Name ....

School ....

WINCHESTER
COLLEGE

Entrance Examination

Mathematics

Tuesday 7 May 2019

Time allowed: 1 hour 30 minutes

Total marks: 100

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) $7 \times 13 =$ [1]

b) $\sqrt{400} =$ [1]

c) $4321 + (9753 - 4321) =$ [1]

d) $1 \times 111 + 2 \times 111 + 4 \times 111 =$ [1]

e) $\dfrac{125 + 150 + 175}{3} =$ [1]

f) $5 \div \frac{1}{7} =$ [1]

g) $\sqrt[3]{125} =$ [1]

h) $\dfrac{224466}{22} =$ [1]

2.

a) Find $\frac{11}{12}$ of £108

[1]

b) Find 68% of £25

[1]

c) Find 0.05 of £440

[1]

d) Evaluate $8 - 6 \times (-2) - 6 \times 18 \div (-3)$

[2]

e) Evaluate $1010 + 1001 \times 1009 - 1000 \times 1009$

[2]

f) Evaluate $\dfrac{(1 \times 2 \times 3 \times 4 \times 5 \times 6)^2}{(1 \times 2 \times 3 \times 4)^2}$

[3]

3. Find in the simplest form:

a) $\dfrac{8}{11} - \dfrac{2}{33}$

b) $7\frac{1}{5} \div 2\frac{2}{5}$

[2]
[2]

c) $\sqrt{\dfrac{22}{5} \times \dfrac{165}{6}}$

d) $\dfrac{5}{2 - \dfrac{1}{1 - \dfrac{1}{3}}}$

[2]
[3]

4.

a) $p=3$, $q=12$ and $r=-5$.

Evaluate $p\sqrt{q^2+r^2}$.

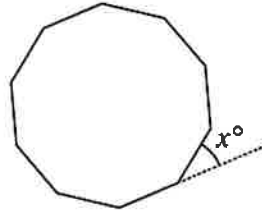b) $2(x+3)-(x-5)+4(x+2)=119$. Find x. [2]
[2]

c) $\dfrac{c^3-14}{5}=10$. Find c.

d) $\dfrac{72}{y-21}=8$. Find y. [2]
[2]

5.

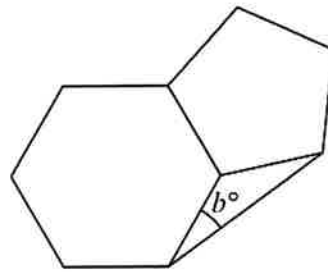a) The diagram below shows a regular decagon (ten equal sides with ten equal interior angles). Write down the value of x. [1]

b) The diagram below shows a regular hexagon and a regular pentagon (which share a side). Find the value of b. [3]

c) The diagram below shows a regular nonagon (nine sides), an equilateral triangle and part of a regular polygon (dotted) with n sides. Find n. [3]
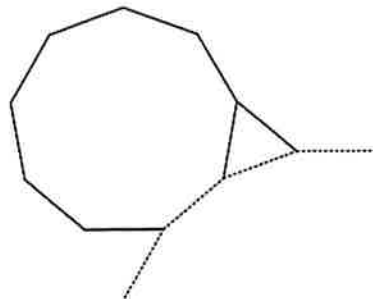
6.

a) Find the value of $\dfrac{16^3}{2^9}$.

b) $10^a \times 10^b = 10^7$. [2]
$10^a \div 10^b = 10^3$. [2]

Find the value of ab.

c) By writing each number as a product of prime factors, evaluate $\sqrt{15 \times 21 \times 35}$.

d) By writing 2020 as a product of prime factors, find a three-digit number n for which $2020n$ is a square number. [2] [3]

7.   **a)**
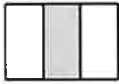
Strip Pattern 1   Strip Pattern 2   Strip Pattern 3
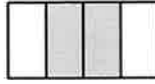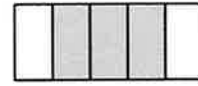
Strip Pattern number	1	2	3	4	5	6	n
Fraction of strip that is shaded	$\frac{1}{3}$	$\frac{2}{4}$	$\frac{3}{5}$				

(i) Complete the table above.   [2]

(ii) Strip pattern k is 90% shaded. Find k.   [2]

b) Complete the table below (a match is one side of a small square).   [3]

Rectangle Pattern 1   Rectangle Pattern 2   Rectangle Pattern 3
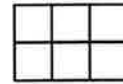
Rectangle Pattern number	1	2	3	4		n
Number of matches	7	12	17		57	

c) Find a formula for the number of matches in trapezium pattern n (a match is one side of a small equilateral triangle).

[2]

Trapezium Pattern 1   Trapezium Pattern 2   Trapezium Pattern 3
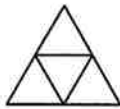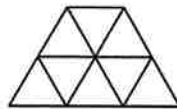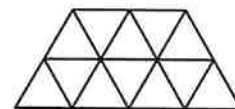
d) Frank makes a rectangle pattern, using all the matches he has. He then rearranges these matches into a trapezium pattern and has no matches left. Find three possible values for the number of matches Frank started with.

[3]

8.

a) Alice, Brenda and Clara share a pile of buttons in the ratio $7:12:21$. Clara gets ten more buttons than Alice and Brenda put together. How many buttons were in the pile? [2]

b) Derek, Ethan, Fynn and Gerald share a big pile of sweets. Derek, Ethan and Fynn now have sweets in the ratio $1:4:6$, and Ethan, Fynn and Gerald have sweets in the ratio $6:9:2$. Derek and Gerald have 35 sweets between them. How many sweets does Gerald have? [3]

c) Harriet and Imogen share sweets in the ratio $1:2$. Imogen gives Harriet 42 sweets. The sweets are now shared between Harriet and Imogen in the ratio $5:4$. How many sweets did they share? [4]

9.

a) In the diagram below $AB = AC = AD$, $KA = KB = KC$, KA is parallel to CL, and BKD is a straight line.

Angle $BAC = 54°$. Find x and y.
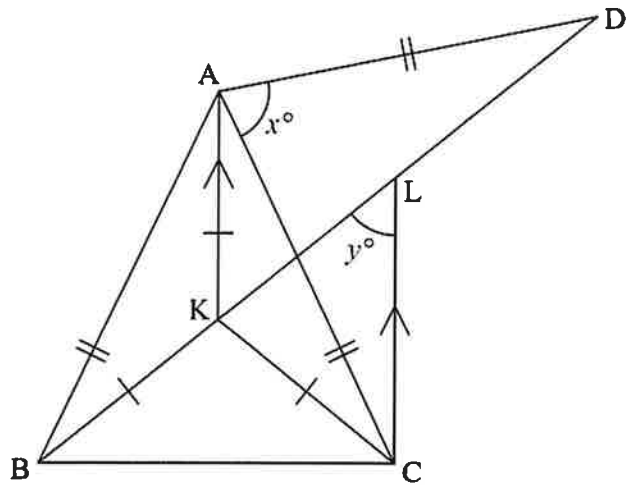
[5]

b) ABCD is a rhombus and KLC is an equilateral triangle. The lengths of the sides of KLC are the same as the lengths of the sides of ABCD. Find z.
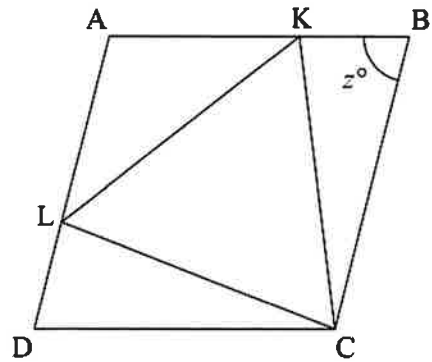
[5]

10. a) Find the shaded area in the diagram on the right. [3]
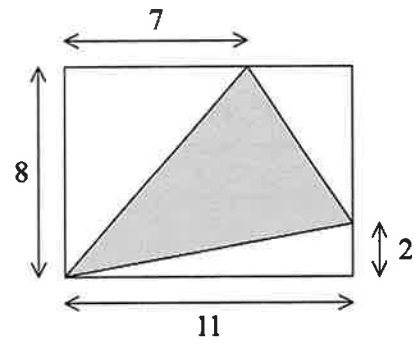
b) The vertices of a triangle ABC are A(0, 0), B(8, 10) and C(12, k).

   The area of the triangle ABC is 34.

   (i) Plot the points A and B on the diagram.

   (ii) Find the value of k, given that $0 < k < 10$. [6]
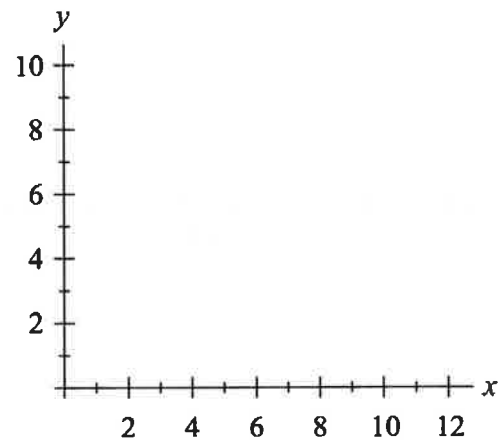
11. The diagram below shows a house comprising a cuboid and a pyramid. EDZ is a straight line. $WX = 12$, $EB = 17$, $BC = 9$ and $BX = 10$. Find the volume of the house. [9]

(The volume of a pyramid is equal to $\frac{1}{3} \times$ base area $\times$ height .)

(END OF PAPER)
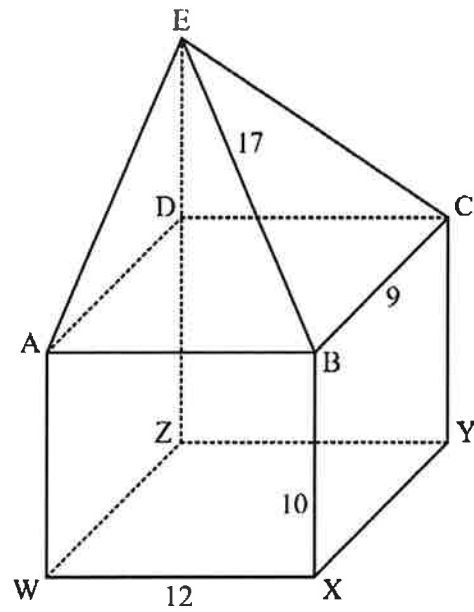
WINCHESTER
COLLEGE

Entrance Examination

SCIENCE

Wednesday 8 May 2019

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   The corrosion of metals is estimated to cost the UK economy millions of pounds every year. Rust is mainly comprised of the compound hydrated iron(III) oxide, $Fe_2O_3.xH_2O$, and is formed when iron reacts with oxygen.

