



WINCHESTER  
COLLEGE

Election 2017

English (C1)

Monday 24th April 0900 – 1030

Leave this question paper behind at the end of the exam

Time allowed: 90 minutes

Answer both Part A and part B. Remembering to start **each part** on a new sheet of paper. You are advised to spend an equal amount of time on each part. Each part is worth 50 marks.

The mark-scheme should help you to organise your time. Credit will be given for intelligent and imaginative answers, even if they are not exactly correct. Try to answer all the questions – a blank space says nothing and earns nothing

**Part A - Read this poem and then answer the questions following it:**

**Composed upon Westminster Bridge, September 3, 1802**

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare, 5  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.  
Never did sun more beautifully steep  
In his first splendour, valley, rock, or hill; 10  
Ne'er saw I, never felt, a calm so deep!  
The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still!

William Wordsworth

1. Explain the meaning of the following words **as they are used in the poem** (write a sentence on each):

a) 'majesty' (line 3)

b) 'garment' (line 4)

c) 'steep' (line 9)

d) 'splendour' (line 10)

(2 marks each)

2. Select three examples of imagery or descriptive detail used by Wordsworth and evaluate what effects each has.

(4 marks per example)

3. Consider the poet's use of form, structure and poetic devices.

(12 marks)

4. What do you feel the poet is trying to communicate about the beauty of the city?

(18 marks)

Total = 50 marks

**Part B - Read this piece of prose and then answer the questions following it.**

**Excerpt from the beginning of 'A Fine Balance' by Rohan Mistry (1996):**

The morning express bloated with passengers slowed to a crawl, then lurched forward suddenly, as though to resume full speed. The train's brief deception jolted its riders. The bulge of humans hanging out of the doorway distended perilously, like a soap bubble at its limit.

Inside the compartment, Maneck Kohlah held on to the overhead railing, propped up securely within the crush. He felt someone's elbow knock his textbooks from his hand. In the seats nearby, a thin young fellow was catapulted into the arms of the man opposite him. Maneck's textbooks fell upon them.

'Ow!' said the young fellow, as volume one slammed into his back.

Laughing, he and his uncle untangled themselves. Ishvar Darji, who had a disfigured left cheek, helped his nephew out of his lap and back onto the seat. 'Everything all right, Om?'

'Apart from the dent in my back, everything is all right,' said Omprakash Darji, picking up the two books covered in brown paper. He hefted them in his slender hands and looked around to find who had dropped them.

Maneck acknowledged ownership. The thought of his heavy textbooks thumping that frail spine made him shudder. He remembered the sparrow he had killed with a stone, years ago; afterwards, it had made him sick.

His apology was frantic. 'Very sorry, the books slipped and-'

'Not to worry,' said Ishvar. 'Wasn't your fault.' To his nephew he added, 'Good thing it didn't happen in reverse, Hahn? If I fell in your lap, my weight would crack your bones.' They laughed again, Maneck too, to supplement his apology.

Ishvar Darji was not a stout man; it was the contrast with Omprakash's skinny limbs that gave rise to their little jokes about his size. The wisecracks originated sometimes with one and sometimes the other. When they had their evening meal, Ishvar would be sure to spoon out a larger portion onto his nephew's enamel plate; at a roadside dhaba, he would wait till Omprakash went for water, or to the latrine, then swiftly scoop some of his own food onto the other leaf.

If Omprakash protested, Ishvar would say, 'What will they think in our village when we return? That I starved my nephew in the city and ate all the food myself? Eat, eat! Only way to save my honour is by fattening you!'

'Don't worry,' Omprakash would tease back. 'If your honour weighs even half as much as you, that will be ample.'

Omprakash's physique, however, defied his uncle's efforts and stayed matchstick thin. Their fortunes, too, stubbornly retained a lean and hungry aspect, and a triumphal return to the village remained a distant dream.

1. Explain the meaning of the following words **as they are used in the passage** (write a sentence about each):

a) 'distended' (first paragraph)

b) 'hefted' (fifth paragraph)

c) 'supplement' (eight paragraph)

d) 'dhaba' (ninth paragraph) (2 marks each)

2. Describe, in your own words, what happened in the train carriage.

(5 marks)

3. Select three examples of descriptive detail used by Mistry and evaluate what effects they have

(3 marks per example)

4. How does the writer convey the relationship between the uncle, Ishvar, and his nephew, Omprakash?

(16 marks)

5. What expectations does this opening passage raise about the rest of the novel? Evaluate its success as a beginning to a novel.

(12 marks)

Total = 50 marks

Name .....



WINCHESTER  
COLLEGE

## ELECTION

### Mathematics 1

Monday 24 April 2017

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.

*Work carefully, and do not be discouraged if you do not finish.*

You should show your working so that credit may be given for partly correct answers.

I.	Evaluate: a) $2 \times 3 \times 5 \times 7$	b) $\frac{995 + 998 + 1004 + 1007}{4}$	[1] [1]
	c) $246246 \div 123$	d) $\sqrt[3]{8000000}$	[2] [2]
	e) $\sqrt{2^2 + 3^2 + 6^2}$	f) $4.96 \div 0.01$	[2] [2]



2.

Find in the simplest form:

a)  $\sqrt{11\frac{1}{9}}$

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

[2]  
[2]

c)  $\frac{0.006 \times 0.14}{0.00004}$

d)  $\frac{18}{33} - \frac{1}{22}$

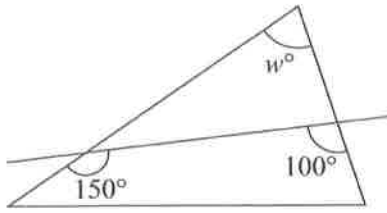
[2]  
[2]

e)  $(4\sqrt{5})^2$

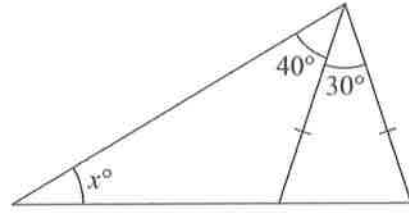
f)  $\sqrt{\sqrt{0.0016}}$

[2]  
[3]

3. a) The diagram shows a triangle and a straight line. Find  $w$ .

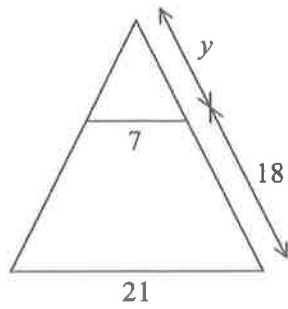


b) There are four straight lines in the diagram below. Find  $x$ .

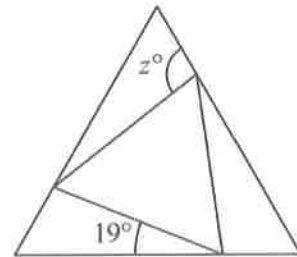


[3]  
[3]

c) There are two similar triangles in the diagram below. Find  $y$ .



d) The diagram shows an equilateral triangle whose vertices lie on the sides of another. Find  $z$ .



[3]  
[3]

4. a) In the diagram below, ACE is a straight line of length 24. The problem is to find  $x$  and  $y$ .

Complete the working below, by putting numbers on the dotted lines. You will need to use the difference of two squares:  $p^2 - q^2 = (p - q)(p + q)$ .

[6]

$$BC = CD$$

$$BC^2 = CD^2$$

$$x^2 + \dots = y^2 + \dots$$

$$x^2 - y^2 = \dots$$

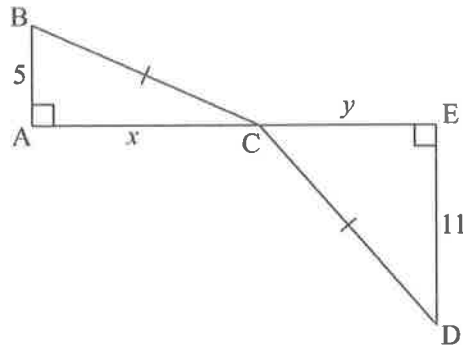
$$(x - y)(x + y) = \dots$$

$$x + y = \dots \text{ (the length of ACE)}$$

$$x - y = \dots$$

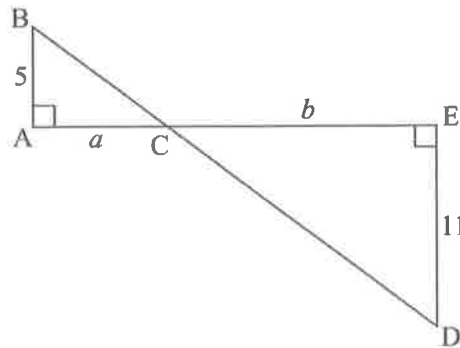
$$x = \dots$$

$$y = \dots$$



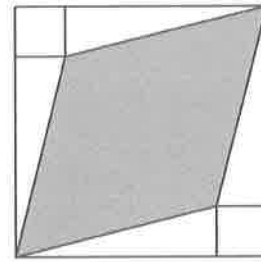
b) The diagram below is very like the diagram above. ACE is again a straight line of length 24, but BCD is now a straight line. Write down the ratio  $a:b$ , and hence find  $a$  and  $b$ .

[4]



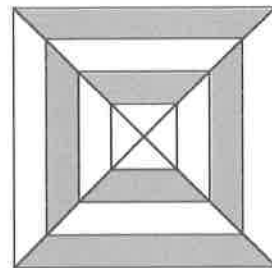
5. a) In the diagram below, the length of a side of each little square is a fifth of the length of the side of the big square. What percentage of the big square is shaded?

[3]



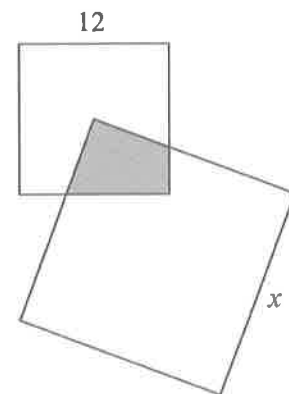
- b) In the diagram below, all the corners of the squares lie on one of two straight lines. The lengths of the sides of the squares are 1, 2, 3 and 4. What fraction of the area of the biggest square is shaded?

[4]



- c) The vertex of the larger square is at the centre of the smaller square. The area of overlap between the two squares is 9% of the area of the larger square. Find  $x$ . (*Hint*: what fraction of the smaller square is shaded?)

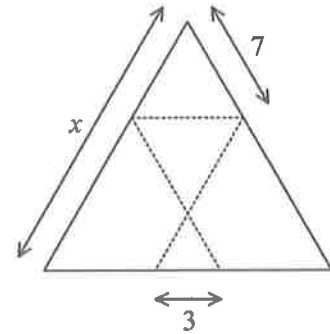
[5]



6. In the diagram below, each dotted straight line is parallel to a side of the equilateral triangle.

a) Find  $x$ .

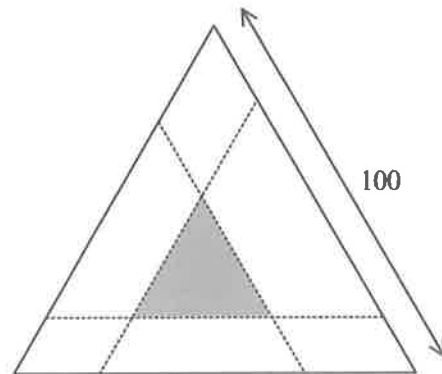
[2]



The diagram below shows another equilateral triangle with three dotted straight lines inside. The three dotted lines are parallel to sides of the triangle. The lengths of the dotted lines are 85, 82 and 75, and the length of a side of the triangle is 100.

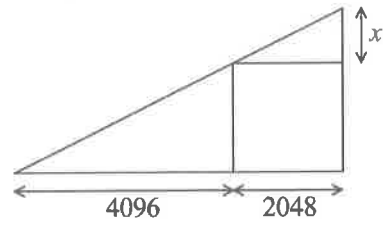
b) What is the length of a side of the small (shaded) triangle?

[7]



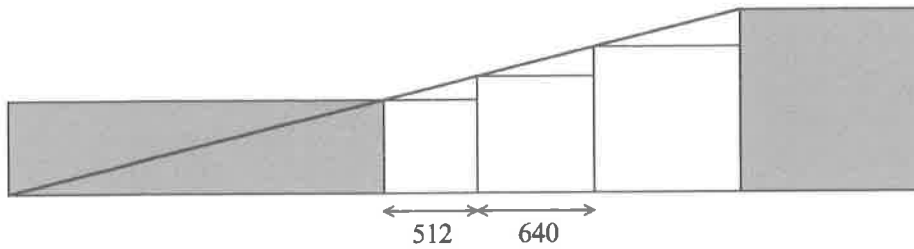
7. In the diagram below, all four corners of the square lie on the largest triangle.

a) Find  $x$ .



[2]

The diagram below shows a rectangle and four adjacent squares. The bottom sides of the rectangle and the squares all lie on the same horizontal line; the top-left corners of the squares and the bottom-left corner of the rectangle all lie on the bold diagonal line.



b) Find the area of the shaded square.

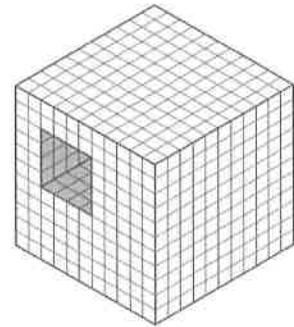
[5]

c) Is the area of the shaded rectangle bigger than, smaller than or the same as the area of the square?  
Justify your answer clearly.

