obtained ? 5

(c) Explain why water rises in a capillary tube and why the finer the bore of the tube the greater is the height reached. 5

(d) A sonometer string of length 63.0 cm. sounds C (frequency 256) when under a tension of 8 lb. wt. It is required to cause the string to sound G (frequency 384) by altering (i) its length only, (ii) its tension only. In each case calculate the new value of the quantity concerned. 5

(e) Give, without experimental details, the theory underlying a method making use of a tuning-fork of known frequency to find the velocity of sound in air. 5

7. State Ohm's law. 2

A cell is known to have an appreciable internal resistance. Describe, with an explanation of the theory, an experiment to find the value of the internal resistance. 8

State and explain the essential difference between a good ammeter and a good voltmeter. 4

When shunted with a resistor of  $\frac{10}{99}$  ohms, a moving-coil galvanometer of resistance 10 ohms is suitable for use as an ammeter reading to 2 amperes. How may the galvanometer be adapted to serve as a voltmeter reading to 5 volts ? 6

8. Define *volt*, and derive the relation between the electrical units of power, current, and voltage. 5

How does the rate of production of heat in a resistor vary with the current passing through the resistor ? Describe in detail an experiment by which the relation may be verified. 9

A power of 100 kilowatts is delivered at 250 volts by a cable which has a resistance of 10 ohms. Calculate the rate at which heat is dissipated in the cable. Find also the voltage at which the power must be delivered if it is to be maintained at 100 kilowatts and the heat losses in the cable are to be quartered. 6

$$4.2 \text{ joules} = 1 \text{ calorie.}$$

9. Assuming an expression for the force acting on a current-carrying conductor placed in a magnetic field and at right-angles to the field, deduce the law relating to the magnitude of an induced E.M.F. 8

Describe two experiments which illustrate the truth of the law. 6

With the aid of a labelled diagram, explain the working of a simple dynamo. Indicate clearly the variations which occur in the direction and in the magnitude of the induced E.M.F. as the coil rotates. 6



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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## SCIENCE

HIGHER GRADE—(ZOOLOGY)

Tuesday, 19th March—1.30 P.M. to 3.30 P.M.

FIVE questions in all should be attempted.

Answers should, wherever possible, be illustrated by clear diagrams of reasonable size.

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

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

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

Marks

1. Write an account of the ways in which amoeba, hydra, and earth-worm exhibit irritability. Refer in your answer to the various stimuli which provoke the reactions, and describe clearly how these reactions are effected. 20

2. How would you make a culture of paramoecium in the laboratory? 2

Describe the processes of (i) binary fission, (ii) conjugation, in this animal. (Details of events following conjugation are not required.) What benefit does conjugation apparently confer on paramoecium? Point out any similarities between conjugation in paramoecium and sexual reproduction in the Metazoa. 12

What are the following, and what part do they play in the life of paramoecium:

cilia, undulating membrane, trichocysts? 6

3. Trace the most direct path which the blood of a mammal may take in travelling from the wall of the intestine to the heart and back to the intestine. Name the organs and main vessels through which the blood would pass and mention any changes in composition which it would undergo. (A detailed drawing of the heart is not required.) 13

Describe briefly the corresponding route in a dogfish (or skate) and comment on the differences of route in the fish and the mammal. 7

[TURN OVER

4. Describe the structures seen in the mouth of a frog and the part they play in capturing and swallowing the food. 6

Make a labelled drawing of the alimentary canal and associated glands of a frog. Mention any changes which occur in the structure of the mouth and alimentary canal during the development of a frog from a tadpole and comment on their significance. 10

Write a note on the functions of a frog's skin. 4

5. Write an illustrated description of the external features of cockroach. (*Details of the mouth parts are not required.*) 12

Point out **two** main differences in structure between a cockroach and a butterfly, indicating how these differences are related to the habits of the animals concerned. 4

Describe briefly how an oxygen supply, adequate for the very active life of these insects, reaches the various tissues. 4

6. What are the functions of the vertebrate skeleton ?

Name the main regions of the vertebral column in a mammal and state how the structure of a typical vertebra is adapted to the work it performs.

How is the skull enabled to move freely on the vertebral column ? 12

Describe the characteristics of a bird's skeleton which are related to the animal's modes of locomotion. 8

### 7. Either

(a) Give an account of the biological work done by any **one** of the following :

Harvey, Darwin, Fabre, Pasteur, Mendel, Linnaeus, Jenner, Gilbert White, Ronald Ross. 8

State *briefly* the main contributions to biology made by any **six** of the others. 12

### Or

(b) Write an account of any personal observations which you have made as part of your field studies in zoology. State the nature of the habitat where you made these observations and the times of the year. 20

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SCOTTISH LEAVING CERTIFICATE EXAMINATION

SCIENCE—ENGINEERING

HIGHER GRADE—(APPLIED MECHANICS AND HEAT ENGINES)

Tuesday, 19th 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 question, or to each part of a question, is shown in brackets after the question.

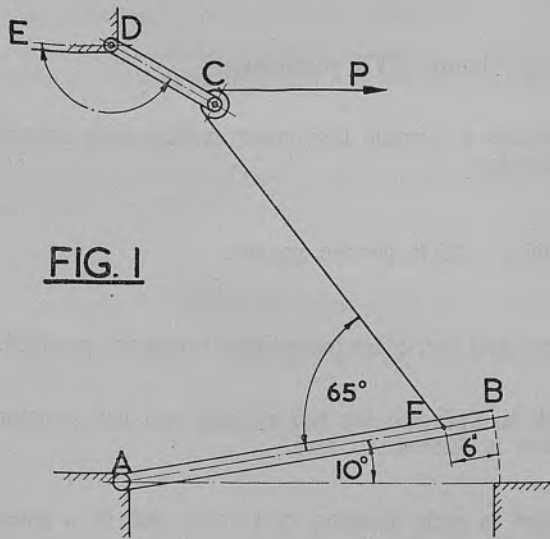
1. The trap-door AB shown in Figure 1 weighs 60 lb.; it is 4 ft. long and its centre of gravity is at the mid-point. It is hinged at A and lifted by a rope attached to point F on the door and passing round a pulley at C. The door is held in the position shown by a horizontal force P. The pulley is attached to a link CD, D being a swivel joint.

Calculate—

(a) the force (P) in the rope ; (12)

(b) the force in the link CD ; (6)

(c) the angle CDE. (2)

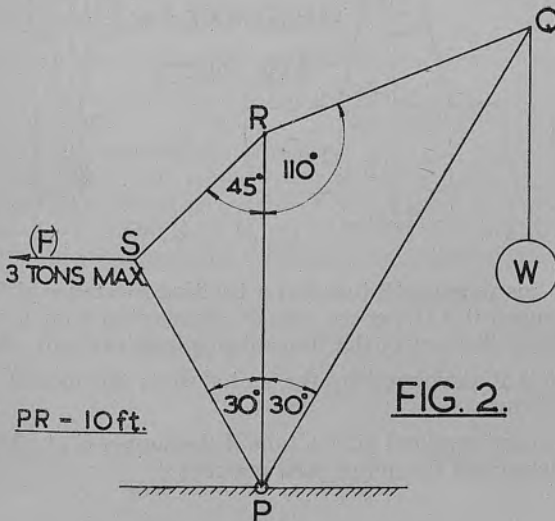


2. The pin-jointed frame shown in Figure 2 is pivoted at P and carries a load W suspended from Q. The frame is kept in equilibrium by the horizontal force (F) applied to a wire-rope to S. The load in the rope must not exceed 3 tons.

Determine graphically—

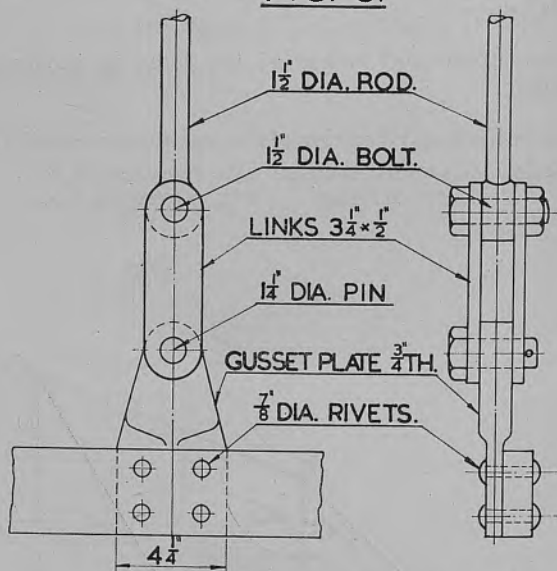
- (a) the maximum value of the load W, and, when the frame carries this load— (2)
- (b) the magnitude and nature of the force in each member of the frame; (14)
- (c) the magnitude and direction of the reaction force on the hinge P. (4)

Scales—Structure diagram 1 in. represents 4 feet.  
Force diagram 1 in. represents 1 ton.



3. Figure 3 shows the lower end of an adjustable suspension rod for supporting a staging. Calculate the maximum load which can be carried by the rod if the stresses are not to exceed the following values :— 6 tons per sq. in. on the rod, links and gusset plate,  $4\frac{1}{2}$  tons per sq. in. on the rivets and on the pin, and 3 tons per sq. in. on the bolt. (20)

FIG. 3.



4. A trolley-bus weighing 8 tons has a tractive resistance of 30 lb. per ton. If it is accelerating at 0.4 ft. per sec. per sec. from a stop on an upward gradient of 1 in 14, and the efficiency of the transmission is 80 per cent., determine:—

(a) the B.H.P. developed by the motor when the speed reaches 6 miles per hour ; (15)

(b) the current required at this time if the supply is at 500 volts and the efficiency of the motor is 82 per cent. (5)

5. A four-stroke cycle single cylinder gas-engine, 9 in. diameter and 14 in. stroke, has a speed of 240 r.p.m. With a certain load there are five firing strokes in every six cycles, the engine using 320 cubic feet of gas per hour. The calorific value of the gas is 480 B.Th.U. per cubic foot.

If the indicated thermal efficiency of the engine is 28 per cent., calculate—

(a) the I.H.P. of the engine ; (11)

(b) the mean effective pressure in the cylinder. (9)

6. (Turn over.)



6. (a) A pound of water at  $32^{\circ}\text{F.}$  is contained in a cylinder fitted with a piston which maintains a constant pressure of 180 lb. per sq. in. on the contents.

Explain all the changes which take place during the process of heating the contents to form superheated steam at  $500^{\circ}\text{F.}$  (6)

Determine the amount of heat supplied at each change of state. (4)

(b) 3,000 lb. of steam per hour at 250 lb. per sq. in. and at  $500^{\circ}\text{F.}$  are expanded in a steam-turbine until the pressure is  $1\frac{1}{2}$  lb. per sq. in.

If the heat drop during expansion is 240 B.Th.U. per lb., calculate—

(i) the dryness fraction of the steam at the end of expansion ; (6)

(ii) the theoretical I.H.P. developed by the turbine. (4)

| p<br>lb./sq. in. | t<br>temp. $^{\circ}\text{F.}$ | h<br>B.Th.U. | L<br>B.Th.U. |
|------------------|--------------------------------|--------------|--------------|
| 250              | 400                            | 376          | 831          |
| 180              | 373                            | 346          | 857          |
| $1\frac{1}{2}$   | 115                            | 83           | 1,025        |

7. Explain the advantages and disadvantages in each of the following cases :—

(a) using steam in a cylinder expansively, *i.e.*, cutting-off the supply before the end of the stroke ; (7)

(b) using superheated steam instead of saturated steam in an engine ; (7)

(c) using oil instead of coal as a boiler fuel. (6)

8. An oil-fired boiler uses 280 lb. of fuel per hour and steam is generated at a pressure of 175 lb. per sq. in., 95 per cent. dry, from feed water at  $85^{\circ}\text{F.}$  An analysis of the oil-fuel shows it to consist of 86 per cent. of carbon and 14 per cent. of hydrogen ( $\text{C} = 14,500 \text{ B.Th.U. per lb.}$  and  $\text{H} = 62,000 \text{ B.Th.U per lb.}$ ). If the thermal efficiency of the boiler is 75 per cent., calculate the steam output in pounds per hour.

| p<br>lb./sq. in. | t<br>temp. $^{\circ}\text{F.}$ | h<br>B.Th.U. | L<br>B.Th.U. |      |
|------------------|--------------------------------|--------------|--------------|------|
| 175              | 371                            | 344          | 859          | (20) |

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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

LOWER GRADE—(APPLIED MECHANICS)

Tuesday, 19th March—9.15 A.M. to 10.45 A.M.

Not more than **FOUR** questions should be attempted.

When candidates use a formula they must explain each symbol. Units must always be stated.

$$\text{Take } \pi = \frac{22}{7}.$$

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

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

The value attached to each part of a question is shown in brackets.

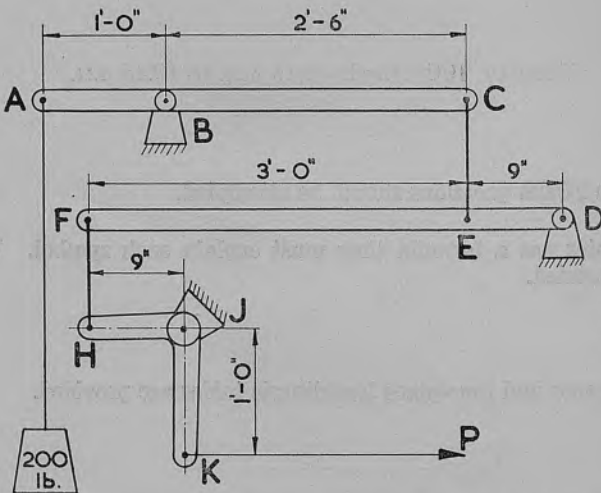
[TURN OVER

1. In a system of levers shown in Figure 1, ABC and DEF are straight levers pivoted at B and D respectively, and HJK is a bell-crank lever pivoted at J. CE and FH are connecting links. Calculate—

(a) the horizontal force P which will keep in equilibrium the weight of 200 lbs. acting at point A ; (20)

(b) the reaction forces at pivots B and D. (5)

(Note.—Neglect the weight of the levers and links.)



**FIG. 1.**

2. With the aid of sketches distinguish between *shear stress* and *compressive stress*. (10)

A rectangular hole, 1 in. by  $\frac{1}{2}$  in., is to be punched through a plate  $\frac{3}{8}$  in. thick. The material has an ultimate shear stress of 48,000 lb. per sq. in.

Calculate—

(a) the force required to punch the hole ; (10)

(b) the compressive stress in the punch. (5)

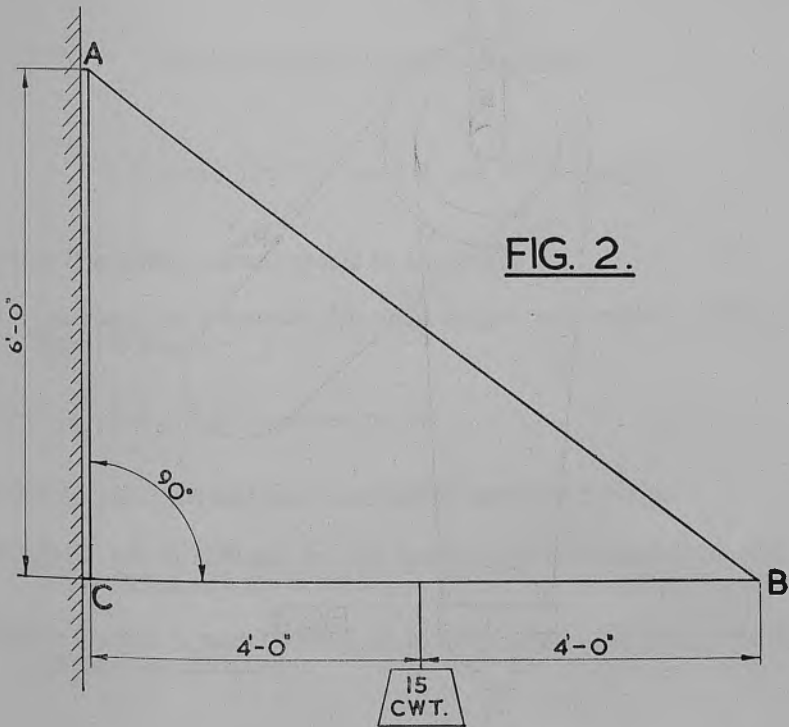
3. A load of 15 cwt. is suspended from the girder beam of a wall-crane as shown in outline in Figure 2.

Determine graphically—

(a) the reaction force at C assuming the reaction force at A to be horizontal; (10)

(b) the force in the member AB. (15)

(Scale.—Force diagram 1 in. represents 5 cwt.)



4. State the laws of friction. (6)

A diesel locomotive weighs 30 tons. If the coefficient of friction between the wheels and the rails is 0.2 find the maximum effort which the locomotive can exert without wheel slip. (4)

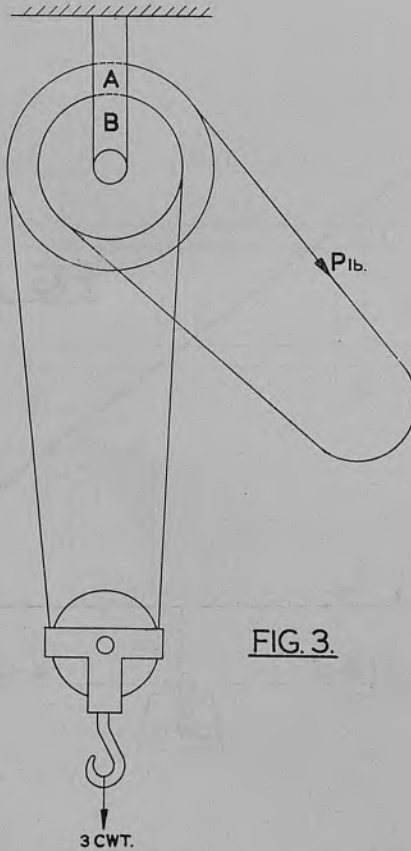
If the tractive resistance of the locomotive and train is 15 lb. per ton, what is the maximum weight of the train which can be hauled up an incline of 1 in 40 with uniform velocity? (15)

[TURN OVER

5. In the differential chain pulley block shown in Figure 3 the effective diameter of wheel A is 12 in. and that of wheel B is 11 in.

Find—

- (a) the velocity ratio ; (7)
- (b) the effort  $P$  lb. required to lift a load of 3 cwt. if the efficiency of the pulley block is 40 per cent. at this load. (8)
- (c) How many revolutions will the chain wheels go through if the load is raised 6 ft. ? (10)



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## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

HIGHER GRADE—(APPLIED MECHANICS)

Tuesday, 19th March—9.15 A.M. to 11.15 A.M.

Not more than FIVE questions should be attempted.

When candidates use a formula they must explain each symbol. Units must always be stated.

Take  $\pi = \frac{22}{7}$ , and  $g = 32$  ft. per sec. per sec.

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

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

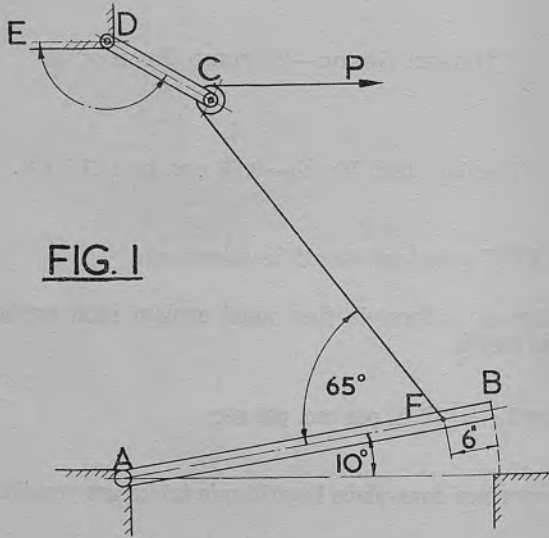
The value attached to each question, or to each part of a question, is shown in brackets after the question.

[TURN OVER]

1. The trap-door AB shown in Figure 1 weighs 60 lb. ; it is 4 ft. long and its centre of gravity is at the mid-point. It is hinged at A and lifted by a rope attached to the point F on the door and passing round a pulley at C. The door is held in the position shown by a horizontal force P. The pulley is attached to a link CD, D being a swivel joint.

Calculate—

- (a) the force (P) in the rope ; (12)
- (b) the force in the link CD ; (6)
- (c) the angle CDE. (2)





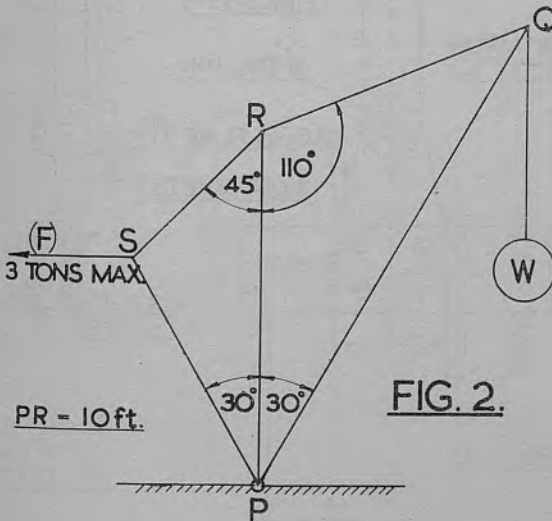
2. The pin-jointed frame shown in Figure 2 is pivoted at P and carries a load W suspended from Q. The frame is kept in equilibrium by the horizontal force (F) applied by a wire-rope to S. The load in the rope must not exceed 3 tons.

Determine graphically—

- (a) the maximum value of the load W and, (2)  
when the frame carries this load—
- (b) the magnitude and nature of the force in each member of the frame; (14)
- (c) the magnitude and direction of the reaction force on the hinge P. (4)

Scales—Structure diagram 1 in. represents 4 feet.

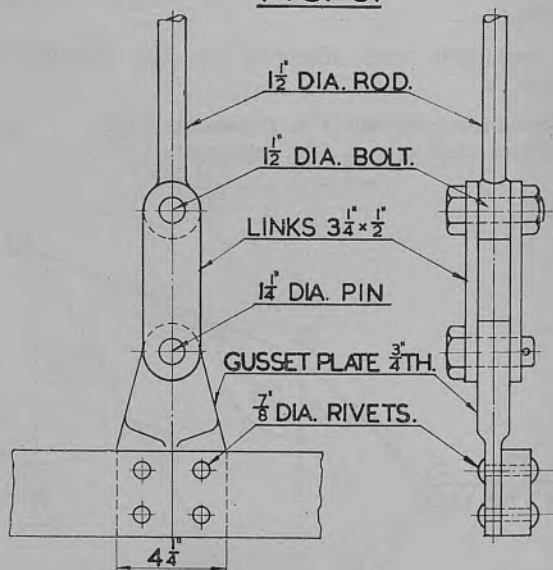
Force diagram 1 in. represents 1 ton.



3. (Turn over)

3. Figure 3 shows the lower end of a suspension rod for supporting a staging. Calculate the maximum load which can be carried by the rod if the stresses are not to exceed the following values :—6 tons per sq. in. on the rod, links and gusset plate,  $4\frac{1}{2}$  tons per sq. in. on the rivets and on the pin, and 3 tons per sq. in. on the bolt. (20)

FIG. 3.



