

Name:

School:



WINCHESTER
COLLEGE

Entrance Examination

English 1 (comprehension)

Tuesday 1st May, 2018

Total time allowed: 1 hour

Please answer all questions on this answer paper. There are two sections, Prose and Poetry. Please read the text and then answer the questions that follow. Use the number of marks to guide the length of your responses.

Section A: Prose

The Man Upstairs, by P G Wodehouse

There were three distinct stages in the **evolution** of Annette Brougham's attitude towards the knocking in the room above. In the beginning it had been merely a vague discomfort. Absorbed in the composition of her waltz, she had heard it almost subconsciously. The second stage set in when it became a physical pain like red-hot pincers wrenching her mind from her music. Finally, with a thrill in indignation, she knew it for what it was--an insult. The unseen brute disliked her playing, and was intimating his views with a boot-heel.

Defiantly, with her foot on the loud pedal, she struck--almost slapped--the keys once more.

'Bang!' from the room above. 'Bang! Bang!'

Annette rose. Her face was pink, her chin tilted. Her eyes sparkled with the light of battle. She left the room and started to mount the stairs. No spectator, however just, could have helped feeling a pang of pity for the wretched man who stood unconscious of **imminent** doom, possibly even triumphant, behind the door at which she was on the point of tapping.

'Come in!' cried the voice, rather a pleasant voice; but what is a pleasant voice if the soul be vile?

Annette went in. The room was a typical Chelsea studio, scantily furnished and lacking a carpet. In the centre was an easel, behind which were visible a pair of trousered legs. A cloud of grey smoke was curling up over the top of the easel.

'I beg your pardon,' began Annette.

'I don't want any models at present,' said the Brute. 'Leave your card on the table.'

'I am not a model,' said Annette, coldly. 'I merely came--'

At this the Brute emerged from his fortifications and, removing his pipe from his mouth, jerked his chair out into the open.

'I beg your pardon,' he said. 'Won't you sit down?'

How reckless is Nature in the distribution of her gifts! Not only had this black-hearted knocker on floors a pleasant voice, but, in addition, a pleasing exterior. He was slightly **dishevelled** at the moment, and his hair stood up in a disordered mop; but in spite of these drawbacks, he was quite passably good-looking. Annette admitted this. Though **wrathful**, she was fair.

'I thought it was another model,' he explained. 'They've been coming in at the rate of ten an hour ever since I settled here. I didn't object at first, but after about the eightieth child of sunny Italy had shown up it began to get on my nerves.'

Annette waited coldly till he had finished.

'I am sorry,' she said, in a this-is-where-you-get-yours voice, 'if my playing disturbed you.'

One would have thought nobody but an Eskimo wearing his furs and winter under-clothing could have withstood the iciness of her manner; but the Brute did not freeze.

'I am sorry,' repeated Annette, well below zero, 'if my playing disturbed you. I live in the room below, and I heard you knocking.'

'No, no,' protested the young man, affably; 'I like it. Really I do.'

'Then why knock on the floor?' said Annette, turning to go. 'It is so bad for my ceiling,' she said over shoulder. 'I thought you would not mind my mentioning it. Good afternoon.'

'No; but one moment. Don't go.'

She stopped. He was surveying her with a friendly smile. She noticed most reluctantly that he had a nice smile. His composure began to enrage her more and more. Long ere this he should have been writhing at her feet in the dust, crushed and abject.

'You see,' he said, 'I'm awfully sorry, but it's like this. I love music, but what I mean is, you weren't playing a *tune*. It was just the same bit over and over again.'

Section A: Prose

1. In three words, copied from paragraph 1, what are the three stages of Annette’s response to the knocking? (3)

.....

2. What do the following words mean as used in the passage (they are in bold)?

- a) Evolution (2)
- b) Imminent (2)
- c) Dishevelled (2)
- d) Wrathful (2)

a)

b)

c)

d)

3. Read the paragraph beginning on line 11, “Annette rose.” Using **your own words** write one sentence describing Annette’s mood and intentions as she leaves her apartment. (3)

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4. What evidence is there from the passage that the man upstairs is an artist? (2)

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5. Why do you think the author uses the word 'fortifications' in his metaphor of line 24? (3)

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6. Annette calls the man upstairs several unpleasant things. i) What are they? (2)

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ii) Explain why we can know that the man does not hear these insults. (2)

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7. In your own words, write Annette's diary entry for that day, devoting all your 100 words to the meeting of the artist, and her changing feelings towards him. Begin with the words: **I opened the door, and there he was...** (7)

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Section B: Poetry

From 'The Pied Piper of Hamelin', by Robert Browning.

Browning wrote this poem for his son, who was ten at the time. This extract begins in the third section, when the rat infestation in Hamelin has forced the Mayor and Coucillors to meet to discuss a solution.

III

At last the people in a body
To the Town Hall came flocking:
"Tis clear," cried they, "our Mayor's a noddy;
And as for our Corporation -- shocking
To think we buy gowns lined with ermine
For dolts that can't or won't determine
What's best to rid us of our vermin!
You hope, because you're old and obese,
To find in the furry civic robe ease?
Rouse up, sirs! Give your brains a racking 10
To find the remedy we're lacking,
Or, sure as fate, we'll send you packing!"
At this the Mayor and Corporation
Quaked with a mighty consternation.

IV

An hour they sat in council,
At length the Mayor broke silence:
"For a guilder I'd my ermine gown sell;
I wish I were a mile hence!
It's easy to bid one rack one's brain -- 20
I'm sure my poor head aches again,
I've scratched it so, and all in vain
Oh for a trap, a trap, a trap!"
Just as he said this, what should hap
At the chamber door but a gentle tap?
"Bless us," cried the Mayor, "what's that?"
(With the Corporation as he sat,
Looking little, though wondrous fat;
Nor brighter was his eye, nor moister
Than a too-long-opened oyster,
Save when at noon his paunch grew mutinous 30
For a plate of turtle green and glutinous)
"Only a scraping of shoes on the mat?
Anything like the sound of a rat
Makes my heart go pit-a-pat!"

V

``Come in!" -- the Mayor cried, looking bigger
And in did come the strangest figure!
His queer long coat from heel to head
Was half of yellow and half of red,
And he himself was tall and thin,
With sharp blue eyes, each like a pin,
And light loose hair, yet swarthy skin
No tuft on cheek nor beard on chin,
But lips where smile went out and in;
There was no guessing his kith and kin:
And nobody could enough admire
The tall man and his quaint attire.
Quoth one: ``It's as my great-grandsire,
Starting up at the Trump of Doom's tone,
Had walked this way from his painted tombstone!"

40

Section B: Poetry

1. Find words from the speech of the people which tell us
 - i) that they are annoyed with the Mayor and the Council (3);
 - ii) what they are annoyed about. (3)

i)

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ii)

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2. Some of these rhymes were meant to be amusing for his son. Which do you find most amusing and why? (4)

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3. What does the Mayor eat at midday? (2)

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.....

4. What do you understand by the following words as used in the poem?

i) Remedy (l.11)

.....

.....(2)

ii) Consternation (l.14)

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.....(2)

iii) Moister (l.28)

.....
.....(2)

iv) Mutinous (l.30)

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.....(2)

5. Label this stick drawing of the visitor (5)



6. How does the poet intend us to judge the visitor based on his appearance? Quote details in your answer. (5)

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Total 30 Marks.

Name:

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WINCHESTER
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Entrance Examination

English 2 (Essay)

Thursday 3rd May, 2018

Total time allowed: 45 minutes

Choose ONE of the following questions.

1. Should all British police personnel carry firearms?
2. Write a persuasive speech, asking people to support a cause or charity close to your heart.

Questions 3, 4 and 5 are titles for your essay (this term includes creative writing: narrative or descriptive), which you may interpret in any way you find interesting.

3. Write a story that ends with the line, 'I will be forever in his debt.'
4. Trapped.
5. View from the Street.

[40 marks]

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WINCHESTER
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Entrance Examination

French Listening

Wednesday 2 May 2018

Total time allowed: 20 minutes

- Dictionaries are not allowed.
- Write the answers to section **A** in **English**.
- Write the answers to section **B** in **French**.

- You will hear each recording 3 times.
- Section A: pauses of 10 seconds between each reading of the text.
- In Section B: pauses of 10 seconds between the 4 sections of the text and pauses of 10 seconds between each reading of the text.

50 marks

2. Une famille difficile.

10 marks

Complete the grid in ENGLISH.

What are the qualities and faults of each person mentioned? You should write one adjective after each bullet point.

	Qualities	Faults
Pierre (uncle)	•	•
Nathalie (aunt)		• •
Juliette (grandmother)	•	•
Adeline (sister)	•	•
Marie (cousin)		• •

3. Les sorties.

20 marks

Fill in the blanks in ENGLISH.

a) Le shopping.

When I go out, whether I am with my friends or on my own, I go to _____.

What I like the most is shopping. Usually, I buy _____, like last week. I

bought a beautiful pink _____, which matches my white and pink

_____. My favourite _____ is Zara. The best thing I have

bought there is a blue _____ – it goes well with my leather

_____. I also buy many _____. I have about

_____ pairs in total. I do not like _____ though...

b) On s'amuse comme on peut !

I have many _____ so it is difficult to agree when we want to _____.

I would say that we choose well most of the time. Last Saturday, we went to a

_____ to relax, then we went to eat _____ and we ended

up in a _____ to watch a _____ movie. The _____

was really different because we were with our _____. We went to a

_____ and then we went to a _____.

SECTION B

Mon école est bien mieux que la tienne !

10 marks

Répondez aux questions en FRANÇAIS.

1 Depuis combien de temps ne se sont-ils pas vus ?

2 Pourquoi est-ce que tout se passe bien pour Aurélien dans son école ?

3 Pourquoi Aurélien se sent-il seul selon Adeline ?

4 Pourquoi Adeline adore-t-elle son école ? (2 détails)

5 Qu'est-ce qui est le plus important pour Aurélien ?

6 Qu'est-ce qui est le mieux dans l'école d'Adeline ? (2 détails)

7 Pourquoi l'école d'Aurélien est-elle la meilleure ? (2 détails)

End of test

Name:

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WINCHESTER
COLLEGE

Entrance Examination

French Oral

Wednesday 2 May 2018

Total time allowed: 15 minutes

THE TEACHER MUST NOT HELP THE CANDIDATE IN ANY WAY DURING THE PREPARATION OF THIS ORAL EXAMINATION

- Candidates should be given no more than five minutes to **prepare** the role play.
- The oral exam should take about **6 or 7** but **no more than 10 minutes**.
- No dictionaries or reference materials are to be used by the candidate while he is preparing his role play.
- He may make notes during his preparation time which he may refer to during the exam.
- Do the role play first followed by the general conversation.
- Please recast questions if candidates do not at first understand them.
- Please make sure that the candidate has an opportunity to use some form of the future tense.

30 marks

There are two sections in this test: a role play and a **two/three** minute conversation based on a list of **10** questions.

Dictionaries are not allowed during the preparation of the role play or in the course of the examination.

The marking of the test will be done centrally at Winchester College. The role play will be marked out of 14 (maximum 2 marks per task) and the conversation out of 16.

All candidates must be recorded and all recordings sent to Winchester College via e-mail as an MP3 attachment to entrance@wincoll.ac.uk. WeTransfer (<https://wetransfer.com/>) is the preferred method for high capacity attachments. Filenames should take the following format: SURNAME First name SCHOOLNAME 2018, e.g. SMITH John PILGRIMS 2018.mp3

Please do not send CDs or cassettes.

Section One : Role Play

There is only **one** role play. Candidates may have **five** minutes to prepare it. For reasons of security please ensure that the content of the role play remains unknown to all candidates until the beginning of their preparation time and that candidates do not leave the examination room with a copy of the role play.

Section Two: General Conversation

The general conversation will be the same for all candidates. Candidates will be asked **all** the **10** questions given on the sheet, in order, and should be encouraged to add as much detail to their answer as they can and to use as wide a variety of tenses as possible. Examiners should feel free to rephrase a question to help those candidates who do not immediately understand a question.

It is, of course, essential, if this test is to be helpful to all parties - particularly to the successful candidates, who will gain nothing by being placed in a set that is beyond their level - that candidates should not be aware of the questions before the examination.

TEACHER ROLE PLAY CARD

On part en vacances !

1. Salut Hugo ! Tu veux toujours venir en Belgique avec moi ?

Salut, oui j'aimerais beaucoup aller en Belgique cet été !

2. Quand est-ce que tu veux y aller ?

Je veux voir ma famille en juillet donc on peut / je peux partir en août.

3. Super ! On y va en voiture ?

Je ne veux pas y aller en voiture mais en train car c'est plus rapide et plus facile.

4. Ça me va. Je vais réserver notre auberge de jeunesse. Tu as une préférence ?

On peut / je peux loger dans un hôtel ?

5. Oui mais ça sera plus cher. Tu as un bon budget ?

Ce n'est pas grave. Je peux payer 100€ par nuit.

6. Parfait. Et quelles activités voudrais-tu faire ?

Je voudrais voir les monuments intéressants et essayer beaucoup de restaurants.

7. Ça tombe bien, c'est ce que j'avais en tête aussi. On en reparle bientôt !

Appelle-moi / téléphone-moi la semaine prochaine. Bonne journée, à bientôt !

Please turn over

TEACHER CONVERSATION CARD

Passons maintenant à la conversation générale.

- 1 Décris ton meilleur ami.
- 2 Qu'est-ce que vous faites quand vous êtes ensemble ?
- 3 Quelle est ta pièce préférée chez toi ? Pourquoi ?
- 4 Quelle est ta matière préférée ? Pourquoi ?
- 5 Qu'est-ce que tu aimes faire pendant tes vacances ?
- 6 Qu'est-ce que tu as mangé hier à l'école pour le déjeuner ? Qu'est-ce que tu en as pensé ?
- 7 Qu'est-ce que tu as fait hier soir pour te relaxer ?
- 8 Qu'est-ce que tu vas faire comme sport cette semaine ?
- 9 Qu'est-ce que tu feras ce week-end pour aider tes parents à la maison ?
- 10 Où aimerais-tu aller pendant tes prochaines vacances ? Pourquoi ?