[5]

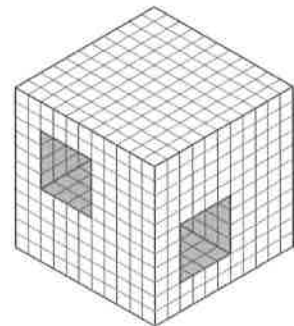
8. a) A big  $11\text{ cm} \times 11\text{ cm} \times 11\text{ cm}$  cube is made from little  $1\text{ cm} \times 1\text{ cm} \times 1\text{ cm}$  cubes. Just enough of these little cubes are removed so that a  $4\text{ cm} \times 4\text{ cm} \times 4\text{ cm}$  cube can pass through the big cube. What volume of the big cube remains? ( $11^3 = 1331$ .)

[2]



- b) Just enough little cubes are then removed from this object above to allow a  $4\text{ cm} \times 4\text{ cm} \times 4\text{ cm}$  cube to pass through it another way. What is the volume of the new object? (Look carefully at the diagram.)

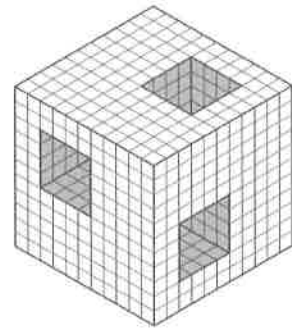
[3]





c) Just enough little cubes are then removed to allow a  $4\text{cm} \times 4\text{cm} \times 4\text{cm}$  cube to pass through a third way. What is the volume of this final object? (Look *very* carefully at the diagram.)

[6]



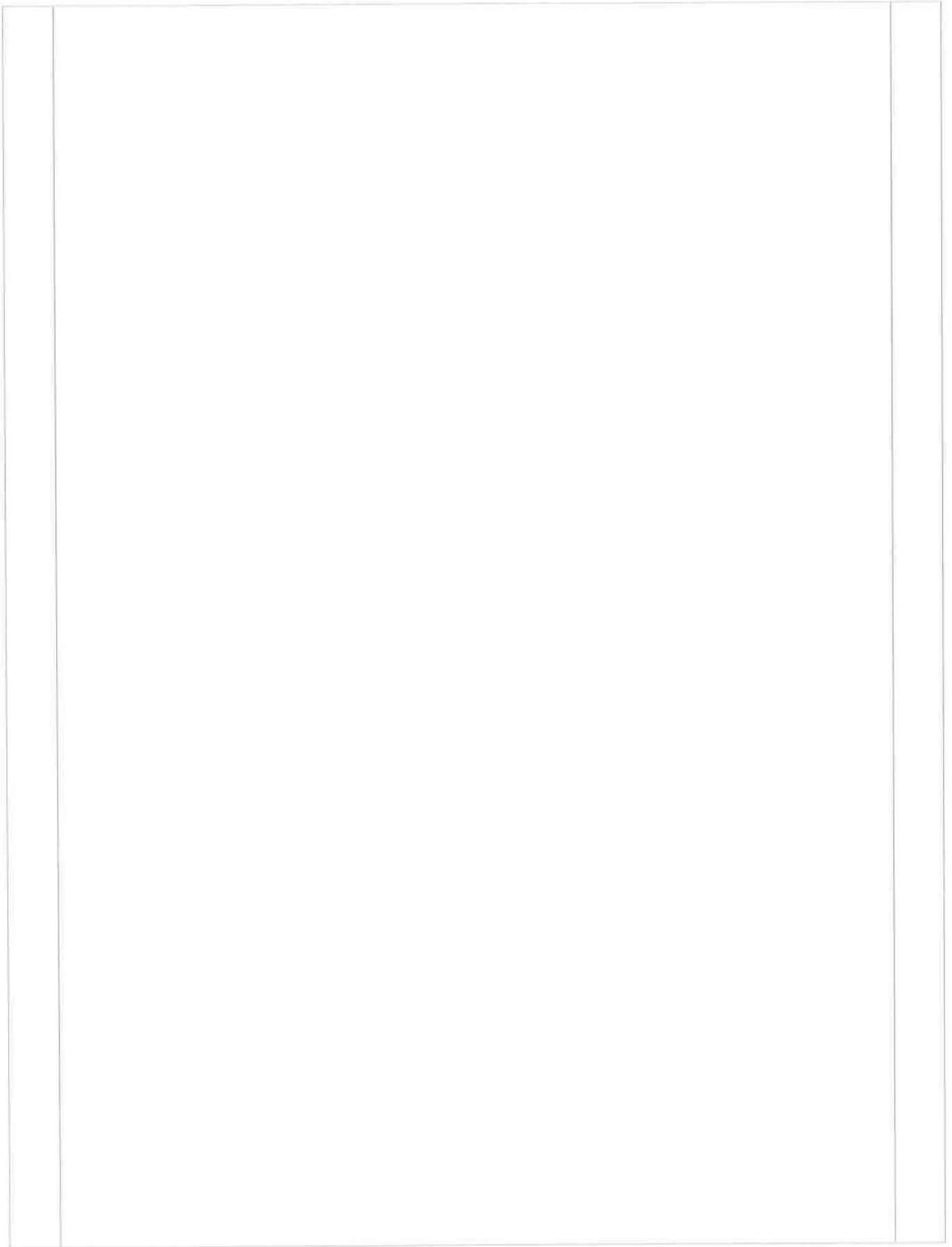
9.  $n! = 1 \times 2 \times 3 \times 4 \times \dots \times n$ . For example,  $4! = 1 \times 2 \times 3 \times 4 = 24$ .

a) Show that there are  $10!$  seconds in six weeks.

[4]

b) The Big Bang occurred 13.7 billion years ago. Show that fewer than  $20!$  seconds have elapsed since the Big Bang.

[7]



(END OF PAPER)



WINCHESTER  
COLLEGE

Election 2017

Geography (A5)

Monday 24th April 1400 – 1530

Leave this question paper behind at the end of the exam

Time allowed: 90 minutes

This paper consists of eight questions in two sections:

- Section A (essays)
- Section B (data response).

Answer **THREE** questions, *at least one from each section*. You should aim to spend no more than 30 minutes on each answer. Marks will be awarded for relevant sketch maps and diagrams illustrating your answers. All questions carry equal marks.

## SECTION A

### QUESTIONS 1-5

Answer *at least* one question from this section, but no more than two.

1. Despite overwhelming evidence for anthropogenic climate change, there are still large proportions of society who do not believe it is occurring. How can we remedy this situation?
2. What impacts do dams have on rivers?
3. Are theoretical models useful within human geography?
4. 'The mirror is a placeless place'. Discuss.
5. What similarities and differences might there be between the processes that shape the landscapes of Earth and Mars?

Each question is worth 20 marks

## SECTION B

Answer *at least* one question from this section, but no more than two.

### QUESTION 6

Study figure 1 on the resource sheet before answering.

- a) Describe how bedload transport rate varies with stream power at Oak Creek (Oregon, USA) (2)
- b) Describe how bedload transport rate varies with stream power at Nahal Yatir (Israel) (2)
- c) Why might the rivers behave so differently? (4)
- d) Describe how bedload transport rates might be determined? (4)

- e) Study figure 2 on the resource sheet before answering

EITHER:

If you were studying how fluvial bedload changes downstream on a given river, how might you go about it such that the data best characterises the river? Use figures 1 and 2 to help you answer the question.

OR

What is the geomorphological significance of the data presented in figures 1 and 2?

(8)

## QUESTION 7

Study figures 3 and 4 on the resource sheet before answering.

- a) Figure 3 shows the location and basic details of a seminal glacial study conducted in 1980. It involved the excavation of a tunnel into the basal ice of a glacier in Iceland. How might the tunnel have been excavated and what challenges would you face? (4)
- b) From the tunnel, strain markers were inserted in the sediment beneath the glacier. Figure 4 shows their initial and final positions. Describe the change between their initial and final positions. (4)
- c) Explain why the strain markers moved and the relationship between movement magnitude and depth. (4)
- d) Study figure 5 on the resource sheet before answering.

EITHER:

How might the glacial features in figure 5 have been formed?

OR

Geographers use glacial geomorphology to reconstruct the dynamics of glaciers that used to exist on the British Isles. What challenges might they face when doing this?

(8)

## QUESTION 8

Study figures 6 and 7 on the resource sheet before answering.

- a) Describe how changes in migration incidence vary with changes in migration duration (figure 6). (2)
- b) Explain the relationship in figure 6. (4)
- c) Describe how relative change of in-migration ratio varies with relative change of out-migration ratio (figure 7) (2)
- d) This data is from Bangladesh. Why might the migration events be occurring? (4)

e) EITHER:

The data for figures 6 and 7 is from tracking of mobile phone users. What are the advantages and disadvantages of this methodology?

OR

After some natural disasters, despite increased out-migration, populations have sometimes remained stable or risen. Why might this be the case?

(8)



# RESOURCE SHEETS

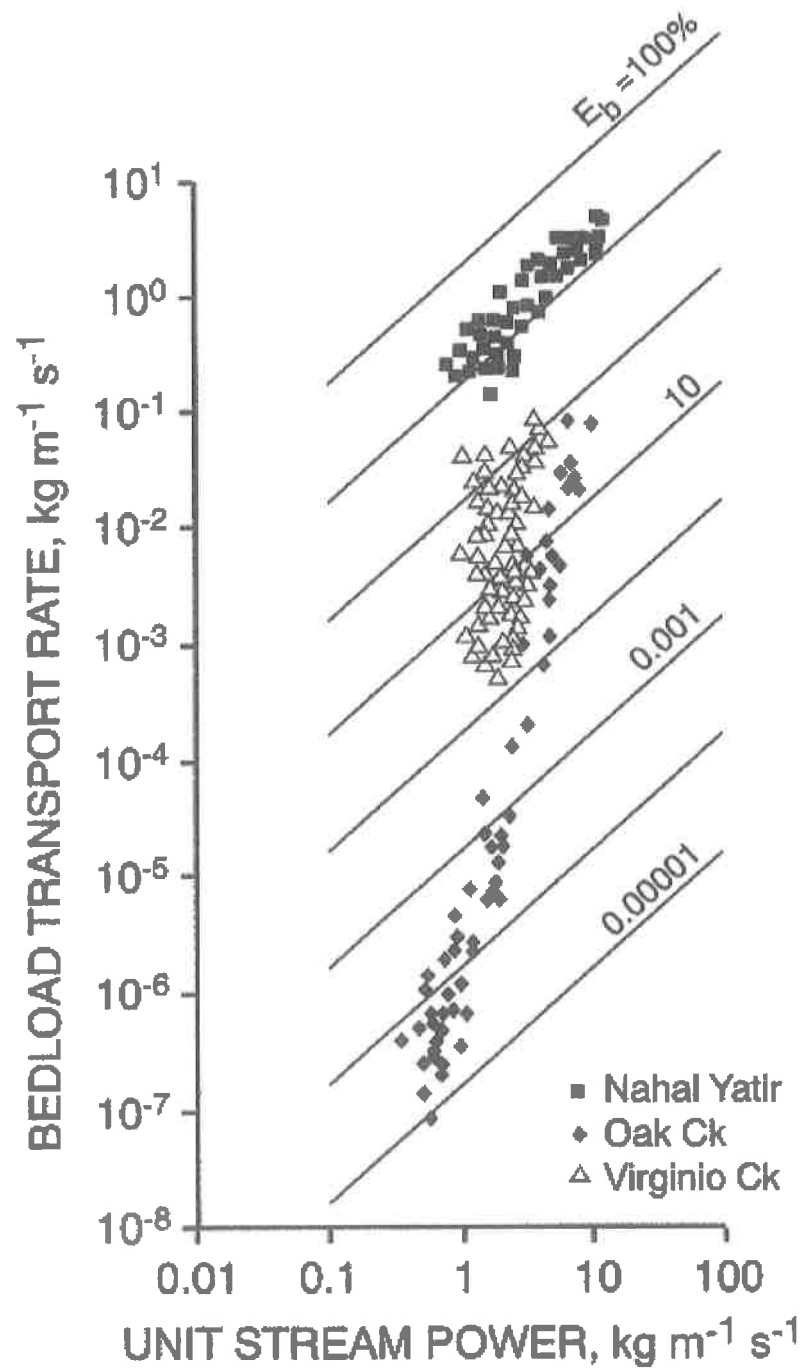


Figure 1: Bedload transport rate vs. unit stream power for three rivers (reproduced with amendments from Knighton (1998)). Stream power is a function of water density, acceleration due to gravity, discharge and channel slope.  $E_b$  (Bagnold's percentage transport efficiency index) is not relevant to the question.