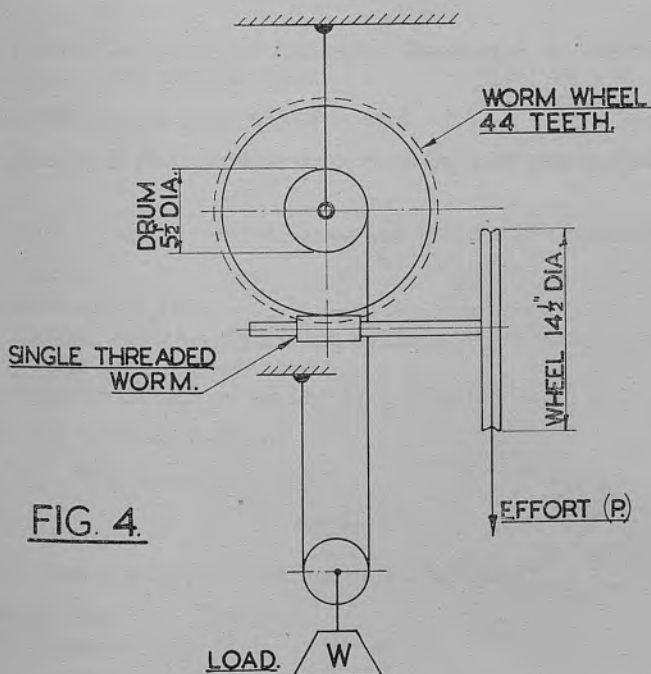
4. A trolley-bus weighing 8 tons has a tractive resistance of 30 lb. per ton. If it is accelerating at 0.4 ft. per sec. per sec. from a stop on an upward gradient of 1 in 14, and the efficiency of the transmission is 80 per cent., determine :—

- (a) the B.H.P. developed by the motor when the speed reaches 6 miles per hour ; (15)
- (b) the current required at this time if the supply is at 500 volts and the efficiency of the motor is 82 per cent. (5)

5. Figure 4 shows the essential details of a hand-operated lifting machine. The lifting rope passes round a single pulley, one end of the rope being fixed to the barrel keyed to the worm-wheel shaft and the other end to a hook on the machine frame.

Calculate—

- (a) the velocity ratio of the machine ; (6)
- (b) the effort required to lift loads of (i) 200 lb., and (ii) 1,200 lb. if the law of the machine is  $P = 0.012W + 3.5$  ; (6)
- (c) the efficiency of the machine when lifting each of these loads ; (4)
- (d) the limiting efficiency of the machine. (4)



6. A ventilating fan with a 15 horse-power motor has a driving pulley of 15 in. diameter running at 450 r.p.m. The power is transmitted by three vee belts in each of which the tension on the tight side is four times the tension on the slack side.

Calculate these tensions.

(10)

The power is supplied by a petrol engine having a thermal efficiency, on a B.H.P. basis, of 28 per cent. If the calorific value of the fuel is 19,000 B.Th.U. per lb., determine the fuel consumption in lb. per hour.

(10)

7. (Turn over)

7. Define *momentum* and *conservation of momentum*. (4)

State the circumstances in which the principle of the conservation of momentum may be applied. (2)

(a) A wagon weighing 2 tons runs into spring buffers at a speed of 3 miles per hour and rebounds from them at 2 miles per hour. Calculate—

(i) the change of momentum ; (4)

(ii) the kinetic energy of the wagon after impact. (4)

(b) If this wagon, running at 6 miles per hour, overtakes and runs into another wagon of 4 tons weight running at 3 miles per hour, and the wagons become coupled together, calculate their common speed immediately after the impact. (6)

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION****TECHNICAL SUBJECTS**

LOWER GRADE—(TECHNICAL DRAWING)

Thursday, 14th March—1.0 P.M. to 3.0 P.M.

Question 1 should be attempted and either Question 2 or Question 3. The Figures are on a separate paper.

Both sides of the drawing paper should be used.

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

1. Figure 1 shows the front elevation and the plan of a machined casting.

Draw, full size—

- (a) the front elevation ;
- (b) the end elevation to the left of the given elevation ; omit hidden parts ;
- (c) the sectional plan on the line AA ; show hidden parts.

Fillets may be drawn freehand.

Do not give dimensions.

(65)

**Either**

2. Two views of a shaped block are shown in Figure 2.

Draw, full size—

- (a) the given views ;
- (b) the plan ;
- (c) an auxiliary elevation taken in the direction of arrow A.

(35)

**Or**

3. Two views of a shackle are shown in Figure 3.

Draw, full size—

- (a) the given elevation ;
- (b) the given plan ;
- (c) the side elevation to the right of the given elevation.

(35)

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Tech. Drg.

(Lower)

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

TO BE DISTRIBUTED WITH THE  
LOWER GRADE TECHNICAL DRAWING  
QUESTION PAPER

Figures

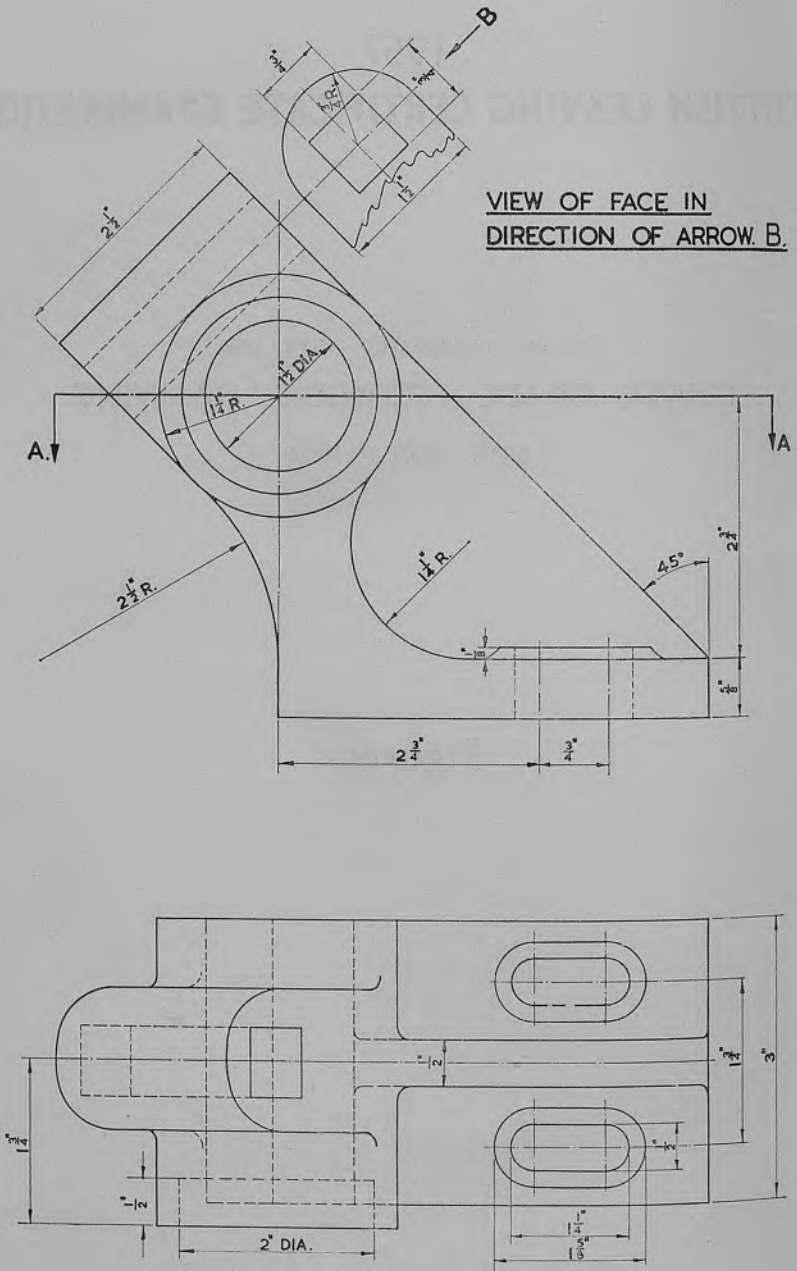


FIG. 1.



FIG. 2.

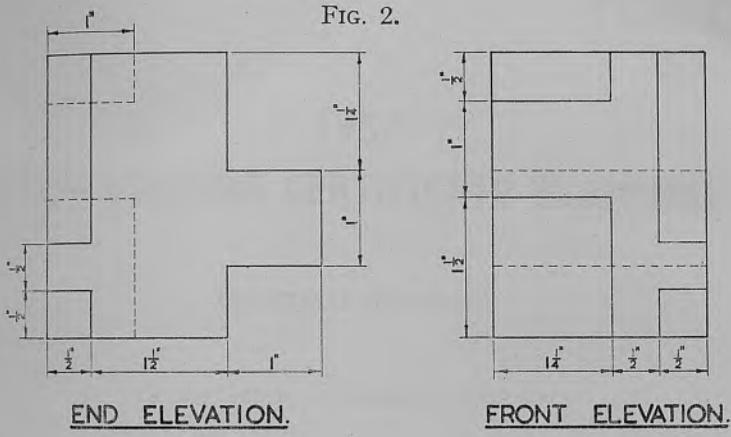


FIG. 3.

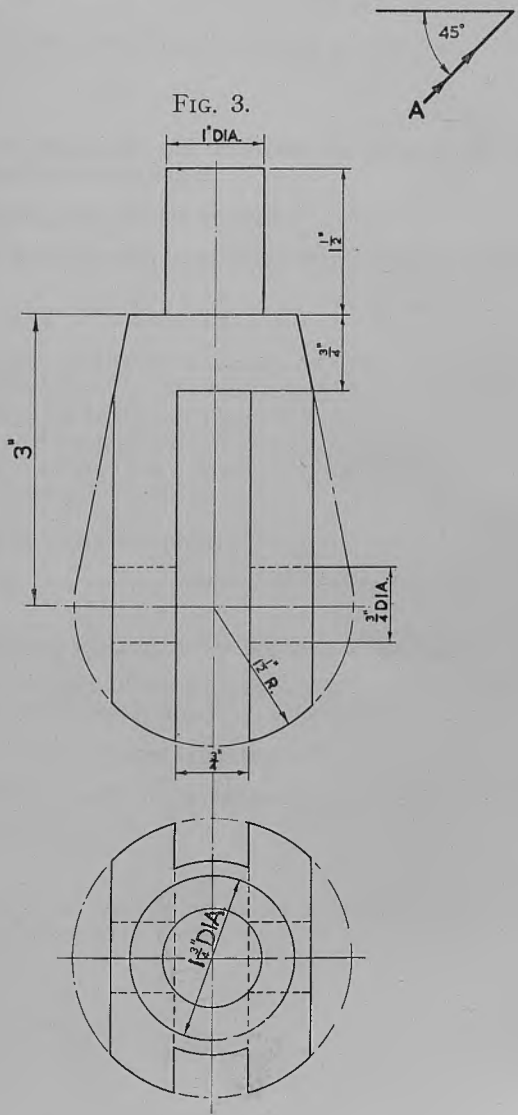




Fig. 1

Fig. 2



Fig. 3



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

HIGHER GRADE—(TECHNICAL DRAWING)

Thursday, 14th March—1.0 P.M. to 4.0 P.M.

Question 1 should be attempted and **EITHER** Question 2 **OR** Question 3.  
The Figures are on a separate paper.

Both sides of the drawing paper should be used.

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

1. Figure 1 shows the component parts of a belt-driven pump for supplying cooling fluid to the tool on a lathe. The fluid is carried from the inlet side to the outlet side of the pump by becoming trapped between the teeth of the gear-wheels and the body of the pump; the circumferences and sides of the wheels must therefore fit closely to the body. There is a small working clearance which is not shown on the drawings.

Draw, full size, with parts assembled—

- (a) the elevation, as a section taken on the centre line AA; omit hidden parts;
- (b) the end elevation looking in the direction of the arrow B;
- (c) the plan, the upper half being an outside plan and the lower half being a section on the centre line CC; omit hidden parts.

The nuts may be drawn by approximate methods.

Do not show details of teeth in gear-wheels.

Do not give dimensions.

N.B.—The dimensions 12 in. and  $7\frac{1}{2}$  in. shown in Figure 1 give a convenient setting for your drawing on the paper. (70)

[TURN OVER]

**Either**

2. A right-angled bend of  $3\frac{1}{2}$  in. mean radius is made in a pipe 3 in. external diameter. A short branch of a  $2\frac{1}{2}$  in. diameter pipe is joined to the bend as shown in Figure 2. The axes are co-planar.

Draw, full size—

- (a) an elevation showing the intersection of the pipe surfaces ;
- (b) a plan ;
- (c) a development of the half circumference of the branch. (30)

**Or**

3. Figure 3 shows the side view and incomplete plan of a bar A passing through a slot in a bar B at an angle of  $30^\circ$ .

Draw, full size—

- (a) the end view as given ;
- (b) the completed plan ;
- (c) an elevation, in the direction of arrow X, of the bar B showing the slot before bar A is passed through it. (30)

Tech. Drg.

Higher

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

TO BE DISTRIBUTED WITH THE  
HIGHER GRADE TECHNICAL DRAWING

QUESTION PAPER

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**FIGURES**

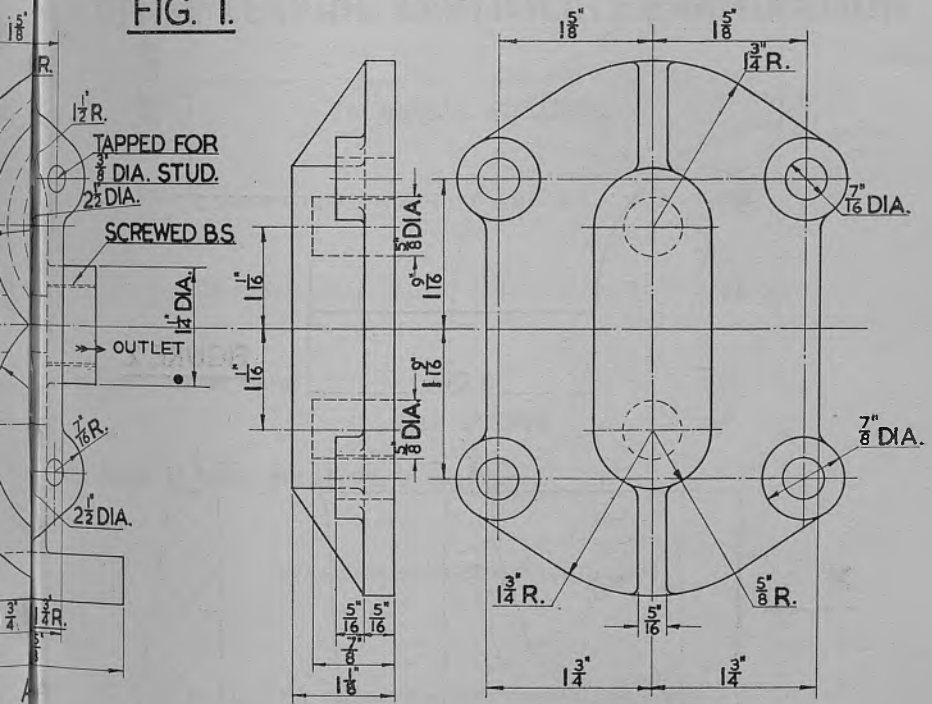
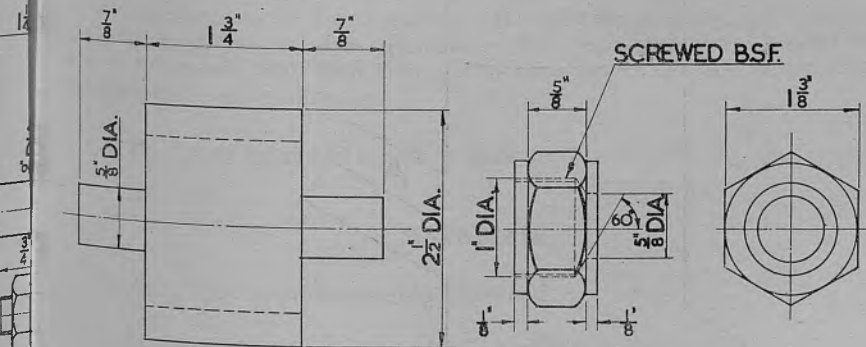
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STUD



### DRIVING SHAFT & GEAR WHEEL.

FIG. I.END PLATE.

FOLLOWING SHAFT ETC.      SHAFT GLAND.

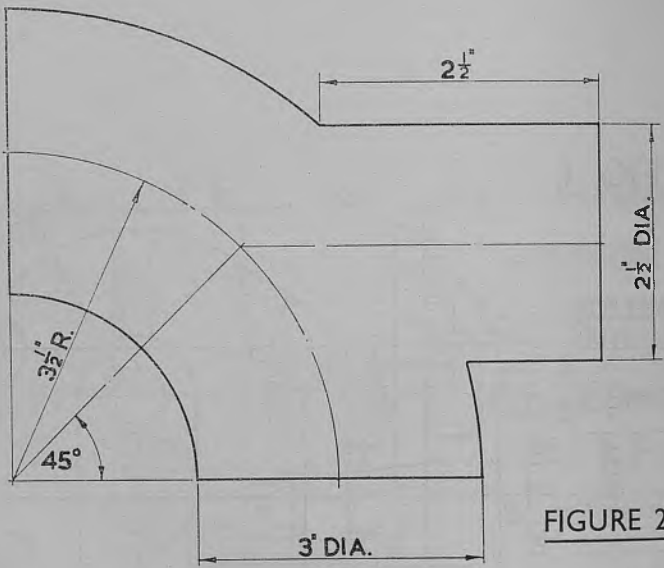


FIGURE 2.

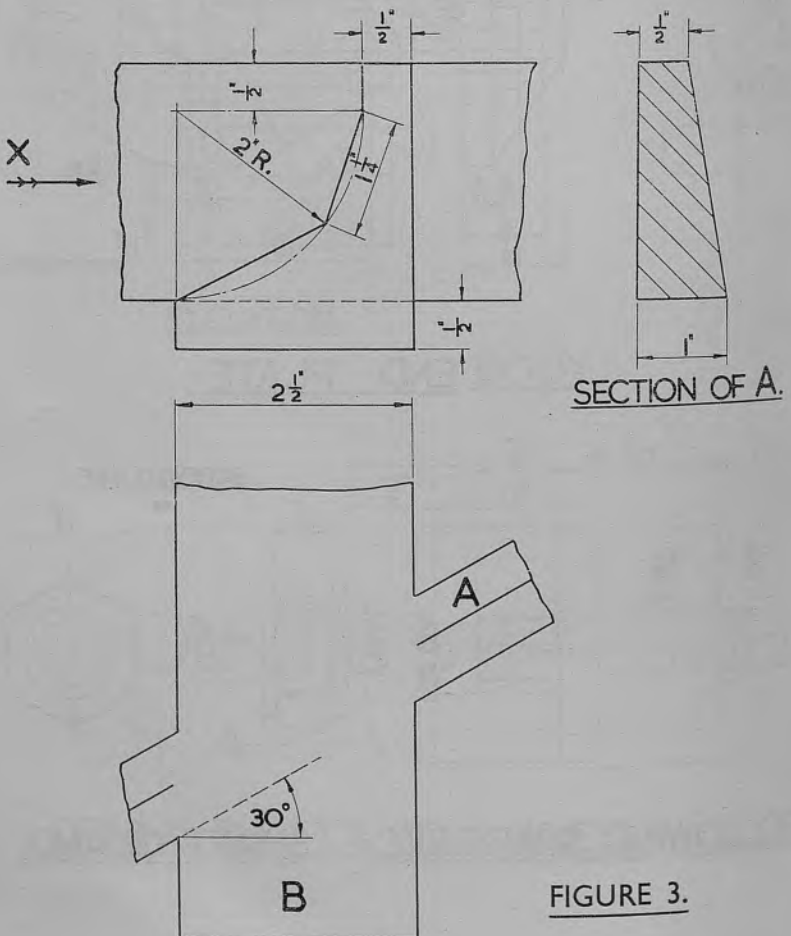


FIGURE 3.



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION****TECHNICAL SUBJECTS**

LOWER GRADE—(WOODWORK)—PRACTICAL TEST

Thursday, 21st March—9.15 A.M. to 11.15 A.M.

Candidates should make

**THE JOINTS**

the details of which are shown in sketch.

100 marks are assigned to this test.

N.B.

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted use your own judgement.
3. Do not use files or glasspaper.
4. Additional wood is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that clean cut and well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on each piece of wood.

**MATERIALS**

Japanese Oak or other suitable hardwood.

1 piece 15 in. by 2 in. by  $\frac{15}{16}$  in. planed to correct thickness.

# AMERICAN LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

For the purpose of this examination, the following subjects are to be considered as the basis of the examination:

1. The subject of the examination is to be considered as the basis of the examination.

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Woodwk.

Lower

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

TO BE DISTRIBUTED WITH THE

WOODWORK LOWER GRADE

PRACTICAL TEST PAPER

Figure

[ 81 (a) ]

[OVER



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

HIGHER GRADE—WOODWORK—PRACTICAL TEST

Thursday, 21st March—9.15 A.M. to 12.15 P.M.

Candidates should make

**THE CORNER JOINT,**

the details of which are shown in sketch.

100 marks are assigned to this test.

N.B.—

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted, use your own judgement.
3. Do not use files or glasspaper.
4. Additional wood is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that clean cut and well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on each piece of wood.

**MATERIALS**

Japanese Oak or other suitable hardwood.

1 piece  $6\frac{1}{4}$  in. by  $3\frac{5}{8}$  in. by  $\frac{3}{4}$  in. planed to correct thickness.1 piece 14 in. by  $3\frac{1}{8}$  in. by  $\frac{3}{4}$  in. planed to correct thickness.

