



**WINCHESTER**  
COLLEGE

**Winchester College Entrance and Election Examination in English**

**2021**

**Monday 26<sup>th</sup> April 0900-1100**

**2 hours**

**INSTRUCTIONS TO CANDIDATES:**

- Answer ALL questions in sections A and B and choose ONE question from section C.
- Total marks available: 100.
- Each section is worth 30 marks.
- You will also be marked out of 10 for the quality of your spelling, grammar and punctuation.
- Total marks available: 100.
- Read all questions carefully.
- You may make notes around and/or underline the texts.

**TIMINGS**

- You should spend half an hour reading the texts
- You should spend thirty minutes on each section



## Section A: Prose

Read the text below and answer the questions that follow.

### **From *England, Their England* by A.G. Macdonell (1895-1941)**

*This satirical novel was written in 1933 by A.G. Macdonell, who was educated at Winchester College. This is from the final chapter of the novel in which Donald, the main character, visits the College.*

He visited the College buildings, and listened to a description of them by the College porter, and carried away four memories—the loveliness of the cloisters round the lovely chantry, the darkness of the rooms off the Quadrangle in which the boys sat and worked, the Important Fact, repeated several times by the proud porter, that Winchester was nearly fifty years older than Eton and, indeed, practically founded Eton, and, fourthly, the extraordinary school motto.

Every other school or university motto he had ever heard of consisted of an invocation to an unspecified Supreme Power to allow the institution to flourish, or to prosper, or to wax strong—in general, to get on in the world. It was the natural thing. Old Boys needed a slogan to remind each other of their duty to their Alma Mater, of the happy days spent there in youth, and of their natural desire not to see the numbers diminish and the place simply go to the dogs. Besides, it made a capital toast at the Old Boys' Dinners when the diners could jump to their feet and raise their glasses and cry "Floreat St. Ethelburga's, Worksop," or "Floreat St. Francis Xavier's-in-partibus, Tel-el-Kebir."

But the Winchester motto was the extraordinary one of "Manners Makyth Man." Donald walked up and down Meads, the old school playing-field surrounded with its red-capped wall of flint and chalk, and wondered about this motto. It was obviously impossible to make it a toast at an Old Boys' Dinner; it was obviously impossible to shout it at a school football match, even if the boys were organized in American fashion by a professional cheer-leader. Donald looked at the Chapel Tower, which was just visible over an exquisite, red-brick, Wren building, and thought that on the whole it was unlikely that Winchester employed a professional cheer-leader. It almost looked, Donald decided finally, as if Winchester cared more for what happened to her boys in after-life than for her own nourishment. Perhaps, after five hundred years of flourishing, that was a justifiable attitude, but it certainly was a little unusual.

He pulled out his note-book and jotted down a brief description of the scene before him, the architecture, colouring, landscape beyond the red-capped wall, and a few other details. The trees, not yet in full leaf, bothered him—in wind-swept Buchan there are few trees to bother anybody—and he stopped a small, black-gowned boy, about twelve years of age, and asked politely:

"Can you tell me, please, what that tree is?"

The boy took off his straw hat and replied with equal politeness:

"That is Lord's tree, sir."

"Lord's tree?" said Donald, also taking off his hat. "What is that?"

"It is called that, sir, because only men in Lord's are allowed to sit on the seat at the foot of it," explained the child.

"I am sorry to appear stupid," Donald apologized, "but when you say 'Men in Lord's' do you refer to the Peers of the Realm?"

"By no means," replied the infant. "Men in Lord's are the men in the cricket eleven."

"Oh, I see. The cricket eleven is called Lord's because they go to Lord's to play cricket."

"No, sir. They don't go to Lord's."

"Then why are they called Lords?" Donald was getting confused.

"Because we used until quite recently to play at Lord's against Eton."

"Ah! Now I begin to understand. Until a few years ago; how many years, by the way?"

"About seventy or eighty, sir."

Donald kept a firm grip upon himself, and tried to speak naturally as he answered:

"Quite so. Just the other day. I see. And the boys in the cricket eleven — —"

"Men," interrupted the child firmly.

"I beg your pardon."

"Men," repeated the child. "We are all men here. There are no boys."

Donald, by now quite dizzy, bowed and thanked the man for his trouble.

"It was a pleasure," replied the man, bowing courteously and removing his hat again and going on his way.

Donald, hat in hand, turned and watched him, and was immensely relieved to see the man halt after going a few yards, and extract a huge and sticky piece of toffee from his trouser-pocket, and cram it into his mouth.

1. Name one of the four memories that Donald carried away with him.  
[1 mark]
2. What is the name of the old school playing-field?  
[1 mark]
3. What do the following words mean in the context of their appearance in the extract?
  - a) Invocation [2 marks]
  - b) Institution [2 marks]
  - c) Diminish [2 marks]
  - d) Justifiable [2 marks]
4. Why do you think Donald is so relieved to see the boy 'extract a huge and sticky piece of toffee from his trouser-pocket, and cram it into his mouth'?  
[2 marks]
5. Why do you think the writer initially uses the word 'infant', and then uses the word 'man' to describe the boy?  
[3 marks]
6. Look at the conversation between Donald and the boy. How does the writer make this entertaining? Use evidence in your answer  
[5 marks]
7. Using quotations from the extract and analysing Macdonell's use of language for effect, what impression do you think is being given of Winchester College in this extract?  
[10 marks]

## Section B: Poetry

Read the poem below and answer the questions that follow.