(a)   In addition to iron and oxygen, which other substance needs to be present in order for rusting to take place?

....

.... [1]

(b)   Explain what the term *compound* means.

....

....

....

.... [2]

(c)   Name the class of reaction that applies to this reaction of iron (or indeed any metal) described above.

....

.... [1]

Metals can also react with acids to produce salts and hydrogen gas.

(d) Describe an experiment, including relevant observations, which would demonstrate that iron reacts with dilute sulfuric acid to produce hydrogen.

....

....

....

....

....

....

....

.... [4]

A2 Paper chromatography can be used to separate mixtures of coloured solutes within a solution (inks, food dyes etc.).

In an experiment designed to analyse the composition of Smarties® - two sweets (S and P) were ground up separately using a pestle and mortar. The ground sweets were dissolved in water and any solid residue removed. The solutions were analysed using paper chromatography and the results are shown below:

(a) Name the technique used to remove the solid residue before the analysis by chromatography.

....

.... [1]

(b) How many food colourings were contained within Sweet S?

.... [1]

(c)   Which of the food dyes W, X, Y or Z is the most soluble?

.... [1]

(d)   Which of the food dyes W, X, Y and Z are not present in **either** sweet?

....

.... [2]

(e)   Draw a labelled diagram of the equipment used to conduct paper
      chromatography. Indicate where the water level should start and how
      the start line is marked.

                                                                                    [4]

A3   The river Itchen in Winchester is designated as a Site of Special Scientific Interest (SSSI). It is a chalk stream, and chalk (calcium carbonate, $CaCO_3$) has a very low solubility (mass of solute that dissolves in 100 g of water) across a range of temperatures. The table below shows the solubility of $CaCO_3$ over a range of temperatures[1]:

Temperature of water /°C	20	30	40	50	60	70	80	90
Mass / µg dissolved in 100 g of water	600	560	510	460	410	360	315	275

(a)   Plot the data on a suitable graph using the grid printed below:
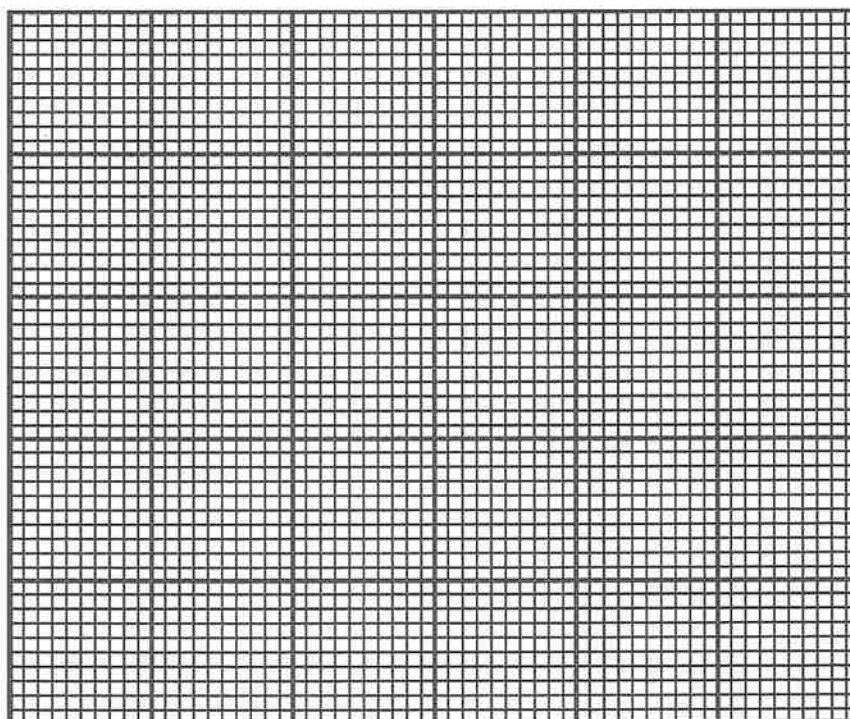
[5]

(b) *Using your graph*, estimate the solubility of $CaCO_3$ at 47°C.

....

....

.... [2]

(c) What mass of water would be required to ensure that 82 µg of $CaCO_3$ dissolves completely at 60 °C?

....

.... [1]

End of Section A

1. L. N. Plummer and E. Busenberg, The solubilities of calcite, aragonite and vaterite in CO_2-H_2O solutions between 0 and 90 °C, and an evaluation of the aqueous model for the system $CaCO_3$-CO_2-H_2O, Geochim. Cosmochim. Acta 46 (1982)1011-1040.

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SECTION B – PHYSICS

B1   Alice takes part in a running race during her school sports day. The distance vs time graph for her race is given below:
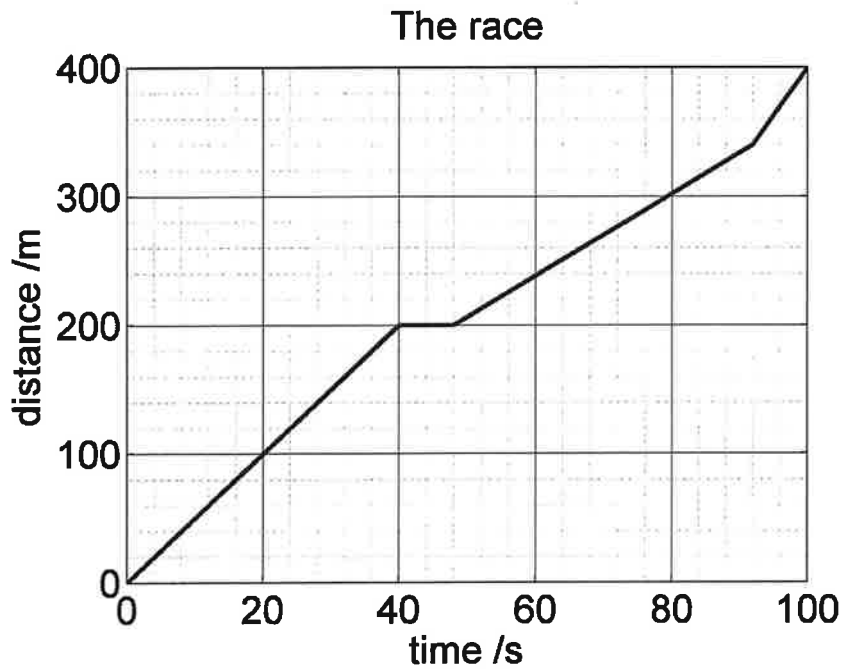
The race

(a)   Calculate her *average speed* in m/s.

....

....

Answer:

_____ m/s   [2]

(b)   At what time during the race did Alice stop to do up her shoelaces?

....   [1]

(c) Showing your working, calculate Alice's speed (in m/s) at:

(i) 20 s

....

.... [2]

(ii) 96 s

....

.... [2]

(d) Without doing any calculations, explain how the graph shows that Alice is running *slower* at 60 s than at 99 s.

....

.... [1]

B2 Jack wins a trip on a research ship investigating the *Marianas Trench*, the deepest part of the Pacific Ocean. In one experiment, Jack drops a solid metal ball of mass 1.23 kg over the side. The ball is attached to a very long wire which is released without tension as the ball sinks. The wire has red marks painted on it every metre.

The strength of gravity g = 9.8 N/kg.

(a) Calculate the *weight* of the ball giving the appropriate standard unit.

.... [2]

(b) After a short time Jack observes that the red marks are now passing at a constant rate. Explain what this implies about the size of the force that the water is exerting on the ball as this happens?

....

....

.... [2]

(c) The volume of the ball is 156 cm³. Calculate its *density* in g/cm³.

....

.... [2]

(d) It takes 49 minutes for the ball to hit the sea floor. Jack counts 370 red marks passing over the side every 100 s. Showing clear workings, use this information to calculate the depth of the water in metres.

....

....

....

.... [3]

(e) Jack takes a ride in a small submarine to a depth of 456 m. The roof of the submarine has an area of 4.00 m². If seawater has a density of 1030 kg/m³, show that the weight of water directly above the submarine is 18,400,000 N.

....

.... [3]

(f) If air pressure at sea level is 100,000 N/m² calculate the total pressure (in N/m²) on the roof of the submarine at 456 m depth.

....

.... [2]

B3 The diagram below is part of an electric circuit. Calculate the currents (in amps) labelled I_1, I_2, I_3.
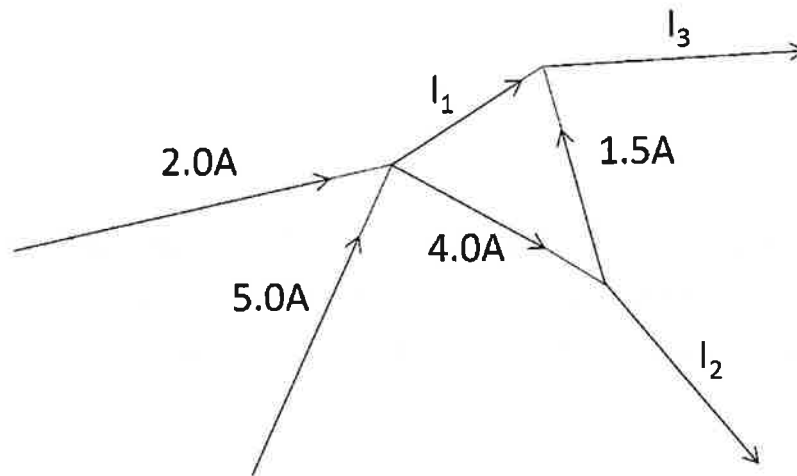
(a) I_1 = ...

(b) I_2 = ...

(c) I_3 = ... [3]

End of Section B

SECTION C – BIOLOGY

C1

(Reference: https://cycling-passion.com)

Miguel Indurain was a Spanish road racing cyclist who won the Tour de France 5 times consecutively from 1991 to 1995. He had a lung capacity of 7.8 litres (compared to 4.8 litres for an average adult male) and a cardiac output (the volume of blood pumped per minute) of 50 litres (compared to 25 litres for a fit male cyclist).

(a)   Which characteristic (life process) of all living things would these differences most directly aid?

....   [1]

(b) Explain how a large lung capacity and elevated cardiac output may be an advantage to an endurance athlete like Indurain.