1875

WATSON / LEAH / 1875

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**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

TO BE DISTRIBUTED WITH THE

WOODWORK HIGHER GRADE

PRACTICAL TEST PAPER

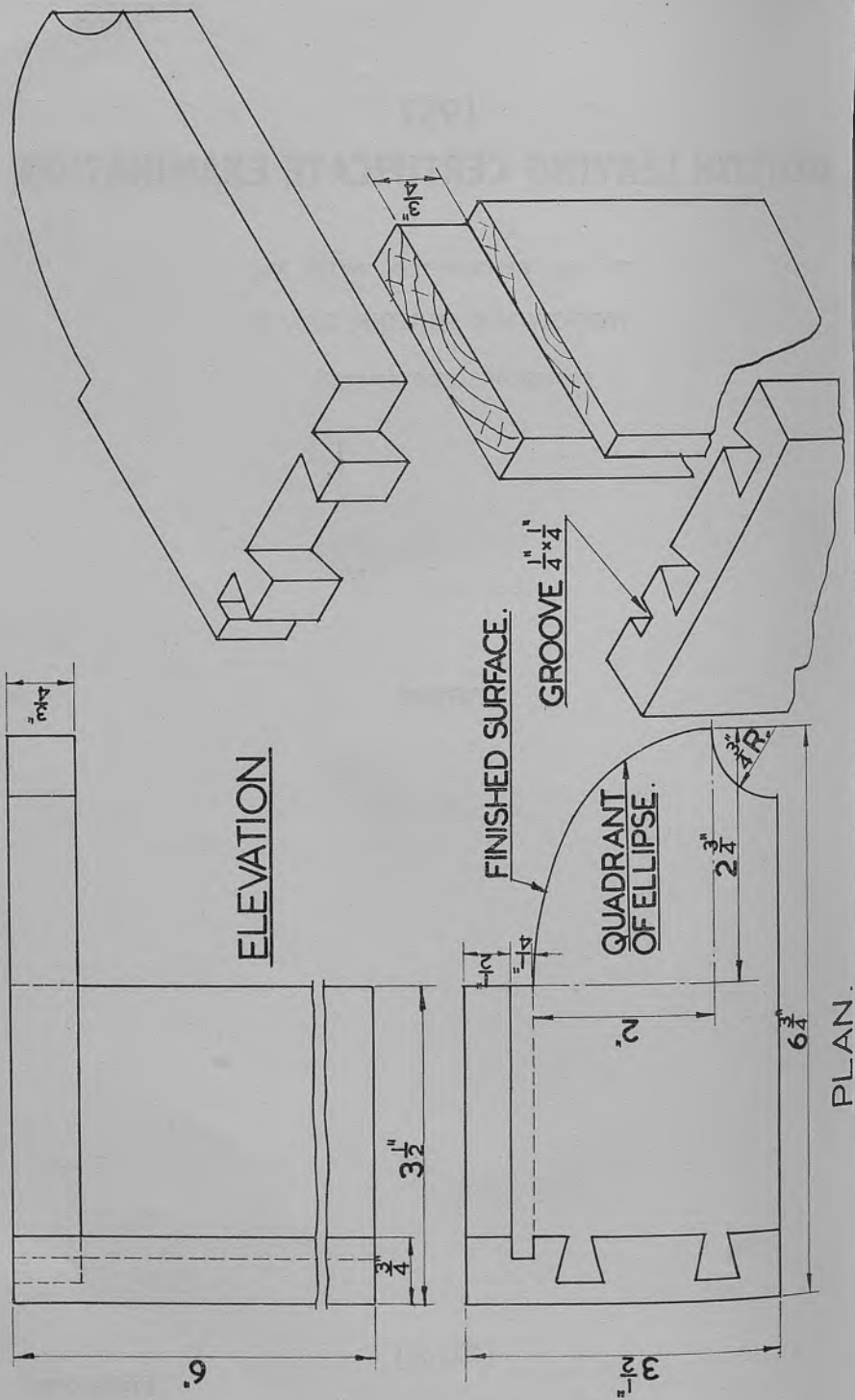
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**FIGURE**

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[ 82 (a) ]

[TURN OVER





1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

LOWER GRADE—METALWORK—PRACTICAL TEST

Thursday, 21st March—9.15 A.M. to 11.15 A.M.

Candidates should make

## THE CENTRE SQUARE

the details of which are shown in the sketch.

100 marks are assigned to this test.

N.B.—

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted, use your own judgement.
3. Do not use emery cloth.
4. Additional metal is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on a label and attach to each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Supervisor.

## MATERIALS

1 piece M.S. BRIGHT  $5\frac{1}{4}$  in. by  $2\frac{3}{4}$  in. by  $\frac{1}{16}$  in.1 piece M.S. BRIGHT 4 in. by  $\frac{3}{8}$  in. dia.

PLAN.

1937

# LEAVING CERTIFICATE EXAMINATION

1937

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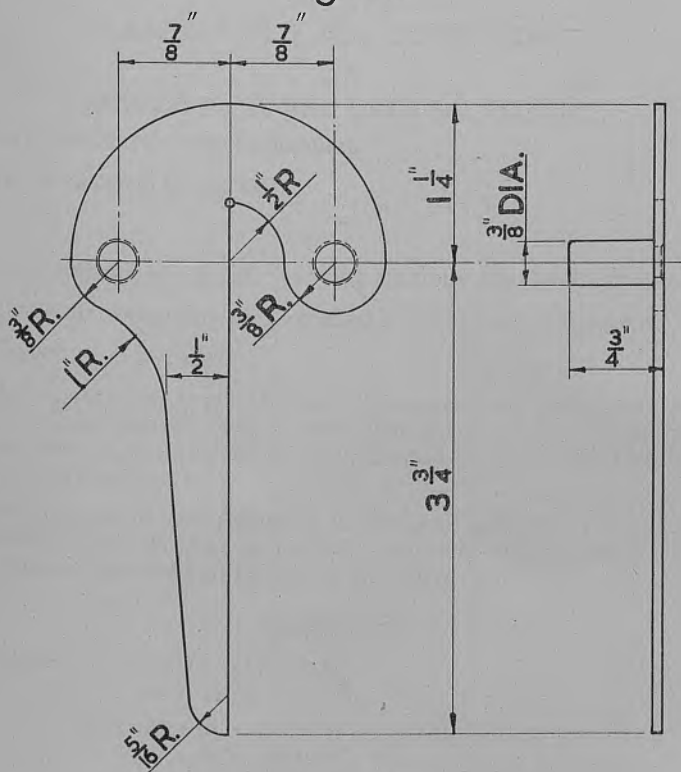
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1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

TO BE DISTRIBUTED WITH THE  
METALWORK LOWER GRADE  
PRACTICAL TEST PAPER

## Figure



CENTRE SQUARE.

[83 (a)]

# THE STATE OF TEXAS

THE STATE OF TEXAS  
COUNTY OF \_\_\_\_\_  
I, \_\_\_\_\_, Clerk of the County of \_\_\_\_\_, do hereby certify that \_\_\_\_\_ is the owner of the \_\_\_\_\_

\_\_\_\_\_



ATTEST  
\_\_\_\_\_

CLERK

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## TECHNICAL SUBJECTS

HIGHER GRADE—(METALWORK)—PRACTICAL TEST

Thursday, 21st March—9.15 A.M. to 12.15 P.M.

Candidates should make

*EITHER***ARTICLE No. 1, THE CRUMB TRAY,***OR***ARTICLE No. 2, THE DRILLING FIXTURE,**

the details of which are shown in sketches.

100 marks are assigned to this test.

*N.B.—*

1. Read through the paper, studying carefully the details of the test.
2. If any dimension has been omitted use your own judgement.
3. Do not use emery cloth.
4. Additional metal is not allowed. If a mistake is made, work as closely as possible to the original sizes. Remember that well set out work, even if incomplete, may earn more marks than inaccurate and badly finished work presumed to be complete.
5. Print your **name** and **school** on a label and attach to each piece of the finished work. Any sketches or devices made and used to assist your work must be similarly marked and handed to the Supervisor.

**MATERIALS**

Article No. 1—Tinplate, S.W.G.22.

1 piece 12 in. by 10 in.

Article No. 2—1 piece M.S. BRIGHT 4 in. by 3 in. by  $\frac{1}{8}$  in.1 piece M.S. BRIGHT  $1\frac{1}{2}$  in. by  $\frac{1}{2}$  in. by  $\frac{1}{2}$  in.1 piece M.S. BRIGHT 2 in. by  $\frac{3}{4}$  in. by  $\frac{3}{8}$  in.1 piece M.S. 6 in. by  $\frac{3}{4}$  in. diameter.1 piece M.S. BRIGHT 4 in. by  $\frac{3}{16}$  in. diameter.

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**Metalwk.**

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**1957**

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

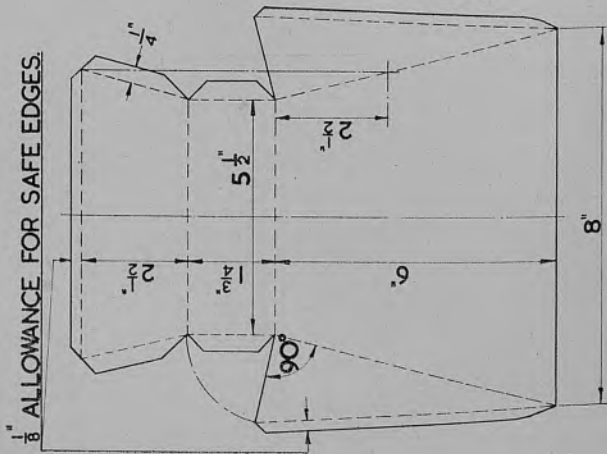
TO BE DISTRIBUTED WITH THE  
HIGHER GRADE METALWORK

PRACTICAL TEST PAPER

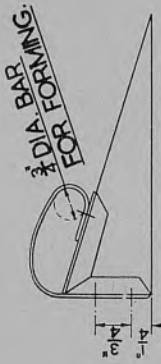
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**FIGURES**

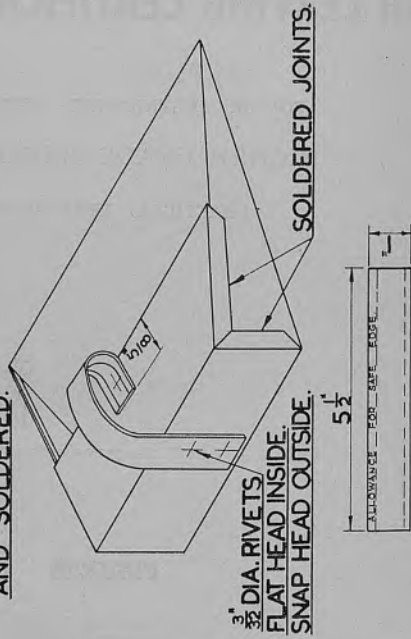
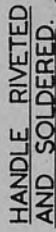
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## DEVELOPMENT OF TRAY.

CRUMB TRAY:

DETAIL SHOWING SHAPE OF HANDLE:



SOLDERED JOINTS.

5-1/2

ALLOWANCE FOR SAFE EDGE.

## DEVELOPMENT OF HANDLE.



Technical drawing of a mechanical assembly, likely a bracket or support structure, showing a main view and a detail view labeled (A).

**Main View Dimensions:**

- Overall width: 3"
- Overall height: 4"
- Top flange width: 1 1/2"
- Top flange thickness: 1/2"
- Top flange has two holes, each 3/8" DIA.
- Vertical distance from top flange to main body: 1 1/2"
- Main body width: 3"
- Main body has a central hole, 3/8" DIA. BSW OR BSF THREAD.
- Bottom flange width: 1"
- Bottom flange thickness: 1"
- Bottom flange has two holes, each 3/8" DIA.
- Overall depth: 3"

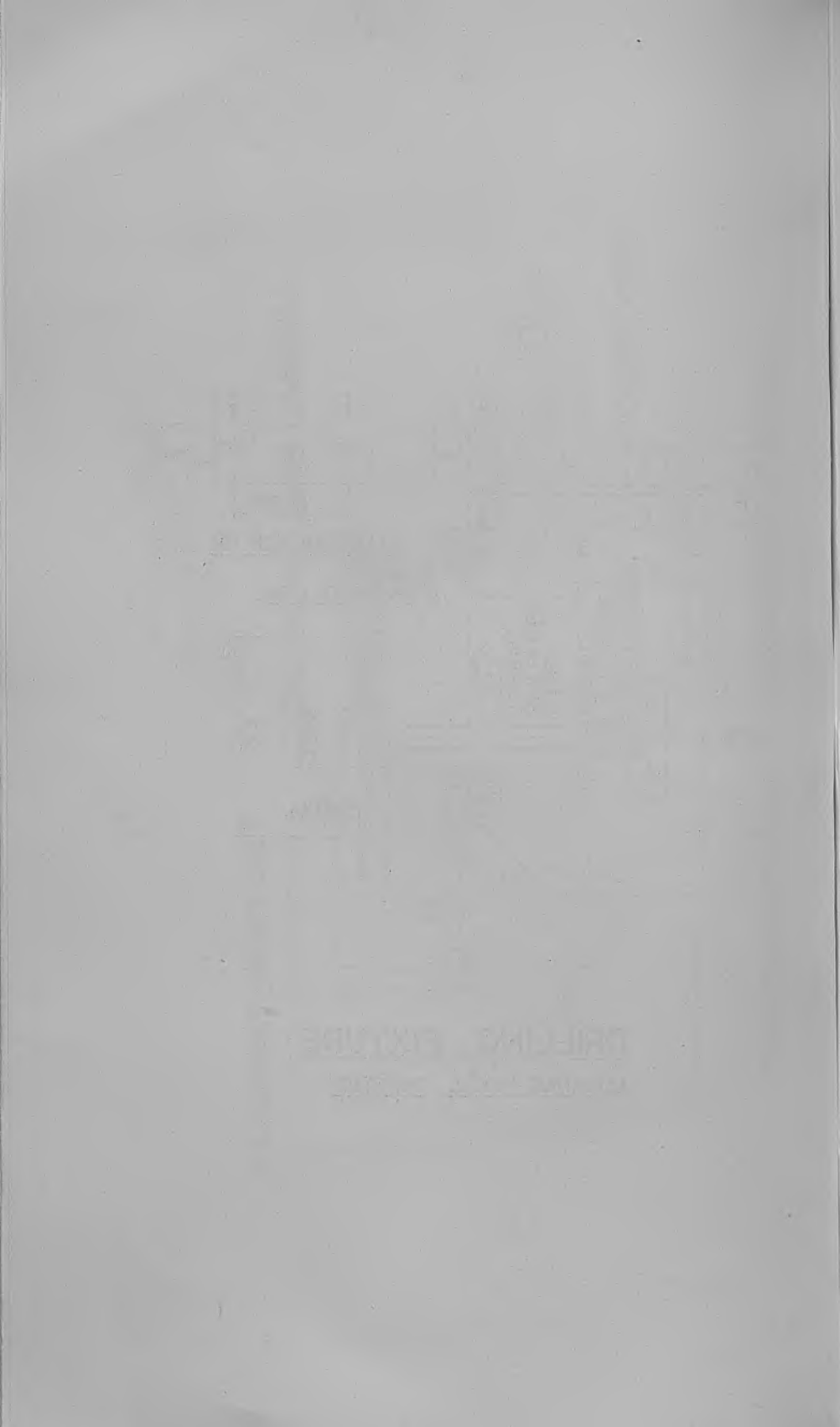
**Detail View (A) Dimensions:**

- Overall width: 2"
- Overall height: 2 3/4"
- Top flange width: 1 1/2" CRS.
- Top flange thickness: 1/2"
- Top flange has two holes, each 3/8" DIA.
- Vertical distance from top flange to main body: 1 1/2"
- Main body width: 1"
- Main body has a central hole, 3/8" DIA.
- Bottom flange width: 1"
- Bottom flange thickness: 1"
- Bottom flange has two holes, each 3/8" DIA.

**Assembly Notes:**

- 8/16 DIA. RIVETS C'SK.
- 3/8" DIA. BSW OR BSF THREAD.

LOCATING HOLES OMITTED.



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

MUSIC

LOWER GRADE

Monday, 4th 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.

|   |
|---|
| Number of seat<br>occupied at<br>examination. |
|   |

**FILL THIS IN FIRST**

Name of School.....

Name of Pupil .....

[TURN OVER

## SECTION I

**ALL the questions in this section should be attempted.**

1. Write in staff notation a melody suitable for singing to **one** of the following stanzas. Place each syllable of the words below the note or notes to which it is to be sung. Add a musical term to indicate tempo or mood, and insert expression marks where necessary. Words or phrases may be repeated.

"I heard a linnet courting  
His lady in the spring :  
His mates were idly sporting,  
Nor stayed to hear him sing  
His song of love."

*Bridges.*

**OR**

"Most Holy Night, that still dost keep  
The keys of all the doors of sleep,  
To me when my tired eyelids close  
Give thou repose."

*Belloc.*

(28)



2. Continue **one** of the following to make a melody of not less than eight bars in length, in simple binary form, ending on the tonic. Add phrasing and expression marks, and, where necessary, signs to indicate staccato and legato. (26)

*Allegretto*



OR

*Andante*



3. Complete the re-writing in open score of the first two bars of the following passage. Write the two oboe da caccia parts on the separate staves provided, at the same pitch as in the given passage, using the alto clef. (4)

*Largo*

Oboi da caccia I and II

Continuo

Oboe da caccia I

Oboe da caccia II

Continuo

Name another instrument for which the alto clef is used.

(1)

Name the intervals between the two pairs of bracketed notes in the continuo part.

1. ....

2. .... (2)

Name the key in which bars 2 and 3 are written, and describe the cadence with which the passage ends.

(3)

What is the purpose of the figures written below the continuo part?

(2)

Who, in your opinion, might have composed the work from which this passage is taken? Give, very briefly, the reasons for your answer.

(4)

(Total marks = 16)

## SECTION 11

Answer question 7 and ONE other question from this section.

4. Briefly define each of the following :—

madrigal ; ballett ; glee ; part-song.

Your answer should cover such matters as performers, style, form, general characteristics, and period. Refer to specific examples wherever possible. (11)

Write in staff notation not less than two bars of a theme from any one example you have mentioned. (4)

(Total marks = 15)

5. (a) Show how the concerto grosso of the early eighteenth century differs from the classical concerto by comparing the forms, the styles, and the forces employed. (7)

(b) Name two eighteenth century composers who wrote examples of the concerto grosso. (2)

(c) Name two composers who wrote classical concertos. (2)

(d) Write in staff notation not less than two bars of thematic material from any concerto you have heard. (4)

(Total marks = 15)

6. (a) What is an oratorio? Name an oratorio composed during the eighteenth century; name one composed during the nineteenth century; name one written by a twentieth century British composer. (7)

(b) Choose one of these works and briefly describe the forces for which it is written. Name an aria and a chorus from the work you have selected. (4)

(c) Write in staff notation not less than two bars of thematic material from one of the extracts you have named. (4)

(Total marks = 15)



7. (a) Which group of instruments accompanies the recitatives sung by Christ in Bach's St. Matthew Passion? (2)

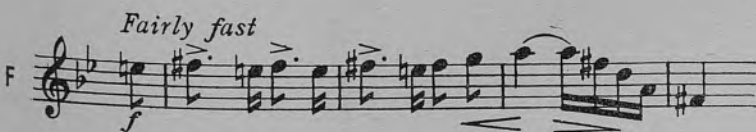
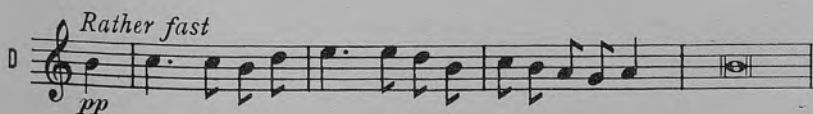
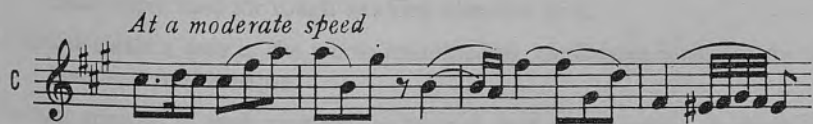
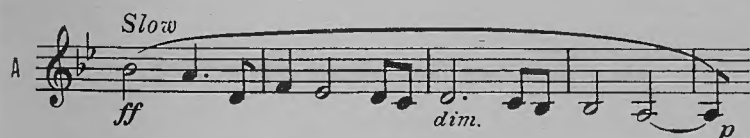
(b) List the wood-wind and brass instruments, giving the number of each used, in the score of the Mozart concerto which you have been studying. (3)

(c) In as few words as possible describe the style of writing in the first sixteen bars of the operatic excerpt by Wagner which you have been studying. (1½)

(d) Write in staff notation at least four bars of the second subject of the *allegro* section of the Beethoven overture which you have been studying. (4)

(e) Identify three of the following extracts. Name the work, indicating the movement if there is more than one, the composer, and the date of its composition. (4½)

(Total marks = 15)



1. The first group of continuous accompaniment the first time only, in  
 (2) the second part of the first section.

2. The second group of continuous accompaniment the second time only, in  
 (3) the second part of the second section.

3. The third group of continuous accompaniment the third time only, in  
 (4) the second part of the third section.

4. The fourth group of continuous accompaniment the fourth time only, in  
 (5) the second part of the fourth section.

5. The fifth group of continuous accompaniment the fifth time only, in  
 (6) the second part of the fifth section.

6. The sixth group of continuous accompaniment the sixth time only, in  
 (7) the second part of the sixth section.

7. The seventh group of continuous accompaniment the seventh time only, in  
 (8) the second part of the seventh section.

8. The eighth group of continuous accompaniment the eighth time only, in  
 (9) the second part of the eighth section.

9. The ninth group of continuous accompaniment the ninth time only, in  
 (10) the second part of the ninth section.

10. The tenth group of continuous accompaniment the tenth time only, in  
 (11) the second part of the tenth section.

11. The eleventh group of continuous accompaniment the eleventh time only, in  
 (12) the second part of the eleventh section.

12. The twelfth group of continuous accompaniment the twelfth time only, in  
 (13) the second part of the twelfth section.

13. The thirteenth group of continuous accompaniment the thirteenth time only, in  
 (14) the second part of the thirteenth section.

14. The fourteenth group of continuous accompaniment the fourteenth time only, in  
 (15) the second part of the fourteenth section.

15. The fifteenth group of continuous accompaniment the fifteenth time only, in  
 (16) the second part of the fifteenth section.

16. The sixteenth group of continuous accompaniment the sixteenth time only, in  
 (17) the second part of the sixteenth section.

17. The seventeenth group of continuous accompaniment the seventeenth time only, in  
 (18) the second part of the seventeenth section.

18. The eighteenth group of continuous accompaniment the eighteenth time only, in  
 (19) the second part of the eighteenth section.

19. The nineteenth group of continuous accompaniment the nineteenth time only, in  
 (20) the second part of the nineteenth section.

20. The twentieth group of continuous accompaniment the twentieth time only, in  
 (21) the second part of the twentieth section.

21. The twenty-first group of continuous accompaniment the twenty-first time only, in  
 (22) the second part of the twenty-first section.

22. The twenty-second group of continuous accompaniment the twenty-second time only, in  
 (23) the second part of the twenty-second section.

23. The twenty-third group of continuous accompaniment the twenty-third time only, in  
 (24) the second part of the twenty-third section.

24. The twenty-fourth group of continuous accompaniment the twenty-fourth time only, in  
 (25) the second part of the twenty-fourth section.

25. The twenty-fifth group of continuous accompaniment the twenty-fifth time only, in  
 (26) the second part of the twenty-fifth section.

26. The twenty-sixth group of continuous accompaniment the twenty-sixth time only, in  
 (27) the second part of the twenty-sixth section.

27. The twenty-seventh group of continuous accompaniment the twenty-seventh time only, in  
 (28) the second part of the twenty-seventh section.

28. The twenty-eighth group of continuous accompaniment the twenty-eighth time only, in  
 (29) the second part of the twenty-eighth section.

29. The twenty-ninth group of continuous accompaniment the twenty-ninth time only, in  
 (30) the second part of the twenty-ninth section.

30. The thirtieth group of continuous accompaniment the thirtieth time only, in  
 (31) the second part of the thirtieth section.

31. The thirty-first group of continuous accompaniment the thirty-first time only, in  
 (32) the second part of the thirty-first section.

32. The thirty-second group of continuous accompaniment the thirty-second time only, in  
 (33) the second part of the thirty-second section.

33. The thirty-third group of continuous accompaniment the thirty-third time only, in  
 (34) the second part of the thirty-third section.

34. The thirty-fourth group of continuous accompaniment the thirty-fourth time only, in  
 (35) the second part of the thirty-fourth section.

35. The thirty-fifth group of continuous accompaniment the thirty-fifth time only, in  
 (36) the second part of the thirty-fifth section.