*This poem was written by William Collins, who attended Winchester College between 1734 and 1740, and is part of a longer poem imagining the lives of people in the Middle East.*

### From 'Hassan, or the Camel-Driver'

In silent horror o'er the boundless waste  
The driver Hassan with his camels past:  
One cruse<sup>1</sup> of water on his back he bore,  
And his light scrip<sup>2</sup> contain'd a scanty store;  
A fan of painted feathers in his hand, 5  
To guard his shaded face from scorching sand.  
The sultry sun had gain'd the middle sky,  
And not a tree, and not an herb was nigh;  
The beasts with pain their dusty way pursue;  
Shrill roar'd the winds, and dreary was the view! 10  
With desperate sorrow wild, the affrighted man  
Thrice sigh'd, thrice struck his breast, and thus began:  
"Sad was the hour, and luckless was the day,  
When first from Schiraz'<sup>3</sup> walls I bent my way!  
  
"Ah! little thought I of the blasting wind, 15  
The thirst, or pinching hunger, that I find!  
Bethink thee, Hassan, where shall thirst assuage,  
When fails this cruise, his unrelenting rage?  
Soon shall this scrip its precious load resign;  
Then what but tears and hunger shall be thine? 20  
  
"Ye mute companions of my toils, that bear  
In all my griefs a more than equal share!  
Here, where no springs in murmurs break away,  
Or moss-crown'd fountains mitigate the day,  
In vain ye hope the green delights to know, 25  
Which plains more blest, or verdant vales bestow:  
Here rocks alone, and tasteless sands, are found,  
And faint and sickly winds for ever howl around.  
Sad was the hour, and luckless was the day,  
When first from Schiraz' walls I bent my way!"

---

<sup>1</sup> Cruse = a clay bottle containing liquid

<sup>2</sup> Scrip = a small bag or pouch carried by travellers

<sup>3</sup> Schiraz = city in modern-day Iran

1. What do the following words mean in the context of their appearance in the poem?
  - a) Scanty (line 4) [2 marks]
  - b) Sultry (line 7) [2 marks]
  - c) Assuage (line 17) [2 marks]
  - d) Mitigate (line 24) [2 marks]
  - e) Verdant (line 26) [2 marks]
  
2. Identify three powerful images that describe the landscape through which Hassan is travelling and say what makes them effective. [6 marks]
  
3. Choose two rhyming couplets from the poem and discuss the effect that the rhymes produce. [4 marks]
  
4. How does Hassan feel about his journey? Use quotation to support your answer. [5 marks]
  
5. In his book *Culture and Imperialism*, Edward Said writes that empires establish power over their colonies through 'images and imaginings' as well as military power. What sort of an image does Collins create of the Middle East in this poem, and what might that image reveal about the attitude of the British Empire to its colonies? [5 marks]

## Section C: Creative/Persuasive Writing

Answer ONE question from this section.

1. *The Winchester Fellows' Library holds a copy of Conrad Gessner's Historia animalium (History of the Animals) that was published in 1603. In this book, Gessner attempted to describe all the known animals in the world, and illustrated his descriptions. Amongst the real animals, Gessner included some imaginary ones: an illustration of one such creature is below.*

**Write a description of the following creature and give it a name. In your answer, you should describe:**

- The animal's appearance
- Its habits and behaviour
- Its habitat and the story of its discovery



2. **Use of your local library has been dwindling for years and the decision is made to close it. Write a letter to your MP to persuade them to reverse this decision. In your letter, you should:**

- Say why the library is important to your local community
- Make the case for the importance of reading
- Outline some ways to encourage more people to use the library

Name .....

School .....



WINCHESTER  
COLLEGE

## Winchester Entrance and Election

### Mathematics I

Monday 26<sup>th</sup> April 2021, 1400-1530

Time allowed: 1 hour 30 minutes (+5 minutes)

*You have an additional 5 minutes to give you time to draw out diagrams, which may help with some of the questions.*

Total marks: 100

**CALCULATORS ARE NOT ALLOWED.**

Write your answers on A4 paper, starting each question on a new page. You may use a pencil for diagrams. You should show all your working so that credit may be given for partially correct answers.

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



Please start Q1 on a new sheet of paper and write your name at the top.

1.	Complete: a) $15^2 =$	b) $2 \times 2 \times 2 \times 2 \times 5 \times 5 \times 5 =$	[1] [1]
	c) $422 - 500 + 579 =$	d) $\frac{2 + 48}{2 + 3} =$	[1] [1]
	e) $\sqrt{196} \times \sqrt{196} =$	f) $\sqrt{13^2 - 5^2} =$	[1] [1]
	g) $98 \div 0.014 =$	h) $99 + 49 \times 99 =$	[1] [1]

Please start Q2 on a new sheet of paper and write your name at the top.

2.	a) Find $\frac{1}{8}$ of £1024.	b) Find 76% of £25.	[1] [1]
	c) Find 0.7 of £117.	d) Evaluate $\frac{3}{4}$ of $\frac{4}{5}$ of $\frac{5}{6}$ of £556.	[1] [1]
	e) The price of a jumper was £49. It was reduced by 20% then increased by 25% and finally reduced by 30%. What is the new price of the jumper?	f) Evaluate $185 \times 0.32 + 1.5 \times 3.2$ .	[2] [2]

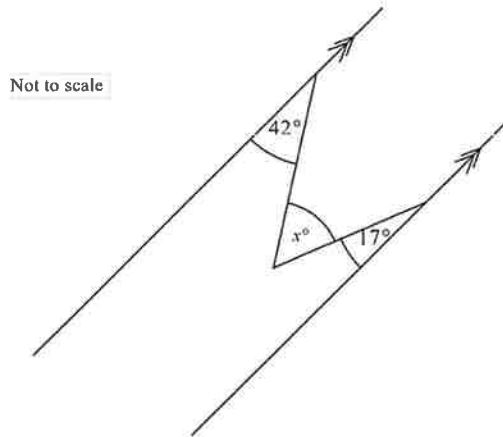
Please start Q3 on a new sheet of paper and write your name at the top.