PUPIL ROLE PLAY CARD

On part en vacances !

*You are organising a trip with a friend. Your teacher plays the part of your friend and **starts the conversation** by asking if you still want to go to Belgium.*

During the conversation you will have to:

1. Say hi. Say that you would really like to go to Belgium this summer.
2. Say that you want to see your family in July so you can go in August.
3. Say that you do not want to go by car but by train because it is faster and easier.
4. Ask if you can stay in a hotel.
5. Say that it does not matter. You can pay €100 per night.
6. Say that you would like to see interesting museums and try many restaurants.
7. Say: "call me next week. Have a nice day, see you soon."

Transcript

SECTION A

1. Que font-ils ?

Exemple: Aurélien: Mon père est un fan de foot.

- 1 *Aurélien:* Mon frère adore jouer au rugby. Et toi ?
- 2 *Coline:* Moi j'aime danser, je n'aime pas trop les ballons.
- 3 *Aurélien:* Ah je te comprends, moi c'est pareil. C'est pour ça que je joue au tennis de table.
- 4 *Coline:* Ah bon ? Je croyais que tu faisais de la plongée !
- 5 *Aurélien:* Oui je faisais de la plongée avant. Ensuite j'ai arrêté et j'ai fait de la batterie pendant trois ans.
- 6 *Coline:* Ah tu as fait de la musique ? Moi je joue du violon !
- 7 *Aurélien:* Oui mais la musique ce n'est plus pour moi. Je l'écoute seulement. Sinon je lis beaucoup de livres, ça me permet de m'évader un peu.
- 8 *Coline:* Pas moi, je déteste lire. Je regarde la télé si j'ai du temps libre.
- 9 *Aurélien:* Oh la télé m'ennuie. Bon on fait quoi ? On va jouer aux jeux vidéo maintenant ?
- 10 *Coline:* Non, je n'ai pas envie. Si on jouait aux cartes comme hier ?

2. Une famille difficile.

- 1 *Aurélien:* Tu sais Adeline, je trouve que notre famille est vraiment difficile parfois !
- 2 *Adeline:* Tu as raison, je suis tout à fait d'accord avec toi. Par exemple, notre oncle Pierre. Il est très patient, mais qu'est-ce qu'il est méchant ! Il se moque toujours de moi.
- 3 *Aurélien:* Exactement ! C'est comme notre tante Nathalie. Elle est tellement sévère et en plus elle est très égoïste !
- 4 *Adeline:* Oui, c'est l'opposé de notre grand-mère Juliette, qui est tellement généreuse. Elle nous fait tout le temps des cadeaux ! Par contre elle est un peu anxieuse je dois dire.
- 5 *Aurélien:* Heureusement que toi Adeline, ma chère sœur, tu es honnête. Par contre tu es un peu paresseuse, n'est-ce pas ?
- 6 *Adeline:* Oui je peux être fainéante c'est vrai. Au moins je ne suis pas aussi folle que notre cousine Marie. Elle est très dangereuse franchement.

3. Les sorties

Coline: *Le shopping.*

Quand je sors, que je sois avec mes amis ou seule, je vais en ville. Ce que j'aime le plus c'est faire du shopping. En général, j'achète des vêtements, comme la semaine dernière. J'ai acheté une belle écharpe rose assortie avec mon manteau blanc et rose. Mon magasin préféré c'est Zara. La meilleure chose que j'y ai achetée est une robe bleue ; elle va bien avec mon sac à main en cuir. J'achète aussi beaucoup de chaussures. J'ai environ vingt paires en tout. Je n'aime pas les bijoux par contre...

Adeline: *On s'amuse comme on peut !*

J'ai beaucoup d'amis donc il est difficile de nous mettre d'accord quand nous voulons sortir. Je dirais que nous choisissons bien la plupart du temps. Samedi dernier, nous sommes allés dans un parc pour nous détendre, ensuite nous sommes allés manger des glaces et nous avons fini dans un cinéma pour regarder un film d'horreur. Le lendemain était vraiment différent car nous étions avec nos parents. Nous sommes allés dans un musée et ensuite nous sommes allés dans une bibliothèque.

SECTION B

Mon école est bien mieux que la tienne !

Aurélien: Bonjour Adeline, ça fait tellement longtemps que nous ne nous sommes pas vus !

Adeline : Salut Aurélien ! Oui ça fait au moins six mois ! Alors comment ça se passe dans ta nouvelle école ?

Aurélien: Comme tu sais je suis dans la meilleure école de France. Donc tout se passe très bien. Et toi alors ?

~

Adeline : Oui enfin c'est vite dit. Excuse-moi mais tu es dans un internat donc tu dois te sentir seul sans ta famille... Moi justement j'adore mon école car on peut y faire beaucoup de sport et en plus je vois ma famille tous les jours.

~

Aurélien : Je vois ce que tu veux dire, mais tu oublies un détail. Pour moi le plus important c'est de passer tout mon temps avec mes amis.

Adeline : D'accord, si tu le dis. Pour moi ce qui est le mieux dans mon école c'est qu'il y a de beaux bâtiments et en plus elle est en plein centre-ville.

~

Aurélien : De toute façon toi tu ne changes pas. Tu veux toujours avoir raison. Mon école est la meilleure car nous apprenons beaucoup de choses et les profs sont très intelligents. C'est tout.

Adeline : Oh ça va, on peut discuter non ?

Aurélien : Je dois partir de toute façon !

End of recording

Name:

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WINCHESTER
COLLEGE

Entrance Examination

French Reading

Wednesday 2 May 2018

Total time allowed: 35 minutes

- Answer section **A** with **letters**, section **B** in **French** and section **C** in **English**.
- You do not have to write full sentences.
- Dictionaries are not allowed.

30 marks

SECTION B

Des vacances à ne jamais refaire.

10 marks

Répondez aux questions en FRANÇAIS.

Hugo et sa famille viennent de passer les pires vacances imaginables. Leur voyage était tellement catastrophique qu'ils pensent annuler leurs prochaines vacances.

Tout a commencé avant même de partir. Comme d'habitude, la petite sœur d'Hugo était en retard. Elle n'a que 12 ans mais madame doit déjà porter tous ses bijoux et son maquillage. Ils ont raté leur bus à cause de son retard et ils ont dû prendre un taxi. Ça leur a coûté une fortune, 80€ pour être exact.

Ils sont finalement arrivés à l'aéroport, avec une heure de retard mais ils n'ont pas raté leur avion. Malheureusement, une fois dans l'avion, ils étaient bloqués pendant trois heures à cause du mauvais temps (une grosse tempête). Il aurait été trop dangereux de décoller selon le pilote.

Ils ont enfin pu décoller et le vol s'est plutôt bien passé, malgré tout. Hugo a même dormi jusqu'à l'atterrissage. Ce n'est pas le cas de sa sœur qui a vomi trois fois. Ses parents lui ont dit que ça lui servirait de leçon car elle leur avait fait rater le bus.

Cependant, une fois arrivés en Espagne, catastrophe ! Ils ont réalisé que leur maison de vacances n'existait pas ! C'était scandaleux ! Le père d'Hugo était vraiment furieux, il a même pleuré.

En tout ils ont perdu plus de 1000€ et ils en sont traumatisés. Le seul avantage c'est qu'ils ont une histoire mémorable à raconter maintenant.

1 Comment ces vacances vont-elles peut-être affecter les prochaines ?

2 Pourquoi est-ce qu'ils ont manqué leur bus ?

3 Qu'est-ce qu'ils ont fait à la place ?

4 Combien est-ce que ça leur a coûté ?

5 Pourquoi est-ce que l'avion n'est pas parti tout de suite ?

6 Qu'est-ce qu'a fait Hugo pendant le vol ?

7 Et sa sœur ?

8 Quel a été le problème en Espagne ?

9 Quelle a été la réaction du père d'Hugo ?

10 Quelle est la seule chose positive de ce voyage ?

SECTION C

1. Vivre en ville n'est pas idéal.

10 marks

Answer the questions in ENGLISH.

Étant quelqu'un qui a vécu en ville et à la campagne, je suis bien placé pour parler des différences entre les deux styles de vie. Avant de donner plus de détails, ma conclusion est toute simple : il est plus facile d'être heureux à la campagne. J'ai perdu la tête, me direz-vous. Mais non, donnez-moi une chance.

Tentez l'expérience, et vous verrez par vous-même. Asseyez-vous sur un banc en ville et observez les gens. Ils sont tous stressés et de mauvaise humeur. Ils ne sont pas relaxés comme ce que l'on peut voir à la campagne. La raison : je pense que c'est le rythme de vie qui est comme ça. Il ne faut pas rater son transport, il y a de la circulation, du monde partout, c'est suffocant !

Au contraire, à la campagne, les gens sont souriants et semblent être détendus. Quelle différence ! Il n'y a pas de circulation, pas besoin de prendre de transports en commun car ils ont tous leur propre voiture, et en plus il y a beaucoup d'espace. On respire à la campagne !

En parlant de respirer d'ailleurs, le peut-on vraiment en ville ? Le problème majeur reste quand même la pollution. Ça sent mauvais et toute cette pollution est dangereuse pour la santé.

À la campagne, cependant, il est plus facile d'être en bonne santé. C'est beaucoup moins pollué et il est plus facile de faire du sport ; on peut facilement courir par exemple, car il y a beaucoup d'espace et il n'y a pas besoin d'éviter les gens et les voitures.

Bon l'inconvénient de la campagne c'est qu'on peut s'ennuyer parfois, mais ce n'est pas important comparé à tous les inconvénients de la ville, n'est-ce pas ?

1 Why can he talk about the differences between the city and the countryside?

2 What is his conclusion?

3 According to him, what are people who live in a city like? (2 details)

4 What are people who live in the countryside like? (2 details)

5 What is the main issue in cities?

6 Why is it easier to be healthy in the countryside? (2 details)

7 What is the downside of living in the countryside?

2. Les livres sont en danger.

5 marks

Answer the questions in ENGLISH.

Un rapport récemment publié par une association révèle qu'un adulte sur quatre n'a pas lu un seul livre l'année dernière. Est-ce que cela veut dire que 25% des adultes ne lisent pas ? Non, ils lisent mais beaucoup d'adultes utilisent les derniers gadgets comme les téléphones portables et les tablettes, et n'achètent pas de livres.

La raison est très simple. Si on utilise son téléphone pour lire, par exemple, on ne doit pas aller en ville pour acheter un livre. En plus, on n'a pas besoin de porter un livre qui peut être lourd et on gagne de la place car on n'a pas besoin de le ranger dans sa chambre ou ailleurs dans sa maison.

Mais même si les gens lisent sur leurs nouveaux gadgets, il y a de moins en moins de gens qui lisent, c'est vrai. Il est maintenant très facile de regarder un film même si on n'est pas à la maison. Pour cela, il suffit d'avoir un téléphone et de se connecter sur Internet. Les gens sont moins patients que dans le passé et ils préfèrent les choses qui bougent, comme les films.

1 What does the report reveal?

2 What are the three reasons why people prefer to use new technologies?

3 Why do people read less than they used to?

End of test

Name:

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Entrance Examination

French Writing

Wednesday 2 May 2018

Total time allowed: 35 minutes

- Write all your answers in the booklet.
- Dictionaries are not allowed.

100 marks

SECTION A

Conjugation 40 marks

1. Present tense

15 marks

Put the verbs in brackets into the present tense on the lines provided.

Example Pierre _____ (regarde) un film.
Pierre regarde (regarde) un film.

- 1 Nous _____ (venir) en voiture.
- 2 Tu _____ (vouloir) manger avec moi ?
- 3 Vous _____ (apprendre) à compter ?
- 4 Mes enfants _____ (finir) leurs devoirs.
- 5 Je _____ (savoir) me débrouiller seul.
- 6 Il _____ (pouvoir) dormir tranquille.
- 7 Nous _____ (sortir) tous les soirs.
- 8 Je _____ (se réveiller) à 7h30 tous les matins.
- 9 Marc _____ (devoir) arrêter de regarder la télé.
- 10 Ils _____ (avoir) beaucoup de problèmes.
- 11 Tu _____ (aller) au marché ?
- 12 Nous _____ (être) en France !
- 13 Julie et moi _____ (manger) un gâteau.
- 14 Je _____ (perdre) toujours mes clés.
- 15 Vous _____ (faire) trop de bruit.

2. Perfect and imperfect tenses

15 marks

Put the verbs in brackets either into the perfect tense (*passé composé*) or the imperfect (*imparfait*) on the lines provided.

Example Je (1 **dormir**) quand tu (2 **arriver**).
1 dormais 2 es arrivé

Hier, je / j' (1 **passer**) une très mauvaise journée. C'est dommage car il (2 **faire**) beau et je / j' (3 **être**) de bonne humeur, mais tout (4 **changer**) très rapidement. Pendant que je (5 **préparer**) mes affaires pour sortir et jouer au foot avec mes amis, ma mère (6 **venir**) dans ma chambre pour me parler. Elle (7 **être**) en colère après moi et je / j' (8 **devoir**) faire mes devoirs toute la journée car je ne les avais pas faits la veille. Le même soir, je (9 **sortir**) pour voir mes amis mais ils m'ont menti et ils (10 **rester**) chez eux ; c'était leur vengeance car je les avais laissé tomber. L'année dernière, je (11 **pouvoir**) sortir tous les soirs si je le (12 **vouloir**), mais cette année, ma mère est très stricte à cause de mes mauvais résultats scolaires. Pour me venger à mon tour, je / j' (13 **casser**) tous les verres de collection de ma mère quand je (14 **rentrer**). À ce jour, cette journée (15 **être**) la pire de ma vie : maintenant je n'ai plus d'amis et je suis puni pendant au moins six mois... La vie est trop cruelle !

1 _____

9 _____

2 _____

10 _____

3 _____

11 _____

4 _____

12 _____

5 _____

13 _____

6 _____

14 _____

7 _____

15 _____

8 _____

3. Future tense (futur simple)

10 marks

Put the verbs in brackets into the future tense on the lines provided.