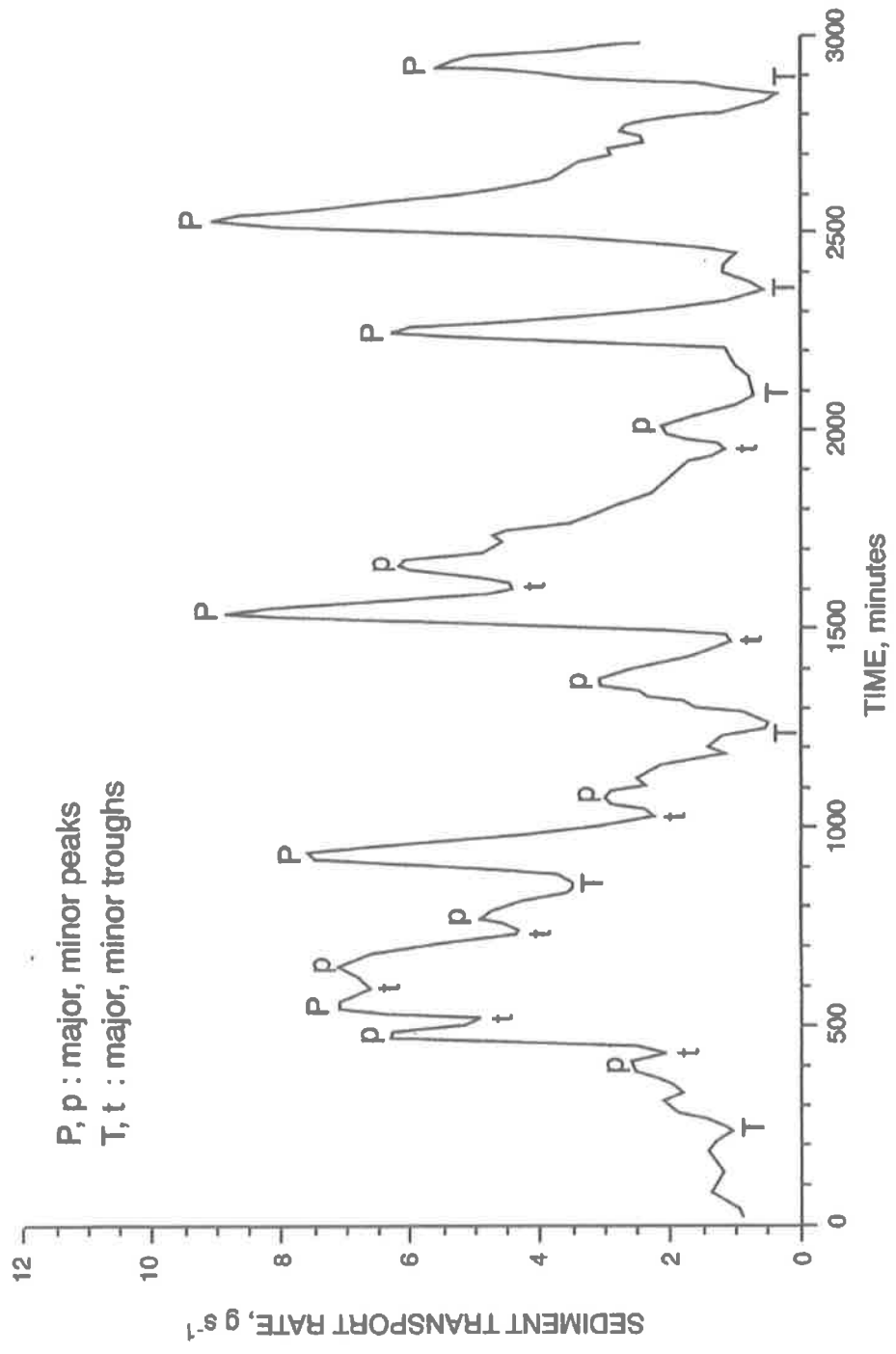


Figure 2: Temporal variations in bedload transport rates (reproduced from Knighton (1998)).

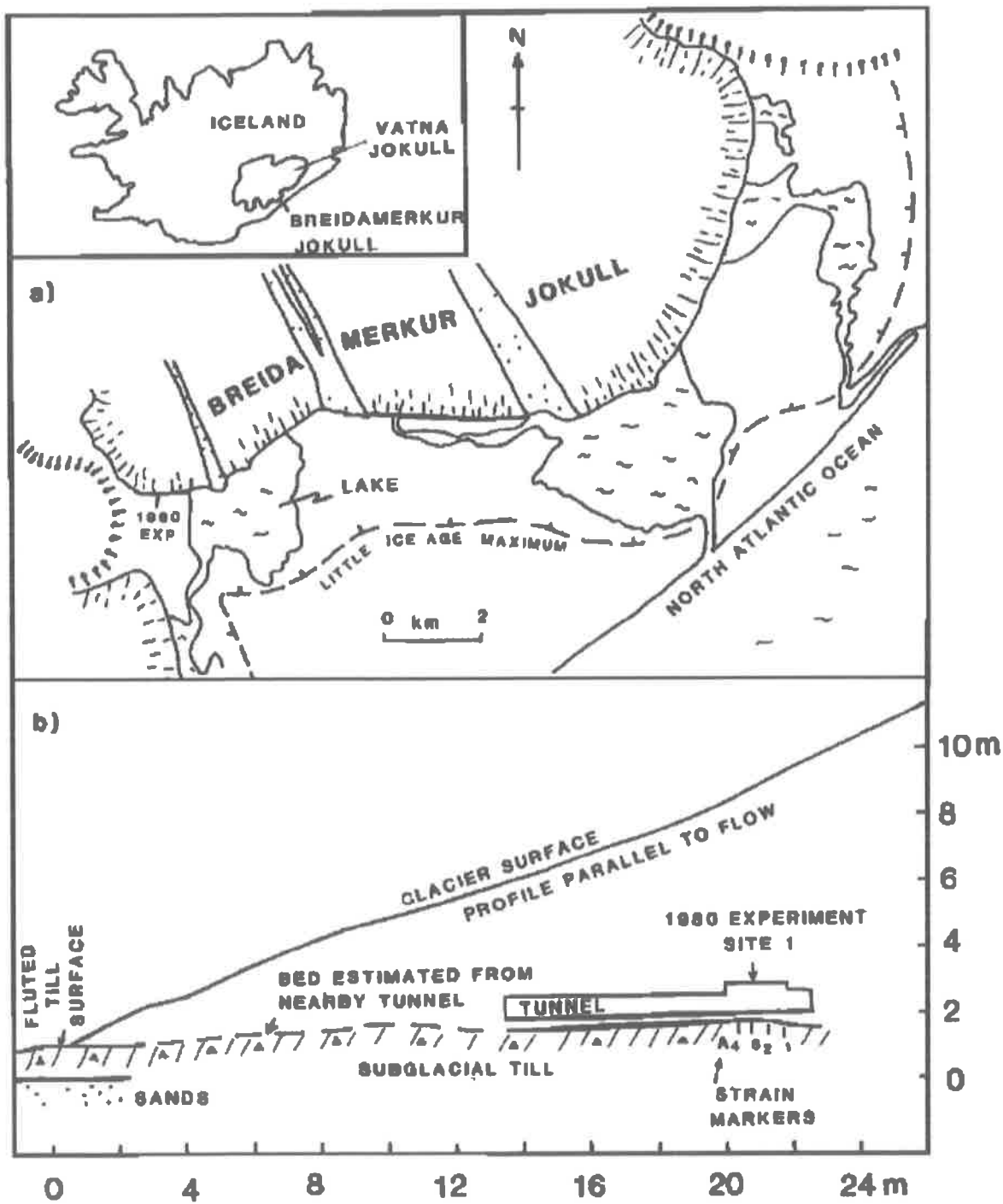


Figure 3: Location and schematic of Boulton & Hindmarsh's 1980 experiment in Iceland. Reproduced from Boulton & Hindmarsh (1987).

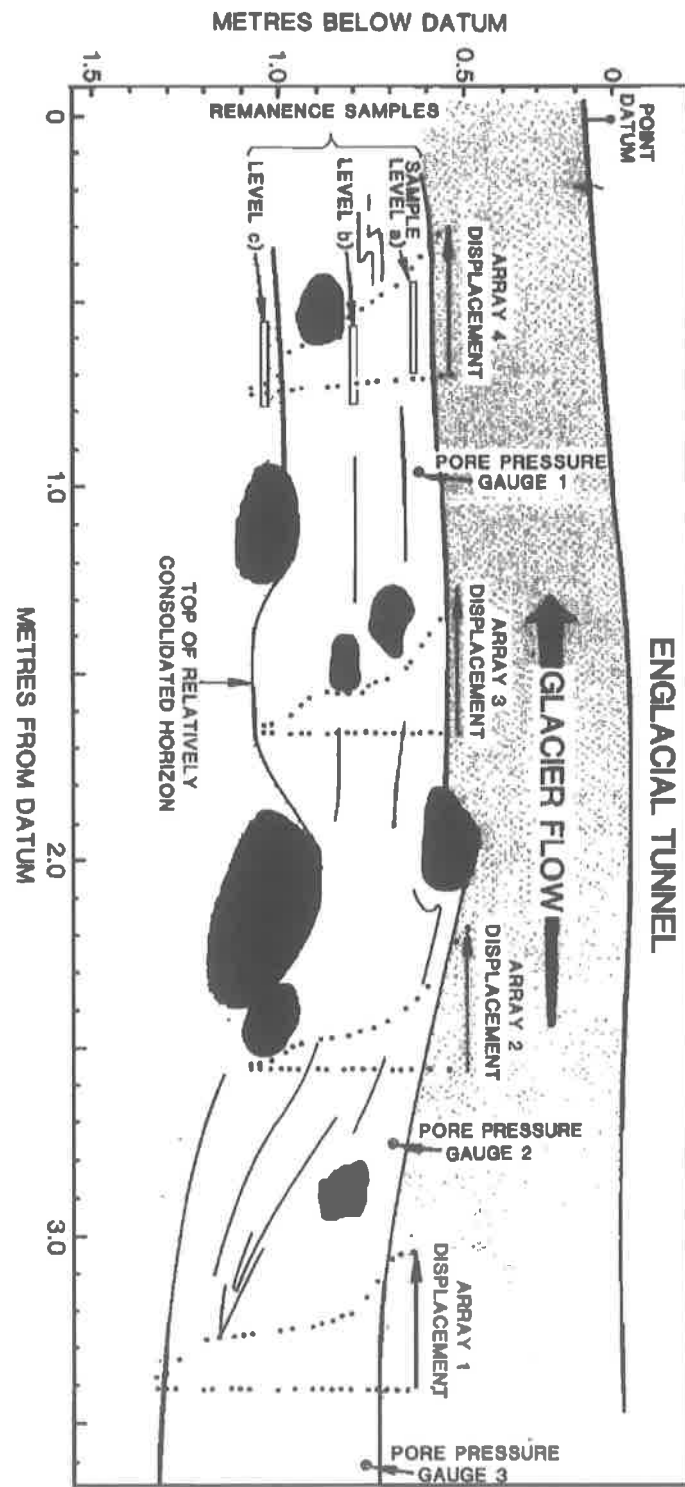


Figure 4: Details and results of Boulton and Hindmarsh's 1980 experiment. Reproduced from Boulton & Hindmarsh (1987).

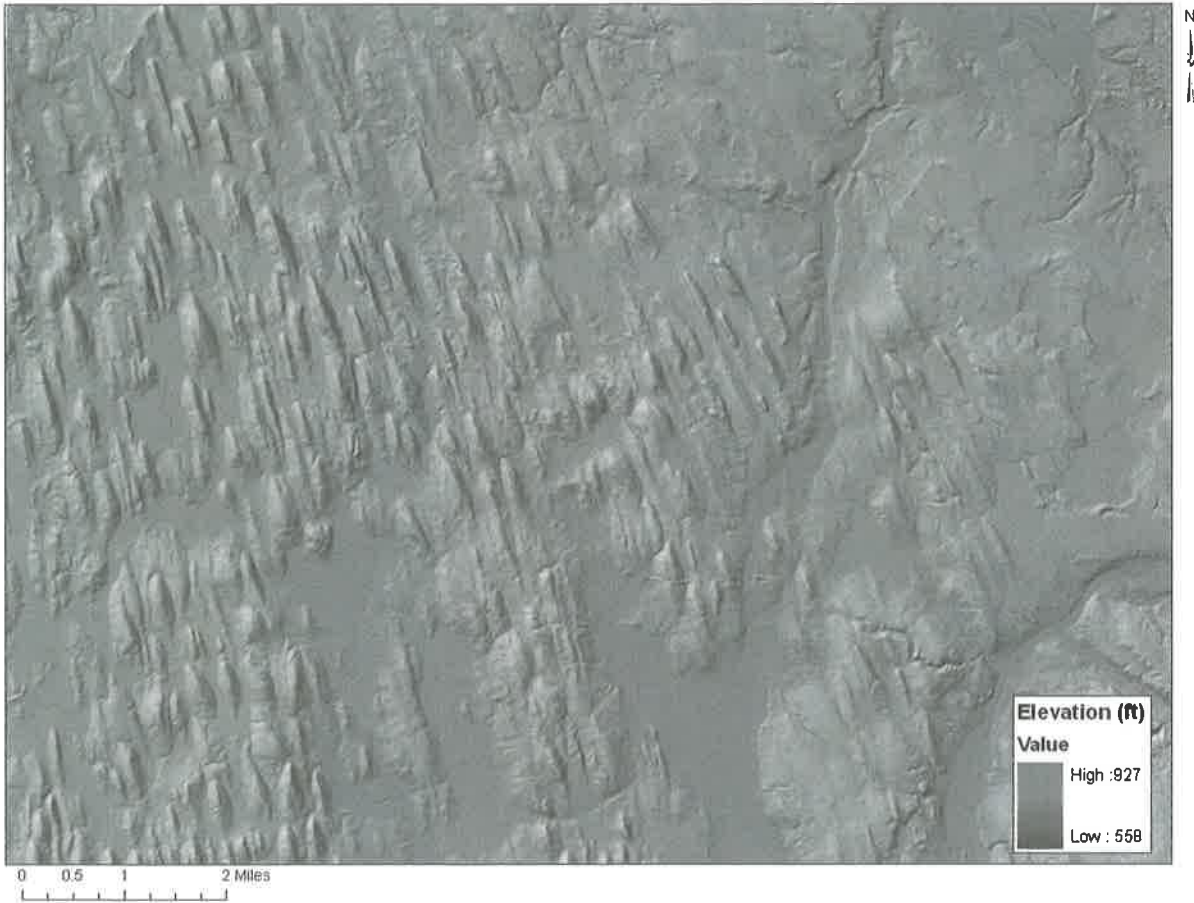


Figure 5: The image above is a hillshaded elevation model with three times relief exaggeration. It shows an area in Cayuga County, New York, USA.