3.	Find in its simplest form: a) $87 \times \frac{87+87}{87}$	b) $\frac{2}{77} + \frac{1}{143}$	[1] [2]
	c) $51 \div 4\frac{1}{4}$	d) $\left( \frac{(-18)^3}{(-9)^3} + \frac{(-14)^3}{7^3} + 1 \right) \div \frac{(-6)^2}{(-12)^2}$	[2] [3]

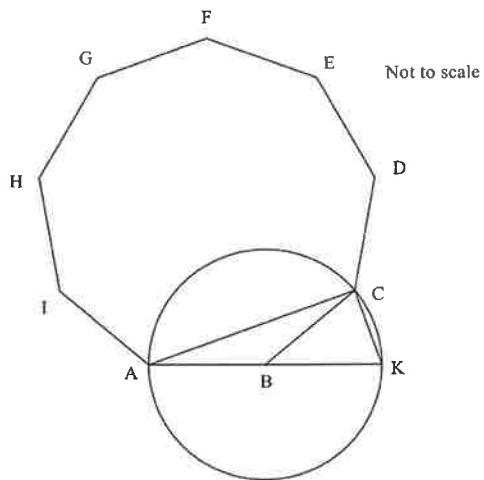
Please start Q4 on a new sheet of paper and write your name at the top.

4. a) The lines below are parallel. Find  $x$ .

[2]



- b) The nine-sided polygon ABCDEFGHI is regular. The circle has centre B and diameter AK.



Find the following angles:

i) BAC

[2]

ii) AKC

[1]

iii) ACK

[1]

Please start Q5 on a new sheet of paper and write your name at the top.

<b>5.</b>	$a = 3, b = -5$ and $c = -11$ . a) Evaluate $b^2 - 4ac$ .	b) Evaluate $(a + b)(a^2 - ab + b^2)$ .	[2] [2]
	c) Find $\left(a + \frac{1}{a}\right)^2$ as a mixed number in its simplest form. Show it is not equal to $a^2 + \frac{1}{a^2}$ .	d) Evaluate $1 + a(2 + 3(b - (121 \div c)))$ .	[3] [2]

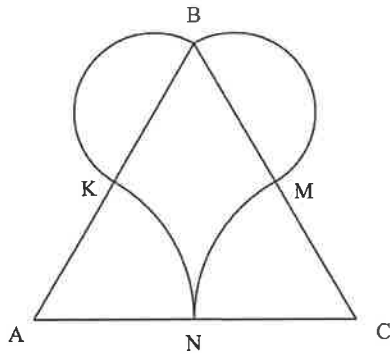
Please start Q6 on a new sheet of paper and write your name at the top.

6.

a) The diagram shows an equilateral triangle with side length 6 cm. K, M and N are midpoints of the triangle's sides.

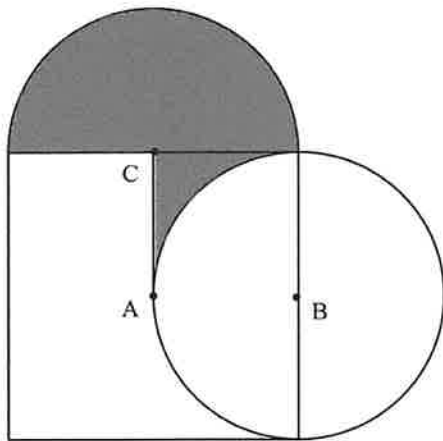
The heart shape is made of two semicircles (with diameter BK and BM) and two arcs KN and MN. KN is the arc of the circle centred at A and MN is the arc of the circle centred at C. The perimeter of the heart shape is  $k\pi$ . Find  $k$ .

[3]



b) The shape below is made up of a square with centre A, a circle with centre B and a semicircle with centre C. What fraction of the shape is shaded?

[3]

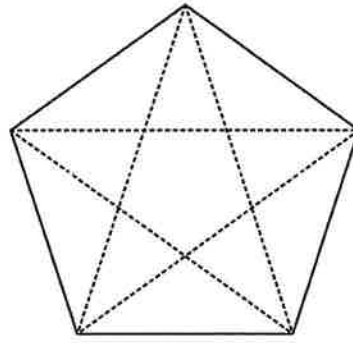
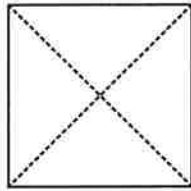


Please start Q7 on a new sheet of paper and write your name at the top.

7.	a) Start with $x$ . Add four. Multiply by two. Subtract one. Write down an expression that corresponds to these instructions and simplify your answer.	b) Expand $(5a)^2 - 3(2a^2 - 15)$ and simplify.	[2] [2]
	c) $\frac{16016}{b^3 - 11} = 1001$ . Find $b$ .	d) Solve $\frac{10}{1 - \frac{1}{1+x}} = -5$ .	[2] [2]

Please start Q8 on a new sheet of paper and write your name at the top.