Example *La semaine prochaine, je (1 recevoir) de l'argent.*
1 je recevrai

L'année prochaine **(1 être)** une très bonne année pour moi. J'**(2 avoir)** mon bac donc j'**(3 aller)** à l'université. Je ne sais pas encore ce que je **(4 faire)** comme études mais au moins je **(5 pouvoir)** faire quelque chose qui me plaît vraiment. En plus, la cerise sur le gâteau, mon meilleur ami **(6 venir)** avec moi ! Nous **(7 se lever)** à des heures pas possibles pendant que les autres **(8 travailler)** dur, nous **(9 gagner)** de l'argent en travaillant pour des gens riches et nous **(10 étudier)** bien pour réussir nos examens.

La belle vie !

1 _____

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

SECTION B

Gap fill

15 marks

Fill in the blanks in the text below with the appropriate words chosen from the box.

Je me passionne vraiment _____ l'aventure. J'adore les choses qui sont vraiment dangereuses. Parfois ça peut aller un _____ trop loin et je me suis déjà fait très mal

Je pense _____ le moment le plus dangereux était la _____ où je faisais de la moto le long d'une falaise et je suis tombé. Je me suis presque cassé le dos ; heureusement ce n'était qu'une hernie discale. Maintenant mon dos _____ en bonne condition. Un _____ accident qui aurait pu être fatal était _____ je n'avais que cinq ans. J'étais _____ un balcon et je voulais descendre. Mais j'aimais déjà l'aventure à _____ âge-là et j'ai décidé _____ sauter.

Malheureusement, je me suis cassé la jambe _____ le bras. Les médecins ont dit que j'avais de _____ chance d'être _____ vie.

Je n'ai mentionné que les choses négatives mais j'ai vécu tellement de choses fantastiques. Une fois, je suis monté tout en _____ du mont Blanc ; une aventure extraordinaire. Je ne me suis pas fait _____ et je me suis fait des souvenirs inoubliables.

et		haut		de
	chose			
		peu		à
	est			
est		mon		sur
fois		quand		que
	autre	bas		en
				pour
la		mal		cet



WINCHESTER
COLLEGE

Entrance Examination
Geography

Wednesday 2nd May 2018

Total time allowed: 1 hour

Candidates are allowed an extra ten minutes at the start of the examination to read the paper.

SECTION A

All candidates MUST answer this section

Candidates should answer all the questions in this section on the separate resource sheet.

SECTION B

Candidates must choose **three** of the four questions.

All questions are worth equal marks.

Please start each question on a new sheet of paper.

Credit will be given for relevant diagrams used in the answers.

SECTION B

Answer three questions from this section.

QUESTION 1: TECTONIC PROCESSES

Fig 1: A diagram showing the structure of the Earth.

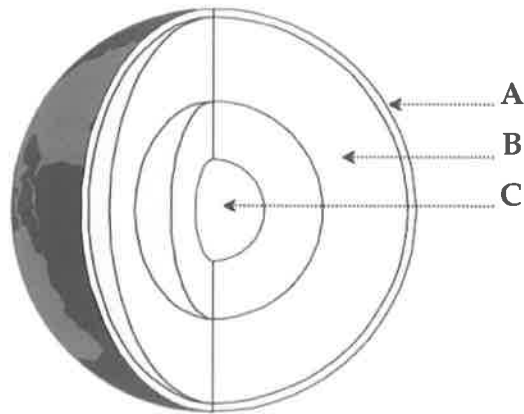
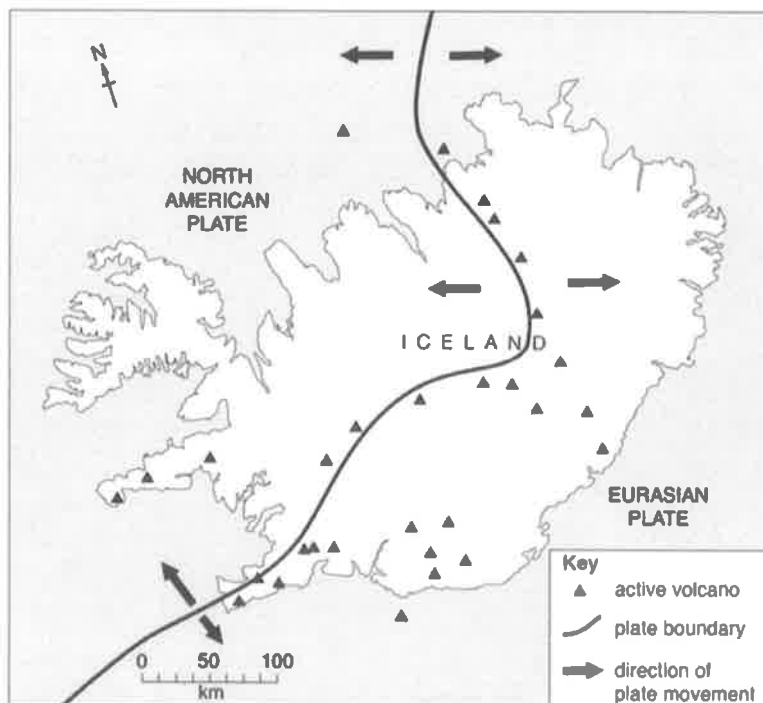


Fig 2: A diagram showing the distribution of volcanoes in Iceland



- Name the layers of the Earth A, B and C shown in Fig 1. (3)
- What type of plate boundary is shown in Fig 2? (1)
- Explain why there are active volcanoes in Iceland (3)
- Describe the distribution of volcanoes in the world (4)
- Describe the primary hazards and secondary impacts of a volcano you have studied (9)

(Total = 20 marks)

QUESTION 2: COASTS

Fig 3: Sea-level rise since 1880

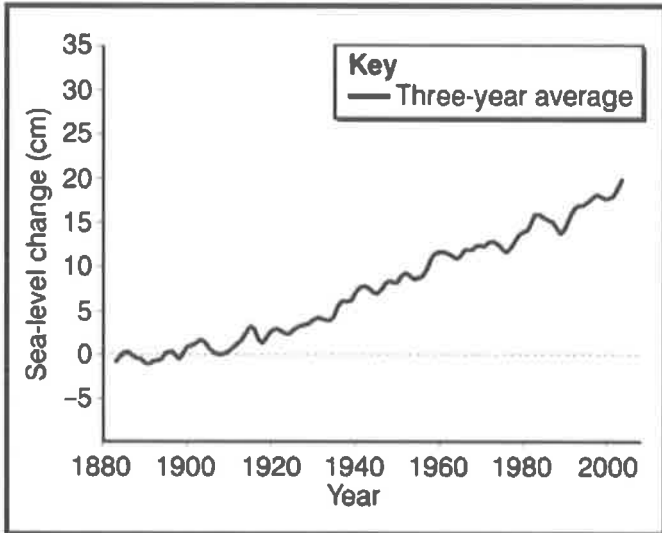
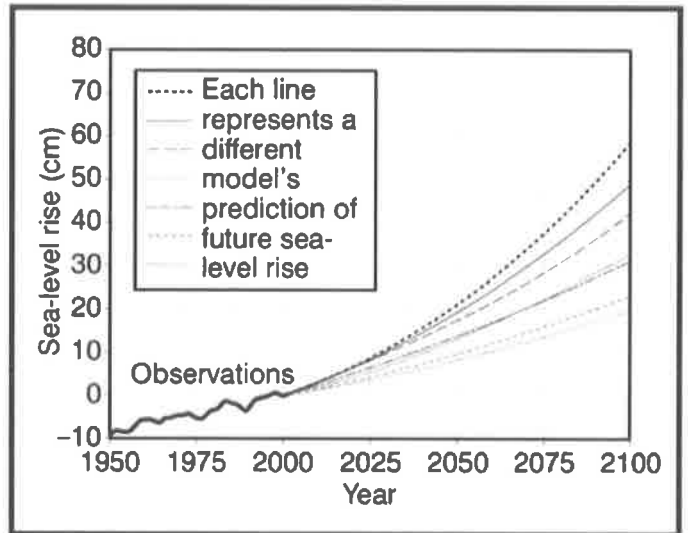


Fig 4: Some scientific agencies' predictions for sea-level rise over the next 90 years.



- Describe the trend shown in Fig 3. (2)
- What do you think is causing the trend shown in Figs 3 and 4? (1)
- How do you think the trend shown in Fig 3 and 4 will affect coastal environments? (2)
- What can be done to reduce the impacts of sea level rise along a coastline? (4)
- What is meant by marine erosion? (2)
- Explain what is meant by the term attrition. (2)
- Explain how different erosional processes shape cliffs and develop landforms. You may use diagrams with your answer. (7)

(Total = 20 marks)

QUESTION 3: POPULATION AND SETTLEMENT

Fig 5: Population changes in three countries.

Country	Birth Rate	Death Rate	Natural Population Growth
Japan	7.7	9.8	-2.1
Kenya	31.8	6.7	25.1
Sweden	12.1	9.4	

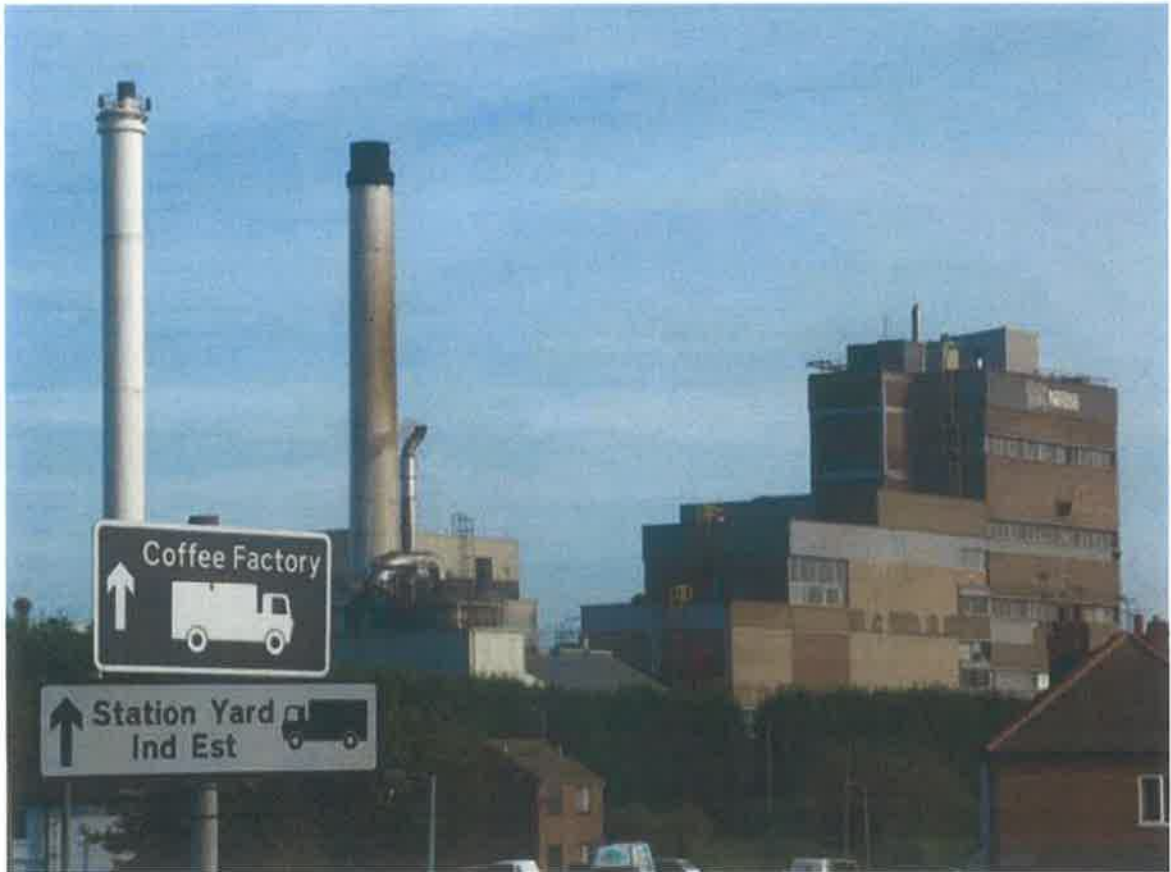
Study Fig. 5, which shows information about population changes in three countries.

- a) Explain the meaning of birth rate. (2)
- b) What is meant by natural population growth? (2)
- c) Calculate the natural population growth of Sweden. You should show your calculations with your answer. (2)
- d) To work out **population change** in Sweden over a year, what extra information would you need other than that shown in Fig 5? (2)
- e) Suggest the likely difficulties which planners and city authorities face in urban areas with very high population densities. (5)
- f) Describe and explain some of the factors which early settlers considered when choosing sites for new settlements (7)

(Total = 20 marks)

QUESTION 4: Transport and Industry

Fig 6 Nestle coffee factory in the village of Hatton, UK.



Copyright Simon Johnson

Fig 7 Coal mining, Kalgoorlie, Australia



Source Wikipedia Commons

Study Fig 6 and Fig 7 on page 6.