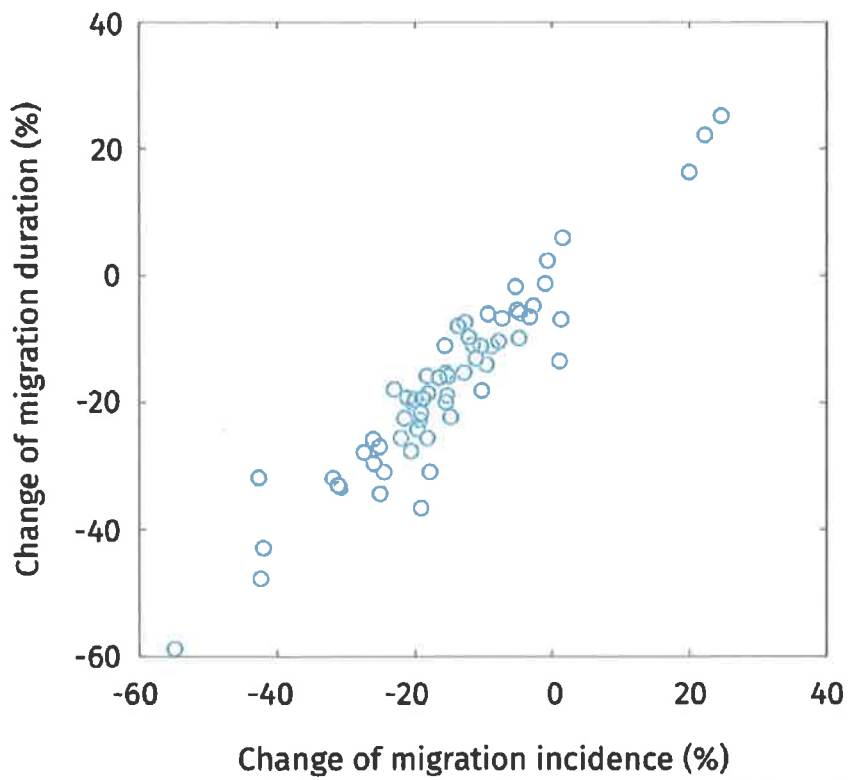


Figure 6: Change in migration incidence and migration duration in Bangladesh, comparing 2013 with 2012. Reproduced from X. Lu *et al.* (2016).

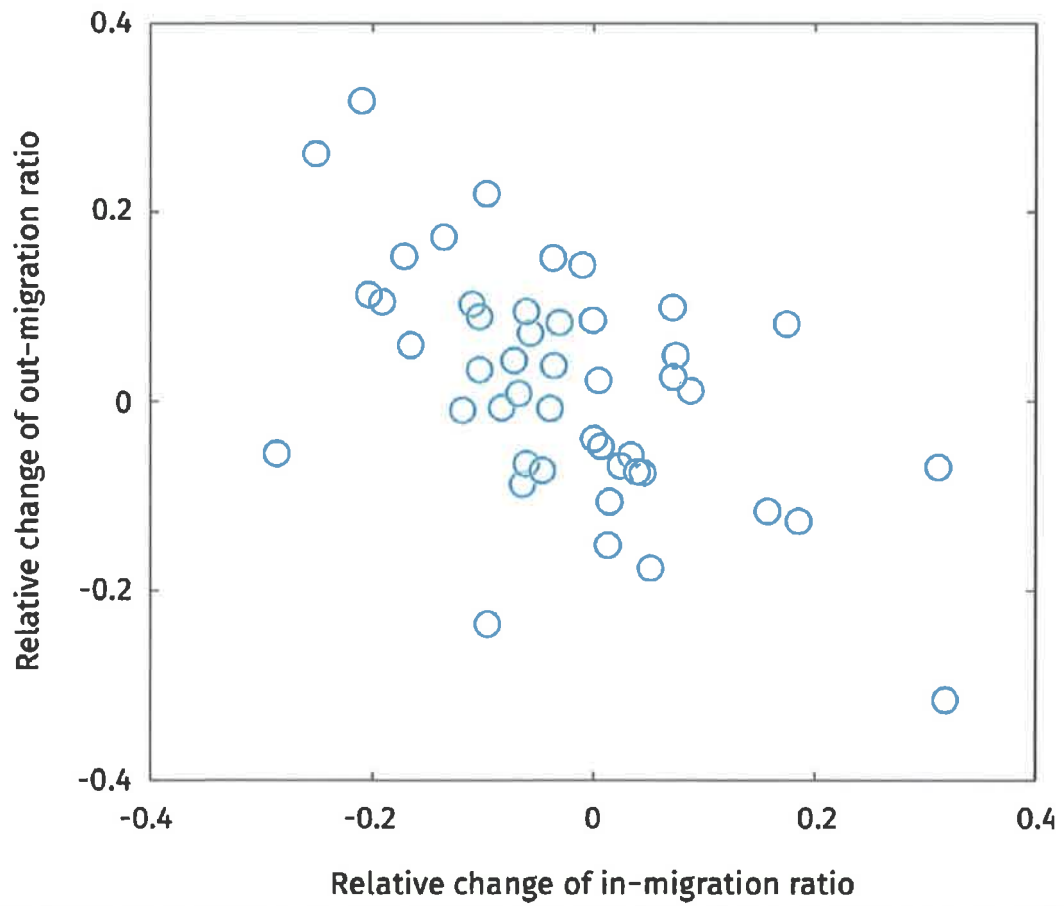


Figure 7: Scatter plot of changes in out- and in-migration rates in Bangladesh plotted per district (comparing 2013 with 2012). Reproduced from X. Lu *et al.* (2016).



# WINCHESTER COLLEGE

Election 2017

General Paper II (A7)

Monday 24<sup>th</sup> April 1605 – 1735

Leave this question paper behind at the end of the exam

Time allowed: 90 minutes

Candidates should attempt all three questions. The marks available for each question are indicated on the paper.

**Begin each question on a new sheet of paper.**



## Election 2017 – General paper II

1. You have probably heard of a '*pride* of lions', a '*shoal* of fish' or a '*bed* of oysters'. Pride, shoal and bed are the *collective nouns* associated with those animals. This photograph shows a *murmuration* of starlings:



When these large collections of starlings fly overhead, the sound of their beating wings could be likened to the sound of a group of people murmuring excitedly. I wonder what they are murmuring about . . .

- a. Suggest an explanation for the following collective nouns:
- A parliament of owls
  - A murder of crows
  - A scourge of mosquitoes
  - An implausibility of gnus
- b. Suggest a collective noun for the following groups, giving an explanation for your choice of noun:
- A ? of maggots
  - A ? of politicians
  - A ? of teachers
  - A ? of Election candidates

2. The Cornflower (*Centaurea cyanus*) is the flower of Winchester College. It is traditionally worn in the button-hole at Winchester Match (an open day we hold in the summer):



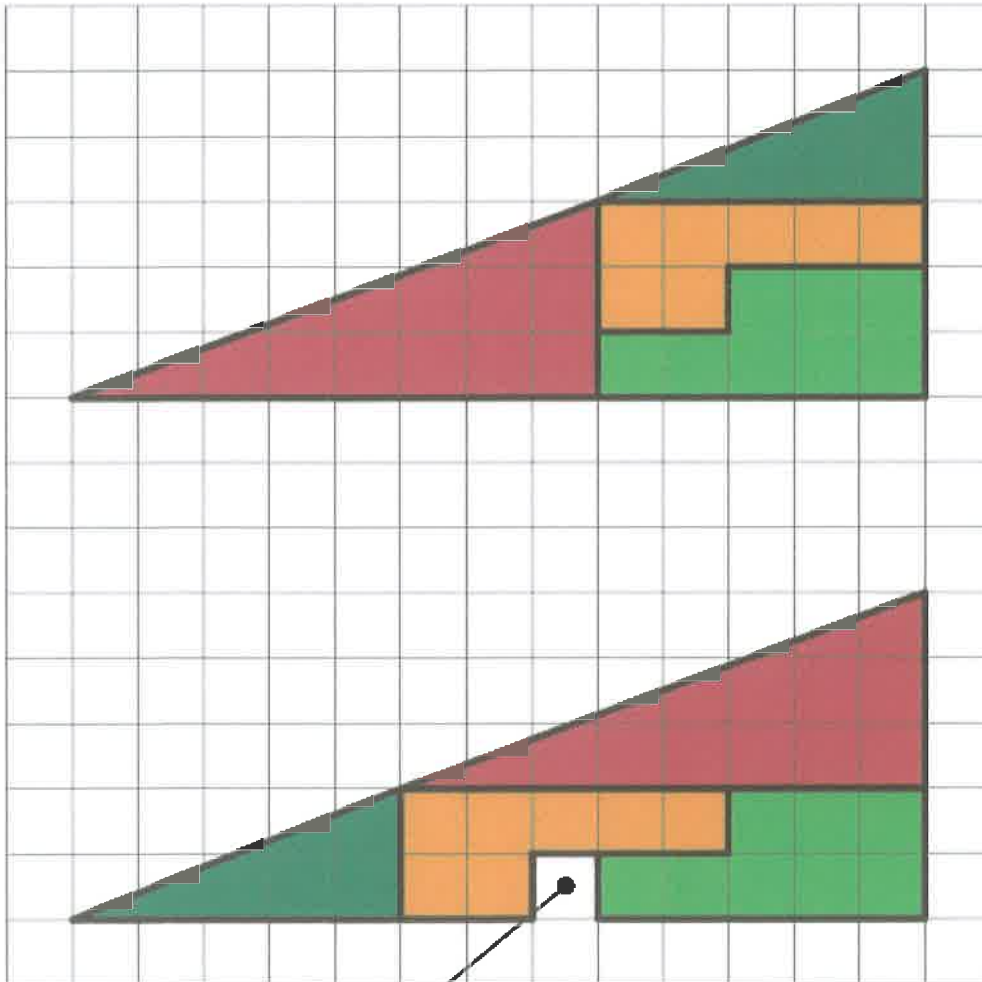
In 1968, the cornflower was chosen as the national flower of Estonia

The Freedom Party in Austria (*Freiheitliche Partei Österreichs*) is a right-wing political party, which drew criticism in the 1980s and 1990s when its then leader, Jörg Haider, openly praised aspects of the Third Reich. Many people saw the party aligning with Nazi ideology. The colour of the Freedom Party is blue, and members show their allegiance to the Party by wearing the cornflower.

Given these alternative associations, should Winchester College choose a new school flower, or should we continue to feel comfortable wearing it on public occasions? Explain your view.

[12]

3. Study the figures below. The top shape has been made with four individual coloured parts. The four parts can be re-arranged to form the lower shape. The width and height of the new shape are identical to the former shape, but it now appears to have gained an additional 'hole.'



Explain where this hole has come from



# WINCHESTER

## COLLEGE

Election 2017

French Listening

Tuesday 25<sup>th</sup> April

Leave this question paper behind at the end of the exam

Time allowed: 25 minutes

- There are **three** sections in this paper.
- You will hear each recording **three** times.
- There will be pauses of **10** seconds between each reading of the text for each question
- You may write at any time during the test.
- Dictionaries are NOT allowed.

Name .....

**SECTION A : Au restaurant « La vache grillée »**

**Answer the questions in English. (10)**

1) What has the lady heard about the restaurant?

---

2) How many people is the table for?

---

3) What has the customer heard about the service at the restaurant?

---

4) When ordering, what does the customer claim will not be enough?

---

5) Which **two** toppings does the customer **not** want on their burger?

---

6) What does she think of her meal? Mention **2** things.

---

7) What does the meal cost?

---

8) What does she resolve to do at the end of the meal?

---

**SECTION B**

**Blandine et son copain veulent se voir, mais quand ?!**

**Remplissez la grille en FRANÇAIS. Write the activities in the boxes below. (10)**

	<b>MATIN</b>	<b>APRES-MIDI</b>	<b>SOIR</b>
<b>Lundi</b>			
<b>Mardi</b>			
<b>Mercredi</b>			
<b>Jeudi</b>			
<b>Vendredi</b>			

SECTION C

Au secours! Urgence médicale

Remplissez les blancs en FRANÇAIS. (10)

L'animatrice décrit la vie de Pascal, qui souffre d'une \_\_\_\_\_  
neurologique. Un jour, il a perdu toute sensation dans ses \_\_\_\_\_.