8.



a) A square has 2 diagonals, and a pentagon has 5 (see above). How many diagonals does a regular hexagon have? [2]

b) How many diagonals would a 10-sided regular polygon have? [2]

c) Holly creates a regular polygon that has exactly 170 diagonals. How many sides does this polygon have? [2]



Please start Q9 on a new sheet of paper and write your name at the top.

9.

A mother has five children, Amy, Boris, Cara, David and Ezra. She says to each of them “I will give you an amount of money of your choosing up to £1000. In addition, every year I shall give you one tenth of the amount of the £1000 that you did *not* take.”

Amy chooses to receive £300. Next year she receives one tenth of £700 which is £70. The year after she receives another £70, and so after two years she has received, in total, £440.

a) Boris chooses to initially receive £200. How much does he receive, in total, after three years?

[2]

b) Cara chooses to initially receive £400. After how many years has she received, in total, £760?

[2]

c) After nine years David wants to have the maximum possible amount. How much should he choose to initially receive?

[2]

d) After eleven years Ezra wants to have the maximum possible amount. How much should he choose to initially receive?

[2]

Please start Q10 on a new sheet of paper and write your name at the top.

<b>10.</b>	<p>There are two ways to express 6 as a sum of two different positive whole numbers written in increasing order, namely <math>1+5</math> and <math>2+4</math>.</p> <p>a) List all the ways to express 11 as a sum of two different positive whole numbers written in increasing order.</p> <p>b) How many ways can 2021 be expressed as a sum of two different positive whole numbers written in increasing order?</p> <p>c) List all the ways to express 9 as a sum of three different positive whole numbers written in increasing order.</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p>
------------	---	----------------------------------

d) Alysha wants to express 99 as a sum of three different positive whole numbers written in increasing order, with the additional constraint that the mean of the numbers must be the same as their median. How many ways can this be done?

[2]

e) Bob wants to express 22 as a sum of four different numbers written in increasing order, with the additional constraint that the mean of the numbers must be the same as their median. How many ways can this be done?

[3]

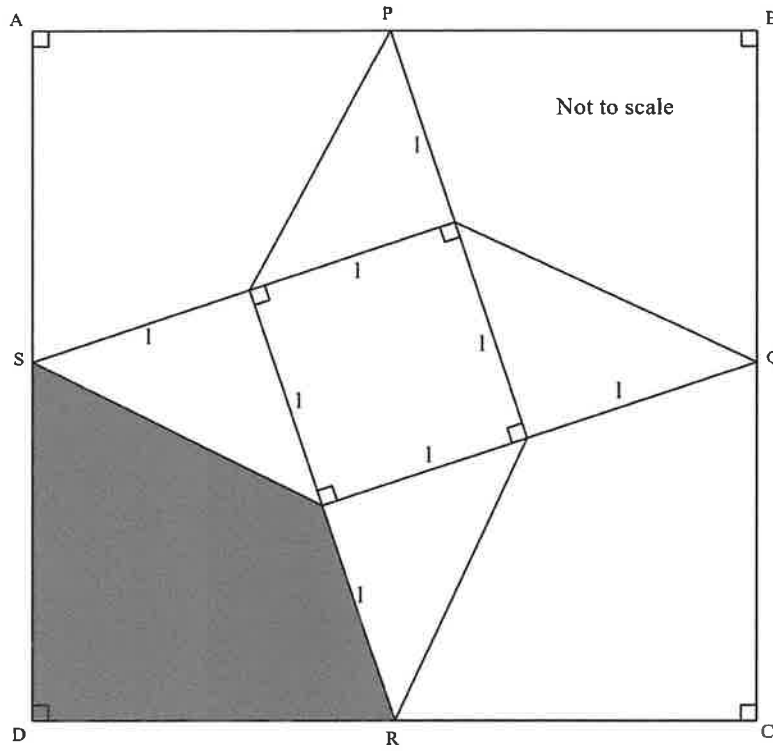
Please start Q11 on a new sheet of paper and write your name at the top.

11.

In the diagram below ABCD is a square and P, Q, R and S are the midpoints of the square's edges. A line of length 2 extends from each midpoint to form a square with side length 1 inside the larger square.

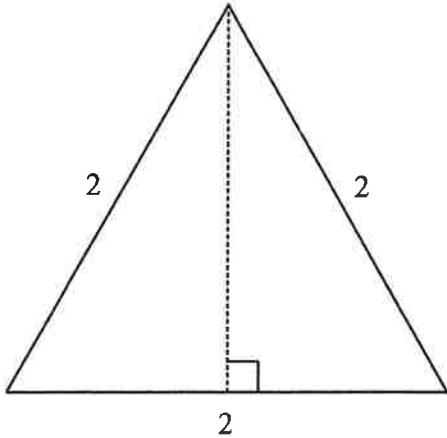
Find the shaded area.

[5]

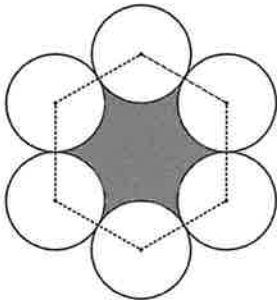


Please start Q12 on a new sheet of paper and write your name at the top.