36. The thirty-sixth group of continuous accompaniment the thirty-sixth time only, in  
 (37) the second part of the thirty-sixth section.

37. The thirty-seventh group of continuous accompaniment the thirty-seventh time only, in  
 (38) the second part of the thirty-seventh section.

38. The thirty-eighth group of continuous accompaniment the thirty-eighth time only, in  
 (39) the second part of the thirty-eighth section.

39. The thirty-ninth group of continuous accompaniment the thirty-ninth time only, in  
 (40) the second part of the thirty-ninth section.

40. The fortieth group of continuous accompaniment the fortieth time only, in  
 (41) the second part of the fortieth section.

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## MUSIC

HIGHER GRADE—(FIRST PAPER)

Monday, 4th 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.

In order to obtain a pass in the whole examination, candidates must satisfy the examiners in this paper.

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

### FILL THIS IN FIRST

|   |
|---|
| Number of seat<br>occupied at<br>examination. |
|   |

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 in simple four-part harmony, completing the melody in a style which matches the first two phrases.

The first phrase modulates to the subdominant major ; the second modulates to the mediant minor ; the third modulates to the dominant major, and the fourth returns to the tonic major key.

Where there are figures or chord indications below the bass staff, use the chords which they indicate. Where no figures or chord indications are given, any suitable chords may be used. (28)

*Moderato*

*mf*

VI

Ic V7

78  
4-  
2-

76 8 5  
3- 4 3

## SECTION II

Answer ONE question only, in this Section.

2. The following is from a folk dance tune called "Old Mother Oxford," and it could be played on a descant recorder. Add an interesting part for another descant recorder to form satisfactory two-part harmony.

The added part will normally lie below the given part, but in bars 9 to 13 it may lie above the tune.

Phrase the added part.

Regard the compass of the recorder as :—



(20)

*Fast and lively* ♩ = 116



3. The excerpt printed below is by Mendelssohn. Read it over carefully and try to hear the sound of it in your mind, then answer the questions which follow.



(i) Insert such phrasing marks above the melody of the excerpt as would make its construction clear. (3)

(ii) Is the excerpt in binary or ternary form ?

..... (1)

(iii) Compare the emotional effect of the first four bars with that of the second four bars.

.....  
 .....  
 .....  
 .....  
 ..... (2)

- (iv) Indicate the sequences by inserting                      below the bass part. Are they "real" or "tonal" sequences? Briefly give the reason for your answer.

.....

.....

.....

.....

.....

..... (3)

- (v) Mark with \* on the given excerpt, an example of a suspension. (1)

- (vi) Name the chords as required below. State the position of the chord and the key to which it relates (e.g. dom. 7th, 3rd inv., B mi.).

(a) The first chord.....

(b) Bar 1, on the 2nd half of 1st beat .....

(c) Bar 1, on the 2nd beat .....

(d) Bar 2, on the 2nd half of 1st beat .....

(e) Bar 3, on the 2nd beat .....

(f) Bar 5, on the 2nd beat .....

(g) Bar 6, on the 2nd half of 2nd beat .....

(h) Bar 7, on the 2nd half of 1st beat ..... (8)

- (vii) Describe fully the final cadence ; explain the function of the penultimate note, marked +.

.....

.....

.....

.....

.....

..... (2)

(Total marks = 20)

(Note.—Your answers should not normally require more space than is provided here. If extra space proves really necessary, use page 10.)

## SECTION III

Answer ONE question only, in this Section.

4. Write a melody to suit **one** of the following stanzas. The setting should be within the range of an average high voice or an average low voice; state at the beginning for which kind of voice it is intended.

Harmonize four cadences in block harmony, and indicate the modulations. Insert expression marks where necessary, and place at the beginning a musical term to indicate speed or style. Write each syllable of the words below the note or notes to which it is intended to be sung. (22)

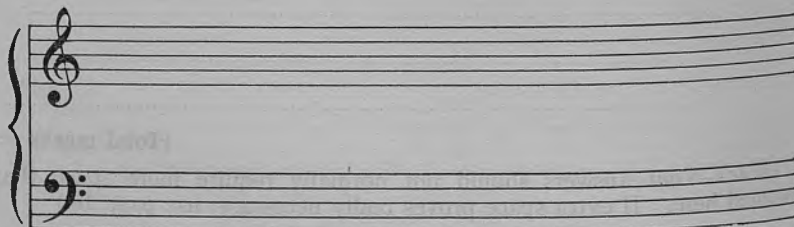
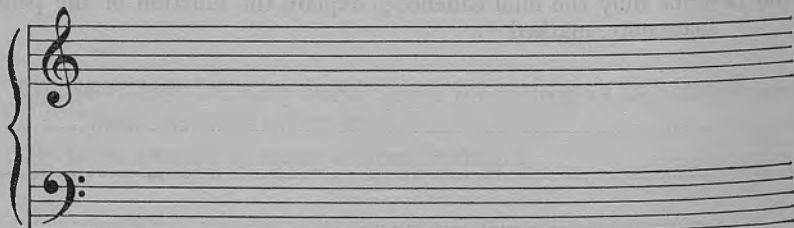
"The sun descending in the West,  
The evening star does shine;  
The birds are silent in their nests,  
And I must seek for mine.  
The moon, like a flower  
In heaven's high bower,  
With silent delight  
Sits and smiles on the night."

*Blake.*

OR

"My blood so red  
For thee was shed,  
Come home again, come home again;  
My own sweet heart, come home again!  
You've gone astray  
Out of your way,  
Come home again, come home again!"

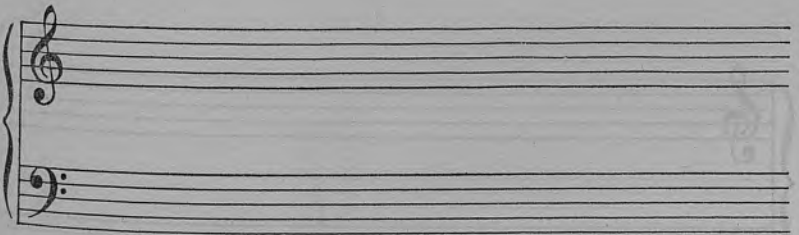
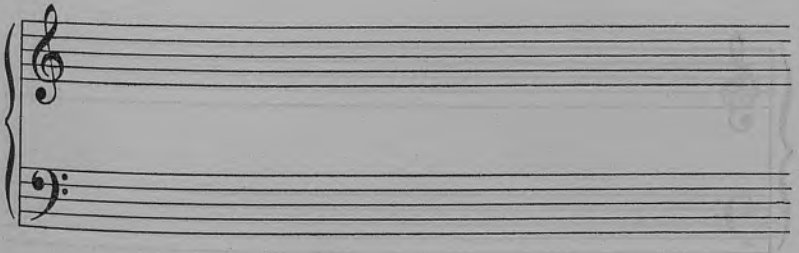
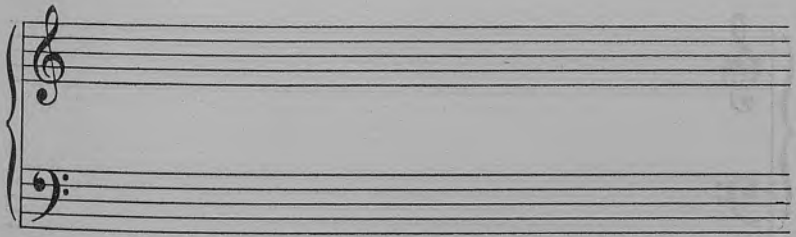
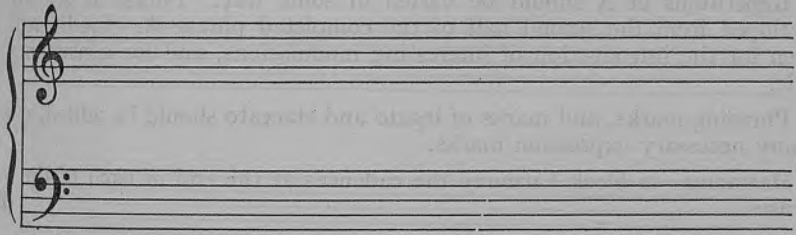
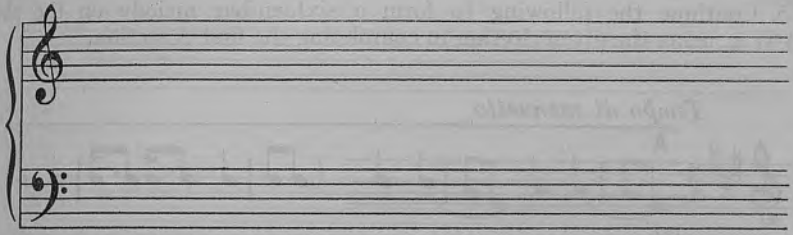
*Anon.*





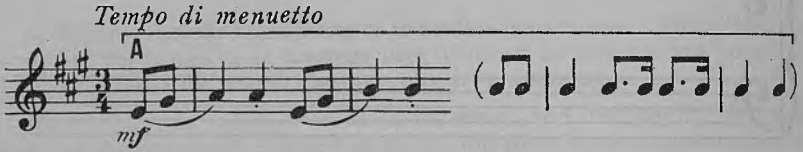
should  
state

tions.  
musical  
w the  
(22)



(If extra staves are required, use those provided for question 5.)

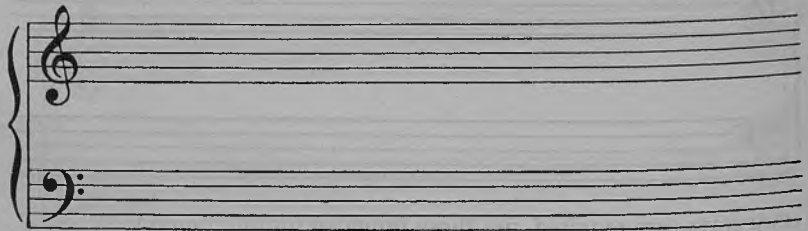
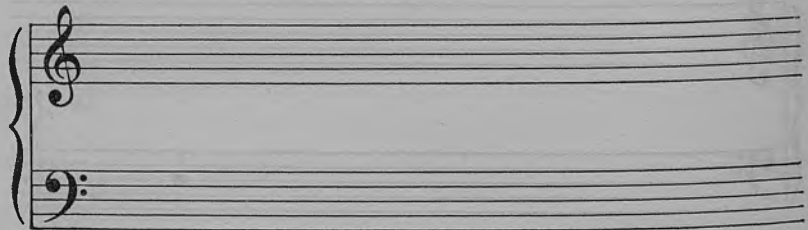
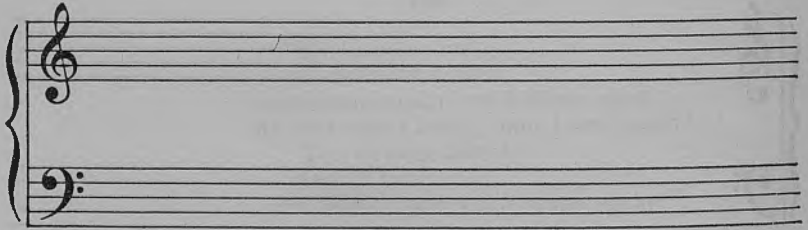
5. Continue the following to form a sixteen-bar melody on the plan, A A B A, using the given rhythm in completing the first A section.

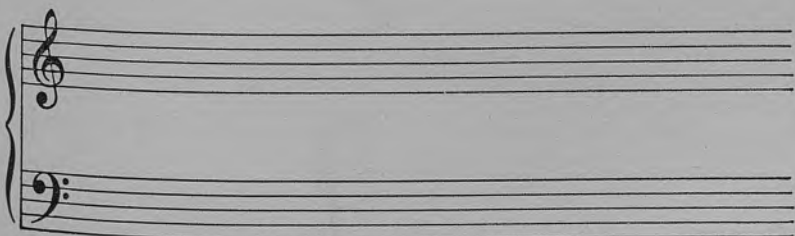
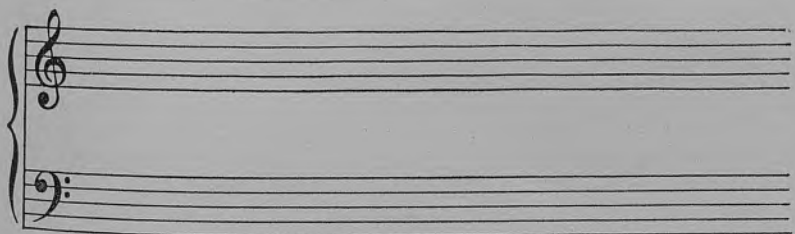
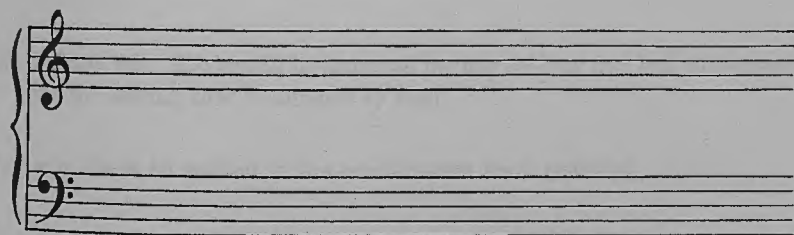
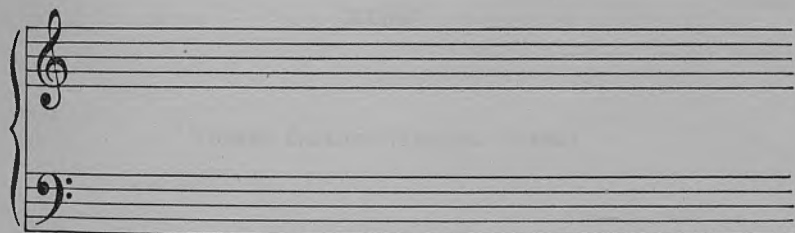
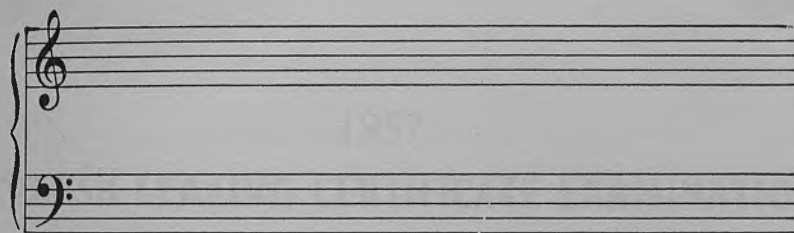


Repetitions of A should be varied in some way. Phrase B should be developed from the second half of the completed phrase A. Credit will be given for the introduction of interesting modulations, and for consistency of style.

Phrasing marks, and marks of legato and staccato should be added, as well as any necessary expression marks.

Harmonize in block harmony the cadences at the end of each of the four phrases. (22)





(If extra staves are required, use those provided for question 4.)



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**MUSIC**

HIGHER GRADE—(SECOND PAPER)

Monday, 4th 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.**

(The themes printed opposite must not be used for quotation.)

1. (a) Describe very briefly the composition of the orchestra and the style of orchestration adopted by composers (referring to a few typical ones by name) in the following periods :—

(i) about 1700

(ii) about 1800

(iii) about 1900

(iv) about 1950

(6)

(b) List the instruments (giving the number of each in the wood-wind and brass sections) in the order in which they appear from the top to the bottom of the first page of the score of Beethoven's "Leonore No. 3" overture. (4½)

(c)



Write the above phrase as it would appear for the following instruments in order that they would produce the notes at the pitch of the given phrase : use the appropriate clef and key signature :—

(i) viola

(ii) B flat clarinet

(iii) horn in F

(4½)

(Total marks = 15)

(2) (a) Describe the chord known as the "Neapolitan 6th"; give an example of it in staff notation showing how it is usually resolved. (3)

(b) Describe the chord of the diminished seventh; show in staff notation two ways of resolving it. (3)

(c) What are "timpani"? Give a brief account of the treatment of timpani in the "classical orchestra," and in the orchestras of the romantic and modern periods. (5)

(d) By what musical means does Gibbons in his anthem effect a contrast between the words "Hosanna to the son of David" and "Peace in Heaven." Quote in staff notation two bars of the theme of **one** of these phrases. (4)

(Total marks = 15)

(6) 3. (a) Describe, or show diagrammatically, the plan of the exposition of a four-part fugue. (3)

(b) What is meant by a "tonal answer," and a "real answer"? Write a tonal answer to this subject:— (4)



(c) State briefly what is meant by "pedal point" and "stretto"; a sentence to describe each should suffice. (2)

(d) Describe briefly the construction of the exposition of the fugue in Elgar's "Introduction and Allegro," quoting in staff notation the first bar of the fugue subject in its proper key. (6)

(Total marks = 15)

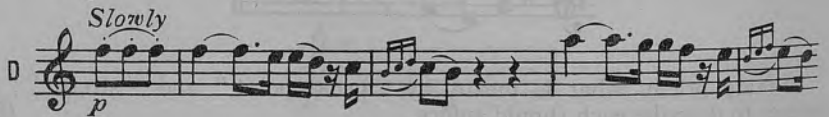
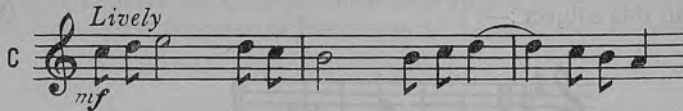
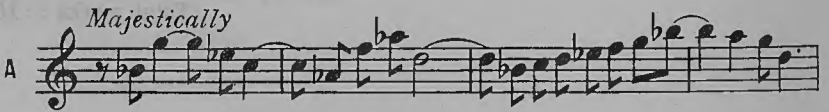
4. (Turn over.)

4. (a) Identify **four** of the following excerpts from the list of pieces prescribed for study. Name the work, and the movement if it contains more than one, the composer, and the date of its composition. (6)

(b) Write a short factual paragraph about the form and general characteristics (including the instruments used, if it is scored for orchestra) of **one** of the works identified, or, in the case of a longer work, the particular movement identified (not the whole work). (5)

(c) Quote a few bars of at least one principal theme from the work or movement about which you have written. (4)

(Total marks = 15)





1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday 20th March—9.15 A.M. to 12.15 P.M.

Your figure composition must be done in colour, using water colour, gouache (body colour), poster or powder colour, but NOT oil colours or pastels. It should fill the sheet of paper with which you have been supplied. Due credit will be given to preliminary sketches. These must be done on the sheet marked "Preliminary Sketching" and attached to the back of the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. Round the Camp Fire.
2. In the Shed.
3. Flying Kites.
4. "No sound there is in the snowy road  
From the horses' cautious feet,  
And all is hushed but the postman's knock  
Rat-tatting down the street,  
Till the men come round with shovels  
To clear the snow away."

1877

THE REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

FOR THE YEAR 1877

IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES

PASSED MAY 10, 1876

AND BY THE SENATE

PASSED MAY 10, 1876

AND BY THE HOUSE OF REPRESENTATIVES

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PASSED MAY 10, 1876

AND BY THE SENATE

PASSED MAY 10, 1876

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ART

LOWER GRADE—(SECOND PAPER)—DESIGN

Wednesday, 20th March—1.30 P.M. to 4.0 P.M.

Note.—Tracing paper, which should be handed to the supervisor **SEPARATELY** from your finished work, may be used to repeat patterns. Any preliminary sketches must be done on the paper marked "Preliminary Sketching" and attached to the back of the completed designs. Colour work must be executed in water colour, gouache (body colour), poster or powder colour.

100 marks are assigned to this paper.

Answer **ONE** of the following questions.

1. Design a striped pattern with floral motif for material suitable for a summer frock. Complete in colour as much of the pattern as time allows.
2. Design in colour an embroidered rectangular linen dinner mat, size 10 inches by 13 inches, for use with a blue and white dinner set. State what thread you would use and name the stitches.
3. Design in colour a paper book-jacket for a book entitled "The Heroes." The book measures 9 inches by  $6\frac{1}{2}$  inches (long side upright), with  $1\frac{1}{2}$  inch spine. The title should be incorporated in the design.
4. Design a book trough for a bedside table. Make drawings which will show (a) measurements, (b) materials and construction, and (c) the appearance of the finished article.

# THE HISTORY OF THE UNITED STATES

10

The history of the United States is a story of the struggle for freedom and independence. It is a story of the people who have built this great nation, and of the challenges they have faced. It is a story of the triumph of the human spirit over adversity.

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1957

SCOTTISH LEAVING CERTIFICATE EXAMINATION

ART

LOWER GRADE—(THIRD PAPER)—REPRESENTATIONAL DRAWING  
AND PAINTING

Friday, 22nd March—9.15 A.M. to 12.15 P.M.

100 marks are assigned to this paper.

Choose ONE of the following alternatives.

(a) *Still-Life Group*

On the sheet of paper supplied to you paint the group set before you. The painting should fill the paper. Only water colour or gouache (body colour) may be used.

Or

(b) *Plant Form*

(1) On the first sheet of paper make a detailed study in **pencil** of the spray of leaves provided.

(2) On the second sheet of paper make a study in colour from the flower or potted plant provided. Only water colour or gouache (body colour) may be used. Do not draw the container which holds the plant.

# THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

THE LIVING CELL

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**A R T**

LOWER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 22nd March—9.15 A.M. to 11.45 A.M.

100 marks are assigned to this paper.

On the sheet of paper supplied to you make a detailed study **either** of the full figure **or** of the head of the model posed for you. You may use pencil, pen and ink, gouache (body colour) or water colour.

If you draw from the full figure, the chair in which the model is posed should be indicated but not drawn in detail.

1927

NATIONAL LEAVING CERTIFICATE EXAMINATIONS

1927

1927

1927

1927

1927

1927



1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**A R T**

HIGHER GRADE—(FIRST PAPER)—FIGURE COMPOSITION

Wednesday, 20th March—9.15 A.M. to 12.15 P.M.

Your figure composition must be done in colour, using water colour, gouache (body colour), poster or powder colour, but NOT oil colours or pastels. It should fill the sheet of paper with which you have been supplied. Due credit will be given to preliminary sketches. These must be done on the sheet marked "Preliminary Sketching" and attached to the BACK of the finished painting.

100 marks are assigned to this paper.

Choose ONE of the following subjects.

1. Music hath Charms.
2. The Children's Park.
3. Inside the Youth Hostel.
4. "All through the night with lantern light  
The watch trudged to and fro."

191

# THE NEW YORK PUBLIC LIBRARY

191

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1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ART

HIGHER GRADE—(SECOND PAPER)—DESIGN

Wednesday, 20th March—1.30 P.M. to 4.0 P.M.

A sheet of "Preliminary Sketching" paper may be used for rough work. Tracing paper may be used in all questions. These extra papers should be handed in **SEPARATELY** from your finished work.

100 marks are assigned to this paper.

Choose **ONE** of the following alternatives.

1. Design in colour the embroidered pocket and border for a dirndl skirt. The pocket and part of the border (3 inches high), to show at least three repeats, should be drawn full size. Add a small sketch of the skirt in colour, showing the position of the pocket and the border. State what fabric and thread you would use and name the stitches in which the different parts of the decoration are to be carried out.

2. Design in colour a paper book-jacket for a book entitled "The Travelling Players." The title should be included. The book measures 8 inches by 5 inches, with 1 inch spine.