- a) Which sector of the economy is shown in Fig 6? (1)
- b) Which sector of the economy is shown in Fig 7? (1)
- c) Describe two benefits of the economic activity shown in Fig 6 for local people. (2)
- d) Suggest how the economic activity shown in Fig 7 could damage the natural environment. (3)
- e) How might the raw materials used in the factory shown in Fig 6 be transported? (1)
- f) Explain how the cost of transport influences the location of different types of industry. (4)
- g) Explain the reasons for the location of of a multi-national company or an economic activity you have studied. (8)

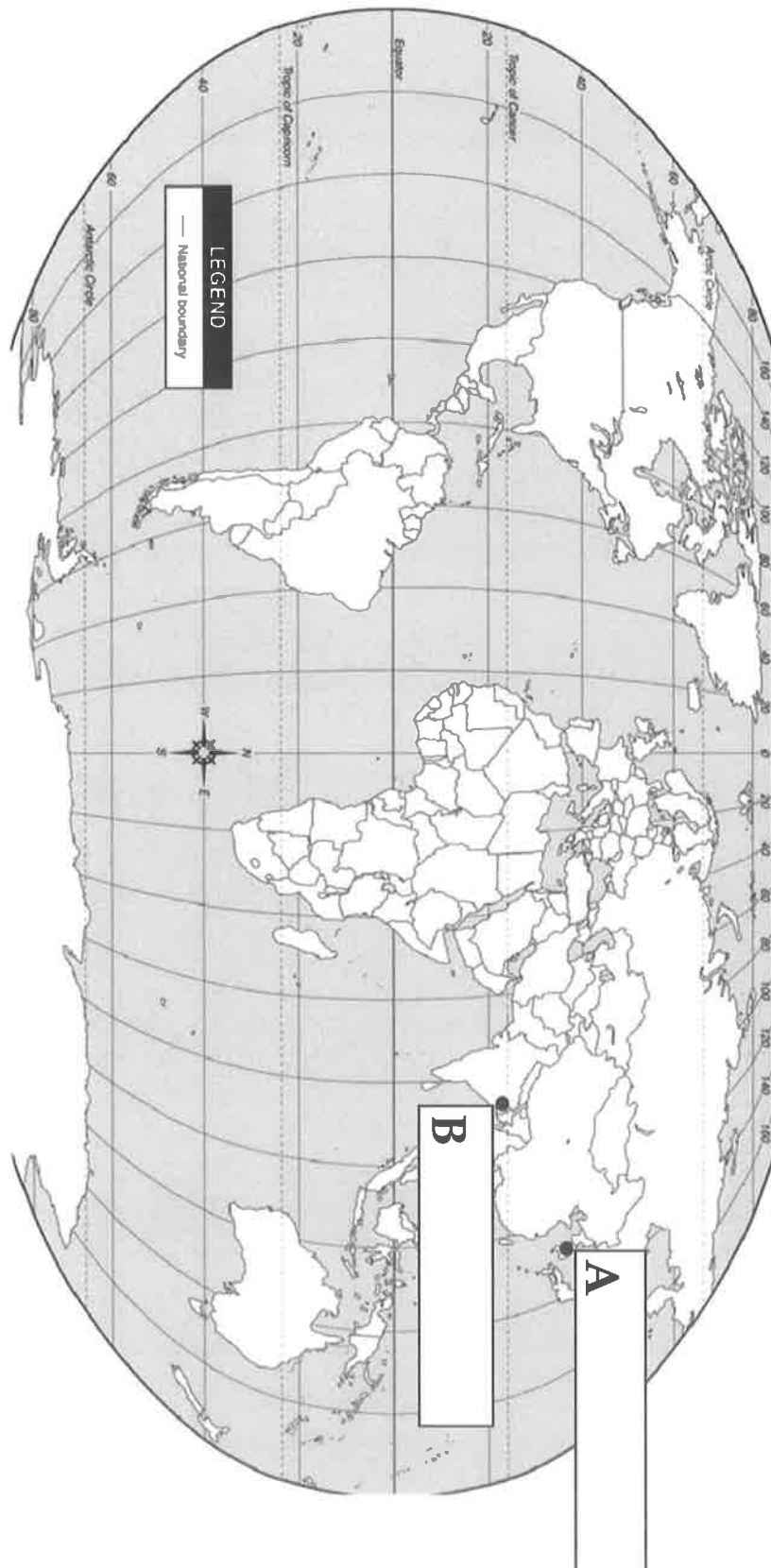
(Total = 20 marks)

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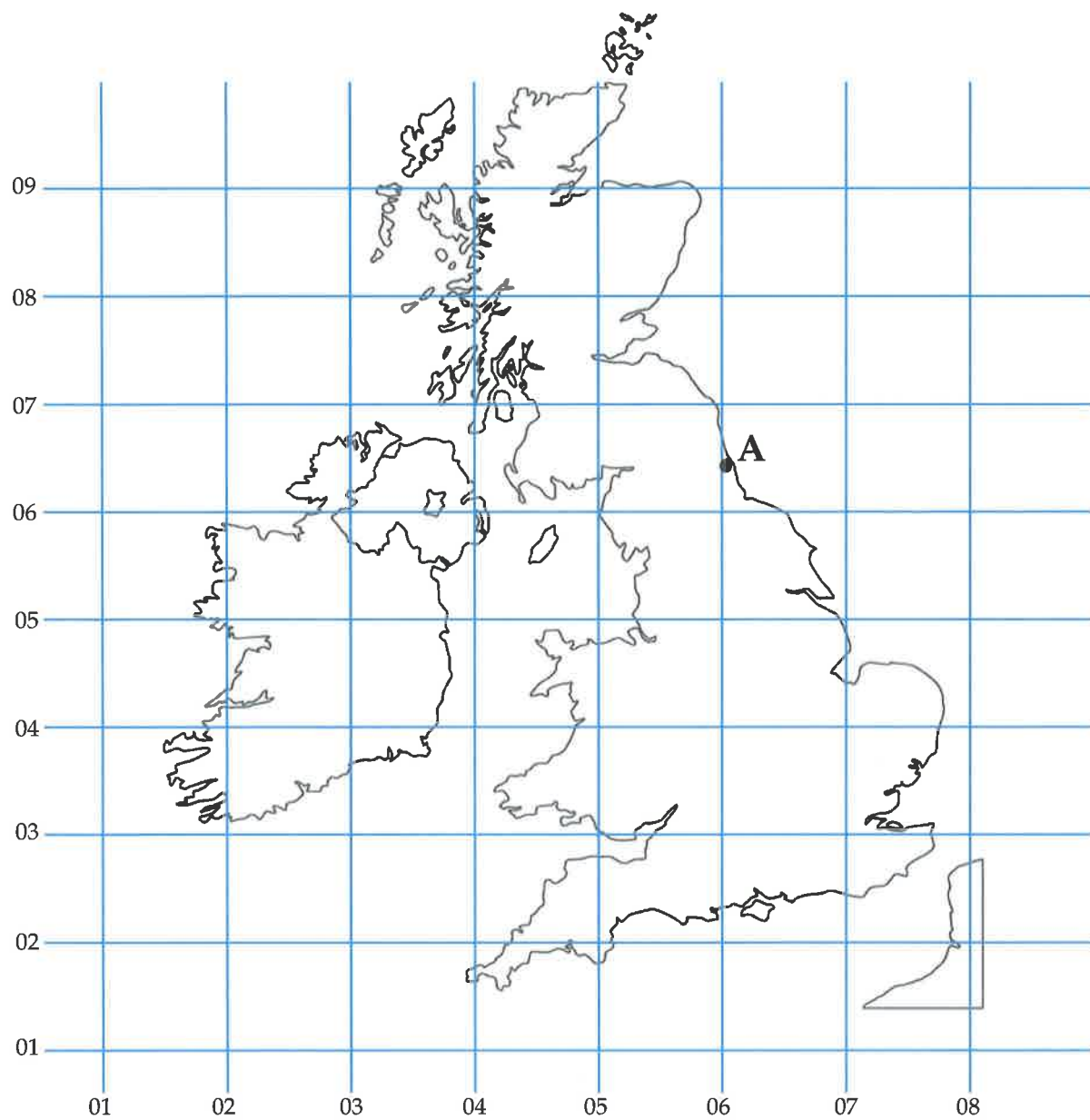
SCHOOL: _____ CANDIDATE NAME: _____

Hand this sheet in with your answers to Section B.

RESOURCE SHEETS FOR SECTION A: Map A



MAP B: MAP OF THE UK



Answers to:

5)

b) _____

c) _____

d) _____

e) _____



WINCHESTER COLLEGE

Entrance Examination 2018

Geography

Wednesday 2nd May 2018

(Paper for overseas candidates)

Total time allowed: 1 hour

50 marks

Instructions:

- There are **THREE** questions on this paper and a total of 50 marks.
- Answer **ALL THREE** of the questions.
- Question three is an essay question - it should be **planned** carefully.
- Candidates are reminded of the importance of using clear, grammatically correct English.

Question 1

Detach the world map from the back of this exam paper, and **mark and carefully label** the following on the map:

- a) The point located at 60 degrees north and 40 degrees east. (1 mark)
- b) The country in which this point is located. (1 mark)
- c) The position of the most easterly point of South America. (1 mark)
- d) Two countries with rapidly ageing populations. (2 marks)
- e) Three countries that suffer from tropical storms. (3 marks)
- f) Locate and name four countries, one each on the latitudes:
60°N,
40°N
20°N and
0°N (The Equator). (4 marks)
- g) Three countries that border the Himalayas. (3 marks)

(15 marks)

Remember to hand in the map with the rest of your answers!

TURN OVER

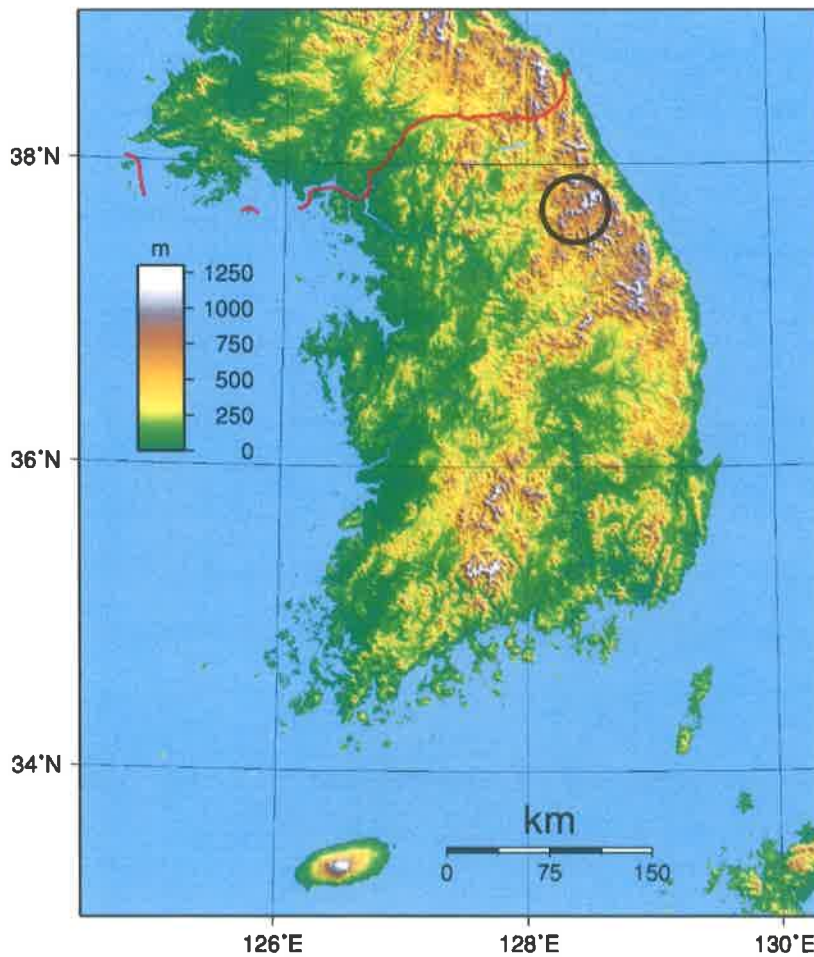
Question 2



The Winter Olympics were held in PyeongChang in South Korea in 2018. This event has been held every 4 years and celebrates the best of winter sports, such as skiing, bobsledding, ice hockey, snowboarding etc.

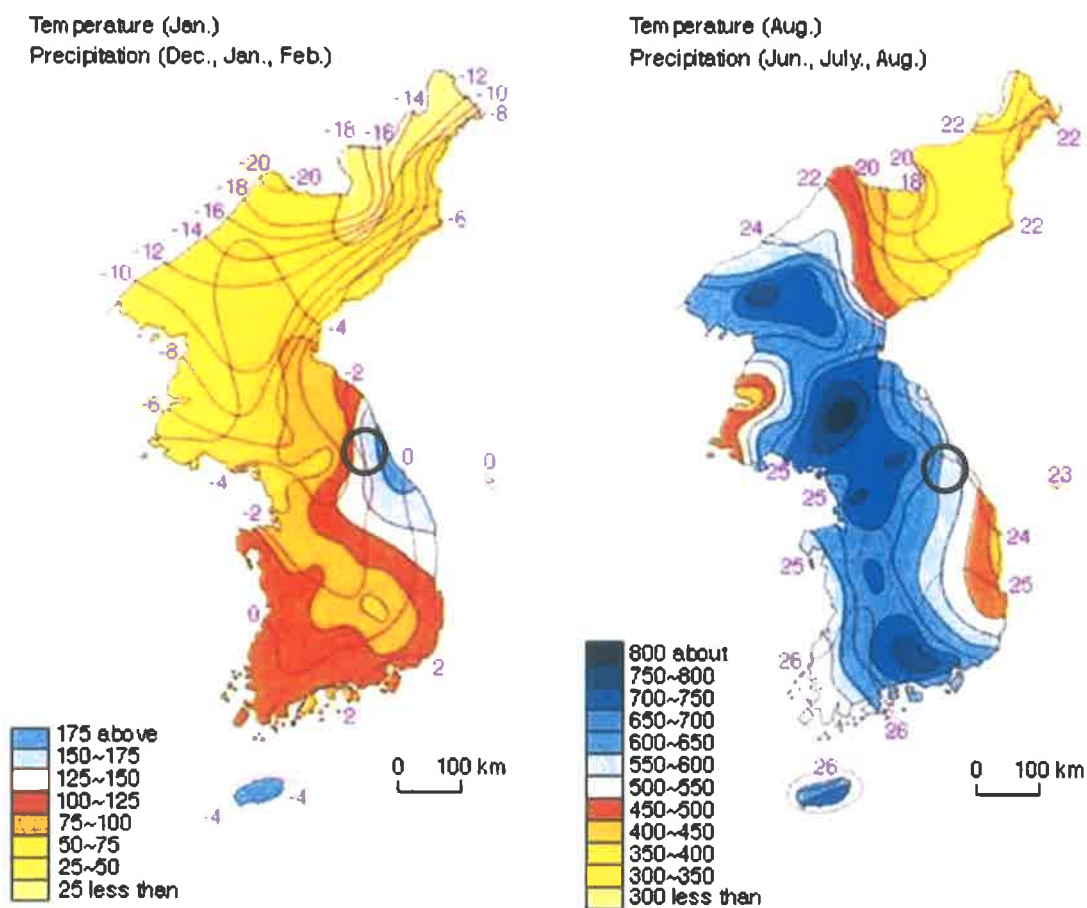
- a) Look at the resources below and answer the following questions

Fig 1: Map showing the topography (hilliness) of South Korea. (PyeongChang is circled)



TURN OVER

Fig 2: Map showing winter and summer temperatures and precipitation (rainfall and snow) in North and South Korea. Temperature is shown as purple lines and precipitation as coloured areas.



i) Using Fig 1 describe the **topography** of South Korea. (3 marks)

ii) Using Fig 2 compare and contrast precipitation and temperature in South Korea between the summer and winter. (5 marks)

iii) Using the information from Fig 1 and Fig 2, give three reasons why PyeongChang (circled) might be a good place to host the Winter Olympics. (3 marks)

TURN OVER

b) Look at Fig 3 below and answer the following question:

Apart from physical factors to do with hosting the Winter Olympics, what do these countries have in common? (4 marks)

Fig 3: Table showing all the Winter Olympic venues since 1976.