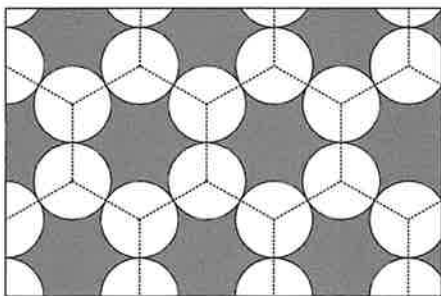
12. a) Find the area of the equilateral triangle with side length 2. [2]



- b) Six circles of radius 1 are arranged in a regular hexagon as shown below. The area of the shaded region is  $a\sqrt{3} + b\pi$ . Find  $a$  and  $b$ . [3]



- c) The diagram shows a pattern of circles and hexagons. This pattern is extended so that it covers a large rectangular area. Ignoring the effects of the edges of the rectangle, what is the ratio of circles to hexagons used? [2]



Please start Q13 on a new sheet of paper and write your name at the top.

13. A square grid of positive integers is called *good* if the following two conditions hold:

- Each number in the grid is different and is a product of distinct odd primes less than 14.
- If two numbers are horizontally or vertically adjacent in the grid, then one can be transformed into the other by dividing by a prime and then multiplying by a different prime.

Below are two examples of good  $2 \times 2$  grids.

33	55
15	35

65	39
55	33

a) Copy and complete the good grid below.

	77	
55		33
	91	

b) Find a number that is the product of two distinct odd primes less than 14 but does not appear in the grid.

[4]

[1]

c) Copy and complete the good grid below.

[4]

	195	
273		455
	165	

d) Find a number that is the product of three distinct odd primes less than 14 but does not appear in the grid.

[1]





**WINCHESTER**  
COLLEGE

Election 2021

Geography

Tuesday 27<sup>th</sup> April 1100-1230

Time allowed: 90 minutes

This paper consists of six questions in two sections:

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

Answer **TWO** questions from Section A and **ALL** of Section B. You should aim to spend no more than 30 minutes on each answer. Credit will be given for relevant sketch maps and diagrams illustrating your answers.

All questions carry equal marks.

**Please start each question on a new sheet of paper.**

**SECTION A**  
**QUESTIONS 1-5**

Answer *two* questions from this section.

1. Is the Climate Emergency a collective or individual responsibility?
2. To what extent does the environment impact development?
3. As the Greenland ice sheet melts, how will it affect biodiversity in and around Greenland?
4. What scale should school level physical geography focus on?
5. Do borders matter in a digitised world?

Each question is worth 20 marks

## SECTION B

This question *must* be answered.

### QUESTION 6

One of the books left to the College by William of Wykeham is a copy of Higden's *Polyconicon*, likely written just before the College's foundation in 1382. It contains a map, shown below.



This is a good example of medieval mapping where the document conveys the relationship between different locations but spatial information is often secondary to other influences. Similar maps were used to convey zoological, anthropological, theological, moral or historical information. Here, with Jerusalem in the centre and labels for the inaccessible earthly Paradise, there is a tilt towards religious information.

**If you produced a similar map today to depict the most important elements of our time, what would it be like?** Your response can focus on the content, cartography or could even be a map.



# WINCHESTER

## COLLEGE

Election 2021

General Paper II (A7)

Monday 26<sup>th</sup> April 1605 - 1735

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. Remember to write your name and candidate number on each one.**

## General Paper II 2021

The questions in this paper were inspired by photographs in the College archives and the papers of former Collegemen.

1.



In the Fellows' Library at Winchester College is a copy of the first Western-language version of Confucius' sayings, the Analects. This book, *Confucius Sinarum Philosophus* ('Confucius the Philosopher of China'), was published in Paris in 1687. Confucius (551-479 BC) was a teacher and government official, who lived in the northern Chinese state of Lu. The Analects is a collection of his teachings on various moral questions. Suggest the meaning of **one** of the following sayings:

6.23 The Master said, 'The wise find joy in water; the benevolent find joy in mountains. The wise are active; the benevolent are still. The wise are joyful; the benevolent are long-lived.'

7.20 The Master said, 'I was not born with knowledge but, being fond of antiquity, I am quick to seek it.'

15.24 Tzu-kung asked, 'Is there a single word which can be a guide to conduct throughout one's life?' The Master said, 'It is perhaps the word "shu".<sup>1</sup> Do not impose on others what you yourself do not desire.'

[10]

---

<sup>1</sup> Empathy or consideration of others.

2.

Fancy Dress Leaving Sport, Cloister Time 1919.

---



standing, l. to r.: Hornby, Gates, Radice, Ramsey, Birkbeck, Mallett, Gibson, Boileau, Brown, Thring, Chitty.  
seated, middle row: Forbes, Barker, Shirley, Watt, Sanders, Overton, Vinogradoff, Duff, Foot: on ground, Campbell, Constable, Bates, Monypenny

This photo was taken in Cloister Time (summer term) 1919 and shows Collegemen in fancy dress. Among them is Frank Ramsey, a brilliant philosopher and mathematician who died in 1930.

Ramsey was a keen debater during his time at the school. The headmaster praised him for his 'eager intellectual outlook and genuine concern for social questions'. One motion he debated addressed attitudes towards immigration and asylum: 'That the late press agitation on aliens is to be regretted.' This followed concern in some newspapers at the arrival of refugees from Europe after the First World War.

Questions of immigration and asylum remain divisive in 2021. Recent UK government proposals have been criticized as 'incoherent, unworkable and inhumane' by the *Guardian* and described as 'long overdue' by the *Daily Mail*.

Will immigration and asylum still be politically divisive in 2121? If so, why? In your answer, you should consider attitudes in Britain and at least one other country.



3.

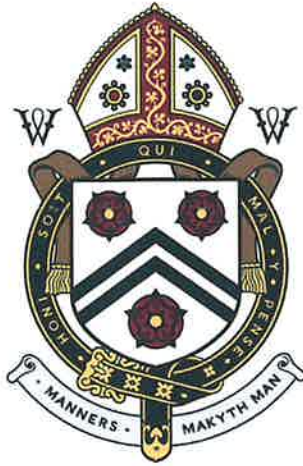


This photograph shows the costumed cast of a WinColl production of *A Midsummer Night's Dream*.