3. Design a repeating pattern suitable for the curtains of a waiting room. Complete four repeats in colour full size (6 inches by 4 inches). Add a small sketch to show the colour scheme of walls, woodwork and carpet.

4. Using a lettering pen of suitable size, write, in black, the following verses, leaving well-spaced margins and adding, in black or in colour, an appropriate tailpiece decoration.

Kubla Khan

In Xanadu did Kubla Khan  
A stately pleasure-dome decree :  
Where Alph the sacred river ran  
Through caverns measureless to man  
Down to a sunless sea.

So walls and towers were girdled round :  
And here were gardens bright with sinuous rills,  
Where blossom'd many an incense-bearing tree ;  
And here were forests ancient as the hills,  
Enfolding sunny spots of greenery.

# LEAVING CERTIFICATE EXAMINATION

ART

General Instructions to Candidates

1. Candidates must write in their own handwriting.

2. Candidates must write in their own handwriting. The examination is held in the afternoon and the candidates must be present at the examination at the time specified.

3. Candidates must write in their own handwriting.

4. Candidates must write in their own handwriting.

5. Candidates must write in their own handwriting. The examination is held in the afternoon and the candidates must be present at the examination at the time specified.

6. Candidates must write in their own handwriting. The examination is held in the afternoon and the candidates must be present at the examination at the time specified.

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9. Candidates must write in their own handwriting.

10. Candidates must write in their own handwriting.

11. Candidates must write in their own handwriting.

12. Candidates must write in their own handwriting.

13. Candidates must write in their own handwriting.

14. Candidates must write in their own handwriting.

15. Candidates must write in their own handwriting.

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**A R T**

HIGHER GRADE—(THIRD PAPER)—

REPRESENTATIONAL DRAWING AND PAINTING

Friday, 22nd March—9.15 A.M. to 12.15 P.M.

**100 marks are assigned to this paper.**

*Still-Life Group*

On the sheet of paper supplied to you paint the group set before you. The painting should fill the paper. Only water colour or gouache (body colour) may be used.

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# UNIVERSITY LEAVING CERTIFICATE EXAMINATION

1927

THE UNIVERSITY OF THE SOUTH PACIFIC

LEAVING CERTIFICATE EXAMINATION

IN THE SUBJECT OF

THE HISTORY OF THE SOUTH PACIFIC

THE UNIVERSITY OF THE SOUTH PACIFIC  
LEAVING CERTIFICATE EXAMINATION  
IN THE SUBJECT OF  
THE HISTORY OF THE SOUTH PACIFIC

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ART

HIGHER GRADE—(FOURTH PAPER)—DETAILED STUDY FROM LIFE

Friday, 22nd March—9.15 A.M. to 11.45 A.M.

100 marks are assigned to this paper.

On the sheet of paper supplied to you make a detailed study **either** of the full figure **or** of the head of the model posed for you. You may use pencil, pen and ink, gouache (body colour) or water colour.

If you draw from the full figure, the chair in which the model is posed should be indicated but not drawn in detail.

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1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ART

HIGHER GRADE—(FIFTH PAPER)

Friday, 22nd March—1.30 P.M. to 3.45 P.M. (2 hours + 15 minutes break)

SECTION 1—HISTORY AND APPRECIATION OF PAINTING AND  
ARCHITECTURE—(1.30 P.M. to 2.30 P.M.)

**TWO questions should be attempted, No. 1, and any 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** “ Flatford Mill ” or “ The Night Watch.”
- (b) Name **two** 13th century Italian painters and give **one** example of the work of each.
- (c) To what school of painting and period of time did each of the following artists belong : Rubens, Courbet, Durer, D. G. Rossetti and Titian ?
- (d) Name the two principal artists in the Romantic movement in France and give a very brief description of a painting by either.
- (e) In what branch of painting did Wm. McTaggart excel and what are the chief characteristics of his style ?
- (f) Who painted “ The Penny Wedding ” ? Name a close associate of this artist and give one example of his work.

**Or**

Answer **briefly** any **five** of the following :—

- (g) Sketch the base and capital of an Ionic column.
- (h) With which architectural style do you associate each of the following :—  
Beak head moulding ; Egg and dart moulding ; Flying buttresses ;  
Lotus bud ; Acanthus leaf ?
- (k) Name **five** chief characteristics of Byzantine architecture.
- (l) Who designed the Houses of Parliament, London ? What is the architectural style and the approximate date of building ?
- (m) To what period does the round tower at Brechin belong and what was its main purpose ?
- (n) Name **either** the architect **or** the architectural style of each of the following :—Dalmeny Church ; Glasgow School of Art ; Melrose Abbey ; Linlithgow Palace ; St. Andrew's House, Edinburgh.

2. Give an account of 17th century Dutch painting.
3. Write a brief note on **two** of the following :—British 18th century landscape painting ; Pre-Raphaelites ; French Classical art.
4. In what way did the Venetian School differ from the Florentine? In your answer refer to the principal artists in both Schools.
5. Discuss modern trends in 20th century painting, illustrating your answer by reference to at least **four** artists with different outlooks.
6. Trace the development of the plan of a Gothic cathedral from that of the Roman Basilica. Illustrate your answer with sketches.
7. Describe in detail and add sketch plan and elevation of **either** the Pantheon, Rome, **or** St. Sophia, Constantinople.
8. Give a brief account of the various forms of Egyptian architecture and illustrate your answer with sketches.
9. Pagan and Christian religions throughout the ages have probably been the source of the finest architectural works. Discuss this statement.

#### SECTION 2—DRAWING FROM LIFE—(2.45 P.M. to 3.45 P.M.)

##### 50 marks are assigned to this section

On the single sheet of cartridge paper provided make **two** drawings, one of each model. Each drawing should occupy approximately half the sheet of cartridge paper provided. Including any rest periods (3 minutes), each pose will be of 25 minutes' duration, and 10 minutes will 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.

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## BOOKKEEPING

### LOWER GRADE

Wednesday, 13th 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. Each of the following accounts may have, according to circumstances, either a debit or a credit balance :—bank account, interest account, trading account, partner's current account.

Explain clearly in each instance the significance of (i) a debit balance, and (ii) a credit balance. (16)

2. Give, with separate illustrative examples, five distinct uses to which the journal may be put in the day-to-day running of a business.

(N.B. Neither the opening nor the closing journal entries should be included in the examples given.) (20)

3. Doctors Allen and Sawyer, who carry on practice in partnership, share profits in the ratio of three to two. The partnership deed provides that, out of the fees received, each doctor shall be allowed £300 annually for the use of his private car for professional visits and that Dr. Allen shall be entitled to a sum of £100 per annum for providing surgery accommodation.

The following are among the balances in the books of the partnership at 31st December, 1956 :—Fees received, £3,976 ; office expenses, £64 ; salaries of secretary and receptionist, £344 ; telephones and postages, £98 ; renewal of surgery apparatus and equipment, £74 ; current account, Dr. Allen, £120 (Cr.) ; current account, Dr. Sawyer, £84 (Dr.) ; drawings, Dr. Allen, £1,200 ; drawings, Dr. Sawyer, £900.

Fees outstanding at 31st December, 1956, amount to £359 and telephone account due and unpaid is £15.

Prepare a statement, in the form of an account, to show the net profit of the partnership for the year and its division between the partners. Draw up the partners' current accounts and balance them off as at 31st December, 1956. (20)

[TURN OVER

4. On 1st November, 1956, J. Clark and B. Roger entered into partnership. Clark contributed £2,000 in cash as his capital and Roger £900 in cash and motor vehicles valued at £850 as his. The cash was duly paid into the firm's bank account.

On the same day they took over, as a going concern, the business of J. Bull at a price of £2,800, of which £1,000 was to be paid forthwith, £1,000 was to remain on loan to the firm, and the balance was to be settled through a bill of exchange at 60 days.

The assets and liabilities taken over from J. Bull were as follows :—stock of goods, £1,186 ; furniture and fittings, £581 ; motor vehicles, £553 ; sundry debtors (A. Alton, £39 ; B. Cross, £64 ; J. Houston, £76) £179 ; sundry creditors (T. Elgar, £87 ; W. Whiting, £112) £199 ; provision for rates, £31 ; bills receivable (No. 22, on A. Alton, due 20/12/56, £75 ; No. 24, on W. Fyfe, due 26/11/56, £54) £129 ; bill payable (No. 17, to W. Whiting, due 12/11/56) £285 ; loan to R. Drake, £250 ; insurance paid in advance, £14.

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 J. Houston **only**. No other transactions are to be posted to the ledger.

All payments were made by cheque unless otherwise stated, and all receipts were paid into the bank on the days they were received.

1956

- Nov. 1. Gave J. Bull cheque and acceptance as agreed.
- „ 2. Discounted at bank bill No. 22 ; amount received, £74 6s. 3d.
- „ 5. Drew from bank for office cash, £45.
- „ 6. J. Houston paid on account £30.
- „ 7. Bought of T. Elgar goods value £120, less 15 per cent. trade discount.
- „ 9. Sold to A. Alton goods value £35.
- „ 12. Duly met at bank bill due to-day.
- „ 13. Returned to T. Elgar goods valued at £17 10s. gross and gave cheque for total amount owing, less 2½ per cent. cash discount.
- „ 14. Made A. Alton an allowance for goods damaged in transit, £2 15s., and received his cheque for total amount owing, less 5 per cent. cash discount.
- „ 15. Paid rates for half-year, £34 15s.
- „ 17. Bank advised that J. Houston's bill for £68, which had been discounted with them, had been dishonoured by non-payment and that they had paid £1 5s. for noting charges.
- „ 19. B. Cross paid by cheque amount owing, less 5 per cent. cash discount.
- „ 22. R. Drake repaid his loan, along with interest to date, £7 15s.
- „ 23. Bank advised that B. Cross's cheque had been returned, marked "refer to drawer".
- „ 26. Bill due to-day duly met at bank.
- „ 27. Agreed to accept, in settlement of J. Houston's debt, office furniture valued at £35 5s. and bill for £80 at 30 days.
- „ 27. Bought national insurance stamps for cash, £3 11s. 9d.
- „ 27. Paid B. Roger his salary for month, £55.
- „ 29. Paid wages in cash, £35 12s. 6d., less national insurance stamps, £1 18s. 6d.
- „ 30. Cash sales for month, £397 14s. 4d.

(44)

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## BOOK-KEEPING

### HIGHER GRADE

Wednesday, 13th 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. Set out clearly the matters which call for special attention before the books are closed at the end of the trading period. (16)

2. Explain the significance of "goodwill"; and comment on the merits (or demerits) of the appearance of this asset in the balance sheet of (i) a sole trader, and (ii) a partnership. (16)

3. Messrs. Weston and Stamp, who are engaged in the production of a standard article which they sell to motor-car manufacturers, make up their final accounts half-yearly.

(a) From the information given below prepare the firm's Manufacturing Accounts and Trading Accounts for the half years ended on 31st August, 1956, and 28th February, 1957, respectively. The output for the first period was 165,000 articles and that for the second 135,000 articles. Stocks of finished goods in hand at the close of the trading period were valued at cost.

(b) For each period calculate the cost of production per article, and comment on the results disclosed by both manufacturing and trading accounts.

Stock of raw materials in hand at 1st March, 1956, £6,432; and of finished goods, 24,600 articles, valued at £9,225.

| Expenditure was as follows :—            | For period<br>ended 31st Aug.,<br>1956 | For period<br>ended 28th Feb.,<br>1957 |
|--|--|--|
|  | £                                      | £                                      |
| Purchases of raw materials, less returns | 18,753                                 | 16,892                                 |
| Factory wages                            | 29,644                                 | 26,723                                 |
| Factory fuel and power                   | 5,825                                  | 5,274                                  |
| Factory rent and rates                   | 1,473                                  | 1,462                                  |
| Repairs to machinery                     | 4,732                                  | 4,878                                  |
| Factory overhead expenses                | 4,915                                  | 4,643                                  |

Net sales of finished goods were as follows :—for half-year ended 31st Aug., 1956, 152,000 articles which realised £87,410; and for half-year ended 28th Feb., 1957, 130,000 articles which realised £73,180.

Stock of raw materials on 31st Aug., 1956, £5,774; and on 28th Feb., 1957, £4,896.

(N.B. Journal entries are not required.)

(24)

4. On 1st February, 1957, the balances in the books of J. Miller, who carried on a business as a dealer in paint and hardware, were as follows :—cash in hand, £65 ; bank overdraft, £345 ; stocks of goods, paint, £586, hardware, £1,352 ; sundry debtors (G. Mann, £46 ; H. Niven, £53 ; W. Cook, £24) £123 ; sundry creditors (P. Ross, £104 ; J. Watt, £83) £187 ; bills receivable (No. 43, on J. Cohen, due 8th March, 1957, £77 ; No. 45, on H. Niven, due 14th March, 1957, £65) £142 ; bill payable (No. 33, to R. White, due 9th Feb., 1957) £180 ; insurance paid in advance, £13 ; motor vehicles, £583 ; loan from W. Fisher, £250 ; furniture and fittings, £334 ; consignment to A. Rahmin, £184 ; capital, £2,420.

On the same day he agreed to admit his assistant, J. Douglas, into partnership on the following terms :—

Douglas was to contribute £1,150, of which £900 was to be regarded as his capital and £250 as a premium for admission, which was not to remain in the business. He was also to receive a salary of £55 per month for his services to the firm.

Open the necessary books of account and record therein the above and the following transactions. Columnar day books and bills books are to 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 paid into bank on the days they were received.

1957

- Feb. 1. J. Douglas duly paid into the firm's bank account the sum of £1,150 and J. Miller withdrew the amount to which he was entitled.
- „ 4. Sold to G. Mann paint value £80, less 15 per cent. trade discount.
- „ 5. P. Ross stated that H. Niven's bill for £52, which had been endorsed to him, had been dishonoured by non-payment. Sent Ross cheque for total amount owing, less 2½ per cent. cash discount.
- „ 6. Discounted at bank bill No. 43 : amount received, £75 15s.
- „ 8. Paid off W. Fisher's loan, together with interest to date, £7 12s. 6d.
- „ 9. Bill due to-day duly met at bank.
- „ 11. Received from A. Rahmin account sales which showed that the consignment of hardware had realised £275, that landing charges, selling expenses, etc., amounted to £21 10s., and that agent's commission was 6 per cent. of the gross proceeds. Sight draft for the balance owing was enclosed.
- „ 12. G. Mann returned paint value £10 gross, and accepted bill at 30 days for total amount owing, less £3 15s. cash discount.
- „ 13. H. Niven paid on account £35.
- „ 15. Sold to W. Cook paint, £34, and hardware, £15.
- „ 18. Bought on credit from J. Dunn new delivery van valued at £620 and gave in part payment old van value £230.
- „ 20. Bank charged interest on overdraft, £6 15s., and fee for keeping account, £2 8s. 6d.
- „ 22. Bought of J. Watt paint, £42, and hardware, £54 ; and accepted bill at one month for total amount owing.
- „ 23. Bought for cash National Insurance Stamps, £2 2s. 9d.
- „ 25. H. Niven is insolvent : composition of 13s. 4d. in the £ duly received.
- „ 27. Paid wages in cash, £43, less National Insurance Stamps, £1 5s., and income tax, £2 9s.
- „ 28. Cash sales for month, paint, £245 ; hardware, £367.
- „ 28. Douglas drew his salary for month and Miller took for his own use hardware value £27.

(44)

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## COMMERCIAL ARITHMETIC

## HIGHER GRADE

Tuesday, 19th 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 bill of exchange for \$1,058, drawn on 14th January, 1957, at 90 days, was discounted at a London bank on 3rd February, 1957, at 6 per cent. per annum. How much sterling did the holder receive? (16)  
( $\$2.76 = \pounds 1$ )

2. Five-shilling shares, on which a dividend of 15 per cent. was paid, were quoted at 9s. 7½d. (a) If the purchaser received, after deduction of income tax at 8s. 6d. in the £, an annual income of £345, how many shares did he buy?  
(b) How much did he spend?  
(Brokerage on shares, 1½d. per share.) (20)

[TURN OVER]

## Section B

FOUR questions should be attempted from this section.

3. A farmer planted potatoes in a field the area of which was  $11\frac{3}{4}$  acres. His expenses were :—rent, £5 16s. per acre ; seed potatoes, 10 tons 5 cwt. at £18 10s. per ton ; fertiliser, 22 tons 10 cwt. at £35 per ton ; labour, 104 days at £1 7s. 6d. per day ; overhead expenses, 25 per cent. of the cost of seed, fertiliser and labour. The crop amounted to 103 tons of ware potatoes which were sold at £16 15s. per ton and 21 tons 5 cwt. of small potatoes which were sold at £3 per ton. What was his net profit per acre ? (16)

4. The subscribed capital of a company is as follows :—

50,000 6 per cent. Preference shares of £1 each; 200,000 Ordinary shares of 10s. each, and 100,000 Deferred shares of 1s. each. The Articles of the company provide that, after payment of the dividend on the Preference shares and a dividend of 8 per cent. on the Ordinary shares, one-third of the profits remaining shall be paid as dividend on the Deferred shares and two-thirds as additional dividend on the Ordinary shares. If the divisible profits for the year are £16,250, what rate of dividend can be declared on (a) the Ordinary shares, and (b) the Deferred shares ? (16)

5. On a map drawn on a linear scale of 6 in. to the mile, a park with rectangular sides measures  $3\frac{1}{4}$  in. by  $2\frac{3}{8}$  in. In the centre of the park is a circular arena with a diameter on the plan of  $1\frac{1}{4}$  in. Find (a) the area of the whole park, (b) the area of the arena, and (c) the cost of re-turfing the arena at 45s. per square yard. (16)

$$(\pi = \frac{22}{7})$$

6. On an article costing £14 14s. 6d. a manufacturer made a profit on selling price of  $22\frac{1}{2}$  per cent. after allowing 20 per cent. trade discount. If the cost of production has increased by 15 per cent. and the list price is to remain unaltered, by how much must he reduce the rate of trade discount so that he may have the same rate of profit as before ? (16)

7. A coffee merchant had in stock 4 cwt. of coffee costing 5s. 9d. per lb. He decided to mix this coffee with another grade of coffee costing 4s. 3d. per lb. and with chicory costing 2s. 3d. per lb. The quantity of chicory used was to amount to 10 per cent. of the whole. How much of the second coffee and of the chicory should he add so that, by selling the mixture at 7s. per lb., he might have a profit of 25 per cent. on selling price ? (16)

8. In order to provide funds for the extension of his premises, a shop-keeper decided to set aside £650 at the end of each year and to invest it at  $5\frac{1}{2}$  per cent. per annum compound interest. What sum had he accumulated at the end of seven years ? (16)



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## COMMERCIAL SUBJECTS—SHORTHAND

Thursday, 21st 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 supervising officer, read to the candidates the "Instructions to Candidates" given below.
3. The short practice passage of approximately eighty words which is printed on page 3 is to be used for practice reading to the candidates. The passage may be read once only.
4. Then read the passages to the candidates clearly and naturally. Punctuation will be indicated by appropriate pauses and the inflection of the voice, and will in no case be dictated.
5. Tests should be read in ascending order from the lowest to the highest speed required.
6. An interval of two minutes is to be allowed between the reading of the passages.
7. Phrasing according to any particular system of shorthand is not permitted.
8. Tests, or parts of tests, must not, **under any circumstances**, be read more than once.
9. The reading of each passage should occupy exactly five minutes.
10. Figures should be read in full, e.g., £164,300 (one hundred and sixty-four thousand, three hundred pounds).
11. Errors made in reading will be noted by the supervising officer and taken into account by the examiners. Corrections must not be made by the teacher after the passage has been read.
12. No test paper may be taken from the room by you or by any other person until the conclusion of the examination.
13. When all the passages required have been read you will immediately withdraw from the examination room.

### Instructions to Candidates

The procedure will be as follows :—

1. A short practice passage will be read. This must not be transcribed. The shorthand notes must be handed in at the end of the examination.

2. Tests will be read in ascending order from the lowest to the highest speed required.

3. An interval of two minutes will be allowed between the reading of the passages.

4. The shorthand notes may be taken with either pen or pencil, but transcripts must be written in ink.

5. You may take down the passages dictated at more than one speed, but you may submit a transcription of only one passage.

6. On no account may alterations be made to the original shorthand notes. Any alterations which you wish to make should be indicated by a circle round the wrong outline or phrase and the correct one written above.

7. Candidates on the higher grade must not take down passages read at speeds lower than eighty words per minute.

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

9. All writing during subsequent readings, as well as in the intervals between readings, is strictly forbidden.

10. You will be told by the supervising officer when transcription may be commenced.

11. The shorthand notes of the passage transcribed should be attached to the transcript and should be handed to the supervising officer, together with all other shorthand notes made by you.

## S H O R T H A N D

**Practice Passage for Dictation**

The passage may be read **once only** at an appropriate speed. Candidates should not make a transcription of the passage, but must hand in their shorthand notes at the close of the examination.

**The oblique lines, / , mark the divisions into sections of ten words each. The reader should not make a pause when they occur, unless the sense requires it.**

You will expect me to say something about the current / year. I can tell you that from our working figures / we can see that the results for the first four / months of 1956 are satisfactory but I feel / it necessary to inform you that the effects of the / recent printers' dispute are now being reflected in some falling / away of business from previous levels and at the same / time we are having to meet increased costs compared with / 1955 on such items as wages, coal and / transport.

## Sixty Words per Minute

(Fifty minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

Dear Sir,

$\frac{1}{4}$

I am very happy to supply you with some facts about the present position of our company. Our business does a great deal for industrial efficiency and for / prosperity in general. You will realise that a business of this kind requires a large / amount of capital equipment, and you will find full particulars of this item in the // enclosed balance sheet.

$\frac{1}{2}$

$\frac{3}{4}$

1

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{3}{4}$

2

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{3}{4}$

We have branches in many parts of the world, although the bulk / of our trade is done in the British Isles. New Zealand provides us year by / year with a substantial addition to our profits. Conditions in India are not so satisfactory / from our point of view because competition there is so very keen. Nevertheless, we have // succeeded in establishing a footing in that country and we are confident that we shall / be able to expand from that base in the coming year. The branch which we / recently set up in Spain has been doing very well and with careful management it / should continue to prosper.

3

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{3}{4}$

4

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{3}{4}$

Our accounts as presented in the balance sheet reflect a very // sound and healthy financial position and if inflation is kept in check I am sure / we shall have equally good results in the current year. It is not, however, going / to be easy, for already higher wages have resulted in increased prices of materials and / in an increase in the cost of our labour. This is a direct challenge // to our employes to increase their output, and if only the same could be said / for all workers throughout the country we should have little cause to worry about the / balance of payments or the standard of living of our people.

5

The balance sheet shows that / the profit for the past year was seven hundred and fifty thousand pounds.

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 annual general meeting of the company will be held on March 28th at the company's / offices. The managing director is to preside.

The following is an extract from the annual review which has / been circulated to shareholders with the report and accounts.

The year 1955 has presented many / problems. We have had to meet heavy competition in our export markets and have suffered from a series // of restrictions in the home market. In spite of these many problems we have had a most / successful year. Turnover has increased by eleven per cent. over our record year of 1954, but / because of increased costs which we were prepared to absorb so that our selling prices could be maintained / at the same level, our gross profit has been reduced from over four and a half million pounds // for 1954 to over three and a half million pounds.