1976	Innsbruck, Austria
1980	Lake Placid, United States
1984	Sarajevo, Yugoslavia
1988	Calgary, Canada
1992	Albertville, France
1994	Lillehammer, Norway
1998	Nagano, Japan
2002	Salt Lake City, United States
2006	Turin, Italy
2010	Vancouver, Canada
2014	Sochi, Russia
2018	Pyeongchang, South Korea
2022	<i>Beijing, China</i>

(15 marks)

TURN OVER

Question 3

Select **ONE** of the options below, and write an essay on the subject. You will be rewarded not only for your geographical knowledge and understanding, but also for your application of appropriate and detailed examples, the quality of your written English and for your organisational skills.

Essay titles:

- a) Describe and explain the outcome of some fieldwork you have undertaken.

- b) How can we tackle the problems of shanty towns*?
**Shanty towns are unplanned informal settlements commonly found in and around large towns and cities in Low Income Countries.*

- c) How do we stop deforestation?

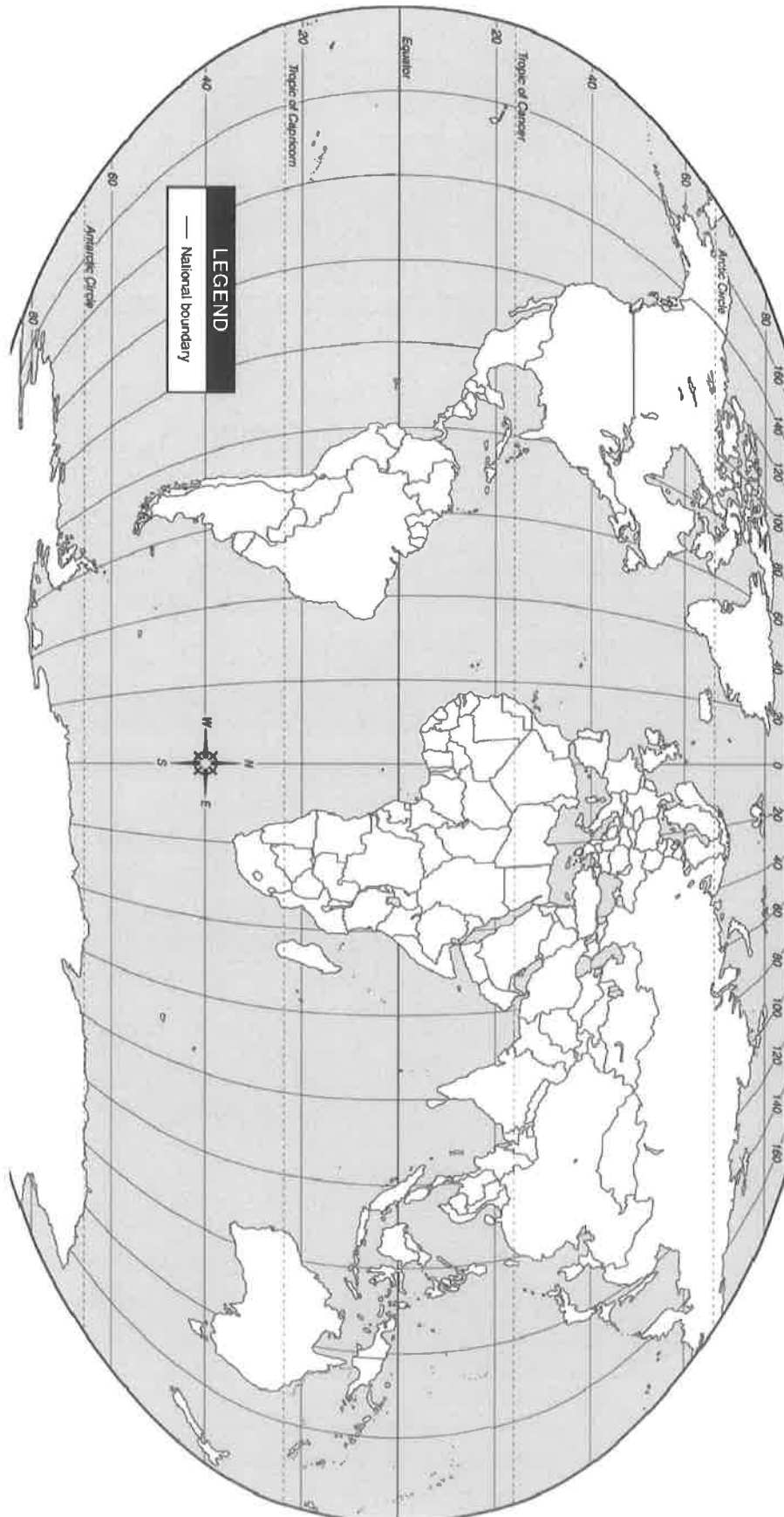
- d) Explain the formation of one physical landscape that you have studied and explain how we can protect it.

(20 marks)

END OF EXAMINATION

Total: 50 marks

SCHOOL: _____ CANDIDATE NAME: _____



Name:

School:



WINCHESTER
COLLEGE

Entrance Examination

Greek

Thursday 3 May 2018

Total time allowed: 30 minutes (Option 1) or 1 hour (Options 2 or 3)

Candidates should attempt the option they have been advised to select:

Either Section A in 30 minutes (Option 1)

Or Sections A **and** B in 60 minutes (Option 2)

Or Sections B **and** C in 60 minutes (Option 3)

Candidates should write the option which they have chosen at the top of their answer papers.

The answers of those attempting Option 1 will be collected by the invigilator 30 minutes after the start of the examination.

SECTION A

1) Write the following Greek words in English letters:

- | | |
|----------------|----------------|
| i) Ἀθηνῆ | ii) Ἀγαμέμνων |
| iii) αὐτομάτον | iv) κρατήρ |
| v) διάγνωσις | vi) Δημήτηρ |
| vii) κῶμα | viii) κριτήρια |
| ix) Πηνελόπη | x) ἀσθμα [10] |

2) Write the following English words in Greek letters:

- | | |
|-----------------|--------------|
| i) Achilleus | ii) ēlectron |
| iii) hypothesis | iv) helix |
| v) Cyclops | [5] |

3) Translate the following Greek words into English and give an English word derived from each of them:

- | | |
|------------|--------------|
| i) θεός | ii) ζῶον |
| iii) δήμος | iv) δεσποτής |
| v) γραφῶ | [10] |

4) Translate the following Greek verbs into English:

- | | |
|--------------|----------------|
| i) βαλλουσιν | ii) θεραπευετε |
| iii) πανομεν | iv) θυει |
| v) σωζεις | [10] |

5) Translate the following sentences into English:

- | | |
|--------------------------------------|------|
| i) αἱ θεαὶ δεινὰ εἰσιν. | |
| ii) ὁ δούλος τὸν δεσποτὴν θεραπεύει. | |
| iii) οἱ Ἀθηναῖοι μένουσιν ἐν τῇ ὁδῷ. | |
| iv) οὐ στρατεύομεν πρὸς τὰς Ἀθήνας. | |
| v) στρατιωτὴς φίλιος καὶ σοφὸς εἰμι. | [15] |

SECTION B

1) *Translate into English*

1. ὁ δημος πεμψει τον ποιητην προς την ἀγοραν.
2. ὁ ἰατρος ἐπειθε τον του κριτου ἀδελφον.
3. οἱ στρατηγοι οὐ δικαιοι ἦσαν.
4. ἄρα νυν φευγεις ἐκ της χωρας;
5. τας των πολεμιων βιβλους σωσομεν.
6. οἱ βαρβαροι ἐδιωκον την στρατιαν προς τα πλοια.

[24]

2) *Translate into Greek*

1. The citizens were training the slaves on the island.
2. The men are announcing a victory to the generals.
3. The young man's journey was long and difficult.
4. You will not march through the terrible river.

[16]

3) *Write down one or, where possible, two Greek words from which each of the following English words is derived and translate them:*

poetic, dendrology, hippopotamus, cacophony, agoraphobic.

[10]

SECTION C

1. *Translate into English.*

1. ἐπει οἱ τῶν πολεμίων συμμαχοὶ ἐβήσαν εἰς τὴν πόλιν, οἱ μὲν τῶν φυλακῶν ἐφευγον, οἱ δὲ ἔμενον.
2. ὁ τοῦ κριτοῦ ἀδελφὸς πλουσιώτερος ἐστὶ τοῦ στρατηγοῦ. ἔχει γὰρ μεγίστην οἰκίαν ἐν τῇ χωρᾷ καὶ χρήματα παρεχει τοῖς τέκνοις.

[10]

παρεχει: he provides

2. *Translate into Greek.*

1. The sea was dangerous, and the sailors did not want to leave the land.
2. Where is the slave? Order him to find the book.

[15]

3. *Translate into English. Write your translation on **alternate lines**.*

Odysseus has finally arrived home. With his son's help, he kills the suitors*.

ὁ δε Τηλεμαχος, ὁ του Ὀδυσσεως υἱος, και οἱ φιλοι αὐτου τα των μνηστηρων ὄπλα λαθρα ἔλαβον. ἐπει δε τα ὄπλα ἔξω της οἰκίας ἐκρυψαν, εἰς την οἰκίαν παλιν ἐβησαν και τας θυρας ἐκλεισαν. ἐπειτα δε ὁ Ὀδυσσευς 'ἐγώ' ἔφη 'Ὀδυσσευς εἰμι. και μετα μακρον χρονον ἐπανηλθον εἰς την ἐμην χωραν. νυν οὖν ἀποκτενω ὑμας ὅτι τον ἐμον οἶκον και την γυναικα αἰσχρως ἐβλαψατε. και οὐδεις οἶος τ' ἔσται σφζειν ὑμας.' φοβος οὖν μεγατος ἔλαβε τους μνηστηρας. φευγειν γαρ ἠθελον ἀλλ' οὐχ οἶοι τ' ἦσαν. ἐπει δε οἱ μνηστηρες ὄπλα οὐκ εἶχον, ὁ πατηρ και ὁ υἱος αὐτους ἀπεκτειναν παντας. και ἡ μεν μαχη δεινη ἦν, ἡ δε νικη καλη.

[25]

μνηστηρ -ηρος ὁ: suitor*

κλειω: I lock

λαθρα: secretly

ἐπανηλθον: I have returned

ἔξω: (+ gen.) outside

ἀποκτενω = future of ἀποκτεινω

παλιν: back

* The suitors were Greek princes who were competing to marry Odysseus' wife, Penelope, on the basis that after such a long absence he must be dead.

END OF PAPER

Name:

School:



WINCHESTER
COLLEGE

Entrance Examination

History

May 2018

Total time allowed: 1 hour 15 minutes

You may have 10 minutes to study the source documents before the examination starts.

Answer ALL questions in Section A and ONE question from Section B.

Total marks for Section A: **25**. Total marks for Section B: **20**.

Please start Section B on a fresh sheet of paper.

Section A

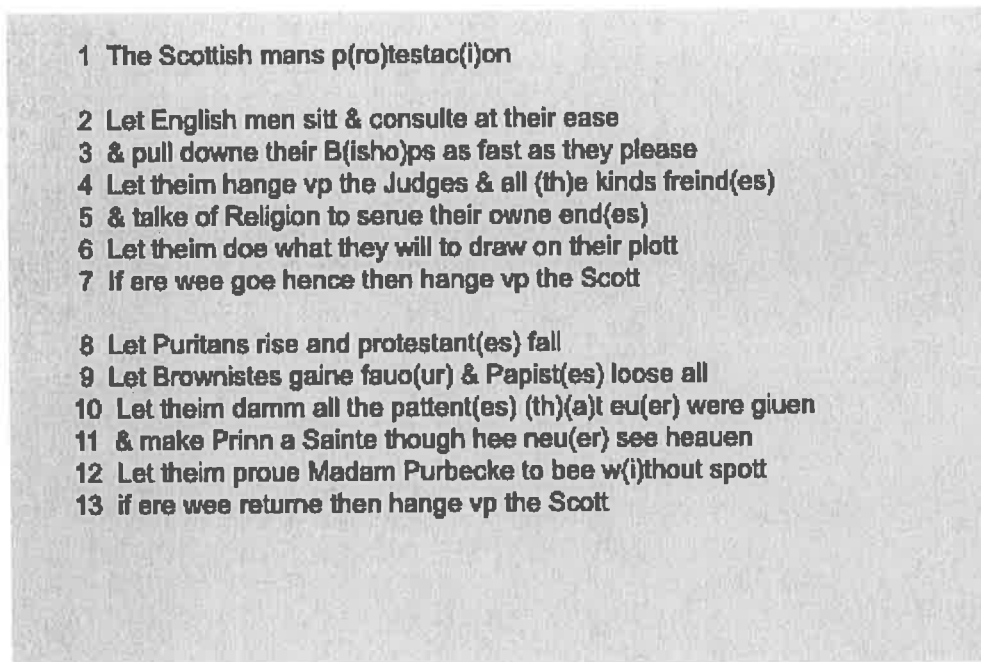
Sources

The sources in this section are not directly related to each other. You are not expected to know their context.