....

....

....

....

....

....

.... [5]
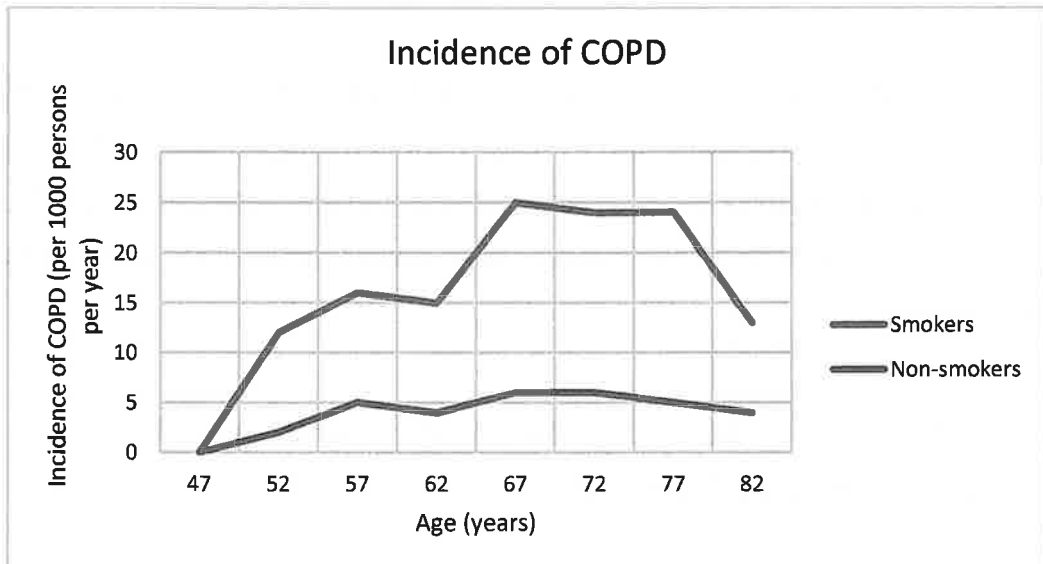
(c) Endurance athletes like Indurain are rarely smokers. Smoking increases the risk of Chronic Obstructive Pulmonary Disease (COPD), a general term for lung diseases which are characterised by breathlessness:

(Reference: "Prevalence and incidence of COPD in smokers and non-smokers: the Rotterdam Study", European Journal of Epidemiology. 2016; 31(8): 785–792)

(d)   Describe the detrimental effect tobacco smoke has on the structure of the lungs and bronchi.

....

....

....

....   [4]

(e)   Suggest why the incidence of COPD falls for smokers above the age of 77.

....

....   [1]

(f)   Single-celled organisms like *Amoeba* do not have lungs or a gut. Describe how they obtain the essential molecules they need to survive.

....

....

....   [2]

(g)   Explain why this works for an *Amoeba* but not for a human.

....

....

....   [2]

(h) Endurance athletes eat a lot of carbohydrates. This gives them the 'fuel' they need for their sporting exertions. Name and describe the process by which plants obtain the carbohydrates they need to survive.

....

....

....

.... [5]

(i) Name a specialised organ in most plants where this process takes place.

.... [1]

(j) Explain how the bones in Indurain's body help him to breathe.

....

....

.... [2]

(k) Apart from facilitating movement, what other roles do the bones in the human body fulfil?

....

.... [2]

End of Section C

Read the following passages and answer the questions that follow

UNESCO has declared that 2019 is the International Year of the Periodic Table of the Chemical Elements, marking its 150th anniversary. The Periodic Table is regarded as the icon of Chemistry. In 1869 Dmitri Mendeleev ordered the known chemical elements by their mass, assembling them in a grid. Today the elements are ordered and understood in terms of subatomic particles, but in 1869 none of these subatomic particles had been discovered. Atoms are now understood to have a nucleus at their centre and to be surrounded by negatively charged orbiting electrons. The subatomic particles of greatest interest to chemists are electrons; being negatively charged they repel each other and are attracted to the nucleus. Electrons in atoms are arranged in shells, the innermost one labelled n=1, the next one out labelled n=2, etc. The number of electrons that can occupy each shell is given by the expression $2n^2$. The element carbon is considered to be the most important of all the elements. Some metallic elements turn out to be very important in Biology.

The Economist predicts that 2019 will be the year of veganism. A vegan diet contains only plant matter: no meat, fish, eggs or dairy products. According to the Vegan Society there are 0.54 million vegans in the UK, up from 150 thousand in 2006. While animal products are a traditional source of proteins and fats, vegans stress that these are available in a vegan diet too. Indeed the cultivation of certain protein sources can give higher returns of protein per unit area of land compared to the farming of livestock. The Eat-Lancet Commission of health experts recommended in January 2019 that meat consumption should be limited to the equivalent of one beef burger per fortnight.

The Department of the Environment has declared that 2019 is the year of green action. Some of the extreme weather events of 2018 raised awareness of the dangers associated with the tremendous energies involved in hurricanes, for example. Indeed, the power outputs associated with major hurricanes dwarf those of the largest power stations.

D1   Define the word *element* as it relates to the passage.

....

....   [1]

D2   The text refers to the first Periodic Table ordering elements by their mass. However, the elements had been ordered by their mass before. Suggest what was special about the way Mendeleev had ordered them.

....

....

....   [1]

D3   Define the word *atom*.

....

....

....   [1]

D4   The nucleus at the centre of an atom is positively charged. Which statement in the text confirms this fact?

....   [1]

D5   What is the most important force that acts between electrons in an atom? Circle the correct option below.

electric   magnetic   gravitational   frictional   [1]

D6   How many electrons can occupy:

    (a) the third shell?   [1]

    (b) the first four shells, altogether?   [1]

D7   The element carbon is part of an important cycle in the environment.
    Outline the key processes in this cycle.

    ....

    ....

    ....

    ....   [3]

D8   Which metallic element is important in:

    (a) bones and teeth?   [1]

    (b) chlorophyll?   [1]

D9   Work out the percentage increase of vegans in the UK since 2006.

                                                                                                            [1]

D10 A common feature of plant and animal cells is that they contain a
    nucleus. State the function of the nucleus and how it can be made
    visible on a slide under a microscope.

    Function: ....

    ....

    Made visible by: ....   [3]

D11   Plants and animals are two of the Kingdoms of life. Name two other Kingdoms of life.

....

.... [2]

D12   The three main food groups are protein, carbohydrate and fat. Give a source of each of these from a vegan diet.

Protein: ....

Carbohydrate: ....

Fat: .... [3]

D13   The presence of which nutritional substance is tested for by the element iodine?

.... [1]

D14   The concepts of energy and power were mentioned in the text. They are different but related quantities. Give units used to measure each of them.

Energy: ....   Power: .... [2]

D15   What is, ultimately, the source of energy that drives all weather phenomena?

.... [1]

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?

WINCHESTER
COLLEGE

Entrance Examination

English 2 (essay)

Thursday May 9th 2019

Total time allowed: 45 minutes

Choose ONE of the following questions.

1.   What are the pros and cons of referenda (public votes like Brexit)?

2.   Write a persuasive speech, putting the case for **or** against eating meat.

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 knew I would be back.'

4.   Imagine you have been miniaturised and are now 1 cm tall. Place yourself somewhere interesting and describe the view.

5.   The perfect place.

[40 marks]

Name: ....

School: ....

WINCHESTER
COLLEGE

Entrance Examination

English 1 (comprehension)

Tuesday 7th May 2019

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: Read the following extract from a novel, **then answer the 7 questions that follow.**

Mrs Dodd and her daughter, Julia, are watching the Oxford vs Cambridge University boat race from a point on the riverbank near the finish line. Some distance away, at the start line near a little island, the 8-man crews wait for the gun to go off. ***(The paragraphs have been numbered by the examiner to help you.)***

1. There was a long uneasy suspense.

2. At last a puff of smoke issued from a pistol down at the island; two oars seemed to splash into the water from each white streak; and the runners* were moving; so were the threatening white streaks. Presently was heard a faint, continuous, distant murmur, and the streaks began to get larger, and larger, and larger; and the eight splashing oars looked like four instead of two.

3. Every head was now turned down the river. Groups hung craning over it like nodding bull-rushes.

4. Next the runners were swelled by the stragglers they picked up; so were their voices; and on came the splashing oars and roaring lungs.

5. Now the colours of the racing jerseys became distinct. The oarsmen's heads and bodies came swinging back like one, and the oars seemed to lash the water savagely, like a connected row of swords, and the spray squirted at each vicious stroke. The boats leaped and darted side by side, and, looking at them from in front, Julia could not say which was ahead. On they came nearer and nearer, with hundreds of voices vociferating: "Go for it, Cambridge!" "Well pulled, Oxford!" "You are gaining! Hurrah!" "Well pulled!" "Hurrah!" "Oxford!" "Cambridge!" "Now is your time, speed it up!" "Oh, well pulled!" "Well pulled!" "Up, up! Lift it a bit!" "Cambridge!" "Oxford!" "Hurrah!"

6. At this Julia turned red and pale by turns. "O mamma!" said she, clasping her hands and colouring high, "Would it be very wrong if I was to *pray* for Oxford to win?"

7. Mrs. Dodd had a monitory** finger; it was on her left hand; she raised it; and that moment, as if she had given a signal, the boats, fore-shortened no longer, shot out to treble the length they had looked hitherto, and came broadside past our palpitating pair, the elastic rowers stretched like greyhounds in a chase, darting forward at each stroke so boldly they seemed flying out of the boats, and surging back as superbly, an eightfold human wave: their nostrils all open, the lips of some pale and glutinous, their white teeth all clenched grimly, their young eyes all glowing, their supple bodies swelling, their muscles writhing beneath their jerseys, and the sinews starting on each bare brown arm; their little shrill coxswains*** shouting imperiously at the young giants, and working to and fro with them, like jockeys at a finish; nine souls and bodies flung whole into each magnificent effort; water foaming and flying, crowd running, tumbling, and howling like mad; and Cambridge a boat's nose ahead.

8. They had scarcely passed our two spectators, when Oxford put on a furious spurt, and got fully even with the leading boat. There was a louder roar than ever from the bank. Cambridge spurted desperately in turn, and stole those few feet back; and so they went fighting every inch of water. Bang! A cannon on the bank sent its smoke over both competitors; it dispersed in a moment, and the boats were seen pulling slowly towards the bridge--Cambridge with four oars, Oxford with six, as if that gun had winged them both.