We believe our policy of / holding prices at the same level at home and in many cases reducing export prices during a period / when costs of material and labour were rising rapidly was the right thing to do and in / the national interest.

During 1955 we were faced with restrictions on the home market imposed by // the Chancellor of the Exchequer on three separate occasions. In February hire purchase restrictions were re-imposed: a / minimum deposit of fifteen per cent. of the total price was required. In July this minimum deposit was / increased to one-third of the total price and in October the rate of purchase tax on / our cleaners and other machines was raised from fifty per cent. to sixty per cent.

During // 1955 we have devoted considerable efforts to developing our markets abroad. These markets are most difficult, competition / is severe and because of our small margins they are much less profitable than the home market. / We are satisfied with the progress we have made in some countries but in others there is still / much to be done. We intend to pursue this policy of overseas development to the maximum extent possible. //

## 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 thirty-ninth annual general meeting was held on July 12th in London. The chairman of the company presided.

$\frac{1}{4}$  The / following is the statement by the chairman which had been circulated with the report and accounts.

$\frac{1}{2}$  It is with pleasure / that I am able to announce another year of  
 $\frac{3}{4}$  expanding sales, both at home and overseas. The volume and value / of  
 1 your company's turnover during 1955 surpassed by more than ten per  
 $\frac{1}{4}$  cent. those of 1954, / / the previous record year. However, as a result  
 of the pressure of increasing costs over which your directors have no /  
 $\frac{1}{2}$  control, it has not been possible to maintain the same profit margins as  
 in 1954. Consequently the company's / trading profit of three million  
 $\frac{3}{4}$  eight hundred and forty-three thousand pounds shows a reduction of  
 seventeen thousand pounds when / compared with last year. It will,  
 therefore, be seen that the benefit of the additional sales has been more  
 2 than / / offset by the rise in costs. These were fully absorbed until  
 $\frac{1}{4}$  December, 1955, when it became necessary to / increase selling prices in  
 order to meet to some extent the higher costs of oil.

$\frac{1}{2}$  It is significant that these / greater sales have been made in the face  
 of intensive activity on the part of our main competitors. Shareholders  
 $\frac{3}{4}$  will / be glad to learn that a larger share of the company's produce was  
 3 sold in the United Kingdom and overseas / / during 1955 than in the  
 $\frac{1}{4}$  previous year. In addition a similar advance was made in the sale of / our  
 products to the transport industry.

I turn now to the company's activities abroad and, here again, I  
 $\frac{1}{2}$  have pleasure / in reporting record sales during 1955. In my statement  
 $\frac{3}{4}$  last year, I drew attention to your directors' policy / of establishing sub-  
 4 subsidiary companies in certain selected countries where this was considered  
 to be in the company's interests. This policy / / is being actively pursued,  
 and during the year subsidiary companies have commenced to operate in  
 $\frac{1}{4}$  France, Italy and Holland, where / formerly our business was conducted  
 through agents. Our subsidiary companies now total eighteen as  
 $\frac{1}{2}$  compared with four in 1945. / In the current year we are preparing to  
 $\frac{3}{4}$  take steps towards the formation of subsidiary companies in many other /  
 countries where your directors consider that this should result in a  
 5 profitable expansion of our business and increase our profits. / /

## Ninety Words per Minute

(Sixty-five minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

The twenty-third annual general meeting of the shareholders of the company was held yesterday in the company's offices in Edinburgh.

The / chairman of the company presided.

The secretary read the notice convening the meeting and the report of the auditors on the accounts. The / minutes of the annual general meeting held on 20th June, 1955, were also read and approved.

In moving the adoption / of the report and accounts the chairman said :—

“During the period of the accounts our lending rate has been increased from four and // a half per cent. to six per cent. At this time last year the rate was four and a half per cent., / equal to the Bank Rate. It was evident that we could not maintain our rate at the same level as Bank Rate for / any length of time, and in August, 1955, our rate was increased to five per cent. When the Bank Rate / was put up in February, 1956, to five and a half per cent., your directors felt obliged to make a corresponding // increase of one per cent. in the lending rate, which then reached the present figure of six per cent. Notwithstanding the steady / upward trend in interest rates during the past twelve months, your directors are glad to report a net increase in the company's loans / during the period of approximately one hundred thousand pounds, and it will be seen from the balance sheet that these loans at / 31st March, 1956, amount to a figure slightly in excess of one million, nine hundred thousand pounds. It remains to // be seen what effect the fairly high interest rates will have on the volume of business during the current year. It may / well be that in view of the restriction on credit we shall continue to receive a fair number of applications for loans in / spite of the high rate which we must charge. It is also possible that the high level of interest rates now ruling / will check to some extent the rise in the value of agricultural land.

Turning now to the accounts as presented, you will observe // that after making ample provision for Income Tax, for bad and doubtful debts and the like, there is a balance on profit / and loss account of six thousand, six hundred pounds.

To our manager and his staff I should like once more to express our / thanks and appreciation for the capable manner in which they have carried out their duties, thereby contributing so much to the company's / progress.”

The dividend of three and a half per cent. per annum less Income Tax was duly declared and the report and accounts were adopted. //

## One Hundred Words per Minute

(Seventy minutes allowed for transcription)

The oblique lines, / , mark the division of time, but the reader must not make a pause when they occur, unless the sense requires it. The double lines, // , mark the completion of each minute.

The sixtieth annual general meeting of Black Limited was held on June 6th in London, the chairman of the company presiding.

The secretary read the / notice convening the meeting and the report of the auditors.

The following is the chairman's statement circulated with the report and accounts for the year / to December 31st, 1955.

This is the hundredth year since the business was founded by the late Mr. Thomas Black. I am, / therefore, particularly glad to be able to place before you results for the year which constitute a record in the company's history. An illustrated booklet, // showing some of the company's activities, is being circulated to shareholders, employees and special customers. I hope it will be of interest to all who / receive it.

In the consolidated balance sheet at December 31st, 1955, you will see that almost every individual figure is higher than / the corresponding figure in the 1954 balance sheet. Not all of these increases call for comment.

Stock in trade of the group at / December 31st, 1955, was higher than in 1954 by seven million, seven hundred thousand pounds. The principal reason for this // increase is that stocks of tobacco in bond were greater at December 31st, 1955, than at the end of 1954. / Other factors contributing to the increase are that the average price of tobacco in bond was higher this year than last and that duty paid / stocks were also higher on a scale which reflects the increase in the rate of turnover in 1955.

Apart from the increase in / the company's business the expansion of debtors from eleven million, seven hundred thousand pounds in 1954 to seventeen million pounds in 1955 // was due to the longer period of credit granted to some customers and to the higher selling prices of the company's products which became / effective during the year.

About the middle of 1955 we acquired a controlling interest in a company whose name is well known at / home and to all who travel abroad. We now own all the issued capital of this company and intend to develop its business.

I now / come to the trading results for the year. The consolidated profits, as you will have seen, amounted to four million and thirty-three thousand pounds // compared with two million, five hundred and ten thousand pounds in 1954. It is satisfactory to note that the increased profits have been / brought about not only by an increase in the sales of the most popular brand of our cigarettes but also by increased activity in other / sections of our business.

In the accounts submitted to you we have provided for a dividend of twenty per cent. on the ordinary capital as / increased by the issue of half a million shares last year. In addition, we have set aside a sum against our future liability for pensions. //



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## COMMERCE

### LOWER GRADE

Thursday, 14th 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 chief methods used in this country for the distribution of manufactured goods. (20)
2. How does an invisible export differ from a visible export? What are the chief invisible exports in the British balance of payments? (20)

### SECTION B

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

3. Compare the main advantages and disadvantages of the limited liability company and the partnership as forms of business organisation. (20)
4. How does the Bank of England differ from a commercial bank? (20)
5. Discuss the merits, from the point of view of the producer, of the main methods of advertising branded goods. (20)
6. What are the main categories of stocks and shares dealt in on the London Stock Exchange? Indicate the chief characteristics of each type you mention. (20)
7. It has been said that railways as a means of transport are obsolete and unnecessary. Do you agree? Give reasons. (20)

1927

MINISTERS OF THE CROWN

THE GOVERNMENT OF CANADA

DEPARTMENT OF THE INTERIOR

INDIAN AFFAIRS

REPORT OF THE COMMISSIONER OF INDIAN AFFAIRS

FOR THE YEAR 1926-27

OTTAWA: KING'S PRINTER, 1927

Price 10c

1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## COMMERCE

### HIGHER GRADE

Thursday, 14th March—9.15 A.M. to 11.15 A.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

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

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

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

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

### SECTION A

The two questions in this Section should be attempted.

1. What are the differences between a cartel and a trust? Explain the advantages of each form of organisation to different types of industry. (20)
2. Describe the principal methods available to British manufacturers of opening and developing markets for their products in foreign countries. (20)

### SECTION B

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

3. What are the chief features of the British balance of payments? Indicate the main changes which have occurred since 1939. (20)
4. Explain and discuss the functions of the London Money Market in the monetary system of this country. (20)
5. "The multiple shop is an attempt to obtain the economies of large-scale operation in retail trading." Explain this statement and indicate how far you think it is accurate. (20)
6. Explain how the rate of exchange between two currencies is determined at the present time. (20)
7. What is "the credit squeeze?" Discuss its effects on industry and commerce. (20)



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

### ECONOMICS

#### LOWER GRADE

Thursday, 14th 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 what is meant by the economies of large-scale production. With what types of industry do you associate these economies? (20)
2. What is the difference between real and nominal wages? Explain how real wages are affected when the value of money is falling. (20)

#### SECTION B

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

3. What are the "factors of production?" Explain, briefly, the chief characteristics of each. (20)
4. Describe the chief factors which may have influenced the location of certain industries in particular parts of the country. (20)
5. Why is the Bank of England called the "central" bank of the British monetary system? Outline its chief functions. (20)
6. What does the economist understand by the term "profits?" (20)
7. What do you understand by marginal utility? Give illustrative examples of the application of this concept. (20)



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ECONOMICS

## HIGHER GRADE

Thursday, 14th 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 Private Enterprise. In what respects does Private Enterprise (a) resemble, and (b) differ from, Public Enterprise? (20)
2. Examine the difference between direct and indirect taxation. What effects might follow an increase in the rate of death duties? (20)

## SECTION B

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

3. Why is it generally the case that, as the price of a good falls, the quantity demanded increases? (20)
4. "The Bank of England controls the quantity of cash in circulation and thereby controls the quantity of credit." How does this come about? (20)
5. Discuss the principal factors which determine the standard of living in a country at a particular period. (20)
6. What is the essential difference between international trade and internal trade? How does a country benefit from international trade? (20)
7. Define "savings" and "investment," and examine their relationship to one another. (20)





1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ECONOMIC GEOGRAPHY

### LOWER GRADE

Wednesday, 20th March—1.30 P.M. to 3.30 P.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

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

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

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

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

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

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### SECTION A

The two questions in this Section should be attempted.

1. Why is the shipment of oil through the Suez Canal of such importance to the countries of Europe? (20)

2. Compare the difficulties of developing the equatorial forests with those of developing the coniferous forests. (20)

## SECTION B

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

3. "The wealth and prosperity of Australia still depend to a major degree on primary production." Explain this statement. (20)

4. What conditions are necessary for the successful development of hydro-electric power? Describe, briefly, one industry which depends on this source of power. (20)

5. "Vegetable oils for food consumption are being used in increasing quantities." Explain this statement, indicating the oils referred to and stating where they are produced. (20)

6. Show how the occupations of the people of Norway **or** of Switzerland **or** of Spain are influenced by the situation, physical features, and climate of the country. (20)

7. Describe the situation and give an account of the imports and exports of **two** of the following :—Hull, Southampton, Bristol, Glasgow. (20)

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ECONOMIC GEOGRAPHY

## HIGHER GRADE

Wednesday, 20th March—1.30 P.M. to 3.30 P.M.

All candidates should attempt **FIVE** questions, namely, the two questions in Section A, and any three questions from Section B.

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

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

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

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

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

## SECTION A

The two questions in this Section should be attempted:

1. "World production of grains has greatly expanded in the past 100 years to keep pace with the growth of population." Discuss this statement and indicate the means by which the increased production of the staple cereals has been achieved. (20)

2. The following table gives certain population statistics for the countries named:—

|  | <i>U.S.A.</i> | <i>India</i> | <i>Sweden</i> |
|--|---------------|--------------|---------------|
| (a) Total population (thousands)   | 156,400       | 356,891      | 7,044         |
| (b) Population per square mile   | 52            | 226          | 41            |
| (c) Percentage of working population engaged in agriculture, forestry, and fishing | 13            | 65           | 25            |
| (d) Percentage of working population employed in mining and manufacturing          | 36            | 19           | 38            |
| (e) Average annual income per head (in U.S. dollars)                               | 1,453         | 57           | 780           |
| (f) Expectation of life  |               |              |               |
| (i) male   | 62            | 27           | 67            |
| (ii) female  | 66            | 27           | 70            |

Write a commentary on the above statement, with particular reference to the occupations of the people. (20)

**SECTION B**

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

3. "Central Africa presents many obstacles to commercial development." Describe the obstacles referred to and discuss their effects. (20)

4. Describe briefly **three** important sources of iron ore and **three** important steel-producing centres in Continental Europe ; and indicate the relationship between those in the first group and those in the second. (20)

5. Give an account of the production of, and world trade in, **either** tea or coffee. (20)

6. Compare and contrast the part played by the River Nile in the economic life of Egypt and the Sudan with that played by the River Ganges in the economic life of India. (20)

7. Compare and contrast **one** of the following pairs of towns as centres of communications and of manufactures :—

(i) Liverpool (England) and Chicago (U.S.A.) ;

(ii) Johannesburg (South Africa) and Yokohama (Japan). (20)

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION****ECONOMIC HISTORY****LOWER GRADE**

Friday, 22nd 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. "In the nineteenth century the basis of Great Britain's industrial supremacy lay in her coal-fields." Explain this quotation. (20)
2. "Contrary to expectations, the repeal of the Corn Laws was followed by a period of unexampled prosperity for agriculture: this, however, soon gave way to a period of extreme depression." Comment on this statement. (20)

**SECTION B**

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

3. Give an account of the chief causes of the break-up of the feudal manor. (20)
4. Write a short essay on "Canal transport in England." (20)
5. "The eighteenth century saw not only the advent of greater efficiency in farming but also much hardship for many country people." Explain and amplify this statement. (20)
6. Give an account of the development during the nineteenth century of the co-operative movement in retail distribution. (20)
7. "In the history of trade-unionism the parliamentary landmarks are the Acts of 1875 and 1927 and the legal land-marks are the Taff Vale case of 1901 and the Osborne case of 1908." Comment on this statement. (20)



1957

# SCOTTISH LEAVING CERTIFICATE EXAMINATION

## ECONOMIC HISTORY

### HIGHER GRADE

Friday, 22nd 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.

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### SECTION A

The two questions in this Section should be attempted.

1. What were the main factors which contributed to the great increase in the imports and exports of Great Britain between 1870 and 1914 ? (20)
2. Explain and discuss the relationship between the technical changes associated with the Industrial Revolution and the growth in size of the productive unit in manufacturing industry. (20)

**SECTION B**

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

3. "As the railways formerly superseded the roads, so will the roads in turn displace the railways." Write a short historical essay on the changes referred to. (20)

4. "The popular notion that free trade is Britain's traditional policy is incorrect." Discuss this statement. (20)

5. Describe the main features of State action during the first decade of the twentieth century which were designed to improve the economic position of those who were in need of assistance. (20)

6. Give an account of the principal steps taken during the nineteenth century to extend parliamentary representation and to improve the conduct of elections. (20)

7. It has been said that half the population of the United States of America is engaged in making things which were unknown some fifty years ago. Examine this statement from the point of view of the historian. (20)



1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## AGRICULTURE

## LOWER GRADE

Monday, 18th March—9.30 A.M. to 12 NOON.

Not more than FIVE questions should be attempted.

Answers should, wherever possible, be illustrated by suitable diagrams.

Mathematical tables are supplied.

A list of atomic weights will be found in the book of mathematical tables.

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

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

|   | Marks |
|---|-------|
| 1. (a) Describe and explain (i) the differences between <b>top soil</b> and <b>subsoil</b> , and (ii) the differences between <b>sedentary soil</b> and <b>transported soil</b> .   | 10    |
| (b) Give an account of the effects of <b>lime</b> on soils.   | 10    |
| 2. (a) State, with their approximate average percentages, which man-<br>urial constituents are present in the following :—(i) <b>sulphate of ammonia</b> ,<br>(ii) <b>bone meal</b> , (iii) <b>basic slag</b> , (iv) <b>nitro-chalk</b> . | 8     |
| (b) Describe and explain how the value of farmyard manure varies<br>according to (i) <b>the kind of animal</b> , (ii) <b>the food of the animal</b> , (iii) <b>the<br/>manner in which the manure is stored</b> .                         | 12    |

[TURN OVER

3. Sketch and describe fully (i) a **lift pump** and (ii) a **semi-rotary pump**. 8, 8  
 State some of the purposes which each of these types of pump might serve on a farm. 2, 2
4. State the sequence of crops in a rotation with which you are familiar, and explain how this sequence suits the conditions under which it is used. 20
5. Describe under the following headings how to grow a successful crop of **EITHER sugar beet OR turnips** :—(a) suitable climate, (b) soil conditions, (c) place in the rotation, (d) preliminary cultivations, (e) manuring, (f) sowing. 20
6. Give an account under the following headings of **EITHER** the **turnip flea beetle OR** the **Colorado beetle** :—(a) description of adult beetle, (b) life history, (c) damage done, (d) control measures. 20
7. Describe with the aid of a labelled sketch the digestive system of the horse, and explain briefly how starch is digested. 15, 5

1957

## SCOTTISH LEAVING CERTIFICATE EXAMINATION

## AGRICULTURE

HIGHER GRADE—(FIRST PAPER)

Monday, 18th March—9.30 A.M. to 11.30 A.M.

Not more than FIVE questions should be attempted.

Answers should, wherever possible, be illustrated by suitable diagrams.

Mathematical tables are supplied.

A list of atomic weights will be found in the book of mathematical tables.

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

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

- |   | <i>Marks</i> |
|---|--------------|
| 1. (a) How would you prepare a sample of air-dry soil ?   | 2            |
| (b) Describe a laboratory experiment to determine the percentage loss when air-dry soil is (i) dried in a steam oven, (ii) ignited.   | 3, 5         |
| (c) State what these losses are due to and explain differences likely to occur according to whether the sample is taken from (i) a peaty soil, (ii) a sandy soil, (iii) a clay soil, or (iv) a calcareous soil.   | 10           |
| 2. A compound fertilizer containing 9% N, 9% $P_2O_5$ , and 15% $K_2O$ costs £19 3s 9d per ton. Compare this price with those of the following individual fertilizers :—(i) sulphate of ammonia (20% N) at £13 14s 6d per ton, (ii) muriate of potash (50% $K_2O$ ) at £17 2s 6d per ton, and superphosphate (18% $P_2O_5$ ) at £8 1s 0d per ton. | 12           |
| Discuss whether, in fact, the above compound fertilizer could be prepared from these individual fertilizers.  | 8            |
| 3. (a) Explain what is meant by the terms :—(i) anion, (ii) cation, (iii) hydrogen ion concentration.   | 6            |
| (b) State which anions and cations are readily washed out of the soil in drainage.  | 6            |
| (c) Explain the purposes of liming land.  | 8            |

[TURN OVER

4. (a) Give the meaning of the terms :—(i) **carbohydrate**, (ii) **protein**, (iii) **vitamin**, (iv) **fat**.

8

(b) Discuss the uses and limitations of **four** of the following in rations for farm livestock :—(i) **oat straw**, (ii) **barley grain**, (iii) **grit**, (iv) **aureomycin**, (v) **fish meal**.

12

5. Make a detailed comparison, from the farmer's point of view, of the advantages and disadvantages of (i) the **combine** method and (ii) the **binder and thresher** method of harvesting grain crops.

20

6. Describe and explain with the aid of sketches any **four** of the following :—(i) **a disc harrow**, (ii) **the knotter of a sheaf binding gear**, (iii) **the carburettor of a petrol engine**, (iv) **the rotary screen of a thresher**, (v) **a hammer mill**.

20

7. (a) Describe an electricity transformer and explain its use.

8

(b) If a chicken house is warmed by four heaters, each rated 250V., 750W., (i) calculate the cost at a penny per unit of the electricity required to operate all four of them for 84 hours, (ii) calculate the total current required from a 250V. supply, and (iii) sketch the wiring diagram, each heater being controlled by a separate switch, and note on the diagram the current passing in each part of the circuit when all the switches are closed.

2, 2, 8

1957

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**AGRICULTURE**

HIGHER GRADE—(SECOND PAPER)

Monday, 18th 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.

*Marks*

1. Describe, with labelled sketches, the structure of **TWO** of the following:—(i) a wheat grain, (ii) a potato tuber, (iii) a carrot 'root', stating the functions of the various tissues.

10  
each

2. Describe and explain the conditions of soil, climate and weather which are most favourable for **FOUR** of the following crop plants:—  
(i) wheat, (ii) early potatoes, (iii) maincrop potatoes, (iv) mangolds, (v) red clover.

5  
each

3. Discuss the advantages and disadvantages of storing grass in the form of **silage** as compared with **hay**.

20

[TURN OVER

4. Select **FIVE** of the following and discuss, with reasons, the extent and manner in which they might prove injurious if their seeds were present in a seeds mixture for a 3-year ley :—(i) **creeping buttercup**, (ii) **sheep's sorrel**, (iii) **ragwort**, (iv) **Yorkshire fog**, (v) **charlock**, (vi) **spurrey**.

4  
each

5. Describe the differences between the alimentary system of the ox and that of the hen, and show how these differences are associated with differences in diet.

20

6. State and describe **FOUR** different methods which are normally used to control diseases of crops, giving one instance of each.

5  
each

7. Discuss the following statement :—“ If beef production in Scotland is to be increased without decreasing milk production, then our dairy farmers should favour Friesian cows, using a Friesian bull to serve the better milkers and a beef bull, preferably a Hereford, to serve the poorer milkers ; furthermore, all stock should be hornless.”

20

# SCOTTISH EDUCATION DEPARTMENT—1957

## 1. STATUTORY INSTRUMENTS—*contd.*

### (f) Miscellaneous

- Children and Young Persons (Scotland) Employment of Children in Entertainments. S.R. & O., 1947, No. 1660, S.67. 2*d.* (4*d.*).  
 The Meals Service (Scotland) Regulations, 1953. S.I. 1953, No. 65, S.7. 3*d.* (5*d.*).  
 School Health Service (Scotland) Regulations, 1947. S.R. & O., 1947, No. 415, S.13. 1*d.* (3*d.*).  
 Educational Conferences (Scotland) Regulations, 1947. S.R. & O., 1947, No. 119, S.R. 1*d.* (3*d.*).  
 Incidental Expenses (Scotland) Regulations, 1947. S.R. & O., 1947, No. 120, S.3. 1*d.* (3*d.*).  
 The Contributions for Educational Services (Prescription of Areas) (Scotland) Regulations, 1951. S.I. 1951, No. 899, S.54. 2*d.* (4*d.*).  
 Reports on Handicapped Children (Scotland) Order, 1947. S.R. & O., 1947, No. 1576, S.62. 2*d.* (4*d.*).  
 Approved Schools (Form of Court Record) (Scotland) Regulations, 1949. S.I. 1949, No. 1637, S.114. 1*d.* (3*d.*).  
 The Educational Endowments (Prescription of Information) (Scotland) Regulations, 1951. S.I. 1951, No. 548, S.25. 2*d.* (4*d.*).  
 The Register of Educational Endowments (Prescription of Contents) (Scotland) Order, 1951. S.I. 1951, No. 549, S.26. 2*d.* (4*d.*).  
 The Education (Scotland) Advisory Council Order, 1952. S.I. 1952, No. 637. 2*d.* (4*d.*).  
 The Exemptions (Potato Lifting) (Scotland) Regulations, 1952. S.I. 1952, No. 1147, S.52. 3*d.* (5*d.*).  
 The Approved Schools (Contributions by Education Authorities) (Scotland) Regulations, 1956. S.I. 1956, No. 362, S.15. 2*d.* (4*d.*).