There are some words here that you will not know or understand. This is fine. The purpose of this exercise is to give you an idea of some of the challenges that historians face when analyzing primary written evidence.

You are advised to *read aloud* – to use your ears rather than just your eyes. Pay special attention to the definitions provided. The question/s follow the source. Answer them all.

A.



Anonymous, 1640. Source: Brotherton Collection, Leeds University Library, MS Lt q.50, fo. 3v

1. In what ways is this poem a satire (the use of humour, irony, exaggeration, or ridicule to expose and criticize) on the proceedings of the Long Parliament? (5 marks)

The Long Parliament was an English parliament that lasted from 1640 until 1660. It followed the fiasco of the Short Parliament, which sat for three weeks during the spring of 1640, and which in its turn had followed an eleven-year parliamentary absence when Charles I had ruled without one.

Puritans: members of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.

Brownists: English Dissenters or early Separatists from the Church of England. They were named after Robert Browne, who was born in the 1550s.

Papists: Roman Catholics

Madam Purbecke: Frances Coke, Viscountess Purbeck (1601-1645), was the sister-in-law of George Villiers, 1st Duke of Buckingham, and the central figure in a notorious sex scandal within the aristocracy.

B.

14th Feb. 1642

(1) My deare Ned -- I am confident you longe to heare from me, and I hope this will come to your hand, though it may it will be long first. (2) We are still threatned and liniured as much as my enimes can poscibell. (3) Theare is non that beares part with me but Mr. **Jams**, whoo has shouwed himselfe very honnest; (4) none will looke towards Brompton, but such as truely fears God; (5) but our God still takes care of vs, and has exceedingly sheawed His power in presaruing vs ...

(6) Now **they** say, they will starue me out of my howes; (7) they haue taken away all your fathers rents, and they say they will driue away the cattell, and then I shall haue nothing to liue vpon; (8) for all theare ame is to enfors me to let thos men I haue goo, that then they might seas vpon my howes and cute our **thoughts** by a feawe rooges, and then say, they knewe not whoo did it; (9) for so they say, they knew not whoo **draeue** away the 6 coolts, but Mr. Conigsby keeps them, though I haue rwite to him for them. (10) They haue vsed all means to leaue me haue no man in my howes, and tell me, that then I shall be safe; (11) but I haue no caus to trust them. (11) I thanke God we are all well. (12) I long to see my cosen **Hackellit**. (13) I pray God blles you.

(14) Your most affectinat mother,

BRILLIANA HARLEY.

Lady Harley to her son, Edward Harley, 14 February 1642.

2. Lady Brilliana was the third wife of the distinguished politician, Sir Robert Harley. The family supported parliament against King Charles I during the English Civil War. Describe in your own words the situation Lady Brilliana faced at the time of writing this letter. (5 marks)
3. What does her usage (the way she wrote) tell you about spelling in the middle of the seventeenth century? Does it surprise you? Explain your answer. (5 marks)

They: the Royalists in the area

C.

(1) Lords and Commons of England, consider what Nation it is wherof ye are, and wherof ye are the governours: a Nation not slow and dull, but of a **quick**, ingenious, and piercing spirit, acute to invent, subtle and sinewy to discours, not beneath the reach of any point the highest that human capacity can soar to.

(2) Therefore the studies of learning in her deepest Sciences have bin so ancient, and so eminent among us, that Writers of good antiquity, and ablest judgement have bin perswaded that ev'n the school of Pythagoras, and the Persian wisdom took beginning from the old Philosophy of this Iland.

(3) And that wise and civill Roman, Jullus Agricola, who govern'd once here for Cæsar, preferr'd the naturall wits of Britain, before the labour'd studies of the French.

(4) Nor is it for nothing that the grave and frugal Transilvanian sends out yearly from as farre as the mountainous borders of Russia, and beyond the Hercynian wildernes, not their youth, but their **stay'd men**, to learn our language, and our theologic arts.

(5) Yet that which is above all this, the favour and the love of heav'n we have great argument to think in a peculiar manner propitious and propending towards us.

(6) Why else was this Nation chos'n before any other, that out of her as out of Sion should be proclam'd and sounded forth the first tidings and trumpet of Reformation to all Europ.

(7) And had it not bin the obstinat perversnes of our Prelats against the divine and admirable spirit of **Wicklief**, to suppress him as a schismatic and innovator, perhaps neither the Bohemian Husse and Jerom, no nor the name of Luther, or of Calvin had bin ever known: the glory of reforming all our neighbours had bin compleatly ours.

(8) But now, as our obdurat Clergy have with violence demean'd the matter, we are become hitherto the latest and the backwardest Schollers, of whom God offer'd to have made us the teachers.

(9) Now once again by all concurrence of signs, and by the generall instinct of holy and devout men, as they dally and solemnly expresse their thoughts, God is decreeing to begin some new and great period in his Church, ev'n to the reforming of Reformation it self: what does he then but reveal Himself to his servants, and as his manner is, first to his English-men; I say as his manner is, first to us, though we mark not the method of his counsels, and are unworthy.

John Milton, *Areopagitica* (1644)

4. What did Milton think about censorship and freedom of speech? (5 marks)
5. What evidence is there here of Milton's classical education? (5 marks)

Quick: living

Discous: written or spoken communication or debate

Propitious: favourable

Stay'd men: established men

Prelats: a bishop or other high ecclesiastical dignitary

Wicklief: John Wycliffe – a fourteenth century English Church reformer.

Luther and Calvin: Martin Luther was a German professor of theology, priest, and monk, and a seminal figure in the Protestant Reformation. He came to reject several teachings and practices of the Roman Catholic Church. John Calvin was a French theologian, pastor and reformer in Geneva during the Protestant Reformation.

Obdurat: stubbornly refusing to change one's opinion or course of action.

Section B

Answer one question. Use examples from your own knowledge to support your answer. Wherever possible, anchor your arguments in your knowledge of the past. All questions are worth 20 marks.

1. How might an historian use literature to develop our understanding of the past?
2. What is the difference between a *coup d'état* and a revolution? Explain with reference to at least two examples you have studied.
3. How might historical feature films be useful for people studying history? What drawbacks might they have?
4. 'Before the twentieth century, medicine was generally powerless to prevent or to cure.' Do you agree with this statement?
5. Choose one person from history whose career might be considered a failure. Explain why you think they were a failure.
6. 'Wars are usually caused by people making mistakes.' Explain with reference to two wars you have studied.
7. If the Prime Minister of the United Kingdom asked you for one piece of advice based on your study of history, what would it be? Explain your answer carefully.
8. Should historians study the history of their own country? What are the dangers with this?

END OF PAPER.

Name:

School:



WINCHESTER
COLLEGE

Entrance Examination

Latin

Tuesday 1st May 2018

Total time allowed: 1 hour 15 minutes

No dictionaries allowed

A good mark in Section A will be sufficient to gain a pass in this paper, but all questions should be attempted.

Please start each section of the examination on a new sheet of paper.

SECTION A

On **alternate lines** **WRITE OUT A TRANSLATION** of this passage and then answer the questions which follow.

Aeneas seeks help against his enemies but the outcome is tragic.

ubi Graeci Troiam deleverunt, Aeneas cum paucis comitibus ex urbe effugit. post longum iter tandem ad Italiam advenit. sed ibi quoque bellum gerere debebat. Aeneas perterritus erat. "hostes gladiis, hastis et sagittis nos oppugnant," inquit. "milites plurimos et saevissimos habent. ego amicos paucos habeo. num hostes nos superabunt? ibo ad regem Evandrum. nonne ille nobis copias novas dabit?" itaque Aeneas ad urbem Evandri ivit. rex eum salutavit et haec verba dixit. "noli timere," inquit. "quamquam in oppido parvo habito, milites meos sine mora in bellum mittam. filius meus carissimus, Pallas nomine, eos ducet. eum defende, eum ad me tutum remitte." iuvenis fortiter pugnavit, sed hostes crudeles eum mox necaverunt. Aeneas eum servare non potuit. ubi corpus eius mortuum vidit, Aeneas et tristissimus erat et iratissimus.

Troia, -ae 1f: Troy

Aeneas, Aeneae 1m: Aeneas

Italia, -ae 1f: Italy

Evander, Evandri 2m: Evander

Pallas, Pallantis 3m: Pallas

remitto (3): I send back

[30%]

1. Give the following grammatical forms:

- a. the genitive singular of **bellum, iter, gladiis, sagittis**.
- b. the first pers. sing. pres. indic. act of **deleverunt, oppugnant, dabit, ivit**.
- c. the ablative singular masculine of **ego, ille, haec**.

2. Give an example from the passage of:

- a. a superlative adjective
- b. a preposition with the accusative
- c. an imperative
- d. a present infinitive.

3. Give English words wholly or partly derived from:

milites, hostes, regem

4. Translate the following into Latin. The vocabulary is in the passage.

- a. The king has many friends.
- b. I shall not greet the enemies of the city.
- c. He killed the son of the king with a sword.

[30%]

SECTION B

Take a new sheet of paper.

*On **alternate lines** translate this passage into English.*

Augustus' military record: a great victory and a great defeat.

Augustus Caesar, qui princeps Romanus clarissimus erat, multas terras vicit. inter has etiam Aegyptum oppugnavit, ut Antonium et Cleopatram caperet; eos enim Romae ostendere maxime volebat. quindecim menses bellum ingens gerebant; sed ubi tandem Antonius et regina victi sunt, se interficere statim constituerunt, ne Augustus se vivos Romam ductos ibi necaret.

in Germania autem maximam cladem accepit Augustus. nam plurimi milites cum duce Quintilio Varo, in proelio ferocissimo victi, omnes crudeliter occisi sunt. Augustus igitur, ubi de hac re audivit, maxime timebat. cives enim, quorum filii fratres amique interfecti erant, ira superati sunt. custodibus igitur suis imperavit ut regiam defenderent. itaque milites cives appropinquantes exspectabant. ubi cives custodes armatos viderunt, celeriter discesserunt. interea Augustus ipse in regia stabat et miserrime lacrimabat. "Quintili Vare!" clamabat, "legiones mihi redde!"

Augustus, -i 2m: Augustus
Aegyptus, -i 2f: Egypt
Antonius, -i 2m: Antony
Cleopatra, -ae 1f: Cleopatra
mensis, -is 3m: month
Germania, -ae 1f: Germany

clades, -is 3f: defeat
accipio, -ere -cepi -ceptum – (here) I
sustain
Quintilius Varus 2m: Quintilius
Varus, a Roman general
regia, -ae 1f: palace
armo 1: I arm
legio, legionis 3f: legion
reddo reddere reddidi redditum: I
give back

[30%]

SECTION C

Take a new sheet of paper.

Answer ONE of the following questions.

- 1. Write not more than *ten* lines on *either* the characters that **Odysseus** meets on his journey home *or* a challenge that any hero (or heroine) in **Greek myth** has to face.**
- 2. Write not more than *ten* lines on *either* the difference between dining for the rich and for the poor *or* the theatre.**
- 3. Write not more than *ten* lines on *either* any **British leader** who stood up to the **Romans** *or* what we can learn from tombstones and archaeological finds about the life of a **Roman soldier** (or ex-soldier) in **Britain**.**

[10%]

END OF EXAMINATION

Name

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WINCHESTER
COLLEGE

Entrance Examination

Mathematics

Tuesday 1 May 2018

Time allowed: 1 hour 30 minutes

Total marks: 120

CALCULATORS ARE NOT ALLOWED.

Write your answers in this booklet. If you need additional space, please write on sheets of A4 paper and attach them to this booklet. You may use a pencil for diagrams. You should show all your working so that credit may be given for partly correct answers.

Do not be discouraged if you do not finish. If you get more than 60 marks, you will have done well.

1. Complete:

a) $9 \times 12 =$

b) $1000 - 999 + 2000 - 1998 + 3000 - 2997 =$

[1]
[1]

c) $1234 - (1234 - 7) =$

d) $(\sqrt{169})^2 =$

[1]
[1]

e) $\frac{1356 + 1358}{2} =$

f) $1 \div \frac{1}{42} =$

[1]
[1]

g) $\sqrt{0.0025} =$

h) $\frac{3333}{101} =$

[2]
[2]

2. $a = 5$, $b = 10$ and $c = -2$. Find the value of:

a) $(a+3)(b+1)$

b) $a-b+c$

[1]
[1]

c) $\frac{3690b}{123a}$

d) $\sqrt{b-3c}$

[2]
[2]

e) b^2c^2

f) $b^3 + 7b^2 + 2b + 9$

[2]
[2]

3. Find in the simplest form:

a) $\frac{7}{9} + \frac{1}{18}$

b) $1\frac{1}{7} \times 1\frac{3}{4}$

[2]
[2]

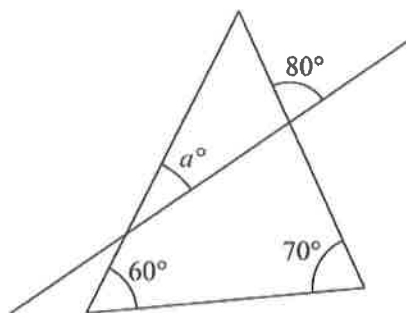
c) $\frac{18}{5} \div \frac{3}{10}$

d) $\frac{\frac{1}{3} + \frac{2}{9} + \frac{5}{27}}{\frac{1}{3} + \frac{2}{9} - \frac{5}{27}}$

[2]
[3]

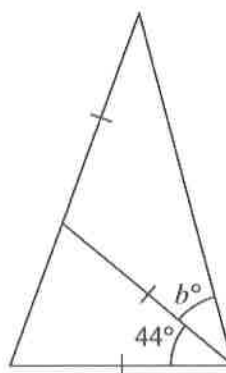
4. a) Find a .