C'était il y a \_\_\_\_\_ ans. Il est tombé et ses copains ont  
\_\_\_\_\_ l'hôpital. Il a fallu faire une

radio qui a révélé qu'il ne s'était rien \_\_\_\_\_ mais Pascal ne  
pouvait quand même plus \_\_\_\_\_.

Malheureusement, les personnes ayant cette maladie deviennent des personnes

\_\_\_\_\_. Pascal fait tout pour \_\_\_\_\_

contre la maladie. Un groupe de bénévoles vient souvent lui rendre

\_\_\_\_\_. C'est un homme très \_\_\_\_\_, qui

est un exemple pour tous.



# WINCHESTER

## COLLEGE

Election 2017

French Reading

Tuesday 25<sup>th</sup> April

Leave this question paper behind at the end of the exam

Time allowed: 20 minutes

Write all your answers in the booklet.

Dictionaries are not permitted.

Name .....



## Les autorités doivent faire face aux citoyens de leur propre pays



Crédits photo: Alain Jocard/AFP

La France est victime, une fois de plus, d'une vague de contestations concernant la façon dont les forces de l'ordre interviennent sur le terrain lorsque les choses tournent au vinaigre. Cette nouvelle vague de contestations a été déclenchée par la crispation liée à l'affaire « Théo », tirée du nom du jeune homme qui a été maltraité et violemment interpellé suite à un contrôle de police à Aulnay-sous-Bois. \*\*\*Ces faits nous rappellent malheureusement certains dérapages qui se sont produits ces vingt dernières années, menant notamment aux émeutes de 2005. Nous ne pouvons que croiser les doigts et espérer que les choses ne s'empireront pas comme il a été le cas précédemment. \*\*\*

Ceci n'est bien entendu pas le bon moment, puisque le gouvernement doit déjà faire face à de nombreux problèmes concernant la sécurité du pays (que ce soit lié au terrorisme ou aux grandes vagues d'immigrés qu'il faut contrôler) et il aurait bien besoin du soutien de sa population. De plus, dans le contexte actuel, ces contestations ne font qu'augmenter le sentiment d'insécurité qui est déjà bien trop présent chez les citoyens français.

Nous nous retrouvons donc dans un pays en état d'urgence, où la police est constamment sous pression et n'est pas entièrement soutenue par la population, et où la population déjà apeurée par les menaces qui l'entourent ne fait plus totalement confiance à son système de sécurité. Une situation plutôt inquiétante car elle marque le début de l'année 2017 et c'est l'année pendant laquelle auront lieu les élections présidentielles. De quoi donner du fil à retordre à notre gouvernement et au futur président de la République française.

**Section A (14 marks)**

Answer the following questions in English, based on what you read in the text.

1. Whom are some French people complaining about? (1)

---

2. What have they done wrong according to those French people? (1)

---

3. What happened to Théo? Give two details. (2)

- ---
- ---

4. Why is it not the right time for the protests? (1)

---

5. What would the French government need? (1)

---

6. What do the protests increase amongst French citizens? (1)

---

7. How is France described at the beginning of the third paragraph? (1)

---

8. What is difficult for the French police? Give two details. (2)

- ---
- ---

9. Give two feelings that describe the mindset of some citizens according to the third paragraph. (2)

- \_\_\_\_\_
- \_\_\_\_\_

10. Why is this situation worrying? Give two details. (2)

- \_\_\_\_\_
- \_\_\_\_\_

**Section B (4 marks)**

Tick the correct answer (the words are underlined in the text).

1. Vague means:

- a) Vague
- b) Wave
- c) Deployment

2. Déclencher means:

- a) To trigger
- b) To clench
- c) To decrease

3. Puisque means:

- a) Since
- b) However
- c) But

4. Plutôt means:

- a) Earlier
- b) More
- c) Rather





WINCHESTER  
COLLEGE

Election 2017

French Writing

Tuesday 25<sup>th</sup> April

Leave this question paper behind at the end of the exam

Time allowed: 45 minutes

Write all your answers in the booklet.

Dictionaries are not permitted.

Name .....

...../100

## PART I: VERBS (40 marks)

### (A) Present Tense

Fill in the numbered blanks below the passages which follow with the correct form of the present tense of the verbs in brackets.

**Example** Paul (1 **dîner**) chez nous ce soir.

1 dîne

a) En ce moment, je (1 **lire**) un roman français absolument fantastique. Le titre du livre

(2 **être**) *Le Mystère de la chambre jaune* et l'auteur (3 **s'appeler**) Gaston Leroux. En général, je (4 **détester**) les romans policiers mais je (5 **trouver**) l'histoire de celui-ci vraiment fascinante. Le personnage principal, Joseph Josephin dit Rouletabille, (6 **travailler**) comme reporter.

b) Puisqu'il (7 **vouloir**) essayer de résoudre une énigme, Joseph et son ami avocat Sainclair (8 **aller**) au château du Glandier. La victime du crime (la fille de M. Strangerson) a été retrouvée morte dans la chambre jaune. Le père de la victime, un physicien, (9 **venir**) des Etats-Unis et il (10 **habiter**) maintenant en France pour faire ses recherches. Rouletabille (11 **devoir**) utiliser beaucoup de ruses\* pour ne pas être démasqué par le policier qui (12 **se trouver**) aussi au château et les nombreux suspects.

c) Le roman (13 **contenir**) beaucoup de rebondissement et il y (14 **avoir**) énormément de suspense. Je (15 **penser**) que j' (16 **apprécier**) particulièrement ce livre car je (17 **être**) accro aux jeux de société, comme *Cluedo* par exemple, et le livre (18 **ressembler**) beaucoup à ce jeu. Si tu (19 **aimer**) l'aventure et la lecture, je te (20 **conseiller**) de le lire: je te (21 **promettre**) que tu vas t'amuser!

\*tricks

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_

11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_  
14 \_\_\_\_\_  
15 \_\_\_\_\_  
16 \_\_\_\_\_  
17 \_\_\_\_\_  
18 \_\_\_\_\_  
19 \_\_\_\_\_  
20 \_\_\_\_\_  
21 \_\_\_\_\_

### (B) Perfect and Imperfect Tenses

Fill in the numbered blanks below the passage that follows with the correct form of the verbs indicated in brackets, choosing either the perfect tense (*passé composé*) or the imperfect tense (*imparfait*) as appropriate.

Il y a quelques années, je (1 **se trouver**) à bord d'un bateau qui (2 **s'appeler**) *La Provence*. Tout (3 **sembler**) calme et parfait dans ce navire à l'équipage on ne peut plus chic mais, le deuxième jour, un événement (4 **venir**) perturber notre traversée: le télégraphe (5 **annoncer**) qu'Arsène Lupin (6 **être**) un des passagers du bateau! Evidemment, tout le monde (7 **connaître**) le célèbre Arsène Lupin, gentleman cambrioleur mais il (8 **se cacher**) sous une fausse identité et nous n' (9 **avoir**) que la première lettre: "R"...

J' (10 **essayer**) de séduire miss Nelly en lui faisant la conversation, quand soudain, son amie Lady Jerland (11 **arriver**) en courant: "Mes bijoux, mes perles! ... on a tout pris!..." [...]

Plus tard, j' (**12 écouter**) l'histoire de son arrestation et c'est Arsène Lupin lui-même qui (**13 partager**) avec moi quelques-unes de ces aventures.

Adaptation de *Arsène Lupin, gentleman-cambrioleur* de Maurice Leblanc (1907)

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_  
11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_

### (C) Future Tense

Fill in the numbered blanks below the passage that follows with the correct form of the future tense of the verbs indicated in brackets.

Quand j' (**1 avoir**) 40 ans, je (**2 être**) très riche et je ne (**3 savoir**) pas quoi faire de mon argent. Je pense que mon frère et moi (**4 commencer**) une entreprise en France. Nous (**5 acheter**) des bouteilles de vin et nos employés (**6 changer**) les étiquettes\* puis on les (**7 revendre**) beaucoup plus cher. Je (**8 devenir**) le plus grand criminel milliardaire de tous les temps mais la police ne m'attrapera jamais car je suis très intelligent!

\*labels

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_



**PART II: Translation into French (15 marks)**

**Translate the following passage into French. There are two marks for each phrase separated by slashes. The total will be divided by two.**

There is a person/ whom I hate/ at my school:

---

This is my/French teacher:/ he thinks that/

---

he is funny and clever/ but he is very stupid/and often boring./

---

Last week,/ he came to school/ with his cat/

---

and I am allergic to cats... / I had to spend/

---

the night at the hospital./

---

### Part III: Essay (45 marks)

Tu vas écrire une rédaction pour parler de l'école.

Tu devras mentionner :

- Ce que tu as fait à l'école hier
- Ce que tu aimes et ce que tu n'aimes pas à ton école
- Ce que tu voudrais étudier à l'avenir et pourquoi

Write between 120 and 150 words in French, covering all the three points above, and remember to use structures like:

avant de    après avoir/être    parce que    pendant que    qui

que    quand    pour    noun + adjective    adverbs    pronouns

pour + infinitive

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WINCHESTER  
COLLEGE

## **Election**

*Tuesday 25 April 2017*

**Science**

**BIOLOGY**

**THEORY SECTION**

*Recommended time: 20 minutes*

**Write all your answers in the spaces on this question paper**

- 1 Figure 1.1 shows the fruiting bodies of the Fly agaric fungus (*Amanita muscaria*). This fungus is well known for its bright colours and toxicity.



**Figure 1.1** Fruiting bodies of Fly agaric<sup>1</sup>

- (a) Fungi such as the Fly agaric gain nutrients, such as carbohydrates, by releasing digestive enzymes into surrounding organic matter and then absorbing the products. Explain how this is different from the way in which a plant obtains carbohydrates.

.....

.....

.....

(b) Fungi, like humans, require carbohydrates, fats and proteins. List one use of each nutrient in your body.

(i) Carbohydrates

..... [1]

(ii) Fats

..... [1]

(iii) Proteins

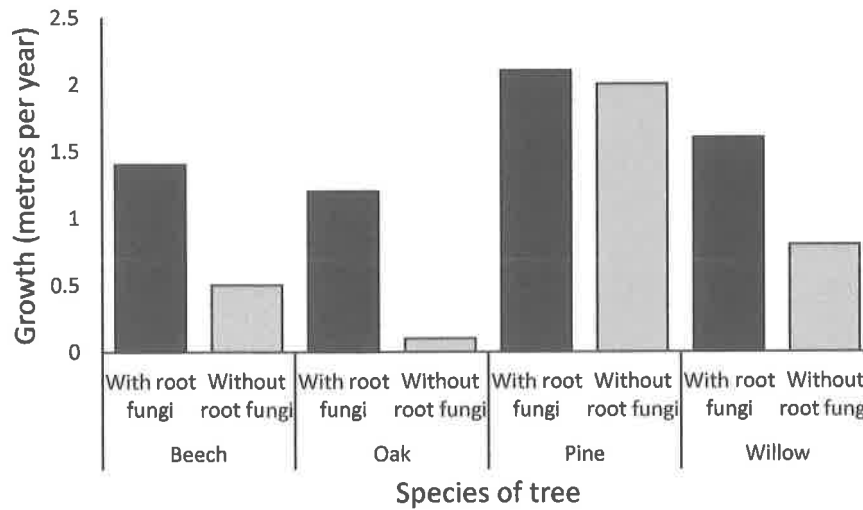
..... [1]

(c) Suggest how the nucleus of a Fly agaric cell could be responsible for the red colour of the fungus.

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

[3]

(d) Some fungi grow in close association with the roots of plants. An experiment was carried out to determine the effect of root fungi on tree growth. Figure 1.2 shows the results of the experiment.



**Figure 1.2** The effect of root fungi on tree growth<sup>2</sup>

Describe the conclusions you draw from this graph and provide biological explanations as to why these trends are observed.

.....

.....

.....

.....

.....

.....

(e) The Fly agaric is known for its toxicity, which gives it protection from animals that would otherwise eat it. Apart from the action of predators, discuss what other factors might limit the population of the Fly agaric.

.....

.....

.....

.....

.....

[2]

- 2 Figure 2 shows the caterpillar of the Buff-tip moth (*Phalera bucephala*), which is known for its close resemblance to a broken twig.



**Figure 2** Caterpillar of the Buff-tip moth<sup>3</sup>

- (a) State the group of animals to which moths and butterflies belong.

..... [1]

- (b) The camouflage of the Buff-tip is an example of an adaptation. Explain what you understand by the term adaptation.

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



(c) Fully explain the process by which the caterpillar of the Buff-tip came to resemble a twig.

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

[4]

(d) The adults of many moths feed on the nectar produced by flowering plants. In doing so they help to pollinate the plants. Explain the process of pollination.

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

[2]

(e) (i) When an adult moth flies, its muscles need a constant supply of energy. Name the organelles within a muscle cell that are responsible for supplying this energy.

.....

[1]

(ii) In living cells, energy is released through the process of respiration. Write a balanced symbol equation for aerobic respiration.

..... [1]

(f) Moths do not have lungs. Instead they have a tracheal system, which consists of a series of tubes connecting internal tissues to atmospheric air via holes in the body wall known as spiracles. Suggest what features this system might have to enable efficient gaseous exchange.

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

**End of this Section**

**Images**

1. Fruiting bodies of Fly agaric. Image taken by E. Donovan, Winchester College.
2. The effect of root fungi on tree growth. Image produced by E. Donovan, Winchester College.
3. Caterpillar of the Buff-tip moth. Image taken by E. Donovan, Winchester College.