'The fact that Shakespeare should have been, of all things, a *dramatist* is one of the great cosmic jokes of all time,' writes Martin Amis. All a playwright does, he suggests, is to 'finish the dialogue', and a finalised play-text is no more than 'the equivalent of note form', waiting to be completed in performance.

In light of Amis's provocation, evaluate the relationship between the text of a play and its performance. In your answer, you should consider:

- Play texts that you have studied at school and performances of plays that you have seen in the theatre or on film
- Whether a play's meaning is better represented in the written words of the script or in their performance in the theatre
- Whether you would prefer to read a play or see it in the theatre, and why



**WINCHESTER**  
COLLEGE

Election 2021

French Listening

Tuesday 27<sup>th</sup> April

Leave this question paper behind at the end of the exam

Time allowed: 20 minutes

You will hear each recording **three** times.

There will be pauses of **10** seconds between each reading of the text for each question.

Dictionaries are **NOT** allowed.

Name .....

Candidate number .....

**30 marks**



Name and candidate number: \_\_\_\_\_

**SECTION A**

**Bébé, le T-Rex n'était pas du tout effrayant !**

**Answer the questions in ENGLISH.**

**10 marks**

Where is the exhibition taking place and why?

..... (2)

Apart from the baby T-Rex, which two other examples are being shown?

..... (1)

What did the specialists have to use to get the information they needed?

..... (1)

Give two physical characteristics of the baby T-Rex

..... (2)

What did the baby T-Rex eat?

..... (2)

What was the problem when they were catching their prey?

..... (1)

Why might the baby T-Rex not have made it to adulthood?

..... (1)

Name and candidate number: \_\_\_\_\_

## SECTION B

L'école, ce n'est pas obligé.

Remplissez la grille en FRANÇAIS.

10 marks

	Anne	Nathanaël
<b>Cours du matin</b>	Maths	.....
<b>Instrument</b>	.....	.....
<b>Activités de l'après-midi</b>	.....	Atelier de philo
<b>Activités du soir</b>	.....	Rien
<b>Activités du week-end</b>	.....	.....
<b>Avis sur l'éducation à la maison</b>	.....	.....
<b>Justification</b>	.....	Je fais des maths sans m'en rendre compte

Name and candidate number: \_\_\_\_\_

## SECTION C

### Les petites annonces.

Remplissez les blancs en FRANÇAIS.

10 marks

Jeune homme, ..... (1), sportif ayant un bon sens de ..... (2)

recherche une compagne pour la conversation, la visite de monuments historiques et les

..... (3) à destinations exotiques. Elle..... (4)

idéalement sa passion pour les bandes ..... (5) Astérix et l'équipe

du Paris Saint Germain.

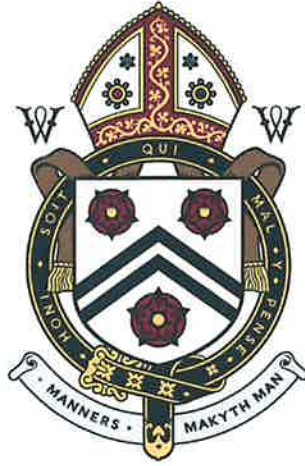
Jeune ..... (6) blonde, grande et féministe recherche un

homme..... (7) et athlétique sachant faire la.....(8), la

cuisine et le ménage. Il aurait idéalement les yeux verts et les ..... (9)

bruns et se passionnerait pour les animaux domestiques, surtout les ..... (10).

**This is the end of the test. Please ensure that each page you submit has your name and candidate number.**



**WINCHESTER**  
COLLEGE

Election 2021

French Reading

Tuesday 27<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 .....

Candidate number .....

25 marks

Name and candidate number: \_\_\_\_\_

## L'Australie : une image d'apocalypse

Depuis trois ans, l'Australie subit une forte sécheresse et depuis trois mois, amplifiés par le vent et la chaleur, des incendies gigantesques ravagent le pays. **Montant jusqu'à trente mètres de haut, les flammes piègent les animaux, et notamment les koalas, une espèce en voie de disparition. Ceux qui peuvent être sauvés sont soignés dans un hôpital spécialisé. Heureusement, de l'argent vient du monde entier pour les aider.**

La ville de Sydney est régulièrement envahie par la fumée. Jour et nuit, ses habitants ont du mal à respirer, et souffrent de maux de tête. Les plages sont fermées à cause des pluies de cendres. Dans les écoles, certains élèves portent des masques pour se protéger et les récréations ou les activités sportives à l'extérieur sont annulées.

Les pompiers sont très fatigués mais il se battent sans cesse contre de nouveaux incendies. Ils font tout ce qui est en leur pouvoir pour sauver des vies et des communautés entières mais ils ne réussissent pas toujours. Des milliers d'habitants ont dû être évacués et leurs maisons ont malheureusement brûlé. Beaucoup ont tout perdu et ne savent pas ce qu'ils vont faire à l'avenir. C'est très difficile de ne pas baisser les bras.

Le réchauffement climatique accélère cette sécheresse, qui arrive de plus en plus tôt chaque année. « *Depuis trois ans, il n'a pas plu comme d'habitude en hiver et en automne* », alerte une agricultrice. « *Depuis un mois, nous n'avons plus d'eau. Nous sommes obligés de l'acheter pour notre bétail.* » Comment continuer à travailler et gagner sa vie dans ces conditions ?