9. The race was over.

*spectators trying to run alongside the race

**intended as a warning

***a 'cox' is the smallest member of the team who sits facing the rowers, and steers the boat, and shouts encouragement.

1   Find words or phrases to explain the meaning of the following words from
     paragraph 5:

        a) distinct: ....   (2 marks)

        b) to lash:..   (2 marks)

        c) vociferating: ....   (2 marks)

2   Imagine that you are one of the spectators who shouted out in paragraph 5.
     What THREE things might you shout?

        1:...................................
        2:...................................
        3:...................................   (3 marks)

3   Which team is Julia supporting?

     ....   (2 marks)

4   What is Mrs Dodd warning Julia about, at the beginning of paragraph 7?

     ....
     ....
     ....
     ....   (3 marks)

5a A simile is a comparison, intended for poetic effect, using the work 'like', or 'as'. The first one in this passage is in paragraph 3, where the author compares the spectators to 'nodding bulrushes.' Why is this a good comparison?

....
....
....   (3 marks)

5b There are several similes in this passage as a whole. Find 2 more. For each, write them out, and suggest why the author was making that comparison.

....
....
....   (3 marks)

....
....
....   (3 marks)

6 What do you notice about paragraph 7 that makes this description of the race thrilling? You may quote from the paragraph if you wish, to explain your observations.

....
....
....
....
....
....
....   (6 marks)

....

7   Can you tell which team won the race? Explain your answer.

....

....

....   (1 mark)

Total Marks: (30)

Section B: Poetry: Read this poem, and **answer the 8 questions that follow.**

'Play the Game' – Jessi Pope (1915)

Pope was a First World War poet, known for encouraging young men to fight for their country.

Twenty-Two stalwarts in stripes and shorts

Kicking a ball along,

Set in a square of leather-lunged sports

Twenty-two thousand strong,

Some of them shabby, some of them spruce,

Savagely clamorous all,

Hurling endearments, advice or abuse,

At the muscular boys on the ball.

Stark and stiff 'neath a stranger's sky

A few hundred miles away,

War-worn, khaki-clad figures lie,

Their faces rigid and grey

Stagger and drop where the bullets swarm,

Where the shrapnel is bursting loud,

Die, to keep England safe and warm

For a vigorous football crowd!

Football's a sport, and a rare sport too,

Don't make it a source of shame.

To-day there are worthier things to do.

Englishmen, play the game!

A truce to the League, a truce to the Cup,

Get to work with a gun,

When our country's at war we must all back up

It's the only thing to be done!

Section B: Poetry

1 To what is Pope referring when she says, 'Englishmen, play the game!'

....

....

(2 marks)

This poem is meant to sound energetic and enthusiastic. Describe one
2 thing Pope does to achieve this

....

....

....

....

(3 marks)

3 Explain, in your own words, what the following words mean in the
context of the poem

(i)   'clamorous'   ....

(ii)   'endearments'..

(iii)   'rigid'   ....

(iv)   'stagger'   ....

(v)   'swarm'   ....

(5 marks)

4 What atmosphere does Pope create in the first verse? Give evidence
from the poem.

....

....

....

....

(4 marks)

5 Pope does tell us about some of the horrors of war, though. Give a line from the poem where she does this.

....

.... (2 marks)

6 Pope rhymes the words 'swarm' and 'warm' and 'loud' and 'crowd' – why do you think she chooses these rhymes?

....

....

....

.... (4 marks)

7 Pope makes it sound as if everyone is in this together. Give a line from the poem where she does this.

....

.... (2 marks)

8 How does Pope try to make young men feel guilty if they do not go and fight for their country? (Give quotations from the poem in your answer.)

....

....

....

....

....

....

....

....

....

.... (8 marks)

(30)

Total Marks:

Name: ……………………………..…………………….

School: ……………………………………………………

WINCHESTER
COLLEGE

Entrance Examination

French Reading

Wednesday 8 May 2019

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.

35 marks

SECTION A

Quel est le bon endroit ?   10 marks

Associez les chiffres aux lettres.

1	On peut y aller le dimanche, pour la messe.
2	On y va pour acheter de la nourriture.
3	On y va pour nager.
4	On y va pour envoyer des lettres.
5	On peut y acheter du pain et des pâtisseries.
6	On y va pour voir des animaux.
7	On y va pour faire du shopping.
8	On y va pour demander des informations.
9	On y va quand on a mal aux dents.
10	On y va pour boire.

A	La poste.
B	Un office de tourisme.
C	Une piscine.
D	Un bar.
E	Un centre commercial.
F	Une église.
G	Chez le dentiste.
H	Une boulangerie.
I	Un supermarché.
J	Une ferme.

1	2	3	4	5	6	7	8	9	10

SECTION B

Répondez aux questions <u>en FRANÇAIS.</u>

La famille Murat a une maison énorme ! La maison se trouve à la campagne donc ils ont beaucoup de place. La maison elle-même a deux étages. Les pièces à vivre se situent au rez-de chaussée ; c'est l'endroit où toute la famille se retrouve tout au long de la journée. Il y a, par exemple, la salle de séjour, la salle à manger ou encore la « salle de détente », comme ils aiment l'appeler, où il y a une télé, une petite bibliothèque, des canapés, une cheminée et bien d'autres choses qui rendent la pièce agréable. C'est la pièce qu'ils aiment le plus. Au premier étage, il y a les pièces des enfants : leurs chambres (celle de Pierre est plus grande que celle de Lise) et leurs salles de bains. Le deuxième étage est seulement pour les parents ; il y a une chambre très spacieuse, de la taille des deux chambres des enfants, une salle de bain, deux bureaux et une salle de repos avec un sauna.

Ils ont une femme de ménage mais les enfants doivent quand même faire le ménage dans leurs chambres et ils pensent que ce n'est pas juste ; ils sont en colère. Le pire, c'est qu'ils ne sont pas payés par leurs parents. Le seul moment où ils ont de l'argent de poche, c'est quand il y a une fête : un anniversaire par exemple. Ils ont juste assez d'argent pour le reste de l'année, quelques centaines d'euros chacun. Il faut dire qu'ils ont des goûts de luxe. Tous leurs vêtements sont des vêtements de marque et ils adorent les chaussures. Ils en ont une dizaine de paires ; Pierre en a six et Lise en a huit.

1 La maison est-elle grande ou petite ?

_____

2 Où se situe la maison ?

_____

3 Où est-ce que les membres de la famille passent du temps ensemble ?

_____

4 Quelle est la pièce préférée de la famille ?

_____

5 A quel étage est-ce que les enfants dorment ?

_____

6 Quelle est la chambre la plus grande, celle de Pierre, de Lise ou des parents ?

_____

7 Pourquoi les enfants sont-ils énervés ? (2 détails)

_____

_____

8 Quand est-ce que les enfants reçoivent de l'argent ?

_____

9 Combien de paires de chaussures ont-ils en tout, les enfants ?

_____

SECTION C

1. Ma famille, ma vie.   10 marks

Answer the questions in ENGLISH.

Je vais peut-être paraître un peu pessimiste mais je pense que les amis ne sont pas importants. Quand j'avais 10 ans, mon meilleur ami était tout pour moi, nous faisions tout ensemble. Mais un jour, cet ami a décidé de ne plus me voir et il s'est rapproché de quelqu'un d'autre, Jean-Baptiste. C'était très dur pour moi ; j'ai été triste pendant des mois. Bien heureusement, j'ai compris que je pouvais aussi être heureux seul. Il faut tout simplement se faire une raison et trouver des passe-temps qui sont divertissants. Pour moi, c'était la planche à voile, rien de mieux !

J'ai aussi remarqué que la famille est mieux que les amis. Avec les membres de sa famille, on peut parler de tout, on peut avoir confiance en tout le monde et ils seront toujours là pour nous. On peut s'amuser avec eux, au moins aussi bien qu'avec ses amis, surtout si on a un frère ou une sœur. Mon frère et moi faisons tout ensemble et nous sommes dans le même club d'escalade.

J'ai des amis maintenant, je m'entends très bien avec eux et j'adore passer du temps avec eux. La seule différence maintenant c'est que je sais que je peux m'en passer. Tout ce qu'il faut pour être heureux, c'est une famille qui nous aime et des passe-temps intéressants.

1   What is his current opinion on friends?

_____

2   What happened when he was 10?

_____

3   How did he react?

_____

4   What did he realise then?

_____

5   What is his favourite pastime?

_____

6   Mention three positive things he mentions about families. (3 details)

_____

_____

_____

7   Which two essential elements are needed in order to be happy according to
    him? (2 details)

_____

_____

2. Les dangers d'Internet.   5 marks

Answer the questions in ENGLISH.

Selon de nombreux psychologues, les outils électroniques que les jeunes utilisent peuvent les influencer de manière très négative. Les jeunes ne se rendent pas compte du danger de leurs gadgets car ils sont trop innocents la plupart du temps. Ils les considèrent souvent comme des jouets et ne comprennent pas que tout ce qu'on publie sur Internet y restera pour toujours.

Une chose qui pourrait aider serait d'expliquer les dangers d'Internet aux jeunes le plus tôt possible. On surprotège souvent nos enfants en leur cachant des choses et nous risquons de les mettre en danger de cette façon. Il vaut mieux leur parler des choses ouvertement.

Ce qui serait bien, ce serait d'utiliser ces gadgets à notre avantage et de diffuser des campagnes de prévention ou de donner des conseils aux plus jeunes. Le meilleur des endroits pour le faire serait les réseaux sociaux, l'outil préféré des jeunes.

1 How do children often regard their electronic devices?

_____

2 What do they not realise about the Internet?

_____

3 How do adults often overprotect their children?

_____

4 What is the risk in doing that?

_____

5 What would be the best place to give advice to the youngsters?

_____

End of test

WINCHESTER
COLLEGE

Entrance Examination

French Oral

Wednesday 8 May 2019

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 2019, e.g. SMITH John PILGRIMS 2019.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 passe Noël chez tes grands-parents !

1. Alors *PUPIL'S NAME*, veux-tu aller chez tes grands-parents pour Noël cette année ?

Oui, je veux aller chez mes grands-parents à Noël.

2. Veux-tu y aller en avion ou en voiture ?

Je veux y aller en voiture parce que ça sera plus facile avec tous les cadeaux.

3. Et combien de temps veux-tu y rester ?

Je ne veux pas y rester trop longtemps, peut-être une semaine.