## 2. CIRCULARS

- Circular 30 (1956) (Relating to the Scottish Leaving Certificate Examination of 1957) (October, 1956). 1*s.* 6*d.* (1*s.* 8*d.*).  
 Circular 110 (Education (Scotland) Act, 1946. Reports on Handicapped Children (Scotland) Order). (July, 1947). 1*d.* (3*d.*).  
 Circular 119 (The Central Institutions (Scotland) Grant Regulations, 1947). (October, 1947). 1*d.* (3*d.*).  
 Circular 130 (Education Authorities (Scotland) Grant Regulations, 1948). (May, 1948). 1*d.* (3*d.*).  
 Circular 151 (Education Authorities (Scotland) Grant Regulations, 1948) (April, 1949). 4*d.* (6*d.*).  
 Circular 154 (The Education (Scotland) Act, 1949) (May, 1949). 6*d.* (8*d.*).  
 Circular 188 (Schemes of Work for Secondary Departments) (Revised : December, 1950). 4*d.* (6*d.*).  
 Circular 194 (Index to Education (Scotland) Act, 1946) (October, 1950). 4*d.* (6*d.*).  
 Circular 202 (The Children and Young Persons (Scotland) Act, 1937) (October, 1951). 6*d.* (8*d.*).  
 Circular 206 (Secondary Education. The Report of the Advisory Council) (March, 1951). 6*d.* (8*d.*).  
 Circular 224 (Visual and Aural Aids. The Report of the Advisory Council) (September, 1951). 3*d.* (5*d.*).  
 Circular 270 (The Further Education (Scotland) Code, 1952) (June, 1953). 6*d.* (8*d.*).  
 Circular 277 (Education Authority Bursaries (Scotland) Regulations, 1953) (November, 1953). 4*d.* (6*d.*).  
 Circular 296 (Educational Building) (December, 1954). 2*d.* (4*d.*).  
 Circular 300 (The Education of Handicapped Pupils. The Reports of the Advisory Council on Education in Scotland) (March, 1955). 6*d.* (8*d.*).  
 Circular 309 (Scottish Leaving Certificate Examination. Changes in the Examination in Technical Subjects) (July, 1955). 6*d.* (8*d.*).  
 Circular 311 (Scottish Leaving Certificate Examination. Changes in the Examination in Commercial Subjects) (August, 1955). 2*d.* (4*d.*).  
 Circular 312 (Early Leaving from Senior Secondary Courses) (July, 1955). 3*d.* (5*d.*).  
 Circular 315 (Scottish Leaving Certificate Examination. Art) (September, 1955). 6*d.* (8*d.*).  
 Circular 317 (Approved School Pupils. The Reports of Advisory Councils) (October, 1955). 6*d.* (8*d.*).  
 Circular 323 (Registration of Independent Schools) (February, 1956). 3*d.* (5*d.*).  
 Circular 331 (The Schools (Scotland) Code, 1956). (June, 1956). 8*d.* (10*d.*).  
 Circular 337 (Draft of the Superannuation Scheme for Teachers (Scotland), 1956), (October, 1956). 8*d.* (10*d.*).  
 Circular 340 (The Teachers' Salaries (Scotland) Regulations, 1956) (October, 1956). 6*d.* (8*d.*).  
 Circular 346 (Education (Scotland) Act, 1956) (January, 1957). 1*s.* 3*d.* (1*s.* 5*d.*).

## 3. REPORTS

### Departmental

- Young Citizens at School. Report on experiments in Education for Living. 1*s.* (1*s.* 2*d.*).  
 Educational Endowments in Scotland. Report of the Committee appointed in January, 1948. 2*s.* (2*s.* 4*d.*).  
 Report on Education in Scotland in 1955 (Cmd. 9722). 4*s.* 6*d.* (4*s.* 10*d.*).  
 Supply of Teachers. First Report of the Departmental Committee appointed by the Secretary of State. (Cmd. 8123). 9*d.* (11*d.*).  
 Supply of Teachers. Second Report of the Departmental Committee appointed by the Secretary of State. (Cmd. 8721). 1*s.* (1*s.* 2*d.*).  
 Supply of Teachers of Mathematics and Science in Scotland. Report of the Committee appointed by the Secretary of State. (Cmd. 9419). 1*s.* 6*d.* (1*s.* 8*d.*).  
 The Structure of Further Education Salaries. (Cmd. 9365). 9*d.* (11*d.*).  
 Technical Education. (Cmd. 9703). 1*s.* 6*d.* (1*s.* 8*d.*).  
 Employment of Children in the Potato Harvest. (Cmd. 9738). 9*d.* (11*d.*).

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LOWER GEOG.  
(MAPS)

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**  
**1957**

---

**GEOGRAPHY**  
**LOWER GRADE**

---

**MAPS**

---

FILL THIS IN FIRST

Name of School .....

Name of Pupil .....

TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS  
SENT TO THE DEPARTMENT.

OVER



# THE WORLD



Towns on Route A.....●  
Ports of call on Route B.....⊙

Mercator's Projection





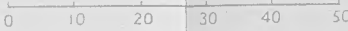
PART OF BRITISH ISLES



Land over 1000 feet

600 feet contour Line

Scale of Miles





Contour Map  
of a  
Region

Contours

Water

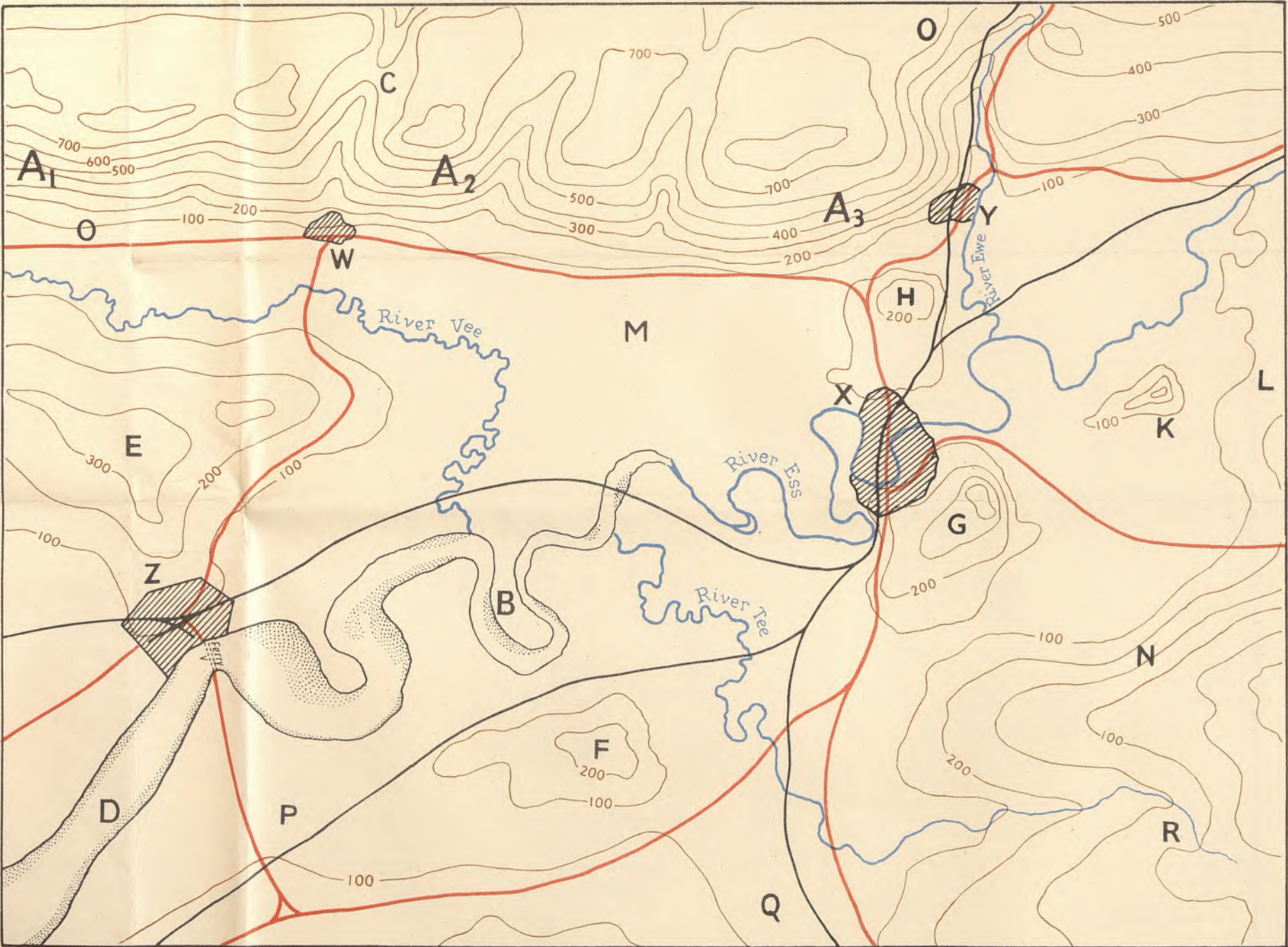
Roads

Railways

Towns

Placenames,  
features of Relief,  
Towns etc, are lettered  
e.g., A.X.

Scale 1:63,360



HIGHER GEOG. I.  
(O.S. Map)

SCOTTISH LEAVING CERTIFICATE EXAMINATION, 1957

GEOGRAPHY  
HIGHER GRADE—(FIRST PAPER)

---

ORDNANCE SURVEY MAP

(C57431)

[10(a)]

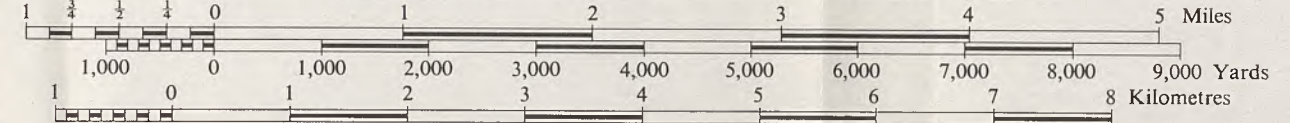
[OVER



(O.S. Stk. 155)



Scale: One Inch to One Statute Mile =  $\frac{1}{63360}$



TO GIVE A GRID REFERENCE CORRECT TO 100 METRES  
The incidence of grid letters and numbers on this sheet

|            |
|------------|
| SO<br>(32) |
| ST<br>(31) |

| EXAMPLE WOOLASTON STA.  |  |     |     |
|---|--|-----|-----|
| See diagram on left for Grid Letters. They are  |  | ST  |     |
| East  | North  |     |     |
| Take west edge of kilometre square in which point lies and read the large figures printed opposite this line on north or south margins. | Take south edge of kilometre square in which point lies and read the large figures printed opposite this line on east or west margins. |     |     |
| Estimate tenths Eastwards   | Estimate tenths Northwards   | 60  | 99  |
|   |  | 601 | 991 |
| Full 100 Metre Reference ST 601991  |  |     |     |

The above Full Reference is unique. For many purposes the first grid letter can be omitted, giving a reference T 601991 which recurs at intervals of 500 Kilometres. If both grid letters are omitted, the resulting reference 601991 recurs at intervals of 100 Kilometres. When the area concerned is sufficiently restricted, as will usually be the case with maps on scales of one inch to the mile and larger, both the grid letters are normally omitted.

Heights are in feet above Mean Sea Level. Contours are at 50 ft. intervals  
True North at the West edge of this sheet is  $00^{\circ}32'39''$  E. of Grid North  
Mag. North is about  $10^{\circ}$  W. (1955) decreasing by about  $\frac{1}{2}''$  in four years

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HIGHER GEOG. I

(MAP)

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**

**1957**

---

**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

# PART OF EUROPE



99513. (M.F.P.)







# **SCOTTISH LEAVING CERTIFICATE EXAMINATION**

## **1957**

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### **Commercial Subjects**

### **LOWER GRADE—TYPEWRITING—(a)**

Thursday, 21st March—1 P.M. to 1.30 P.M.

---

#### **INSTRUCTIONS TO CANDIDATES**

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. The tests are to be worked in the following order :—
  - (1) The Copying Test.
  - (2) The Accuracy Test.
6. The value attached to each question is shown in brackets after the question.

**QUESTION 1. COPYING TEST****Instructions (Not to be typed)**

Type your name, school and grade at the top of a quarto sheet.

Set the marginal stops for a 60-space line.

Make one copy, in **double** line spacing, of the passage printed below.

No credit will be given for completing this test in less than the time allowed.

No part of the test is to be re-typed.

The use of an eraser is **not** permitted.

At the conclusion of this test, your typescript is to be handed to the Supervising Officer.

Neither Carlyle nor Ruskin was technically a Socialist, but their assaults on the laissez-faire position served to make a breach for Socialism to enter. There is curiously little, if any, continuity between the Socialist movement, associated with the name of Robert Owen, and that which began to exercise an influence over working-class opinion in the 'eighties.

"Government and Co-operation," Ruskin asserted, "are in all things the Laws of Life ; Anarchy and Competition the Laws of Death."

In the meantime the whole outlook was being changed by the work of Karl Marx (1818-83) and his friend Friedrich Engels (1820-95). They were quite familiar with English industrial conditions—Engels published his "Condition of the Working Class in England" in 1845, and Marx, who settled in London in 1849, studied the growth of capitalism as it exhibited itself in England. His service to Socialism is that he eradicated that Utopianism which was so characteristic of Robert Owen and his contemporaries. (15)

## QUESTION 2. ACCURACY TEST

### Instructions (Not to be typed)

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Set the line space lever for double spacing.

The whole of the passage printed below may be attempted, but no additional marks will be gained by typing any part of the passage a second time.

The use of an eraser is **not** permitted.

At the conclusion of this test your typescript is to be handed to the Supervising Officer.

|  | <i>Strokes</i> |
|--|----------------|
| To get there, we had to drive north on the main road of Shetland for         | 70             |
| ten miles, as far as the hamlet of Voe. Then we turned to the right by a     | 143            |
| moor road, which ran down to the head of a firth after two or three miles,   | 218            |
| and there, at first glance, seemed to stop. But there was a gate, and beyond | 296            |
| it the road, a little diminished, wound on along the side of the firth, and  | 372            |
| crossed a plain dotted with crofts. Then came the head of another firth,     | 446            |
| with a cluster of cottages, and again an apparent end. But again a gate      | 520            |
| gave on to a farther road, by now no more than a track with a grass-grown    | 594            |
| centre, which led by a rocky shore grown with yellow flags, up a hill and    | 668            |
| across a desolate moor. At a turn in the road we suddenly saw on our left    | 742            |
| the magnificent sweep of Yell Sound, and beyond it the northern islands of   | 817            |
| Yell and Fetlar and Unst, and the rocks called the Ramna Stacks pricking     | 890            |
| the sunset like monstrous fangs. At the next turn there was Lunna ; a        | 960            |
| small patch of green in the midst of brown heather, a small landlocked bay   | 1,035          |
| with a quay and a roofless stone building at its head, and above, on the     | 1,108          |
| hillside, a large, gaunt, grey house.  | 1,146          |
| I have always had a liking for bleak and lonely places, and perhaps it       | 1,218          |
| was on romantic grounds that I first determined that Lunna should be our     | 1,291          |
| base. I think Mitchell and our friend from headquarters were influenced in   | 1,368          |
| the same way ; for the wild, desolate and deserted appearance of the place,  | 1,446          |
| and its remoteness, suggested perfectly the smugglers' haunt of fiction. But | 1,524          |
| we had to support our romance with reason. Luckily that was not at all       | 1,596          |
| difficult. The house could hold thirty-five men.                             | (25) 1,646     |



# **SCOTTISH LEAVING CERTIFICATE EXAMINATION**

## **1957**

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### **Commercial Subjects**

### **LOWER GRADE—TYPEWRITING—(b)**

Thursday, 21st March—1.40 P.M. to 3.15 P.M.

---

#### **INSTRUCTIONS TO CANDIDATES**

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. At the close of the examination you will receive from the Supervising Officer your typescripts of the Copying and Accuracy Tests. These must then be inserted in your examination book, along with your other typescripts, and handed to the Supervising Officer.
6. The value attached to each question is shown in brackets after the question.

## QUESTION 3

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Set out the following letter neatly and attractively on quarto paper, with one carbon copy. Insert to-day's date. Make any necessary corrections.

Austin & Dobson, Limited.  
Trinity Lane,  
London.

Our ref. EHD/P67

J. N. Goodenough, Esq.,  
Pickersgill Street,  
Paisley.

Dear Sir,

I have much pleasure in submitting for your information the following particulars of our group of companies:-

Consolidated Earnings:-

|                             | years ended April 28 |            |
|-----------------------------|----------------------|------------|
|                             | 1955                 | 1956       |
|                             | £ (thous.)           | £ (thous.) |
| Surplus                     | 2,940                | 3,469      |
| Depreciation                | 523                  | 533        |
| Taxation                    | 1,203                | 1,422      |
| Net Profit                  | 1,049                | 1,198      |
| Ordinary Dividend           | 376                  | 379        |
| Ordinary Dividend (percent) | 12½                  | 12½        |
| Retained profits            | 556                  | 699        |

caps. The consolidated Balance Sheet of the group is as follows:- l.c.

|                         | Years ended April 28 |            |
|-------------------------|----------------------|------------|
|                         | 1955                 | 1956       |
|                         | £ (thous.)           | £ (thous.) |
| Net fixed assets        | 8,145                | 8,366      |
| Stock                   | 10,360               | 9,993      |
| Debtors                 | 2,802                | 3,007      |
| Cash and Treasury bills | 2,027                | 2,745      |
| Debenture Stock         | 2,825                | 2,754      |
| Reserves                | 6,637                | 7,337      |
| Preference Capital      | 4,359                | 4,359      |
| Ordinary Capital        | 5,278                | 5,278      |

The Chairman considers the prospect of continuing maximum production "very promising." He hopes to maintain/

maintain sales of handknitting yarns and to increase those of manufacturing yarns and will be disappointed if the group does not maintain its export figures.

I shall be happy to supply you with any further information you may require.

Yours faithfully,  
Austin and Dobson, Ltd.,

Secretary

(30)



## QUESTION 4

1. Type your name, school and grade on the back of the sheets in the top left-hand corner.

2. Prepare the letter and statement as required. All ruling is to be done by the machine. Make any necessary corrections.

On 19th March, your employer, Mr. James Turnbull, received a request by telephone from a customer, Mr. Thos. Kerr, for a copy of an invoice for services rendered. He has asked you to make on quarto paper the required copy of the invoice, which is given below, and to prepare for his signature a short covering letter on octavo paper.

Telephone 78123

28 Clifton Road,  
Musselburgh.

31<sup>st</sup> Jan., 1957.

Mr Thos. Kerr,  
25 Orchardhall Place,  
Musselburgh.

James Turnbull  
Electrical & Refrigerator Engineer

|       |  |   |              |
|-------|--|---|--------------|
| 6 Jan | To changing Plug Tops, etc.            |   |              |
|       | 6 — 2 pin 5 amp Plug Tops @ 1/4        | - | 9 6          |
|       | 3 yd. Braided Domestic Flex            | - | 6 -          |
|       | 6 yd. 2 core rubber covered Flex @ 1/7 | - | 9 6          |
| 8 ..  | 1 - Wander Plug                        | - | 4            |
|       | 2 yd. Twin Plastic Flex                | - | 10           |
|       | Time 2 hr.                             | - | 13 -         |
|       |  |   | <hr/>        |
|       |  |   | £ 1 : 19 : 2 |

(30)

# **SCOTTISH LEAVING CERTIFICATE EXAMINATION**

## **1957**

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### **Commercial Subjects**

### **HIGHER GRADE—TYPEWRITING—(a)**

Thursday, 21st March—1 P.M. to 1.30 P.M.

---

#### **INSTRUCTIONS TO CANDIDATES**

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. The tests are to be worked in the following order :—
  - (1) The Copying Test.
  - (2) The Accuracy Test.
6. The value attached to each question is shown in brackets after the question.

## QUESTION I. COPYING TEST

### Instructions (Not to be typed)

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Make one copy, in **double** line-spacing, of the passage printed below.

No credit will be given for completing this test in less than the time allowed.  
No part of the test is to be re-typed.

The use of an eraser is **not** permitted.

At the conclusion of this test, your typescript is to be handed to the Supervising Officer.

The origin of the family of Borthwick is attributed to a Lord of Burtick in Livonia, but that is really legendary, although it receives colour from the further claim that the Borthwicks came to Scotland with Queen Margaret in 1067. Two Sir Williams of the name occupied the neighbouring Catcune, father and son ; and a third Sir William, son of the second, built Borthwick Castle, having received a licence to do it from James III. In 1430 he was created Lord Borthwick. Recumbent effigies of him and his lady survive, and are in an old chapel attached to the new church and now used as a "session house."

Two historical incidents attest the loyalty of the Borthwicks to the Crown. On June 11, 1567, Queen Mary and the Earl of Bothwell, (then her husband), were at Borthwick, when the barons, with a thousand men, thought to capture them. But Bothwell got warning and departed quickly, while Mary—"in men's clothes, booted and spurred, departed the same night from Borthwick to Dunbar." Poor Mary ! She lost her way on the moor and at last found shelter in Cakemuir Castle. After that came Carberry, and she was soon a Queen without a crown. The other incident was Cromwell's attack.

A very curious incident is mentioned in the New Statistical Account of Scotland. It took place in the year 1547 when a macer of the Archdiocesan Court was sent to intimate the excommunication of Lord Borthwick. (15)

## QUESTION 2. ACCURACY TEST

### Instructions (Not to be typed)

Type your name, school and grade at the top of a foolscap sheet.

Set the marginal stops for a 60-space line.

Set the line-space lever for double spacing.

The whole of the passage printed below may be attempted, but no additional marks will be gained by typing any part of the passage a second time.

The use of an eraser is **not** permitted.

At the conclusion of this test your typescript is to be handed to the Supervising Officer.