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WINCHESTER  
COLLEGE

## **Election**

*Tuesday 25 April 2017*

**Science**

**CHEMISTRY**

**THEORY SECTION**

*Recommended time: 20 minutes*

**Write all your answers in the spaces on this question paper**

- 1 Salts are neutral (no net charge) chemical compounds composed of positively and negatively charged particles known as ions.

The first three rows in the table give examples of the formulae of salts that result from the combination of different positive and negative ions.

Name	Formula	Positive ion	Negative ion
Ammonium sulfate	$(\text{NH}_4)_2\text{SO}_4$	$\text{NH}_4^+$	$\text{SO}_4^{2-}$
Silver oxide	$\text{Ag}_2\text{O}$	$\text{Ag}^+$	$\text{O}^{2-}$
Calcium hydroxide	$\text{Ca}(\text{OH})_2$	$\text{Ca}^{2+}$	$\text{OH}^-$
Cadmium arsenate		$\text{Cd}^{2+}$	$\text{AsO}_4^{3-}$
Indium propanoate		$\text{In}^{3+}$	$\text{C}_2\text{H}_5\text{COO}^-$

- (a) Think carefully about the examples in the table. When are brackets required in a formula?

.....  
.....

[2]

- (b) Complete the table.

[2]

The relative formula masses of chemical compounds can be found by summing the relative masses of their constituent elements.

Atom	H	N	O	S	Ca	Cr
Relative mass	1	14	16	32	40	52

(c) (i) Give the relative formulae masses of:

Ammonium sulfate.....

Calcium hydroxide.....

[2]

(ii) An oxide of chromium has formula  $\text{Cr}_x\text{O}_y$ . It is found to be 31.6% oxygen by mass. Work out the values of  $x$  and  $y$ . You must show your working.

.....

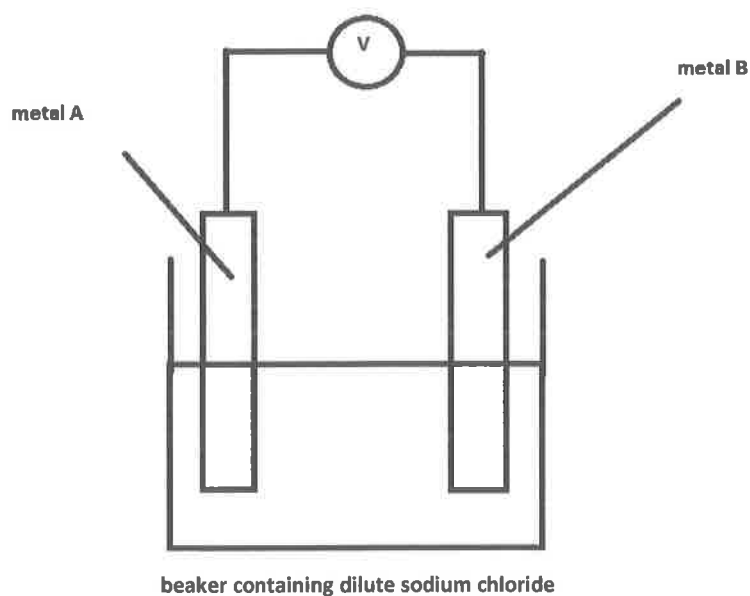
.....

.....

.....

[3]

- 2 A quantitative method of establishing a reactivity series of metals involves measuring the voltage between two different metals placed in a beaker of sodium chloride as in the diagram below.



In a series of experiments the following results were obtained:

Metal A	Metal B	Reading on voltmeter (volts)
Copper	Aluminium	2.0
Copper	Iron	0.8
Copper	Magnesium	2.7
Copper	Zinc	1.1
Copper	Tin	0.5
Copper	Nickel	0.6
Zinc	Aluminium	0.9
	Aluminium	1.2
Tin	Nickel	
Aluminium	Copper	

(a) What do these voltages tell us about the reactivity of these metals?

.....  
.....

[1]

(b) Write the metals in order of reactivity, with the least reactive first.

.....  
.....

[1]

(c) Fill in the blanks towards the bottom of the table (one metal and two voltages).

[3]

(d) What would you expect to see if magnesium powder was added to a solution of copper sulfate?

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

[3]

3 Malachite is a mineral that found use as a green pigment from antiquity until about 1800. A series of test tube reactions were performed on samples of malachite.

(a) A sample of powdered malachite was added to dilute sulfuric acid. Effervescence was observed and a blue solution resulted. What solution should you use to identify that the gas was carbon dioxide and what would be the observation?

.....  
.....

[2]

(b) The gas evolved in part (a) was bubbled into a sample of deionised water containing a little universal indicator. What would be the initial and final colours observed?

initial .....

final .....

[2]

(c) On heating, the solution in part (b) was observed to return to its initial colour. Suggest an explanation.

.....  
.....

[2]



- (d) Malachite is a base that does not dissolve in water. Suggest what the pH of the sulfuric acid is, and how it would change if a large excess of malachite was added.

.....

.....

[2]

**End of this Section**

*School*

*Candidate's Name (PLEASE PRINT)*



WINCHESTER  
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**Election**

*Tuesday 25 April 2017*

**SCIENCE**  
**PRACTICAL SECTION**

*Time allowed: 45 minutes*

**Write all your answers in the spaces on this question paper**

**You may use a calculator**

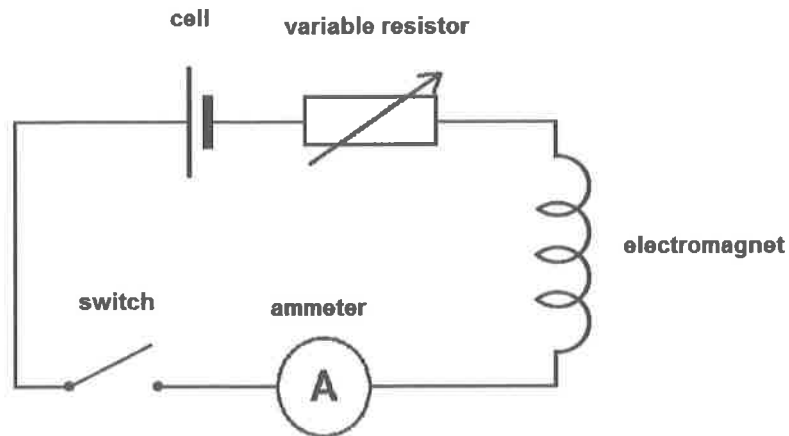
**Instructions for the Practical**

First, check that you have the following apparatus:

- Steel rod wound with copper wire
- Paperclip
- 10 gram mass hanger and 7 additional 10 gram masses
- 5 gram piece of copper wire
- Electric cell
- Ammeter
- Variable resistor
- Switch
- Carpet tile

This practical is mainly about electromagnetism.

You should find that the circuit below has been assembled for you.



- 1 (a) Explain what an *electromagnet* is and why an electromagnet often contains iron.

.....

.....

.....

.....

.....

[3]

- (b) Explain the difference between a *hard* magnetic material (like steel) and a *soft* magnetic material (like certain types of iron).

.....

.....

.....

[2]

- 2 (a) Switch the circuit ON. Adjust the slider on your variable resistor until the current is 0.20A. You should find that the paper clip will now stick to the rod as shown. Masses can now be attached to it. In the table below, indicate whether each mass can be successfully suspended by the electromagnet. Then, switch the circuit OFF.



Mass / g	Success?
0	
5	
10	
15	
20	
25	
30	

[1]

- (b) What can you say about the maximum mass that your arrangement can hold up (with this level of current) without the paperclip being pulled off? Explain your answer carefully.

.....

.....

.....

.....

[3]

- 3 (a) Now, vary the current. Determine how much mass can be held up by the paperclip at each value of the current. Record your results in the table below.

N.B. Make sure that the circuit is switched OFF when you have taken your final reading.

Current / A	Mass required to pull the paperclip off / g
0.20	
0.40	
0.60	
0.80	
1.00	
1.20	

[3]

- (b) Plot a graph of your results on the squared area provided on the separate sheet.

[5]

4 (a) Switch the circuit ON.

Adjust the slider on the variable resistor until the current is 1.2A.

Suspend a mass of 50 grams from the paperclip.

Using the slider on the variable resistor, slowly reduce the current until the mass falls off. Record the current at which this happens in the table below.

Do this for a range of masses, completing the table below.

Note that you should *repeat your readings* so that you get *two readings for each value of the mass*.

Switch the circuit OFF after completing the experiment.

N.B. Make sure that each time you take a reading, you *start* with the current at 1.2A before slowly reducing it.

Mass/g	Current at which paperclip detaches /A	
	Reading 1	Repeat
50		
40		
30		
20		
10		
5		
0		

[6]

(b) On the *same graph* that you used for question 3, plot your results for question 4.

[4]

5 (a) Using the graph you have plotted, compare the results of the first experiment to those of the second experiment. Describe any trends you observe in the first and second graph, and any differences you notice between them.

.....

.....

.....

.....

.....

[4]

(b) Explain clearly, using your understanding of magnetic materials, why the two curves might be expected to be different.

.....

.....

.....

.....

.....

.....

.....

[4]





- 6 (a) In this experiment currents no larger than 1.2A have been used.  
Suggest why this might be.

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

[2]

- (b) Suggest how the apparatus might be adjusted to allow the use of significantly larger currents, and what might then be observed.

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

[4]

**End of Practical Paper**

Name .....



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## ELECTION

### Mathematics 2

Wednesday 26 April 2017

Time allowed: 1 hour 30 minutes

Total marks: 100

**Calculators are not allowed.**

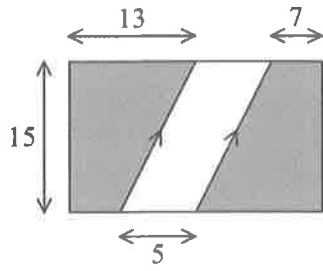
Write your answers in this booklet. If you need additional space, please write on sheets of A4 paper and attach them to this booklet. You may use a pencil for diagrams.

Work carefully, and *do not be discouraged if you do not finish.*

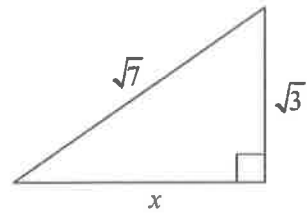
You should show your working so that credit may be given for partly correct answers.

1.	Evaluate: a) $\sqrt{196}$	b) $1020304 \times 11$	[1] [1]
	c) $\frac{1}{(0.1)^4}$	d) $\sqrt[3]{-64}$	[2] [2]
	e) $121212 + 242424 + 363636 + 484848$	f) $\frac{1}{\frac{1}{6} - \frac{1}{7}}$	[2] [2]

2. a) What fraction of the rectangle is shaded?

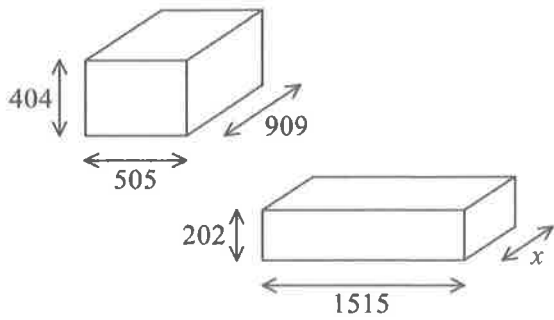


b) Find  $x$ .

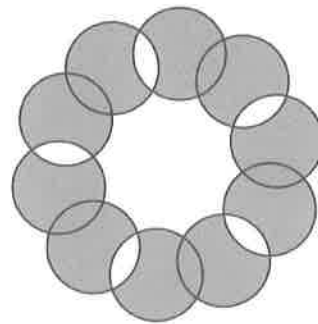


[3]  
[2]

c) The two cuboids below have the same volume. Find  $x$ .



d) The area of each of the ten circles is 88. Each area of overlap is 11. Find the total shaded area.



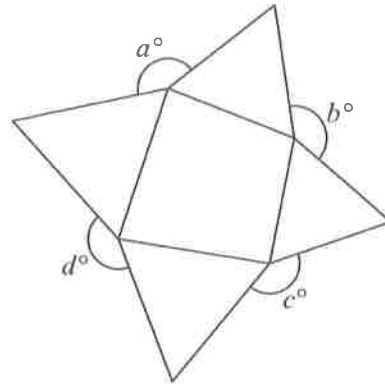
[3]  
[3]

3.	<p>a) Write as a fraction in its simplest form:</p> $\frac{120}{1 + \frac{10}{1 + \frac{6}{1 + \frac{1}{2}}}}$	<p>b) <math>a:b = 2:5</math>, <math>b:c = 3:4</math>, and <math>c:d = 10:21</math>. Find <math>a:d</math> in its simplest form.</p>	<p>[3] [3]</p>
	<p>c) <math>a</math> is 20% less than <math>b</math>, and <math>b</math> is 25% less than <math>c</math>. <math>a = 21</math>. Find <math>c</math>.</p>	<p>d) <math>n^2</math> divides <math>1 \times 2 \times 3 \times 4 \times 5 \times 6 \times 7 \times 8</math> and <math>n</math> is a whole number. Find the largest possible value of <math>n</math>.</p>	<p>[3] [4]</p>

4.