Le Premier ministre australien, Scott Morrison, fait partie de ceux qui ne croient pas au réchauffement climatique malgré toutes les preuves des scientifiques. Il y a deux mois encore, il voulait interdire les manifestations des écologistes pour sauver la planète. Aujourd'hui, il ne dit plus rien. Peut-être que les quelques mois catastrophiques que le pays vient de vivre l'ont fait changer d'avis.

Name and candidate number: \_\_\_\_\_

## Section A

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

14 marks

1. Mention **two** factors that have fuelled the huge fires. (2)

---

---

2. What problem is Sydney often battling? (1)

---

3. What is the physical impact of this on the inhabitants of Sydney?  
(**two** symptoms) (2)

---

---

4. What is closed? (1)

---

5. What has happened to outside sporting activities in schools? (1)

---

6. Who is very tired? (1)

---

7. Why do many victims not know what they are going to do in the future? (1)

---

8. What is mentioned about the arrival of droughts each year? (1)

---

Name and candidate number: \_\_\_\_\_

9. What did not happen as expected in winter and in autumn? (1)

---

10. What are farmers forced to do in order to keep their cattle? (1)

---

11. What does Scott Morrison not believe in? (1)

---

12. What did he try to ban two months ago? (1)

---

## Section B

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

4 marks

1. pouvoir means:
  - a) team
  - b) duty
  - c) power
  
2. baisser les bras means:
  - a) give up
  - b) despair
  - c) run away
  
3. gagner sa vie means:
  - a) save one's life
  - b) win in life
  - c) earn a living
  
4. Changer d'avis means:
  - a) change his policies
  - b) change his mind
  - c) change tactics

Name and candidate number: \_\_\_\_\_

## Section C

**Translate the following sentences (in bold in the text) into English. 7 marks**

«**Montant jusqu'à trente mètres de haut, les flammes piègent les animaux, et notamment les koalas, une espèce en voie de disparition. Ceux qui peuvent être sauvés sont soignés dans un hôpital spécialisé. Heureusement, de l'argent vient du monde entier pour les aider.**»

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**This is the end of the test. Please ensure that each page you submit has your name and candidate number.**





# WINCHESTER

## COLLEGE

Election 2021

French Writing

Tuesday 27<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 .....

Candidate number .....

100 marks

Name and candidate number: \_\_\_\_\_

### PART I: VERBS (40 marks)

#### (A) Present Tense

20 marks

Fill in the numbered blanks with the correct form of the present tense of the verbs in brackets.

**Example** *Mon frère (1 manger) trop de sucreries.*

1 mange

a) Quand je suis chez mes grands-parents, ils me (1 **permettre**) de faire un tas de choses que je ne (2 **pouvoir**) pas faire à la maison, car mes parents (3 **être**) assez stricts. Chez nous, mon frère et moi (4 **devoir**) nous réveiller tôt pour aller à l'école, mais quand nous sommes chez les grands-parents, c'est les vacances ! Donc, en général, ma grand-mère nous (5 **apporter**) une tasse de thé au lit vers neuf heures et ensuite nous (6 **descendre**) à la cuisine pour prendre un bon petit-déjeuner. D'habitude, mon grand-père nous (7 **préparer**) des œufs brouillés. On (8 **avoir**) le droit de rester en pyjama mais normalement on (9 **s'habiller**) car on (10 **aimer**) sortir au jardin après.

b) L'après-midi, mon grand-père nous (10 **amener**) souvent en ville pour acheter des glaces. J'en (11 **prendre**) toujours une à la pistache mais mon frère (12 **préférer**) en prendre une au chocolat. S'il n'y (13 **avoir**) rien au cinéma, nous (14 **aller**) au centre commercial et mon grand-père nous donne de l'argent pour faire des achats pendant qu'il (15 **bavarder**) avec ses copains au café. Quelquefois j' (16 **essayer**) une nouvelle robe mais normalement je (17 **traîner**) dans les magasins et je n' (17 **acheter**) rien. Mon frère, lui, (18 **choisir**) toujours de prendre un petit café au lieu de faire des achats. Mais il ne (19 **se plaindre**) jamais. C'est sympa, vous ne (20 **trouver**) pas ?

1 \_\_\_\_\_

11 \_\_\_\_\_

2 \_\_\_\_\_

12 \_\_\_\_\_

3 \_\_\_\_\_

13 \_\_\_\_\_

4 \_\_\_\_\_

14 \_\_\_\_\_

5 \_\_\_\_\_

15 \_\_\_\_\_

6 \_\_\_\_\_

16 \_\_\_\_\_

7 \_\_\_\_\_

17 \_\_\_\_\_

8 \_\_\_\_\_

18 \_\_\_\_\_

9 \_\_\_\_\_

19 \_\_\_\_\_

10 \_\_\_\_\_

20 \_\_\_\_\_

Name and candidate number: \_\_\_\_\_

**(B) Perfect and Imperfect Tenses**

**12 marks**

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

Quand elle (1 être) jeune, ma mère (2 travailler) dans un restaurant ; elle (3 détester) un client en particulier, qui (4 venir) manger tous les vendredis et qui (5 être) vraiment grossier envers elle, et elle (6 décider) de se venger. Elle (6 prendre) la commande du monsieur, une grande pizza 'spéciale' comme d'habitude, et (7 se diriger) vers la cuisine. Quand elle y (8 arriver), elle (9 demander) au cuisinier de renverser la pizza sur le sol avant de la lui donner. Le cuisinier ne (9 vouloir) pas le faire, mais ma mère lui (10 expliquer) ce que le client lui (11 dire) chaque semaine. Choqué, le cuisinier (12 faire) exactement ce que ma mère lui a demandé ! Et le monsieur l'a mangée, cette pizza 'spéciale' ! La morale de l'histoire : soyez gentils dans les restaurants !