[2]



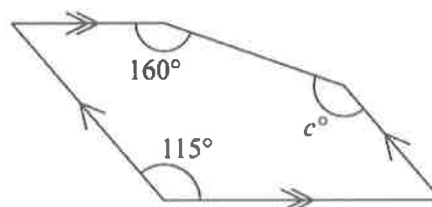
b) Find b .

[3]



c) Find c .

[3]



5. a) Evaluate $\frac{0.2 \times 0.03}{0.004}$.

b) Express $\frac{33 \times 55}{44 \times 66}$ in its simplest form.

[2]
[2]

c) a is 25% more than 220, and b is 20% less than a . Find b .

d) Evaluate $\sqrt[3]{1 \times 22 \times 44}$.

[2]
[2]

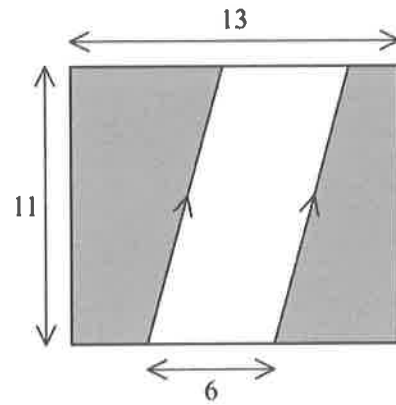
e) Evaluate $\sqrt{3\frac{1}{16}}$.

f) Evaluate $\frac{(-2)^{12}}{2^7}$.

[3]
[3]

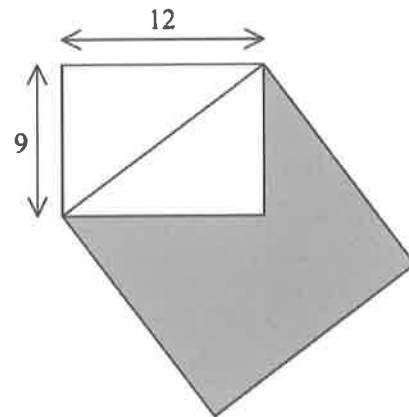
6. a) Find the shaded area in the rectangle below.

[3]



b) In the diagram below, the diagonal of a rectangle is the side of a square. Find the shaded area.

[4]



7. a) $5a - 1 = \frac{4a + 13}{2}$. Find a .

b) $\sqrt{200 - \frac{52}{b}} = 14$. Find b .

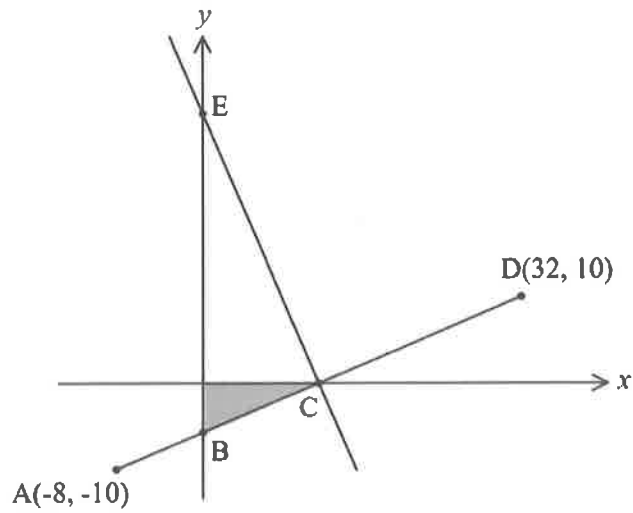
[2]
[2]

c) $\frac{144}{6 + \frac{36}{c}} = 12$. Find c .

d) $\frac{-27}{d} = \frac{d^2}{8}$. Find d .

[3]
[4]

8. In the diagram below, A is the point with coordinates $(-8, -10)$ and D is the point with coordinates $(32, 10)$. The straight line from A to D crosses the y -axis at B and the x -axis at C, and is perpendicular to a straight line which passes through C and crosses the y -axis at E.



a) Find the x -coordinate of the point C.

[2]

b) Find the shaded area.

[4]

c) Find the y -coordinate of the point E.

[3]

9. a) In a sequence of ten numbers, the first number is 1, the second number is 1 and every number after that is the sum of the two numbers before it:

1, 1, 2, 3, 5, 8, 13, 21, ,

Put the two missing numbers on the dotted lines.

[1]

- b) In a sequence of six numbers, every number after the first two numbers is the sum of the two numbers before it. The fifth number is 17 and the sixth number is 27:

.... , , , , 17, 27.

Put the four missing numbers on the dotted lines.

[2]

- c) In another sequence, the first number is 5, the second number is c , and every number after that is the sum of the two numbers before it. The ninth number is 107. Find c .

(*Hint*: the sequence is $5, c, 5 + c, 5 + 2c, 10 + 3c, \dots$)

[3]

d) In yet another sequence, the first number is x , the second number is y , and every number after that is the sum of the two numbers before it. The fifth number is 48 and the eighth number is 202. Find x and y .

[5]

10. a) Adrian, Brian and Chris share a big pile of sweets in the ratio $6:11:13$. Adrian and Brian together get 28 more sweets than Chris. How many sweets do they have altogether? [2]

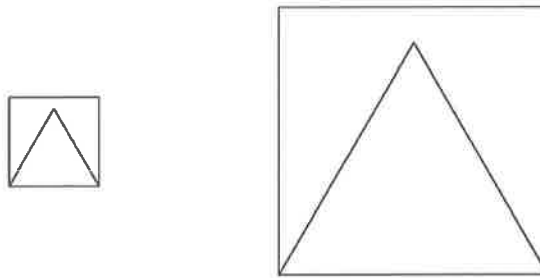
b) Daniel, Edward and Fynn share a big pile of sweets in the ratio $4:3:11$, and a bigger pile of sweets in the ratio $4:9:17$. They now have sweets in the ratio $2:3:x$. Find x . [3]

c) George, Harry and Isaac share a big pile of sweets in the ratio $15:8:2$. Harry, Isaac and Jake share another big pile of sweets in the ratio $1:4:10$. Now Harry and Isaac have the same number of sweets, and Jake has 45 more sweets than George. How many sweets do the four boys have altogether? [5]

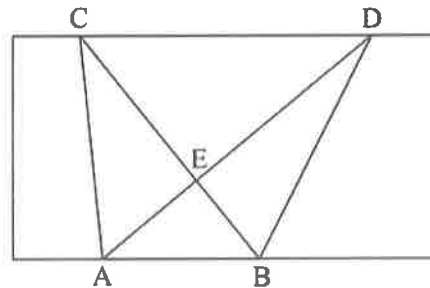
11. $xyz = 64$, where x, y and z are positive integers. One solution is $x = 1, y = 2$ and $z = 32$. Another is $x = 2, y = 1$ and $z = 32$. How many solutions are there in total? (You do not need to write all the solutions down, but you do need to show clearly how you have counted them.)

[9]

12. a) In the diagram below, the length of the side of the big square is three times the length of the side of the small square. The area of the small equilateral triangle is 11. What is the area of the big equilateral triangle? [2]

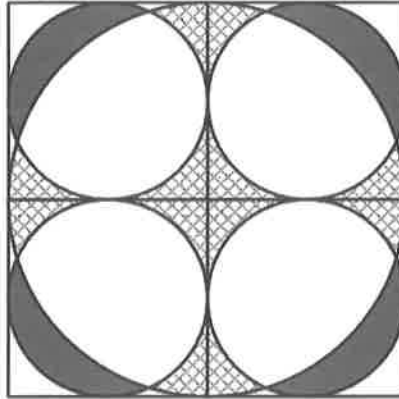


- b) In the diagram below, the straight lines AD and BC intersect at E. The area of triangle BED is 24. Find the area of triangle AEC. Explain your reasoning carefully. [3]



c) In the diagram below, the light shaded area is equal to 44. Find the dark shaded area. *Explain your reasoning carefully.*

[7]



School

Candidate's Name (PLEASE PRINT)



WINCHESTER
COLLEGE

Entrance Examination

SCIENCE

Wednesday 2 May 2018

Total time allowed: 1 hour 30 minutes

This paper is divided into **FOUR** sections.

Section A Chemistry
Section B Physics
Section C Biology
Section D General

Each section carries equal marks.

The mark for each question is given in brackets [].

All sections are composed of a number of short answer questions.

Candidates should attempt **ALL** the questions in these sections, answering in the spaces provided on the question paper. Calculators may be used.

Candidates will be penalized for giving answers to too many significant figures.

SECTION A – CHEMISTRY

A1 Limestone is made mainly of calcium carbonate, CaCO_3 , a chalky white solid. Calcium carbonate is formed as a solid when solutions containing calcium ions and carbonate ions are mixed together. Calcium carbonate is also formed when calcium oxide reacts with carbon dioxide.

- (a) In addition to the identities of the elements comprising calcium carbonate, give another piece of information that the chemical formula, CaCO_3 , conveys.

.....
.....

[1]

- (b) Explain what is meant by a *solution* in this context.

.....
.....
.....

[1]

- (c) Name the process of forming a solid from a solution by mixing, as described above.

.....

[1]

(d) The formation of calcium carbonate from calcium oxide and carbon dioxide is an example of neutralisation. Identify the acid in this neutralisation reaction.

..... [1]

(e) Describe an experiment, including relevant observations, which would demonstrate that calcium carbonate reacts with hydrochloric acid to produce carbon dioxide.

.....
.....
.....
.....
.....
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.....
.....
..... [4]

A2 Hot, dry regions are susceptible to forest fires. Fire is a sign of chemical reactions taking place and releasing heat. On a small scale, fire can be useful in the home and in the laboratory.

(a) In addition to heat, give the two requirements necessary to maintain a fire.

..... [1]

(b) Some fires may be extinguished using water. State which of the three requirements for fire is removed by the water.

..... [1]

(c) Forest fires are typically contained by the use of fire breaks. These are strips of land cleared of trees and wood. Explain how fire breaks work.

.....
.....
..... [1]

(d) Explain why high winds increase the severity of forest fires.

.....
..... [1]

- (e) Draw a labelled diagram of a Bunsen burner in use, adjusted for strong heating. Indicate the materials it uses and where they are supplied to the burner.

[4]

- (f) If a flammable liquid catches fire in the laboratory, a fire blanket is placed over its container until the fire goes out. Explain how the fire blanket puts out the fire.

.....
.....

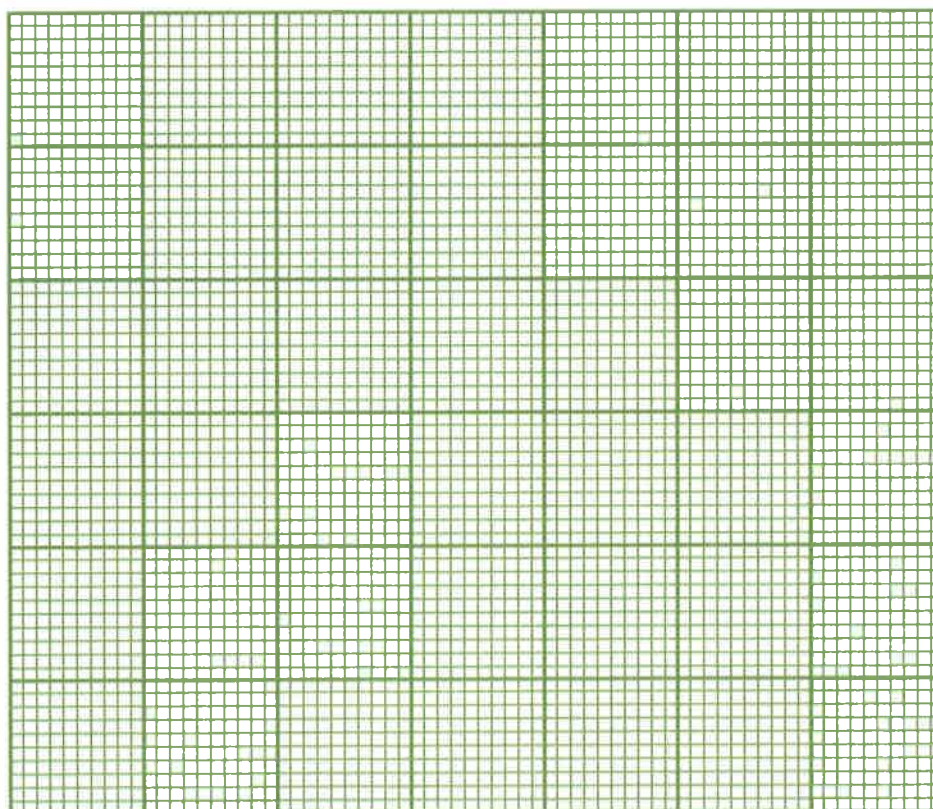
[1]

A3 When fossil fuels containing sulfur are burnt, they release sulfur dioxide, SO_2 , which causes acid rain. Sulfur dioxide is soluble in water. The table below shows how the pH of 1.0 m^3 of water depends on the mass of dissolved sulfur dioxide:

Mass of SO_2 per m^3 of water / kg	0.000	0.010	0.040	0.10	0.40	0.65
pH of resulting solution		2.8	2.5	2.3	2.0	1.9

(a) Fill in the missing pH value in the table. [1]

(b) Plot the data on a suitable graph using the graph printed below.



[5]

(c) Estimate the mass of sulfur dioxide required to make 2000 cm^3 (0.002 m^3) of an acidic solution with a pH of 2.6.

.....

.....

[2]

End of Section A

<i>School</i>	<i>Candidate's Name (PLEASE PRINT)</i>
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SECTION B - PHYSICS

B1 (a) The density of water can be calculated using a measuring cylinder, a mass balance and a supply of water. Explain what you would need to do with this equipment to obtain the measurements that you need.

.....
.....
.....
.....
.....
.....

[2]

(b) State the calculation you would now perform in order to obtain the density.

.....
.....

[1]

B2 (a) Write down an equation relating pressure, force and area.

.....
.....

[1]

(b) Underline any of the following units which could be used for pressure:

N/cm²

kg/m²

N²/m

N.m

[1]

B3 A boy wishes to make an electromagnet. He has been to the workshops and collected a nail, some insulated wire, a switch, a variable resistor and a 2 volt cell.