### *Strokes*

We were then close upon the city of Glasgow, where we were soon having 72  
breakfast together at an inn, and where we found a ship in the very article of 151  
sailing. We took our places in the cabin ; and, two days after, carried our 227  
effects on board. Her name was the Nonesuch, a very ancient ship and very 302  
happily named. By all accounts this should be her last voyage ; people 371  
shook their heads upon the quays, and I had several warnings offered me by 446  
strangers in the street to the effect that she was rotten as a cheese, too 520  
deeply loaden, and must infallibly founder if we met a gale. From this it fell 600  
out we were the only passengers ; the Captain, Johnston, was a silent, 669  
absorbed man, with the Glasgow or Gaelic accent ; the mates ignorant rough 742  
seafarers, come in through the hawsehole ; and the Master and I were cast 815  
upon each other's company. 842

The Nonesuch carried a fair wind out of the Clyde, and for near upon a 914  
week we enjoyed bright weather and a sense of progress. I found myself 986  
(to my wonder) a born seaman, in so far at least as I was never sick ; yet I 1,062  
was far from tasting the usual serenity of my health. Whether it was the 1,136  
motion of the ship on the billows, the confinement, the salted food, or all of 1,215  
these together, I suffered from a blackness of spirit and a painful strain 1,290  
upon my temper. The nature of my errand on that ship perhaps contributed ; 1,365  
I think it did no more ; the malady (whatever it was) sprang from my 1,433  
environment ; and if the ship were not to blame, then it was the Master. 1,505  
Hatred and fear are ill bedfellows ; but (to my shame be it spoken) I have 1,579  
tasted those in other places, lain down and got up with them, and eaten 1,651  
and drunk with them, and yet never before, nor after, have I been so 1,719  
poisoned through and through in soul and body, as I was on board the 1,788  
Nonesuch. 1,798

I freely confess my enemy set me a fair example of forbearance ; in our 1,870  
worst days displayed the most patient geniality, holding me in conversation 1,946  
as long as I would suffer, and when I had rebuffed his civility, stretching 2,022  
himself on deck to read. The book he had on board with him was 2,086  
Mr. Richardson's " Clarissa, the History of a Young Lady." (25) 2,144



**SCOTTISH LEAVING CERTIFICATE EXAMINATION**  
**1957**

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**Commercial Subjects**  
**HIGHER GRADE—TYPEWRITING—(b)**

Thursday, 21st March—1.40 P.M. to 3.15 P.M.

---

**INSTRUCTIONS TO CANDIDATES**

1. Read carefully the instructions at the head of each exercise.
2. Any defect in the machine should be pointed out to the Supervising Officer who will send to the examiners a certificate giving particulars of the defect and of the loss of time caused thereby.
3. Each exercise should be begun on a fresh page.
4. Any spoiled work should be cancelled by drawing a line through it.
5. At the close of the examination you will receive from the Supervising Officer your typescripts of the Copying and Accuracy Tests. These must then be inserted in your examination book, along with your other typescripts, and handed to the Supervising Officer.
6. The value attached to each question is shown in brackets after the question.



## QUESTION 3

Type your name, school and grade at the top of the sheet or sheets.

Answers to the following questions are to be typed on quarto paper.

Number your answers to correspond with the questions.

(a) Give what are, in your opinion, the best line-end divisions of the following words:—

treasure; frustrating; inconvenient; equilibrium; devices; elegantly.

(b) Type a fair copy of the following notice, suitable for insertion in the press:—

*Regina Mines Limited*  
*Dividend Notice*

*notice is hereby given that an interim dividend of one dollar fifty cents (\$1.50) per share, Canadian Funds, has been declared by the Directors of Regina Mines Limited, payable September 14<sup>th</sup> to shareholders of record August 17, 1956.*

*By order of the Board,*  
*J. H. Robson,*  
*Secretary*

*Toronto, Ontario,*  
*July 17, 1956.*

(c) Name three important points in the daily care of the typewriter.

(12)

[TURN OVER

B\*



## QUESTION 4

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. The dramatic extract is to be displayed in the proper manner. Insert to-day's date. Make any necessary corrections.

28 Ladbrooke Grove,  
Leamington.

S Forsyte, Esq.,  
Robin Hill,  
Haslemere,  
Surrey.

Dear Mr Forsyte,

I am very interested in your letter  
of <sup>yesterday's</sup> ~~to-day's~~ date. As I know from experience  
light / the choice of a suitable / opera for a local society  
is not an easy one. Unlike <sup>his</sup> ~~the~~ professional  
counterpart ~~producer~~, the local producer must very often  
fit parts to the players and not ~~men~~ <sup>players</sup> to the  
n.p. parts. [Although your local audience and society  
prefer to remain faithful to Gilbert <sup>and</sup> ~~a~~ Sullivan,  
you could help them to introduce a little <sup>variety</sup> ~~spice~~  
into their <sup>repertoire</sup> ~~programme~~ by drawing their attention  
caps. to some of the less familiar plays. "Utopia limited,"  
for example, has all the sparkle of Gilbertian  
n.p. wit and the same tuneful music [The following  
short passage from Act I will give you an  
idea of the theme and style of the play:

King. I requested Scaphio and Phantis to be  
so good as to favour me with an audience this  
morning (Enter Scaphio and Phantis). Oh, here they  
are!

Sca. Your majesty wished to speak with us, I  
believe /

believe. You — you needn't keep your crown on, on our account, you know.

King. I beg your pardon (removes it) I always forget that! Odd, the notion of a King not being allowed to wear one of his own crowns in the presence of two of his own subjects.

Phaw. Yes — bizarre, is it not?

King. Most quaint. But then it is a quaint world.

Phaw. Seems with quiet fun. I often think what a lucky thing it is that you are blessed with such a keen sense of humour.

King. Do you know I find it invaluable. Do what I will, I cannot help looking at the humorous side of things — for, properly considered, everything has its humorous side — even the palace keeper (producing it). See here — caps. "Another Royal Scandal," by Junius Junior. "How long is this to last?" by Senex Senior. "Ribald Royalty," by Mercury Major. "Where is the Public Exploder?" by Mephistopheles Minor. When I reflect that all these outrageous attacks on my morality are written by me, at your command — well it's one of the funniest things that have come within the scope of my experience.

If this short extract leads you to a perusal of the whole play, I am sure you will then try to persuade your Society to desert "The Mikado" and "The Gondoliers" for at least one season.

8/

I am,

Yours sincerely,

(24)

[TURN OVER

## QUESTION 5

1. Type your name, school and grade on the back of the sheet in the top left-hand corner.

2. Display attractively on foolscap paper the following statement which is an extract from the Economic Survey, 1956. All the horizontal lines should be ruled on the machine. The vertical lines may be ruled on the machine or in red ink. Make any necessary corrections.

### Imports by value and volume

|  | 1953  | 1954  | 1955  |
|--|-------|-------|-------|
| Value (£ million c.i.f.)                                   |       |       |       |
| A. Food, beverages and tobacco                             | 1,316 | 1,328 | 1,443 |
| B. Basic material lubricants                               | 1,054 | 1,023 | 1,124 |
| C. Mineral fuels & lubricants                              | 313   | 329   | 410   |
| D. Manufactures  |       |       |       |
| of which   |       |       |       |
| chemicals  | 76    | 102   | 112   |
| paper & board  | 33    | 52    | 66    |
| iron and steel   | 61    | 28    | 99    |
| non-ferrous metals   | 151   | 174   | 231   |
| E. Miscellaneous   | 17    | 14    | 15    |
| Total imports as recorded in the Trade accounts            | 3,343 | 3,374 | 3,886 |
| Difference on a/c of insurance, freight, coverage & timing | -456  | -365  | -473  |
| Payment for imports (f.o.b)                                | 2,887 | 3,009 | 3,413 |

### Volume (1954 = 100)

|   |     |     |     |
|---|-----|-----|-----|
| A. Food, beverages and tobacco                | 102 | 100 | 107 |
| B. Basic material                             | 101 | 100 | 106 |
| C. Mineral fuels & lubricants                 | 90  | 100 | 121 |
| D. Manufactures                               | 93  | 100 | 125 |
| All imports as recorded in the trade accounts | 99  | 100 | 111 |

HIGHER HIST. II

(SECTION I)

**SCOTTISH LEAVING CERTIFICATE EXAMINATION  
1957**

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**HISTORY  
HIGHER GRADE—II**

**Wednesday, 6th March—1.30 p.m. to 4.0 p.m.**

**SECTION I**

*(To be attempted by all candidates)*

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**FILL THIS IN FIRST**

*Name of School*.....

*Name of Pupil*.....

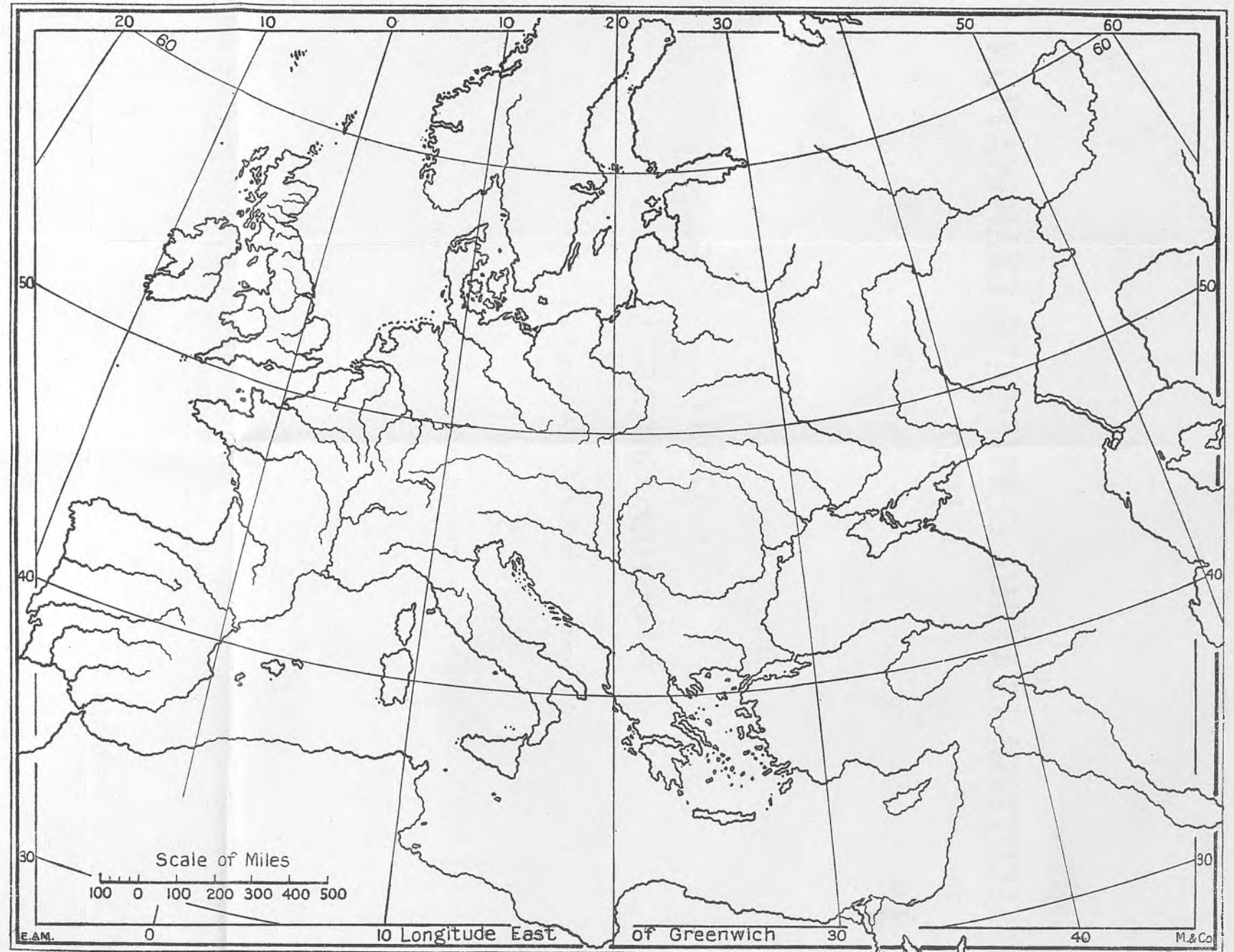
**TO BE PINNED INSIDE THE CANDIDATE'S BOOK OF ANSWERS AND THUS  
SENT TO THE DEPARTMENT.**

# 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) Aachen.
- (2) Algiers.
- (3) Belgrade.
- (4) Constantinople.
- (5) Damascus.
- (6) Ghent.
- (7) Kiev.
- (8) Lepanto.
- (9) Lyons.
- (10) Naples.
- (11) Narva.
- (12) Seville.
- (13) Syracuse.
- (14) Toulon.
- (15) Trieste.

(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) Aristotle (       century       ).....

.....

.....

(2) John Calvin (       century       ).....

.....

.....

(3) Louis Kossuth (       century       ).....

.....

.....

(4) Lorenzo de Medici (       century       ).....

.....

.....

(5) The Pact of Plombières (       century       ).....

.....

.....

(6) Jean Jacques Rousseau (       century       ).....

.....

.....

(7) The Partition of Verdun (       century       ).....

.....

.....

[TURN OVER

(8) The Penitence of Canossa (      century      ).....

.....

.....

.....

(9) The Peace of Westphalia (      century      ).....

.....

.....

(10) The Battle of Zama (      century      ).....

.....

.....



**HIGHER HIST. I**

**(SECTION I)**

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**  
**1957**

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**HISTORY**  
**HIGHER GRADE—I**

**Wednesday, 6th March—9.30 a.m. to 12 noon**

**SECTION I**

*(To be attempted by all candidates)*

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**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.**

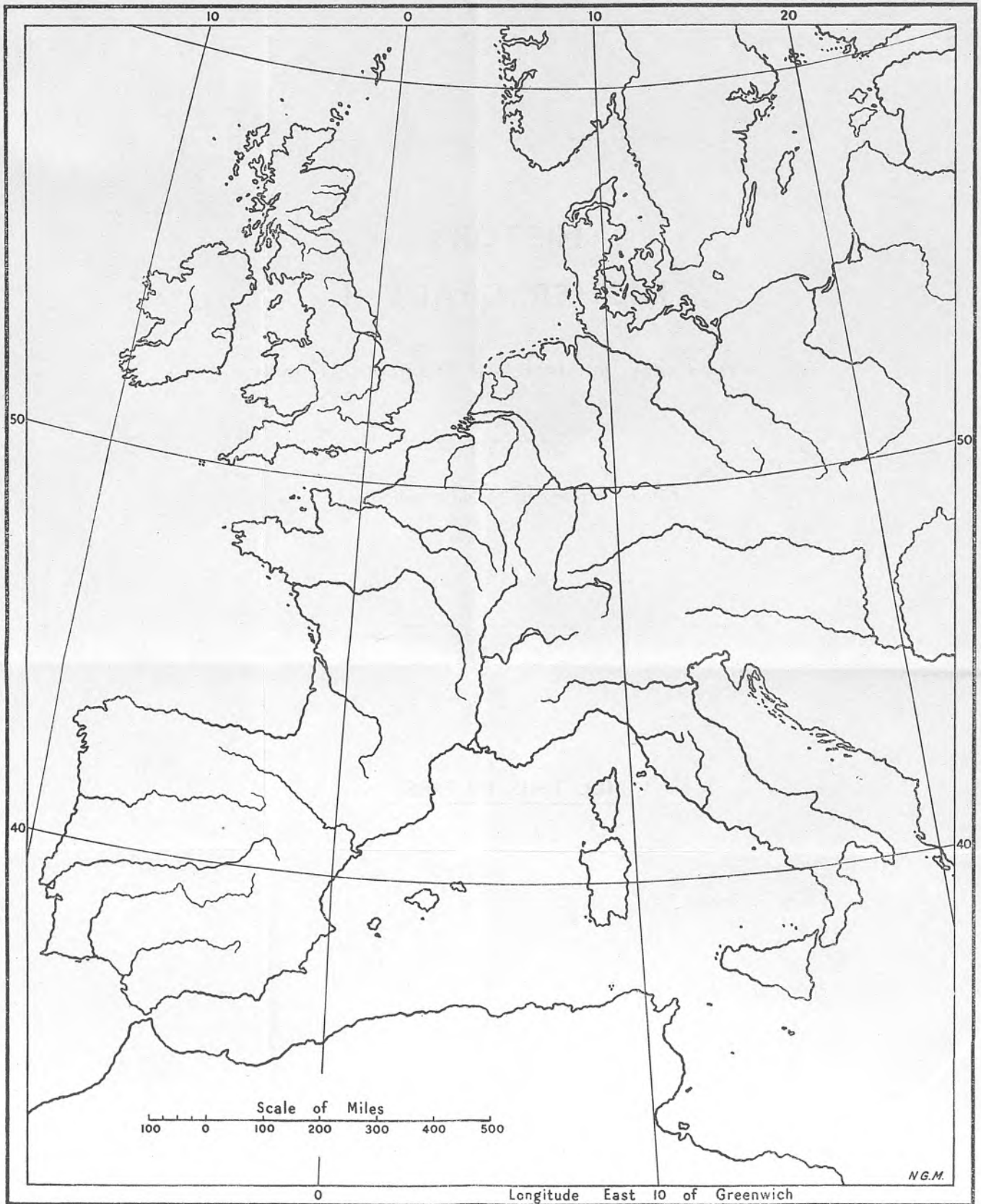
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## SECTION 1 (a)

On the accompanying map mark the position of **TEN** of the following with a cross and add the appropriate number as given below :—

- |                |                  |                         |
|----------------|------------------|-------------------------|
| (1) Agincourt. | (6) Dunbar.      | (11) Melrose.           |
| (2) Arbroath.  | (7) Gibraltar.   | (12) Newcastle-on-Tyne. |
| (3) Blenheim.  | (8) Glastonbury. | (13) Oxford.            |
| (4) Bordeaux.  | (9) Glencoe.     | (14) St. Albans.        |
| (5) Chester.   | (10) Limerick.   | (15) Wexford. (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) Alfred the Great (            century            ).....

.....

.....

(2) The Antonine Wall (            century            ).....

.....

.....

(3) The Instrument of Government (            century            ).....

.....

.....

(4) The Statute of Labourers (            century            ).....

.....

.....

(5) The Battle of Largs (            century            ).....

.....

.....

(6) Sir Isaac Newton (            century            ).....

.....

.....

(7) The Parliament Act (            century            ).....

.....

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(8) Sir Walter Raleigh (      century      ) .....

(9) Adam Smith (      century      ) .....

(10) Thomas Telford (      century      ) .....

1957-58

LOWER HIST.  
(SECTION I)

**SCOTTISH LEAVING CERTIFICATE EXAMINATION**  
**1957**

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**HISTORY**  
**LOWER GRADE**

**Wednesday, 6th March—9.30 a.m. to 12 noon**

**SECTION I**

*(To be attempted by all candidates)*

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**FILL THIS IN FIRST**

*Name of School* .....

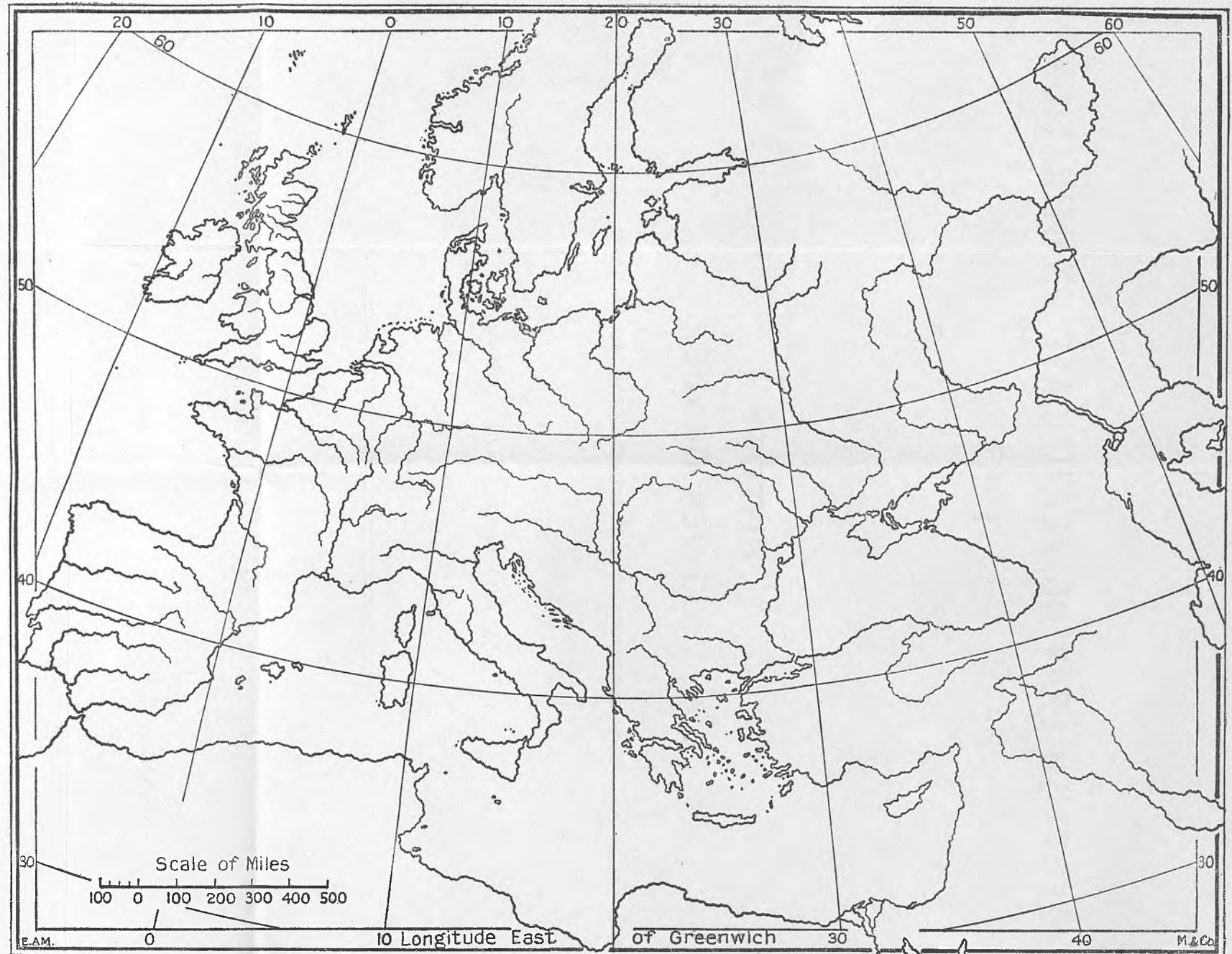
*Name of Pupil* .....

**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) Belfast.
- (3) Constantinople.
- (4) Glencoe.
- (5) Hull.
- (6) Iona.
- (7) Lisbon.
- (8) Naseby.
- (9) Poitiers.
- (10) Portsmouth.
- (11) Prestonpans.
- (12) Warsaw.



## SECTION 1 (b)

Give the century, B.C. or A.D., of **TEN** of the following, indicate who or what each was, and say why each is important in history. Answers must be written in the space provided after each name. (15)

(1) The Authorized Version of the Bible (          century          ).....

.....

.....

(2) Cæsar's invasion of Britain (          century          ).....

.....

.....

(3) St. Columba (          century          ).....

.....

.....

(4) Hernando Cortes (          century          ).....

.....

.....

(5) The Declaration of Arbroath (          century          ).....

.....

.....

(6) St. Francis of Assisi (          century          ).....

.....

.....

(7) Malcolm III (Canmore) (          century          ).....

.....

.....

[TURN OVER

(8) The Peasants' Revolt in England (      century      ).....

.....

.....

(9) Samuel Pepys (      century      ).....

.....

.....

(10) Pericles (      century      ).....

.....

.....

(11) The invention of printing (      century      ).....

.....

.....

(12) George Wishart (      century      ).....

.....

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