4. Oui, tu as raison, une semaine sera assez.

Tu penses qu'on mangera encore du poulet et des pommes de terre ?

5. Je ne sais pas mais ça ne me surprendrait pas. Qu'est-ce que tu aimerais faire une fois là-bas ?

J'aimerais aller en ville et visiter des monuments.

6. Bonne idée. Quels cadeaux voudrais-tu acheter ?

Je voudrais acheter une guitare pour mon grand-père et un vélo pour ma grand-mère.

7. Excellente idée ! Nous devrions acheter les cadeaux ce week-end !

On peut / je peux aller au centre commercial samedi !

Please turn over

TEACHER CONVERSATION CARD

Passons maintenant à la conversation générale.

1 Quel âge as-tu ? Quelle est la date de ton anniversaire ?

2 Qu'est-ce que tu aimes faire pour ton anniversaire ?

3 Est-ce que tu préfères ton anniversaire ou Noël ? Pourquoi ?

4 Qu'est-ce que tu aimes manger à Noël ?

5 Qui est la personne que tu préfères voir pendant tes vacances ?
Que faites-vous ensemble ?

6 Qu'est-ce que tu as fait hier pendant ton temps libre ?

7 Quel temps a-t-il fait hier ?

8 Qu'est-ce que tu vas faire ce week-end avec ta famille ?

9 Qu'est-ce que tu feras avec tes amis cet été ?

10 Comment seraient tes vacances idéales ?

PUPIL ROLE PLAY CARD

On passe Noël chez tes grands-parents !

Your parents want to spend Christmas at your grandparents with you and you think it is a good idea. **Your teacher** *plays the part of your dad / mum and* **starts the conversation** *by asking if you want to go to your grandparents'.*

During the conversation you will have to:

1. Say that yes, you do want to go to your grandparents' for Christmas.

2. Say that you want to go there by car because it will be easier with all the presents.

3. Say that you do not want to stay there too long, maybe one week.

4. Ask your dad / mum if they think you will eat some chicken and potatoes again.

5. Say that you would like to go to town and visit some monuments.

6. Say that you would like to buy a guitar for your grandfather and a bike for your grandmother.

7. Say that you can go to the shopping centre on Saturday.

Name: ....

School: ....

WINCHESTER
COLLEGE

Entrance Examination

French Listening

Wednesday 8 May 2019

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

SECTION A

1. Aurélien fait des courses pour sa mère.   **10 marks**

Write the letters indicating the 10 items you hear in the correct order.

A   B   C   D

E   F   G   H

I   J   K

Ex.	1	2	3	4	5	6	7	8	9	10
A										

2. Une journée ennuyeuse.   10 marks

Complete the grid in ENGLISH.

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

	Likes	Dislikes
Victor (best friend)	•	•
Julie (cousin)	• •	
Mathieu (brother)	•	•
Sophie (neighbour)	• •	
Jean (father)		• •

3. Les vacances.   20 marks

Fill in the blanks in ENGLISH.

   a)   **Le mieux, c'est les vacances.**

I love being on holiday because I can do whatever I want. _____, I

get up late and I do not _____! My parents do not know about it because

they work. I _____ all morning. Then, I _____ all day.

Sometimes, I go and see _____ or I go out if the weather is nice.

When I am _____, I like shopping or sometimes I go to the cinema.

However, I do not like going to my _____. They really are too

_____. I am not allowed to play in the garden and I have to _____

_____ early. Unfortunately, the holidays will be over _____.

   b)   **Je ne suis pas d'accord !**

I find the holidays so _____! I never have anything to do. I really prefer going

to _____. It is better because I can spend time with my _____.

During the _____, we can play together. We quite like _____ for

example. When I am on holiday, I spend all my time on my own, in my _____.

I have some things to do, like _____, but it is not very _____. My friend lives

far away, _____, so we never see each other. Once, I went to see her

_____, but I will not do it again because it is expensive and it is scary.

SECTION B

Une mauvaise soirée !   10 marks

Répondez aux questions <u>en FRANÇAIS</u>.

    1   Pour quelle occasion y a-t-il eu une soirée ?

_____

    2   Pourquoi est-ce que c'était nul ?

_____

~

    3   Qu'est-ce qui manquait selon Adeline ? (deux détails)

_____

_____

    4   Qu'est-ce qui est indispensable selon Adeline ?

_____

~

    5   Quel est le défaut du père de Sébastien selon Aurélien ?

_____

    6   Quelles sont les qualités du père de Sébastien selon Adeline ? (2 détails)

_____

_____

~

    7   Que feront-ils pour l'anniversaire d'Aurélien ? (2 détails)

_____

_____

End of test

WINCHESTER

COLLEGE

Entrance Examination

French Writing

Wednesday 8 May 2019

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 _____ (regarder) un film.

Pierre _____*regarde*_____ (regarder) un film.

1 Nous _____ (attendre) nos amis.

2 Tu _____ (avoir) combien de voitures ?

3 Vous _____ (dormir) tout le temps !

4 Elles _____ (être) en retard.

5 Je _____ (lire) un livre.

6 Il _____ (parler) avec sa famille.

7 Nous _____ (faire) nos devoirs.

8 Je _____ (aller) en ville tous les jours.

9 Michel _____ (savoir) ce qu'il ne faut pas faire.

10 Ils _____ (venir) chez nous.

11 Tu _____ (pouvoir) me donner les réponses ?

12 Nous _____ (réussir) toujours à nous en sortir !

13 Les filles _____ (devoir) se dépêcher.

14 Je _____ (vouloir) voir mes parents.

15 Tu _____ (se lever) trop tard.

2. Perfect and imperfect tenses   15 marks

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

Example   *Je* (**1 manger**) *quand tu* (**2 téléphoner**).
                     1 mangeais   2 as téléphoné

Je dois prendre l'avion dans une semaine mais j'ai peur car je / j'(**1 regarder**) un mauvais film hier soir. Au début, tout (**2 aller**) bien et tous les passagers (**3 être**) heureux mais les choses (**4 changer**). Les passagers (**5 manger**) tranquillement quand, soudainement, l'avion (**6 commencer**) à tomber. Les passagers (**7 avoir**) tellement peur ! A la fin, l'avion (**8 s'écraser**) et tous les passagers (**9 mourir**).

J'essaie de me rassurer cependant, car je sais que prendre l'avion est en fait assez sûr. Quand j'étais plus jeune, je (**10 prendre**) l'avion au moins cinq fois par an. Tout se passait toujours très bien et j'(**11 aimer**) beaucoup prendre l'avion. Pareil cette année : pour mon anniversaire, mes amis et moi (**12 aller**) en Espagne en avion. En plus, une fois en Espagne, nous (**13 passer**) un très bon moment et nous (**14 sortir**) le jeudi soir. En plus il (**15 faire**) très chaud.

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   Pierre _____ (regarde) un film.
               Pierre _____*regardera*_____ (regarde) un film.

1 Elle   _____ (acheter) une maison.

2 Tu   _____ (apprendre) ta conjugaison.

3 Je   _____ (venir) demain.

4 Vous   _____ (pouvoir) faire une pause.

5 Nous   _____ (faire) les devoirs de nos amis.

6 Ils   _____ (être) en colère après leur défaite.

7 Tu   _____ (avoir) peu de temps.

8 Je   _____ (finir) par me faire punir !

9 Il   _____ (aller) voir le directeur.

10 Elles _____ (donner) de l'argent aux autres.

SECTION B

<u>Gap fill</u>   15 marks

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

Mon école _____ formidable. Elle se situe _____ une ville qui s'appelle

Auréville. L'école, qui s'appelle Supercole, est _____ grande et il y _____ beaucoup

de bâtiments, dont un pour l'art plastique, un pour la musique, un pour les langues,

un pour les sciences, un pour le sport, etc. Les élèves sont les meilleurs _____

pays _____ ils sont aussi très polis. Ils sont parfois un _____ arrogants

il faut dire.

_____ les élèves sont internes. Ils doivent rester à l'école toute la

semaine mais ils ont le droit de sortir _____ dimanche. Beaucoup vont _____

Métroville, la capitale. La _____ qu'ils aiment le moins, c'est qu'ils doivent faire

_____ devoirs pendant deux heures chaque soir.

Une _____ les études terminées à Supercole, beaucoup vont dans une

_____ deux plus grandes universités de ce pays : Ultrafac et Mégafac.

_____ les études sont terminées, ils trouvent souvent un bon métier et

ils peuvent travailler pour leur empereur s'ils sont assez importants.

et		dans		des
	chose			
		peu	à	
	aux			
est		mon		sur
fois	quand		du	en
leurs		tous		pour
le	très		a	

SECTION C

Mes vacances.

In **80 – 100** words write an essay giving the following details:

- Où es-tu allé pendant tes dernières vacances ? Avec qui ?

- Où as-tu logé ? C'était comment ?

- Comment as-tu voyagé ?

- Quelles sont les choses que tu adores faire pendant les vacances ?

- Comment seraient tes vacances idéales ?

Remember to use **appropriate tenses** and to include adjectives and adverbs.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

End of test

WINCHESTER
COLLEGE

Entrance Examination

Geography

Wednesday 8th May 2019

Total time allowed: 1 hour

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

Additional materials: Calculator, Ruler.

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.

THESE QUESTIONS ARE ON UK AND GLOBAL KNOWLEDGE

You must do this section.

Answer ALL the questions on the separate resource sheet.

1) Shade and name the following countries on the world map:

    (a)   Nigeria   (b)   Norway   (c)   Colombia   (3)

2) Label the Topic of Capricorn on the world map.   (1)

3) Label the Antarctic Circle on the world map.   (1)

4) Locate and label the following cities on the world map: Tehran and Vancouver.   (2)

5) Look at the map of the UK on the opposite side of the resource sheet.