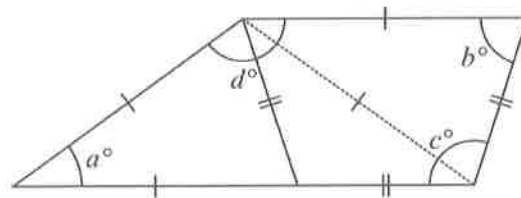
a) In the diagram below, each of four equilateral triangles shares two of its vertices with adjacent triangles. Find the sum  $a + b + c + d$ .

[4]



b) Find the ratio  $a : b : c : d$ .

[6]



5. In this question,  $d(n, k)$  means the  $k^{\text{th}}$  digit of the integer  $n$ , reading from right to left.

For example:  $d(2468, 1) = 8$ ,  $d(2468, 2) = 6$  and  $d(2468, 3) = 4$ ;  $d(654321, 5) = 5$  and  $d(100, 2) = 0$ .

Try not to do any long multiplication, and find:

a)  $d(72 \times 75, 1)$

b)  $d(5^{10}, 1)$

[1]

[1]

c)  $d(2^5 \times 5^3, 3)$

[1]

d)  $d(1.23456789 \times 10^{20}, 18)$

[1]

e)  $d(5131412 \times 111, 5)$

[2]

f)  $d(11^9, 2)$

[3]

g)  $d(4000^{33}, 100)$

[3]

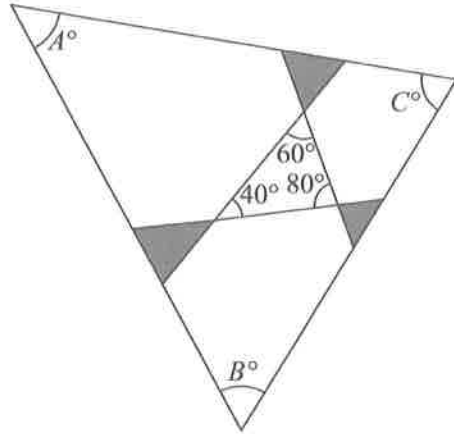
h)  $d(1004002003 \times 6005007009, 10)$

[4]



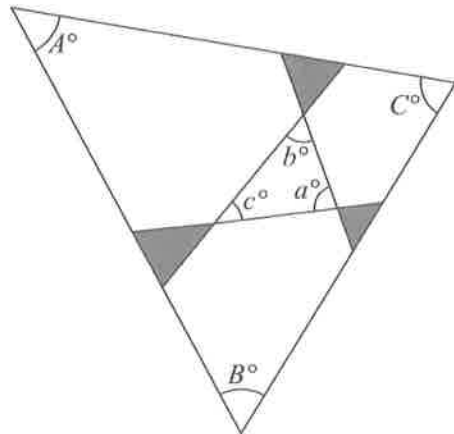
6. a) The figure below has been drawn with just six straight lines. The shaded triangles are all *isosceles*. Find  $A$ ,  $B$  and  $C$ .

[3]



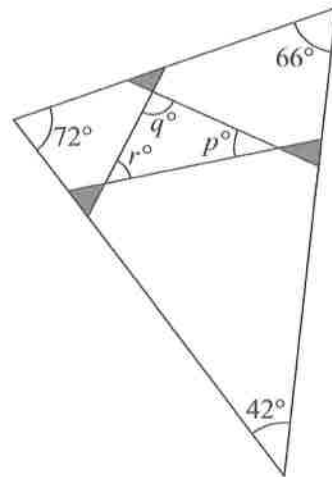
- b) The figure below has again been drawn with just six straight lines, and the shaded triangles are all isosceles. Find  $A$ ,  $B$  and  $C$  in terms of  $a$ ,  $b$  and  $c$ .

[3]



c) Once more, the figure below has been drawn with just six straight lines, and the shaded triangles are all isosceles. Find  $p$ ,  $q$  and  $r$ .

[6]



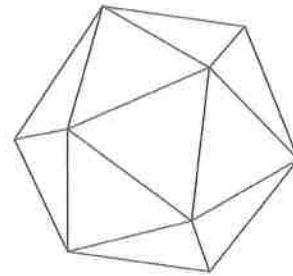
7. An ant standing in the centre of a face of a cube can see four vertices and four edges of a square. He states that, since a cube has six square faces, it must have  $6 \times 4 = 24$  vertices and  $6 \times 4 = 24$  edges. A beetle crawls up to the ant and says: 'No. Three faces join at a vertex, so there are  $24 \div \dots$  vertices. And  $\dots$  faces join at an edge, so there are  $24 \div \dots$  edges.'

a) Complete the paragraph above by writing three numbers into it. (A vertex is a corner.)

[2]

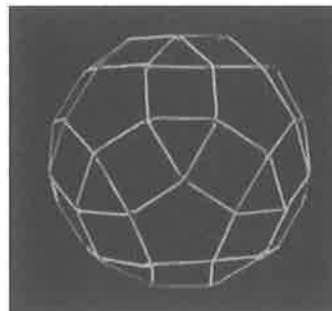
b) An icosahedron has 20 triangular faces, five of which meet at each vertex. How many edges and how many vertices does it have?

[3]

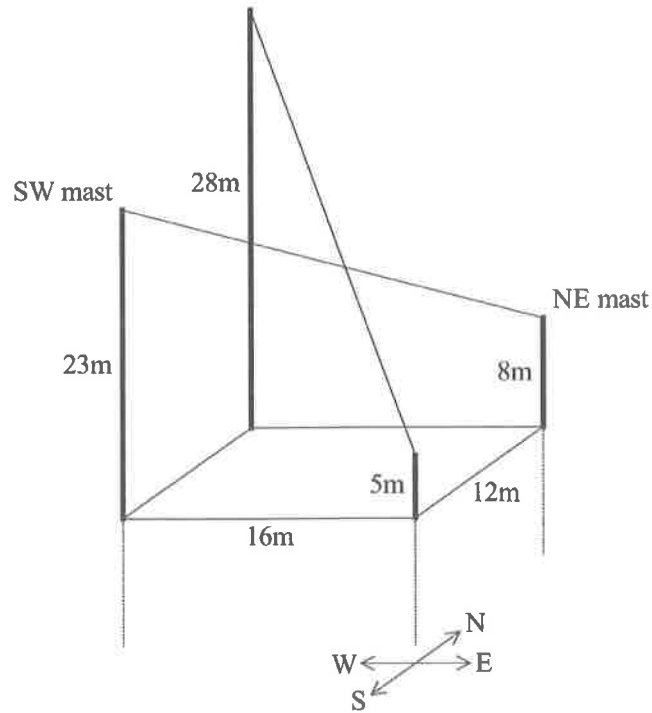


c) Below is a picture of a rhombicosidodecahedron from the Longuet-Higgins collection of models at Winchester College. A triangle, two squares and a pentagon meet at every vertex, and there are twelve pentagons in total. Find the number of vertices, the number of faces and the number of edges of the rhombicosidodecahedron.

[8]



8. The roof of a tall building is horizontal and rectangular. Vertical masts are fixed to the corners of the roof. A straight cable runs from the top of the mast on the south-west corner to the top of the mast on the north-east corner; another runs from the top of the mast on the north-west corner to the top of the mast on the south-east corner. The lengths of the masts and edges of the roof are given in the diagram below.



- a) Find the length of the cable that runs from the south-west mast to the north-east mast.

[4]

b) A robin lands on one of the cables. A sparrow lands on the other cable, perching directly below the robin. How far apart are the birds?

[4]

(*Hint*: A hawk is flying high above the middle of the roof. What does the hawk see?)

c) A blackbird lands on one of the cables, and a thrush lands on the other. The birds are the same height above the roof and the same distance from its eastern edge. How far apart are the birds?

[7]

(*Hint*: A dove is flying level with the roof and a long way due south of it. What does the dove see?)



# WINCHESTER

## COLLEGE

Election 2017

Latin (A1)

Wednesday April 26<sup>th</sup> 1100 – 1230

Leave this question paper behind at the end of the exam

Time allowed: 90 minutes

No dictionaries permitted

Candidates should attempt both sections of the examination and start **each question** on a new sheet of paper.

## SECTION A

On *alternate lines* translate both the following passages into English.

1.

**When Antiochus, king of Syria, invades Egypt, the citizens of Alexandria appeal to their allies the Romans for help. The Roman ambassador Popilius uses an unorthodox diplomatic technique to force Antiochus to make a decision.**

Antiochus Syriae rex Aegyptum capere volebat. itaque Nilum flumen cum exercitu magno transgressus, Alexandream oppugnabat. cives perterriti, qui socii Romanorum erant, legatos Romam miserunt ut senatum auxilium rogarent. 'plurimos milites' inquit 'habetis et Antiochus vos maxime timet. ei imperate ut discedat: statim fugiet.' his verbis auditis, senatores ducem, Popilium nomine, iusserunt ad Aegyptum ire. Antiochus, cum dux advenisset, manum dextram ei obtulit. ille autem, manu non accepta, eum epistolam traditam legere iussit, in qua senatus consultum scriptum erat. rex, ubi legit, cum amicis loqui volebat. Popilius tamen virga regem circumscripsit et 'noli' inquit 'ex hoc circulo discedere! redde responsum senatui!' rex obstupefactus 'faciam' inquit 'quod iubet senatus.' tum tandem Popilius manum dextram regis accepit. itaque exercitum ab Aegypto reduxit Antiochus.

Based on Livy

legatus, -i, 2m: ambassador  
dexter, -tra, -trum: right  
consultum, -i, 2n: decree

virga, -ae, 1f: stick  
circumscribo: draw around  
obstupefactus, -a, -um: astonished

[35%]



Take a new sheet of paper

2.

The Athenian leader Themistocles, who had played a vital part in the Greek defeat of the Persian fleet at Salamis, was later accused of treachery and driven out of Greece. He went to Persia and in a letter offered his services to Artaxerxes, son of his former enemy King Xerxes.

Themistocles autem ad Artaxerxen venit atque his verbis epistulam misit: 'Themistocles veni ad te, qui plurima mala omnium Graecorum in domum tuam intuli, quamdiu mihi necesse fuit contra patrem tuum bellum gerere patriamque meam defendere. sed multo plura bona feci, postquam ego ipse in tuto fui et ille in periculo. nam cum in Asiam redire vellet proelio apud Salamina facto, epistula eum certiorem feci Graecos constituisse pontem, quem in Hellesponto fecisset, delere et copias Persarum circumvenire; quo nuntio ille periculo liberatus est. nunc autem fugi ad te expulsus ab omnibus Graecis, tuam petens amicitiam. quam si adeptus ero, non minus me bonum amicum habebis, quam fortem hostem ille expertus est.'

Cornelius Nepos (adapted)

infero, inferre, intuli, inlatum: I inflict  
quamdiu: as long as  
apud: (+ acc) at  
Salamina: acc. of Salamis  
certiorem facio: I inform  
pons, pontis 3m: bridge  
Hellespontus, -i 2m: the Hellespont (the narrow sea passage separating Greece from Asia)

circumvenio: I surround  
adipiscor, -i, adeptus sum: I obtain  
non minus...quam: no less...than  
experior, -iri, expertus sum: I find...to be

[35%]

**Take a new sheet of paper**

## SECTION B

Attempt **either** the Comprehension **or** the Prose Composition

### COMPREHENSION

Read this passage carefully, and then, without writing a translation, answer the questions which follow.

#### **A rich merchant advises his sons on his death-bed**

mercator dives olim post iter longissimum Romam rediit. quattuor habebat filios quos maxime amabat; sed in itinere tot vulnera acceperat ut iam crederet se mox moriturum esse. filios igitur ad se venire iussit ut consilium ultimum daret. 'per multas terras,' inquit, 'iter feci; per multa quoque maria navigavi; per montes et silvas erravi. multa dira et 5 mirabilia in urbibus barbarorum passus sum; tandem di me siverunt vultus vestros iterum videre ut a me moneamini. audite igitur ea quae dicam; haec verba in memoria semper tenete. non iterum vobiscum loqui potero; mors enim ad me mox ventura est. nolite sororem matremque negligere, sed eas semper curate. deos colite et sacrificia 10 saepe facite.' his verbis dictis statim mortuus est.

dirus, -a, -um: horrible

sino, -ere, sivi, situm: I allow

curo (1): I look after

1. (N.B. Your answers should as far as possible translate the relevant Latin words)
- a) In what city does the action of this story take place? [1]
  - b) How many children does the merchant have (read the whole passage)? [1]
  - c) How does the merchant feel about his children? [2]
  - d) What happened to him on his journey, and what effect did this have? [2]
  - e) Why does the merchant summon his sons? [2]
  - f) What places has the merchant visited? Give as much detail as possible. [4]
  - g) Pick out two commands the father gives his sons. [2]
2. In what case is each of the following words?
- a) itinere (line 2)
  - b) verbis (line 11) [2]
3. Translate into good English:  
tandem di me siverunt vultus vestros iterum videre ut a me moneamini.  
(lines 7-8). [4]
4. Translate into Latin (most of the vocabulary is in the passage):  
The father ordered his son to travel across the sea. [4]
5. Give the second person singular of the perfect indicative active of:
- a) crederet (line 3)
  - b) dicam (line 8) [2]
6. Give the nominative plural neuter of:
- a) quos (line 2)
  - b) his (line 11) [2]
7. Give from the passage an example of:
- a) an indirect statement
  - b) a purpose clause. [2]

[Total marks: 30]

[30%]

**Turn over for prose composition**

## PROSE COMPOSITION

*On **alternate lines** translate the following passage into Latin*

When Julius Caesar had been killed, Cicero decided to sail to Macedonia to find the army of Brutus. When he had already set out, however, he went back to the shore and walked along the road which led to Rome. But, overcome by fear, he returned home. The servants at last persuaded him to flee, but when they were carrying him in a litter towards the shore, assassins arrived at the villa. The servants said that he was not there, but the assassins followed him. Cicero, attacked by his enemies, stretched his head out of the litter and was killed. Then they took his head and hands to Rome so that they could show them in the forum.