(a) Draw a labelled diagram in the space below to show how he should assemble this apparatus to make an electromagnet. He should be able to switch the electromagnet off and on, and also vary its strength. You may use standard symbols where appropriate.

[3]

(b) Suggest how, using the same apparatus, he could adjust his design to increase the maximum strength of the electromagnet.

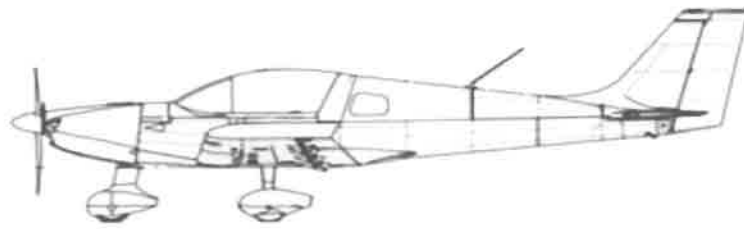
.....

.....

[1]

B4 An aeroplane is cruising at altitude at a steady 525 miles per hour in straight, horizontal flight. The four forces acting on the aeroplane are air resistance, lift, weight and thrust.

(a) On the diagram below, indicate with arrows each of these four forces acting on the plane:



[2]

(b) State which forces must balance each other, and explain how you know this.

.....

.....

.....

.....

[2]

B5 (a) Sound is a type of wave. State how the sound wave associated with a loud sound differs from that of a quiet sound of the same pitch.

.....

[1]

- b) Billy Wykeham is watching a storm. He sees a lightning flash – there is a gap of several seconds before he hears the thunder. “This is evidence,” says Billy, “that light travels very fast. In fact, it shows that light travels almost instantly from the flash to my eye.” Explain carefully how far you agree with Billy.

.....

.....

.....

[2]

- c) Light in fact travels at 300,000 km/s and takes roughly 8 minutes to travel from the Sun to the Earth. Use this information to calculate how far the Sun is from the Earth. Be sure to show your working.

.....

.....

.....

[2]

B6 This question is about energy changing from one form into another. For example, a solar panel converts **light energy** from the Sun into **electrical energy** as electrical current is produced, with some being wasted as **heat energy** as the panel heats up.

Describe in as much detail as you can the energy changes involved when a firework rocket travels up into the air and then explodes in a colourful display.

.....

.....

.....

.....

.....

.....

[4]

B7 Estimate the volume of your thumb, by first considering the dimensions of it. Show your working. State the units of your answer.

.....

.....

.....

.....

[3]

End of Section B

Blank Page

<i>School</i>	<i>Candidate's Name (PLEASE PRINT)</i>
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SECTION C – BIOLOGY

C1 *Saccharomyces cerevisiae*, a species of yeast, is a single-celled organism in the Fungi kingdom. Structurally, the cells are similar to animal cells, but also have a cell wall.

(a) Draw a diagram of *Saccharomyces cerevisiae* and label as many features as you can.

[4]

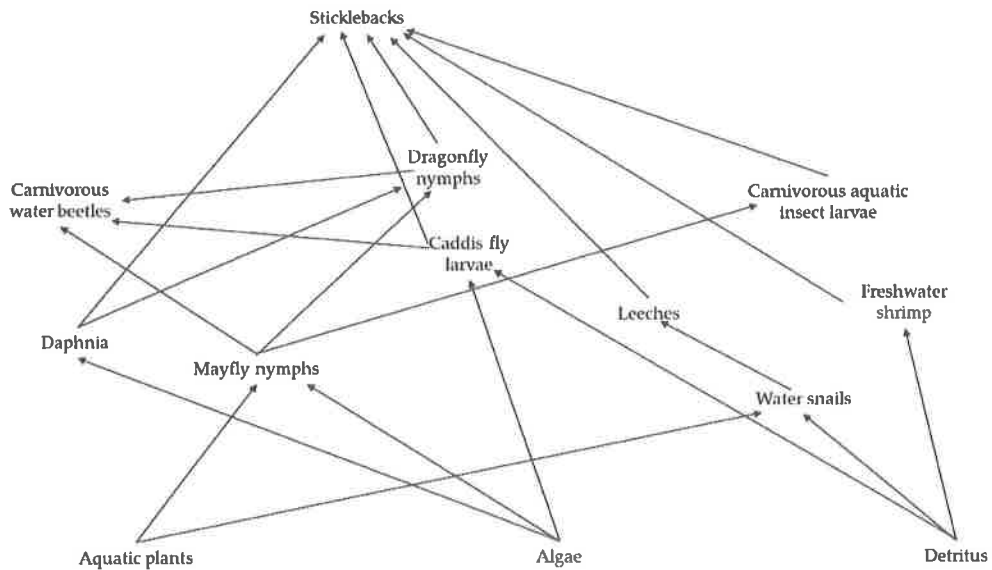
(b) Name two features that are present in a plant cell, but which are not present in *Saccharomyces cerevisiae*.

.....

.....

[2]

C2 The River Itchen runs through Winchester and supports a wide variety of life. Below is a food web showing how the various organisms depend on each other.



(a) (i) State and explain at least one factor that could affect the number of dragonfly nymphs in this ecosystem.

.....

.....

.....

[2]

(ii) Suggest and explain what may happen if caddis fly larvae were wiped out by a disease.

.....

.....

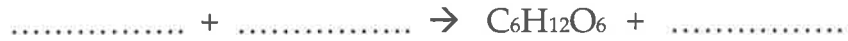
.....

.....

[3]

- (b) The organisms at the bottom of the food web photosynthesise, providing raw materials for the ecosystem.

Complete the following symbol equation for photosynthesis, and state two requirements needed for the process.



Requirement 1.....

Requirement 2..... [3]

- (c) Some students designed an experiment to test how the rate of photosynthesis is affected by light intensity. Their method is described below:

1. Obtain a cutting of the pondweed *Elodea* and place it in a boiling tube, with enough water to cover the plant.
2. Check for bubbles of gas coming from the cut end of the stem.
3. Place a lamp 30 cm away from the boiling tube and switch it on. This should be the only source of light.
4. Count the number of bubbles of gas coming from the stem in one minute.
5. Record this result.
6. Repeat steps 3 – 5 above four more times, with the same cutting, moving the lamp 5 cm closer each time.

- (i) State the independent and dependent variables for this experiment.

Independent:

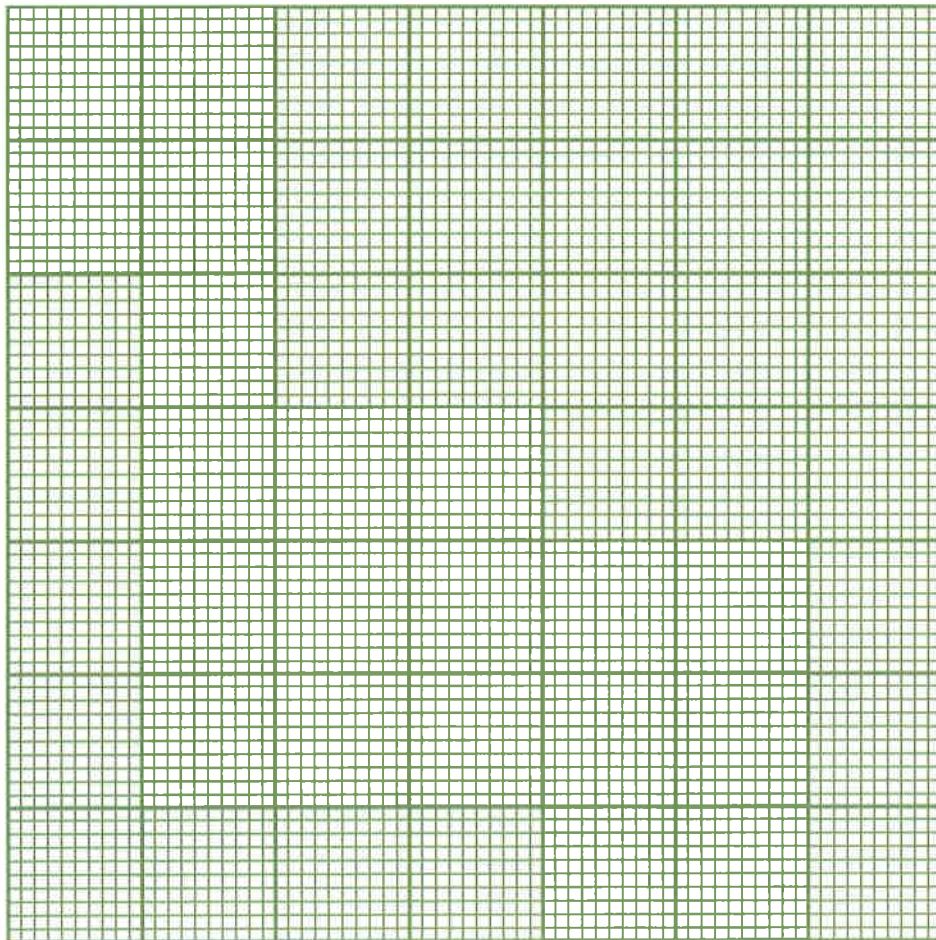
Dependent:

[1]

The table below shows the results they obtained:

Distance of the light from the boiling tube (cm)	Number of bubbles produced in one minute
30	30
25	55
20	85
15	121
10	118

(ii) Plot a graph using these results.



[4]

(iii) Describe the trend in the students' results and explain the data using your understanding of photosynthesis.

.....

.....

.....

.....

.....

.....

[4]

(d) Suggest two ways in which the experiment could be improved.

.....

.....

.....

[2]

End of Section C

SECTION D – GENERAL

Read the following passages and answer the questions that follow

The Most Powerful Rocket in the World

A major science news story in 2018 was the launch of the Falcon Heavy rocket on February 6th. It is the most powerful rocket in the world by a factor of 2, restoring the possibility of flying missions with crews to the Moon or Mars. It was reported to produce a thrust of “5 million pounds-force”.

While American space exploration always used to be associated with a large state-funded body, the Falcon Heavy was the first privately-funded rocket to lift a payload beyond Earth orbit. The rocket was designed and built by SpaceX, founded by American entrepreneur Elon Musk. Both stages of the Falcon Heavy rocket are powered by kerosene and liquid oxygen.

The dramatic footage of the launch in February is believed to have generated greater public fascination with space. Many believe that the breakthroughs in space exploration with Sputnik 1 in 1957 and Apollo 11 in 1969 inspired the interest of a generation in science and technology.

Micro-organism Discovery in Antarctica

The discovery within the last year of micro-organisms in some of the most inhospitable parts of Antarctica has given scientists ideas about how life might look on other planets with atmospheres and conditions very different from those on Earth.

A surprisingly rich diversity of microbial communities was found surviving with very little liquid water or carbon in the soil, little sunlight during the winter and, of course, very low temperatures. The micro-organisms were able to extract trace gases from the air, including hydrogen.

<i>School</i>	<i>Candidate's Name (PLEASE PRINT)</i>
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D1 There are 2.2 pounds in a kilogram. On the surface of the Earth, a mass of 1 kilogram has a weight-force of 9.8 newtons. Calculate the thrust of the Falcon Heavy in newtons.

..... [1]

D2 Multiple forces act on the rocket; taken together, their resultant is the net force. The acceleration of the rocket is not constant. It is given by the equation:

$$\text{acceleration} = \text{net force} \div \text{mass}$$

If we assume the rocket moves vertically upwards, the net force on the rocket is given by the equation:

$$\text{net force} = \text{thrust} - \text{weight} - \text{air resistance}$$

From the moment the rocket's engines are started, the rocket's mass decreases as it consumes the kerosene and oxygen and releases the products as gases.

(a) Suggest what effect the changing mass has on the net force on the rocket and its acceleration. Explain your reasoning.

.....

 [2]

(b) In the upper atmosphere the air is thinner. Suggest what effect this has on the air resistance, the net force on the rocket, and its acceleration as the rocket moves higher into the atmosphere.

.....
.....
.....

[2]

D3 It is costly to liquefy oxygen gas, and the use of such a cold liquid creates engineering problems. Suggest why the oxygen in the Falcon Heavy is liquefied.

.....
.....

[1]

D4 Jet aircraft also use kerosene fuel, but do not carry oxygen. Suggest why jet aircraft don't need to carry oxygen but the Falcon Heavy does.

.....
.....

[1]

D5 Kerosene contains molecules that are made from carbon and hydrogen atoms only. Suggest the products that are formed when it reacts completely with oxygen.

.....

[2]

D6 What is the name of the American state-funded organisation that has been associated with US space exploration since the 1960s?

..... [1]

D7 Sputnik 1 is said to have started the 'space race'. What was Sputnik 1 and which country was responsible for it.

Sputnik 1 was

Country responsible [2]

D8 Which feat was achieved by the Apollo 11 mission in 1969?

.....
..... [1]

D9 What are the two most abundant gases in the Earth's atmosphere?

Most abundant

2nd most abundant [2]

D10 The micro-organisms obtain their carbon from a rare gas in the atmosphere that is not carbon dioxide. Suggest the identity of the gas.

..... [1]

D11 Hydrogen, being the first element in the Periodic Table, is the most abundant element in the universe, but it is a rare gas on Earth. Suggest why the abundance of hydrogen gas on Earth isn't higher.

.....
..... [1]

D12 What is the name of the process through which micro-organisms obtain gases from the air?

..... [1]

D13 Biologists are interested in how the micro-organisms evolved their ability to make use of these rare atmospheric gases. Suggest which molecules in the micro-organisms are being investigated to answer this question.

..... [1]

D14 Give two ways in which micro-organisms can be harmful to us and one way in which they can be beneficial.

Harmful 1.

Harmful 2.

Beneficial [3]

D15 Yeast is an example of a micro-organism. Write the word equation for the anaerobic respiration of yeast.

..... [1]

D16 Despite the extreme conditions in the Arctic and Antarctic, animals have evolved to live there. Suggest two adaptations that could confer an evolutionary advantage to animals in these regions.

.....
.....
..... [2]

End of Section D

Have you written your School and Name in the boxes provided at the top of Sections A, B, C and D?