    (a) Locate and label Bristol, Dublin and Edinburgh on the map.   (3)
    (b) What is the name of the upland area in grid square 0408?   (1)
    (c) What is the grid square due east of grid square 0408?   (1)
    (d) What is the six figure grid reference of location A on the map?   (1)
    (e) What is the name of the city at location A?   (1)
    (f) What is the name of the river that flows through the city at location A?   (1)

(Total = 15 Marks)

QUESTION 1: RIVERS

Fig. 1: a flow diagram showing information about water flows and stores in a drainage basin.
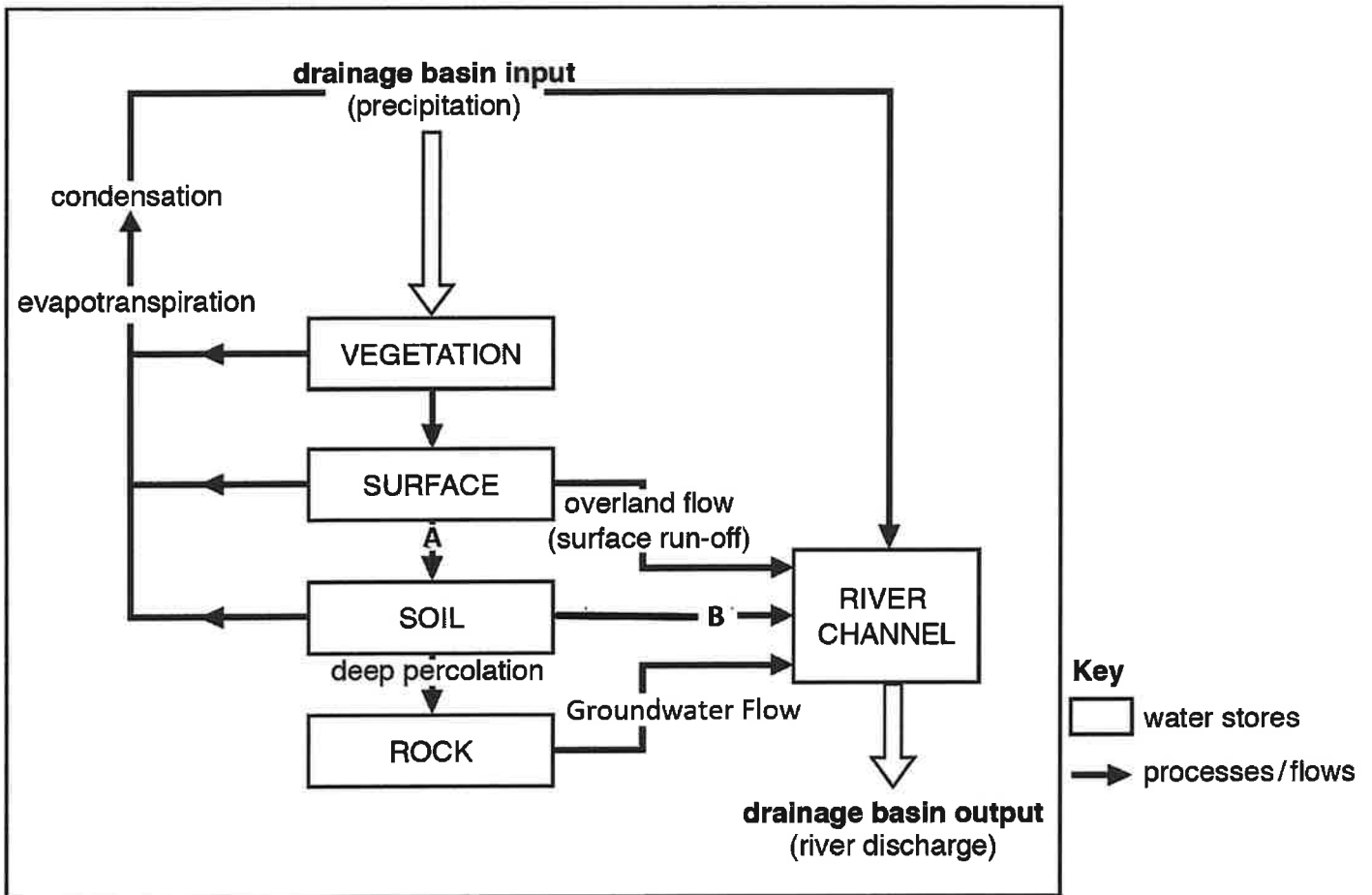
a) What is a drainage basin? (2)

b) Name the processes/flows which take place at A and B on Fig. 1. (2)

c) Explain why the amount of surface run-off varies in a drainage basin from season to season. (3)

d) Describe how rivers transport their load. (4)

e) For a named river you have studied, **explain** the causes of flooding and **describe** how the river has been managed to reduce flooding. (9)

(Total = 20 marks)

QUESTION 2: WEATHER AND CLIMATE

Fig 2: Two instruments used at a school weather station

A

B
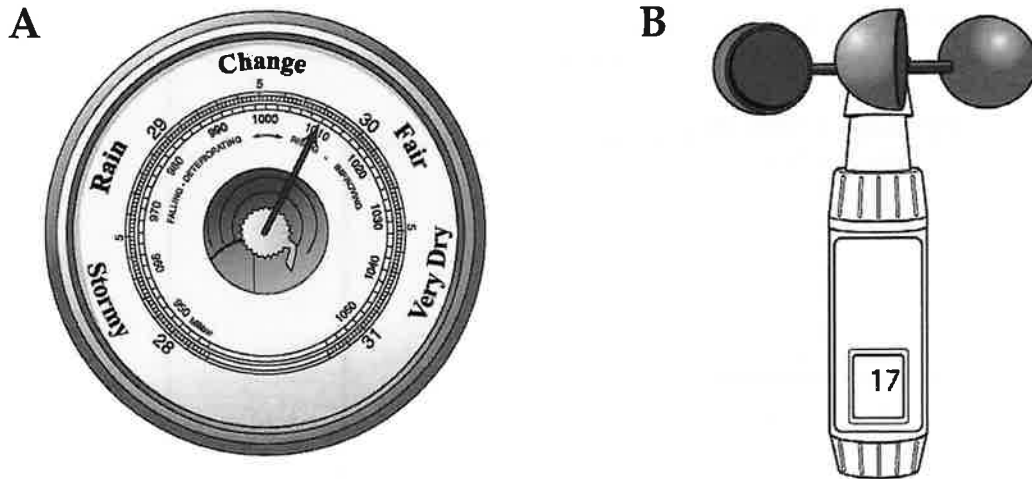
a)   What is the name of instrument A and what does it measure?   (2)

b)   What is the name of instrument B and what does it measure?   (2)

c)   Explain why instrument B is sited on the roof of the school.   (3)

d)   Describe and explain the mechanics of relief rainfall. Use a diagram if you wish.   (4)

e)   Look at Fig 3 and table 1 (on the next page). Explain why there is a difference in average temperatures in London and Astana.   (9)

(Total = 20 marks)

Fig 3: A map showing London and Astana (the capital city of Kazakhstan)

51°N

KEY	
⊗	London
⊗	Astana (capital city of Kazakhstan)
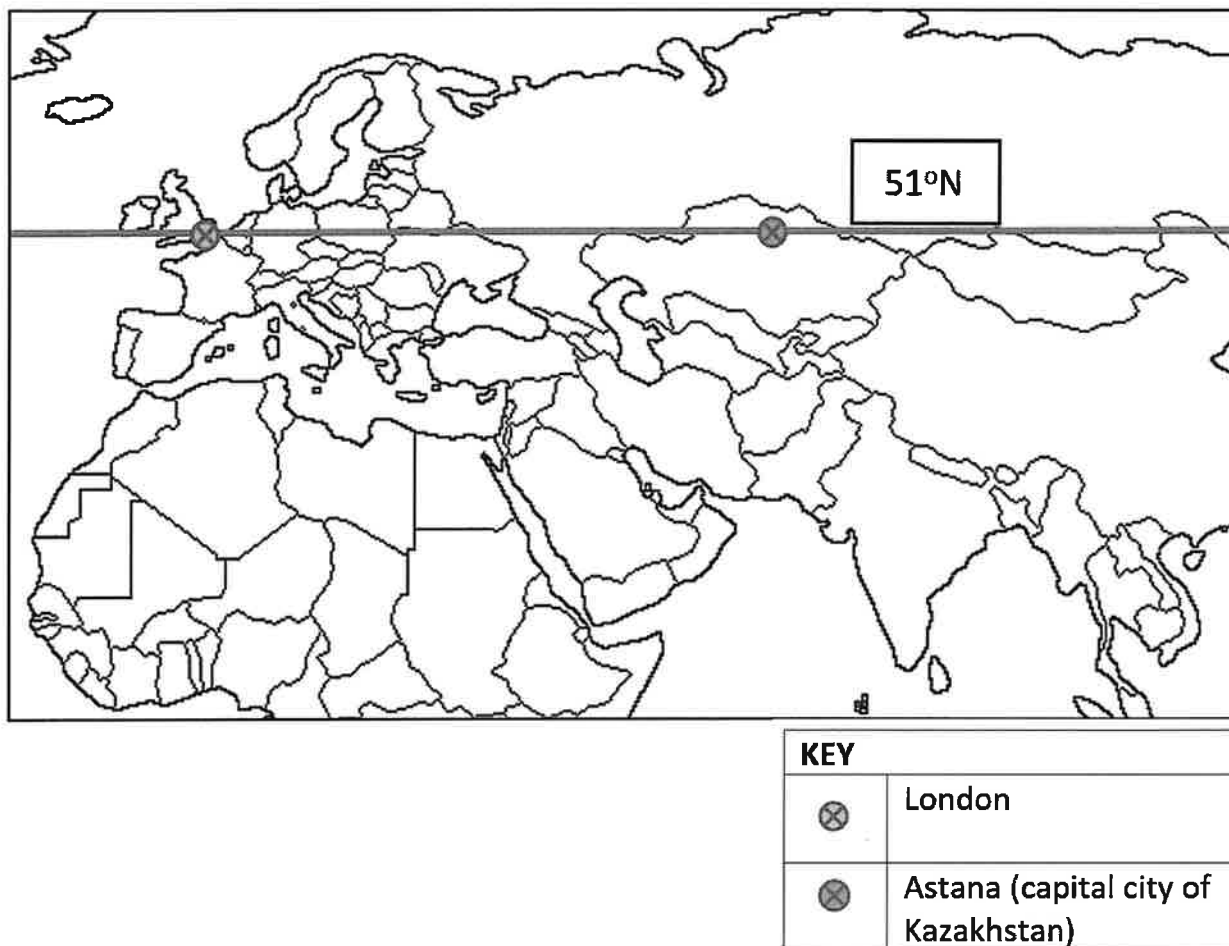
Table 1: Average temperature data for London and Astana

	Latitude	Average temperature in January	Average temperature in July
Astana	51°N	-16°C	21°C
London	51°N	6°C	19°C