Julius: Iulius, -i 2m,

Caesar: Caesar, -is 3m

Cicero: Cicero, Ciceronis 3m

Macedonia: Macedonia, -ae 1f

Brutus: Brutus, -i 2m

shore: ora, -ae 1f

I lead (of roads): fero

fear: metus, -us 4m

litter: lectica, -ae 1f

assassin: percussor, -is 3m

I stretch: tendo, -ere, tetendi, tentum

[30%]

END OF PAPER



# WINCHESTER

## COLLEGE

Election 2017

History (A4)

Wednesday 26 April 2017 1400-1540

Leave this question paper behind at the end of the examination

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

Time allowed: 10 minutes reading time, then 90 minutes to complete the paper.

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

Total marks for Section A: 30. Total marks for Section B: 30

Candidates are advised to spend no more than half the time on Section A.

**Please start Section B on a fresh sheet of paper.**

## Section A

### Sources

The extracts below are concerned with women and their place in the past and present. Three of the sources concern prostitutes – women who engage in sexual activity for payment.

You are not expected to know the specialized background to the material but will be given marks on the strength of your interpretation. You are advised to pay special attention to the footnotes.

A.



An anti-Suffragette<sup>1</sup> poster entitled 'Suffragettes who have never been kissed', 1912.

B.

... the steadily increasing emphasis on female appearance in such a way that women feel compelled to conform to an unachievable ideal of beauty. This is in part the result of mainstream culture, which has not only made the ideal of childish hairlessness and disproportionately-sized breast-waist-hip ratios the goal, but has led to a dramatic soar in the number of repeated unnecessary cosmetic surgical procedures. It is also, though, a commercially-driven and oppressive veneration [worship] of the artificial: hair, nails, skin colour, signs of age[.] ... the constant promotion of perfect, young female bodies (and disgust at ageing, imperfect, unaltered bodies) is pernicious [harmful].

Suzannah Lipscomb (Historian), 2016

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<sup>1</sup> Suffragettes were members of women's organizations in the late-19th and early-20th centuries that advocated the extension of the "franchise", or the right to vote in public elections, to women. It particularly refers to militants in the United Kingdom such as members of the Women's Social and Political Union (WSPU).

C.

On Tuesday the 13<sup>th</sup> instant, one Jane Rofthern, a Street-Walker and common [prostitute], was taken up by the Parish Officers, and confin'd in the Dungeon, and on Tuesday the 15<sup>th</sup> committed as such ... to the House of Correction to hard Labour for two months. The said Officers being convinc'd that the Town abounded with such kind ... made a general privy Search that Night, and took up ... Twelve Persons[,] who were likewise for that Night confin'd in the Dungeon, and the Day following these *Filles de Joye* were tied together with a Cord, like Colts going to a Fair, and in this manner compell'd to parade thro' the principal Streets of the Town, in order to expose them[.] [They were] committed ... to the House of Correction, as Notorious Night-Walkers and common [prostitutes], to hard Labour for two Months: After which, 'tis said, they will all be duck'd [in the river] before they are discharg'd.

*Manchester Mercury*, 1753.

D.

The plant has its roots in the soil; it is restricted to its native place. The life of the woman is more restricted than that of the man. Home is her place; the roots of her being are implanted here. Home, with its protecting restrictions, is her native place. Her office is to be the fosterer of domestic life, the guardian of morality, which is, first of all, the morality of home, and restricts life to certain appointed forms. Freed from these bonds, the woman ceases to be womanly, and degenerates; for there is nothing more contradictory and revolting than an immoral woman. The man, on the contrary, is more independent of the soil which has produced and nourished him; his nature speedily shows a repugnance to all restraint; it is with difficulty that he accommodates himself to custom and form; his instinct is liberty, and his calling leads him abroad.

Christoph Ernst Luthardt<sup>2</sup>, *Apologetic Lectures on the Moral Truths of Christianity*, 1873

E.

You railers [those who complain bitterly] for the Society for the Suppression of Vice [immoral or wicked behaviour], you the pious, the moral, the respectable, as you call yourselves, who stand on your smooth and pleasant side of the great gulf you have dug and keep between yourselves and the dregs, why don't you bridge it over, or fill it up, and by some humane and generous process absorb us into your leavened mass, until we become interpenetrated with goodness like yourselves?

Anonymous sex-worker (prostitute) to *The Times*, 1858

F.

Tips on Getting More Efficiency Out of Women Employees.

1. Pick young married women. They usually have more of a sense of responsibility than their unmarried sisters, they are less likely to be flirtatious ...
2. General experience indicates that 'husky' girls – those who are just a little on the heavy side – are more even tempered and efficient than their underweight sisters.

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<sup>2</sup> A German Lutheran theologian.

3. Retain a physician to give each woman you hire a special physical examination – one covering female conditions. This step not only protects the property against the possibilities of lawsuit, but reveals whether the employee-to-be has any female weaknesses which would make her mentally or physically unfit for the job.

‘Guide to Hiring Women’, *Transportation Magazine*, 1943.

G.

25 May 1849: Conv[ersation] with one of those poor creatures, a very sad case.

17 July 1850: Cov[ersation] with two unhappy women in the streets at night

13 July 1851: Went with a note to E[Lizabeth].C[ollins]<sup>3</sup>s – received (unexpectedly) & remained 2 hours: a strange and humbling scene – returned & [Gladstone<sup>4</sup> drew a **whip** to denote his use of the scourge – an instrument of punishment.]

William Gladstone, *Diaries*

**Please turn over**

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<sup>3</sup> Elizabeth Collins was a prostitute. Gladstone attempted to rescue prostitutes from the streets and rehabilitate them. The redemption of prostitutes was an activity which, in principle, had an obvious Christian justification.

<sup>4</sup> William Gladstone (1809-1898) was a Liberal politician. He was later Prime Minister. He was a devout High Church Anglican.



## Section A

### Questions

1. Look at Source A. What do you think is its key message about Suffragettes?  
(3 marks)
2. Look at Sources C and D. How did reports and writings such as these create an idea of what a woman should be?  
(5 marks)
3. Study Sources C, E and G. Describe Gladstone's probable intention and his inner confrontation.  
(6 marks)
4. From your reading of Sources A, B and D, how has the idea of the 'perfect woman' changed and developed?  
(7 marks)
5. 'In the past, language was used to construct an idea of womanhood around the notion that they were the inferior, weaker sex.' Discuss with reference to all the sources.  
(9 marks)

Please turn over

## Section B

Answer ONE of the following. 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 30 marks.

1. Are wars always destructive to the societies involved?
2. Is it better for a leader to be feared or loved? Explain your answer.
3. Demonstrate the role that religion has played in at least two events in history you know about.
4. Which of the following do you believe to be the most useful type of source to an historian: novels, paintings, or music?
5. "History doesn't repeat itself but it often rhymes." Is this comment insightful?
6. Identify a historical event which was the consequence of human mistakes and suggest what you would have done differently.



# WINCHESTER

## COLLEGE

Election 2017

Greek (A3)

Wednesday April 26<sup>th</sup> 1615 – 1745

Leave this question paper behind at the end of the exam

Time allowed: 90 minutes

No dictionaries permitted

Candidates should attempt all sections of the examination.

**Please start each section on a fresh sheet of paper.**

## SECTION A

*Translate the sentences in Question 1 into English, and then answer the grammatical questions which follow. All the words about which the questions are asked can be found in the sentences.*

1 Translate the following sentences into English:

- (a) οἱ στρατιῶται ἐστράτευσον εἰς τὰς Ἀθήνας.
- (b) ὁ σοφὸς ποιητὴς λέγει καλοὺς λόγους ἐν τῇ ἀγορᾷ.
- (c) ἡ στρατιὰ ἐδίωκε τοὺς τῶν βαρβάρων ἵππους εἰς τὴν θάλασσαν.
- (d) κωλύσετε τοὺς πολεμίους τοῖς ὅπλοις, ὧ πολῖται, καὶ πέμψετε ἀνδρείους νεανίας πρὸς τὸν ποταμόν.
- (e) ἐθύομεν τῇ θεᾷ διὰ τὴν νόσον. νῦν ἡ θεὰ σώσει τὸν δῆμον ἐκ τοῦ κινδύνου.
- (f) ὁ κῆρυξ ἠγγειλεν ὅτι οἱ νεανῖαι διὰ φόβον ἀπὸ τοῦ στρατοπέδου αἰσχυρῶς ἔφυγον.
- (g) οἱ σύμμαχοι οὕτως ἀνδρεῖοι ἦσαν ὥστε τὴν πόλιν τῇ πρώτῃ ἡμέρᾳ ἔλαβον.
- (h) ὁ βασιλεὺς ἐκέλευσεν τοὺς στρατιώτας ἄγειν μὲν τὰς γυναῖκας πρὸς τὰς ναῦς, ἀποκτείνειν δὲ τοὺς ἄνδρας.
- (i) αἱ γυναῖκες ἔκρυψαν τὰ χρήματα ἐν τῇ γῆ καὶ ἔφυγον μετὰ τῶν παιδῶν ἐκ τῆς πόλεως.
- (j) πέμψω τοὺς παῖδας πρὸς τὰς Ἀθήνας ἵνα ἀκούωσι τὴν σοφίαν τὴν τῶν ποιητῶν. οἱ γὰρ ἐν τῇ πόλει ποιηταὶ σοφώτατοί εἰσιν.

2 Give the following grammatical forms:

- a) the dative plural of στρατιῶται, δῆμον, νόσον, βασιλεὺς, ἄνδρας
- b) the second person singular aorist indicative active of ἐθύομεν, κωλύσετε, πέμψω
- c) the first person plural present indicative active of ἐδίωκε, ἐκέλευσεν, ἦσαν, ἔλαβον

- 3 Give the following forms:
- a) the comparative (nom. masc. sing.) and the superlative (nom. masc. sing.) of ἀνδρείους
  - b) the genitive feminine singular of σοφώτατοι
  - c) the accusative neuter plural of πρώτη
- 4 Give an example from the sentences of:
- a) an adverb
  - b) a preposition taking the genitive
  - c) a consecutive (result) clause
  - d) a neuter plural noun
  - e) an infinitive
- 5 Give English words wholly or partly derived from:
- ἵππους, θεᾶ, γυναῖκας, πόλεως

[45%]

*Take a new sheet of paper*

## **SECTION B**

*Translate into Greek*

1. The wicked judges are waiting in the market-place.
2. I shall write a long letter to the good doctor.
3. The brave poet was pursuing his brother towards the island.
4. The general's wife hid the king's money in her house.
5. The allies came into the camp in order to kill the guards of the enemy.

[25%]

Take a new sheet of paper

## SECTION C

On **alternate** lines translate into English

**The Egyptian king Mycerinus, although virtuous, meets a sad end.**

ὁ δὲ τῶν Αἰγυπτίων βασιλεὺς, Μυκερῖνος ὀνόματι, ἄριστος ἦν πάντων ταύτης τῆς χώρας βασιλέων. ἐπεὶ γὰρ πλούσιος ἦν, αὐτὸς ἐδίδου πολλὰ χρήματα τοῖς πολίταις καὶ πολλὰ καὶ καλὰ ζῶα ἔθυε τοῖς θεοῖς. ἔλυσε δὲ καὶ πάντας τοὺς δούλους, καὶ μετὰ τοῦτο εἰρήνην ἦν μεγίστη ἐν πασῇ τῇ χώρᾳ αὐτοῦ.

ἦν δὲ τῷ Μυκερίνῳ μία θυγάτηρ, Κέντα ὀνόματι, παῖς οὐ μόνον καλὴ ἀλλὰ καὶ σοφωτάτη. ἡ δὲ θυγάτηρ εἰς τοσαύτην ἔπεσε νόσον ὥστε μετ' ὀλίγας ἡμέρας ἀπέθανεν. ὁ οὖν Μυκερῖνος ἔκρυσεν τὸ τῆς παιδὸς σῶμα εἰς βοῦν τινὰ ξυλίνην, καὶ ἀεὶ ἐκάθιζε δακρῶν παρὰ τούτῳ τῷ ἀγάλματι. τέλος δὲ οἱ κήρυκες, ἐπεὶ ὁ δεσπότης οὔτε ἐκάθευδεν οὔτε ἐλέγε τι τῆς ἡμέρας, ἤγγελλον ὅτι ὁ βασιλεὺς οὐκέτι ἐθέλει στρατεύειν πρὸς τοὺς πολεμίους· καὶ μετ' ὀλίγον χρόνον ὁ Μυκερῖνος μόνος ἀπέθανεν.

πᾶς, πᾶσα, πᾶν: all  
ταύτης, τούτῳ: this  
ἐδίδου: he gave  
τοσαύτην: such a great

βοῦς ξυλίνη, ἡ: a wooden cow  
δακρῶν: weeping, in tears  
ἄγαλμα, ἀγάλματος, τό: statue  
τέλος: finally

[30%]

END OF PAPER