QUESTION 3: POPULATION AND SETTLEMENT

Fig 4: Map of population density in Wales

FACTFILE

Total Population

= 3,110,000

Total land area

= 20,779 km²

0 to 0.1 persons per hectare
0.1 to 1 persons per hectare
1 to 5 persons per hectare
5 to 10 persons per hectare
10 to 20 persons per hectare
>20 persons per hectare

Cardiff (capital city)

By Skate Tier https://commons.wikimedia.org/
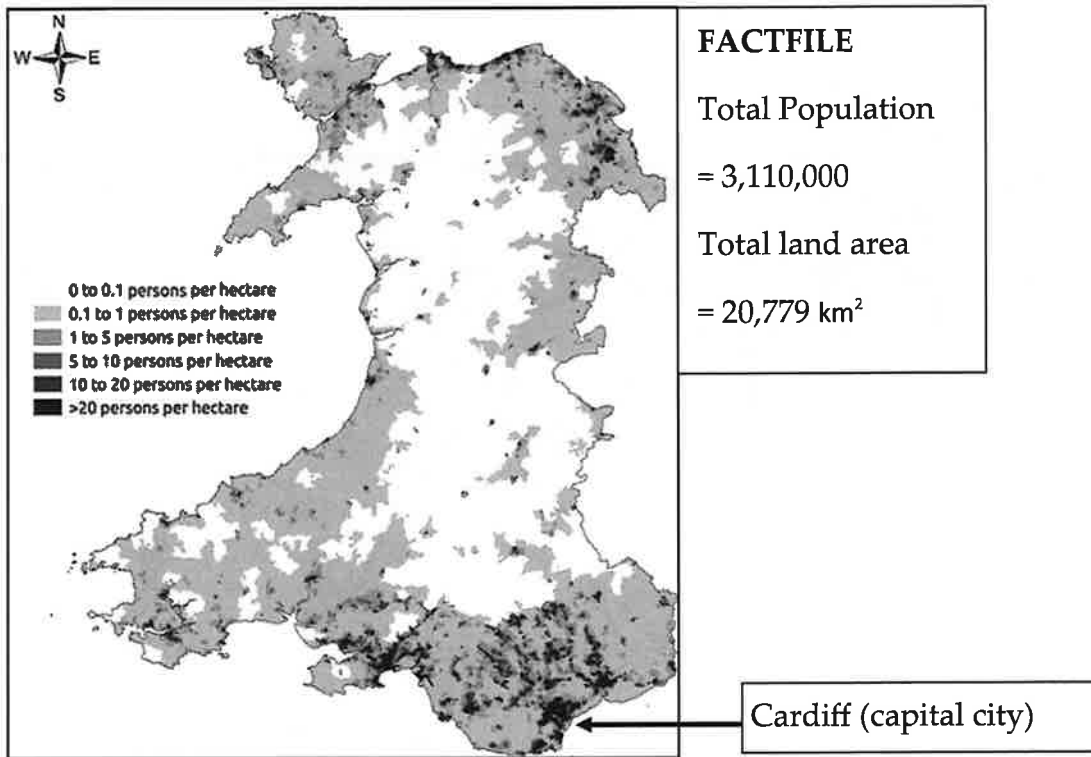
a) What is meant by 'densely populated'? (2)

b) Using Fig 4, calculate the population density of Wales. You should show your calculations. Give your answer to 2 decimal places. (2)

c) Describe the distribution of population in Wales. (3)

d) Suggest two reasons why many people live in Cardiff, the capital city of Wales. (2)

e) State **two** different physical factors and for each one explain how it may influence the distribution of population in a country. (4)

f) Using a named example, describe how an urban development project has been designed and managed in an environmentally sensitive way. (7)

(Total = 20 marks)

QUESTION 4: TRANSPORT AND INDUSTRY

Table 2: Information about the employment structure of Myanmar (an LEDC) and Sweden (an MEDC).

	Primary	Secondary	Tertiary
Myanmar	70%	8%	22%
Sweden	2%	23%	75%

a) Give one example of primary employment.   (1)

b) Give one example of tertiary employment.   (1)

c) Using information from Table 2 only, compare the employment structure of Sweden and Myanmar.   (3)

d) Suggest reasons for the difference in employment structure between Sweden and Myanmar.   (4)

e) Explain how the location of industry can be influenced by transport.   (4)

f) Using a named example, **evaluate** whether the **benefits** outweigh the **costs** of a planned or completed transport project. You should include both **economic** and **environmental** considerations in your answer.   (7)

(Total = 20 marks)

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WINCHESTER

COLLEGE

Entrance Examination

History

Thursday 9th May 2019

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.
- You are advised to spend about 45 minutes on Section A and 30 minutes on Section B.
- Please start Section B on a fresh sheet of paper.
- Total marks for Section A: **25**. Total marks for Section B: **20**.

Section A: Louis XIV and Absolutism

Louis XIV (1638-1715) ruled France from 1643 until his death in 1715. During this time, Louis XIV developed a system of government which centralized political, judicial and religious authority on the person of the King; a process many historians describe as the development of 'absolutism'. The following sources and questions explore the nature and extent of Louis' power, and the relationship between Louis and his Chief Financial Minister, Jean-Baptiste Colbert.

You are not expected to know the specialized background to the material but will be given marks on the strength of your interpretation of the sources. The questions follow the sources. Answer <u>all</u> of them.

Source A:

This source is taken from the memoirs of Louis XIV, writing in the late 1660s. In it, he advises his son about how a King should behave as monarch.

The function of kings is to observe the whole earth, to learn the news of every province and every nation, the secrets of every court, the attitudes and weaknesses of every foreign prince and his ministers; to be informed about an infinite number of things that we are presumed not to know about, to see what our subjects carefully hide from us, to discover the most obscure ideas and the most hidden interests of our courtiers…

I commanded the four Secretaries of State not to sign anything at all without talking to me about it, the Superintendant of Finances[1] likewise, and no financial business was to be transacted without being registered in a book, that was to remain with me, with a much abridged summary, where I could always see at a glance the current balance and expenditures…

All requests for mercies of any type had to be made directly to me, and I granted all my subjects without distinction the privilege of appealing to me at any time…

I resolved, above all, not to have a chief minister, there being nothing more shameful than to see on the one hand all the functions and on the other the mere title of a King.

Memoirs of Louis XIV

---

[1] The King's chief finance minister.

Source B:

Jacques Bossuet (1627-1704) was a theologian and political theorist. In the 1670s he wrote a book 'explaining the nature and the properties of royal authority' from which the following extract is taken.

Royal authority is sacred. God establishes kings as his ministers and reigns through them over the nations. All power comes from God. It is through them that he exercises his rule. It appears from all this that the person of kings is sacred, and that to try to harm them is a sacrilege…Kings must respect their own power, and only use it for the public good. Their power coming from on high, they must not believe that they are masters of it to use it according to their own will; but they must use it with fear and restraint, as something which comes to them from God, and for which God will call them to account.

Royal authority is absolute. In order to make this term odious and intolerable, some pretend to confuse absolute and arbitrary government[2]. It is absolute because there is no power able to coerce the sovereign, who in that sense is independent of all human authority. But it does not follow from this that government is arbitrary, for besides the fact that everything is submitted to God's judgement, everybody remains the legitimate owner of their goods and nobody believes that their right to property will ever prejudice the laws, which are constantly vigilant against injustice and violence.

Jacques-Bénigne Bossuet, *Politics drawn from the true words of Holy Scripture*

Source C:

This source is taken from a report written by Jean-Baptiste Colbert, Louis' Chief Finance Minister, to the King. The text in italics on the left hand side shows the King's annotations on the report.

It must be done as soon as possible.	All the merchants are asking if it please Your Majesty to permit the circulation of Spanish royals at 3 livres 58 sous[3], at which they have been fixed by the last decree issued in Your Majesty's presence, and I believe that this is necessary.
Good.	The edict for the alienation of the tax on timber in the province in Normandy has been registered in the courts.
As you judge most appropriate.	I estimate that this will yield four to five million livres. It is necessary to know if Your Majesty wants it to be farmed out

---

[2] In this context 'arbitrary' means 'unrestricted by law' or despotic.
[3] A 'Spanish royal' was a Spanish gold coin; livres and sous were French units of currency.

at a discount of one-sixth, or whether it should be collected direct.

It is for you to judge which is best. My advice would be to farm it out; I will await Your Majesty's order.

The ordinances are signed. I ask you to sign the enclosed ordinances.

I will be very happy to have news of Versailles. I am setting off for Versailles; I will report to Your Majesty tomorrow about the state of the building works.

<div align="right">Colbert to Louis XIV, 24 May 1673</div>

Source D:

This letter, written by the King to Colbert, followed a disagreement at the King's Council held the previous day. The King's Council was held daily and included all of the King's most important ministers.

I was sufficiently master of myself, the day before yesterday, to hide from you the pain which I felt on hearing someone like you, on whom I have heaped kindnesses, speak to me as you did. I have felt much friendship for you, as is clear from my actions; I still feel this, and I believe I give you firm evidence of it when I tell you that I restrained myself for your sake, and that I did not wish to say to your face what I am now writing in case you displease me further. It is the memory of services which you have given me, together with my friendship, which make me give this advice: profit from it and do not risk angering me again, for, after I have listened to your opinions and those of your colleagues, and have pronounced on all your statements, I never wish to hear the subject mentioned again... I do not want a single complaint. I am telling you what I think so that you can work on a secure basis and will not take any more wrong steps.

<div align="right">Louis XIV to Colbert, 24 April 1671</div>

Source E:

This extract was written by a courtier at Versailles, the Duke de Saint-Simon, in 1715, shortly after Louis' death.

Louis XIV wished to reign by himself; his constant jealousy on this matter amounted to a weakness. He genuinely reigned in small matters; the big he could not attain, and even in the small he was often influenced... Colbert completely controlled the finances, but made Louis believe that everything passed through his hands by overwhelming him with documents for his signature...

<div align="right">Saint-Simon, *Memoirs*</div>

Questions

Read Source A.

1. In your own words, explain the different ways in which Louis tried to be an 'absolute' monarch.

[4]

Read Source B.

2. According to Bossuet, what is the source of royal power and why is this important?

[2]

3. Is there evidence that Bossuet thought royal power was limited? If so, in what ways was it limited and why?

[4]

Read Source C.

4. To what extent does Source C show Louis practising the ideals which he expressed in Source A? Give reasons for your answer.

[4]

Read Source D.

5. What does this letter suggest about the nature of the relationship between Louis and Colbert?

[2]

6. Why do you think Louis chose to write a letter, rather than confront Colbert at Council the previous day?

[2]

Read Source E, then consider all of the sources.

7. To what extent do you think Louis XIV was an absolute monarch?

[7]

Section B: Essays

Answer <u>one</u> 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. Is it ever right to remove historical statues?

2. Choose an invention that you have studied and explain its significance.

3. How useful are works of art in aiding our understanding of history?

4. Do you think individuals can change the course of history? Explain with reference to any historical figure (or figures) you have studied.

5. Explain the reasons for the decline of any empire you have studied.

6. Are wars always destructive? Explain your answer.

7. Assess the causes of a rebellion, revolution, or conflict that you have studied.

END OF PAPER

Name: ....

School: ....

WINCHESTER
COLLEGE

Entrance Examination

Latin

Tuesday, 7th May 2019

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.

Put your FULL NAME on each new sheet of paper you use.

SECTION A

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

Ulysses and his men meet the one-eyed giant Polyphemus.

postquam Graeci urbem Troiam ceperunt, Ulixes et milites eius ad Graeciam navigabant. ubi ad terram novam advenerunt, Ulixes "e navibus" inquit "exibimus, et aquam cibumque inveniemus." itaque cum paucis comitibus ad speluncam appropinquavit et ibi cibum invenit. comites autem "hunc cibum" inquiunt "ad naves portare debemus." Ulixes tamen, quod dux audacissimus erat, "manete" inquit "et hospitem nostrum exspectate. nam et cibum et dona nobis dabit." sed hospes erat gigas ingens et saevissimus, Polyphemus nomine. huic erat unus oculus solus. Polyphemus speluncam iniit et maximo saxo exitum clausit. tum viri maxime timebant et in angulos speluncae fugerunt. sed gigas duos comites subito cepit et consumpsit. mox dormiebat. Ulixes iam tristissimus erat. "quomodo" inquit "e spelunca effugiemus? nam illud saxum ingens movere non poterimus."

Troia, -ae 1f: Troy	oculus, -i 2m: eye
Ulixes, -is 3m: Ulysses	saxum, -i 2n: rock
Graecia, -ae 1f: Greece	exitus, -us 4m: exit
spelunca, -ae 1f: cave	claudo (3): I close
hospes, hospitis 3m: host	angulus, -i 2m: corner
gigas, -antis 3m: giant	quomodo: how?

[30%]

1. Give the following grammatical forms:

    a. the genitive singular of **navibus, cibum, dux, dona.**

    b. the first pers. sing. pres. indic. act of **ceperunt, exibimus, dabit.**

    c. the dative singular feminine of **eius, hunc, illud.**

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, navibus, dona

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

    a. The ships will carry food to the city.

    b. I will sleep in the cave.

    c. The soldiers found water in the country.

[30%]

SECTION B

Take a new sheet of paper and write your FULL NAME on it.

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

How Julius Caesar entered Gaul, provoked resistance and then crushed it; about the leader of the Gallic resistance and what happened to him.

Galli, qui semper socii Romanorum fuerant, a Germanis ex agris suis pellebantur et in maximo periculo erant. itaque Caesar missus est ut auxilium eis ferret. mox tamen hic vir audax multa oppida, multos captivos, multumque auri cepit. pauci Gallorum irati erant, quod Caesar bona eorum quoque capiebat.

sex annos Caesar in Gallia copias Romanas duxit; septimo autem anno multae Galliae gentes iam contra Caesarem pugnare constituerunt.

princeps Gallorum erat Vercingetorix, iuvenis nobilissimus, cuius pater rex fuerat. Galli Romanos superabant, deinde Romani Gallos. omnium urbium Gallorum clarissima erat Alesia. tandem igitur Galli eo convenire iussi sunt ut eam contra Romanos defenderent. sed milites Romani altissimos muros circum Alesiam celeriter aedificaverunt. ex his muris Galli effugere non poterant; itaque fames eos vicit. Galli, et princeps et milites, Romam tracti sunt.

sexto anno post Alesiam captam, Caesar Romam rediit. Vercingetorix, in triumpho Caesaris ductus, interfectus est.

Names

Caesar, Caesaris 3m.	Caesar (Julius Caesar)
Vercingetorix, Vercingetorigis 3m.	Vercingetorix
Gallia, Galliae 1f.	Gaul
Alesia, Alesiae 1f.	Alesia (a settlement in Gaul)

Vocabulary

Gallus, Galli 2m.	Gaul (i.e. a Gaulish person)
Germanus, Germani 2m.	German (i.e. a German person)
captivus, captivi 2m.	prisoner
bona, bonorum 2n. pl.	(here) goods, property
fames, famis 3f.	hunger
Romam	to Rome
triumphus, triumphi 2m.	victory parade, triumph

SECTION C

Take a new sheet of paper and write your FULL NAME on it.

*Answer **ONE** of the following questions.*

1. Write not more than *ten* lines on *either* the reasons you prefer Hector to Achilles (or Achilles to Hector) *or* whether Jason always behaved like a hero, in your opinion.

2. Write not more than *ten* lines on *either* the similarities and differences between the daily lives of Romans 2000 years ago and our lives now *or* slavery

3. Write not more than *ten* lines on *either* Julius Caesar's invasions of Britain *or* whether the conquest of Britain was good or bad for the Britons.

[10%]

Name: ....

School: ....

WINCHESTER
COLLEGE

Entrance Examination

Greek

Thursday, 9th May 2019

Total time allowed: 1 hour

No dictionaries allowed

The paper is 30 minutes (Option 1) or 1 hour (Options 2 and 3).

Candidates should attempt:
>   **either** Option 1: Section A in 30 minutes
>   **or**   Option 2: Sections A and B in 1 hour
>   **or**   Option 3: Sections B and C in 1 hour.

SECTION A

1) *Write the following Greek words in English letters:*

1. Σωκρατης   2. Ἥρα

3. στομα   4. παθος

5. Ἱππιας   6. ἀναλυσις

7. Πυθαγορας   8. χορος

9. ψυχη   10. κλιμαξ

[10]

2) *Write the following English words in Greek letters:*

1. Hectōr   2. necropolis

3. Cyclops   4. hexagon

5. stigmata   [5]

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

1. πολιτης   2. θεος

3. ζῳον   4. Γη

5. κριτης   [10]

4) *Translate the following Greek verbs into English:*

1. βαλλομεν
2. ἀγει

3. ἐστε
4. λαμβανουσι

5. γραφεις
[10]

5) *Translate the following sentences into English:*

1. οἱ στρατιωται θεραπευουσι τους θεους.
2. ὁ δουλος οὐ παιδευει το ἀγαθον τεκνον.
3. οἱ βαρβαροι γραφουσι την ἐπιστολην ἐν τῳ πλοιῳ.
4. ὁ των Ἀθηναιων δημος σοφος ἐστιν.
5. αἱ θεαι λυουσι τους του ναυτου ἱππους.

[15]

SECTION B

1) *Translate into English.*

1. ὁ στρατηγος ἐπεμπε τους νεανιας προς τας των Ἀθηναιων οἰκιας.

2. σοφοι ἐσμεν δια τους του ἀγαθου ποιητου λογους.

3. ὁ του θανατου ὑπνος μακρος ἐστιν ἀλλ' οὐ κακος.

4. ἀρ' ἡ νοσος βλαψει τους πολεμιους;

5. τας του στρατηγου βιβλους φυλαξω, ὦ στρατιωτα.

6. ἐγραφομεν τας των ναυτων νικας ἐν τῃ βιβλῳ.

[24]

2) *Translate into Greek.*

1. The poet will pursue the sailor onto the island.
2. The general's horse is beautiful but small.
3. The soldier was announcing the deeds of the enemy to the people.
4. The barbarians do not have long weapons

[16]

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

theology, chronograph, Micronesia, geography, Philadelphia, hoplite.

[10]

SECTION C

1. *Translate into English.*

   1. ὁ γερων πλουσιωτερος ἐστι των νεανιων. οἱ γαρ νεανιαι οὐκ ἐχουσι τα χρηματα.

   2. της μεν ἡμερας ἀνδρειως φυλασσομεν τας ὁδους, της δε νυκτος καθευδομεν ἐν τῳ στρατοπεδῳ μετα των ἀλλων στρατιωτων.

   [10]

2. *Translate into Greek.*

   1. The poet has beautiful prizes. For on account of his wisdom he teaches the citizens.

   2. I shall persuade the friendly slaves to lead the master's horse to the river.

   [15]

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

Macaria, the daughter of Heracles, offers herself to be sacrificed in order to save Athens from Eurystheus and his Mycenaean army.

μετα δε τον του Ἡρακλεους θανατον, ὁ των Μυκηναιων βασιλευς, Εὐρυσθευς ὀνοματι, ἐκελευσε τους στρατιωτας ἀποκτεινειν τους παιδας αὐτου. οἱ δε παιδες ἐφυγον προς τας Ἀθηνας. 'σῳζετε ἡμας,' ἐφασαν. οἱ οὐν Ἀθηναιοι ἠθελον φυλασσειν αὐτους. ὁ δ' Εὐρυσθευς παρεσκευασε στρατιαν και ἐστρατευσε προς την πολιν. οἱ δ' Ἀθηναιοι ἐν κινδυνῳ δεινοτατῳ ἠσαν και ἐπεμψαν κηρυκα προς τον θεον. 'πως οἱοι τ' ἐσμεν,' ἐφασαν, 'σῳζειν την πολιν;' ὁ δε θεος ἐκελευσεν αὐτους θυειν παιδα καλην τοις θεοις. ἀλλ' ἐπει οἱ πολιται ἠκουσαν τους του θεου λογους, οὐδεις ἠθελε θυειν τα τεκνα. ἡ δε του Ἡρακλεους θυγατηρ 'πιστευετε τῳ θεῳ,' ἐφη. 'ἐγω γαρ ἑτοιμη εἰμι ἀποθνῃσκειν ὑπερ του δημου. ἐγω μονη κωλυσω τον πολεμον.' οἱ μεν οὐν Ἀθηναιοι ἐθυσαν την παιδα ἐν τῃ ἀγορᾳ· οἱ δε πολεμιοι ἐλιπον τα ὁπλα και ἐφυγον. και οἱ Ἀθηναιοι ἐθεραπευον τον της Μακαριας <u>ταφον</u> τιμαις μεγισταις. 'ἐσωσε γαρ την πολιν ἡμων και εἰρηνην ἐχομεν και ἐλευθεροι ἐσμεν δι' αὐτην.'

[25]

ταφος -ου: tomb