1 \_\_\_\_\_

7 \_\_\_\_\_

2 \_\_\_\_\_

8 \_\_\_\_\_

3 \_\_\_\_\_

9 \_\_\_\_\_

4 \_\_\_\_\_

10 \_\_\_\_\_

5 \_\_\_\_\_

11 \_\_\_\_\_

6 \_\_\_\_\_

12 \_\_\_\_\_

Name and candidate number: \_\_\_\_\_

**(C) Future Tense**

**8 marks**

**Fill in the numbered blanks with the correct form of the future tense of the verbs in brackets.**

Alors, l'été prochain, ce **(1 être)** l'aventure ! Je **(2 partir)** en voyage dans un petit camping-car. Ma famille et moi **(3 aller)** jusqu'en Laponie, tout au nord de l'Europe, où il ne **(4 faire)** pas nuit du tout en juillet ! On m'a dit qu'il y a beaucoup de moustiques mais on **(5 avoir)** des moustiquaires autour des fenêtres. Je pense qu'on **(6 pouvoir)** voir des rennes, ou même des animaux encore plus grands ! On nous a dit de cacher nos provisions dans une boîte à l'intérieur du camping-car, sinon les ours **(7 venir)** les voler. Imaginez ! J'espère au moins qu'on **(8 dormir)** avec ce soleil de 24 heures.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

Name and candidate number: \_\_\_\_\_

**PART II: TRANSLATION (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.

I generally play golf / at weekends/

\_\_\_\_\_

and the club gives me/ a medal when/ I win my match,/

\_\_\_\_\_

which normally happens./What I dislike/ the most is losing. /

\_\_\_\_\_

This is because/ I find it difficult.

\_\_\_\_\_

My caddie is stupid/ and he does nothing/ to help me / win/.

\_\_\_\_\_

We argue all the time./

\_\_\_\_\_





*School*

*Candidate's Name (PLEASE PRINT)*



**WINCHESTER**  
COLLEGE

**Election**

*2021*

**Science**

**BIOLOGY**

**THEORY SECTION**

*Time allowed: 25 minutes*

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



1 Fig. 1 shows a fossil of a dragonfly. The fossil species lived in the Carboniferous period but went extinct 360 million years ago. Also shown is a silhouette of the largest dragonfly alive today. The two are to scale. On the image is a red line that represents 1 metre in real life.

(a) If the length of the red line on the image when measured with a ruler is 45 mm what percentage of the real size is the image?

.....%



Fig. 1

During the Carboniferous the dragonflies were the first and only flying animals on Earth. The land was 80% covered in tropical tree ferns creating a huge rain forest. Today the forest cover is around 15%.

The oxygen in the air in the Carboniferous made up 35% of the volume whereas today oxygen makes up 21% of the volume of air.

All insects have a primitive respiratory system which is a system of air sacs and tubes called *trachea* which enter the body along the sides through small pores called *spiracles*. This system is not very efficient.

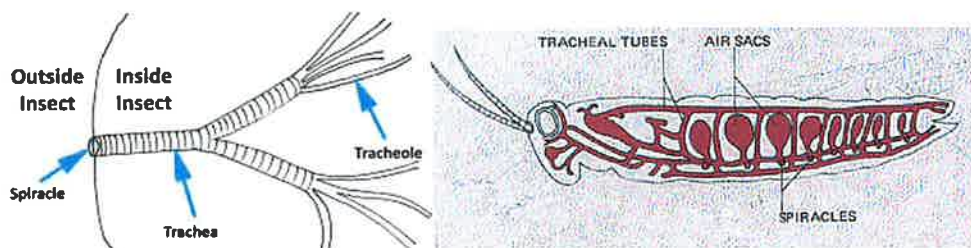


Fig. 2



**Fig. 3** – an artist's impression of the Carboniferous

- (b) Explain in as much detail as you can why the oxygen percentage was so much higher in the Carboniferous than today.

.....

.....

.....

.....

.....

.....

[4]

- (c) Using the information above give two reasons why the largest dragonfly in the Carboniferous is so much larger than the largest species today.

Reason 1.....

.....

.....

[2]

Reason 2.....

.....

.....

[2]

Dragonflies belong to a group of insects called *exopterygota* which includes locusts, cockroaches and stick insects. This group has 130,000 species worldwide. These insects have a lifecycle in which a nymph (a small version of the adult) hatches from the egg. The nymph gets steadily bigger until it becomes an adult. The nymph eats the same food as the adult. The adult often lives for several years.

Another group of insects are called the *endopterygota* which includes flies, beetles, butterflies and moths, and ants, wasps and bees. This group has over 1,000,000 species and the beetles alone have 400,000 species. The key feature of their lifecycle is a complete metamorphosis where a larva (grub or caterpillar) hatches from the egg and eats an entirely different food from the adult. The larva grows rapidly then builds a pupa (cocoon) where it radically restructures its body and emerges as an adult, breeds and then dies very soon after breeding.

For example, the larva of the blowfly eats dead flesh but the adult fly eats dung and rotten fruit. Similarly, the grub of the stag beetle eats rotten wood and the adult eats plant sap.

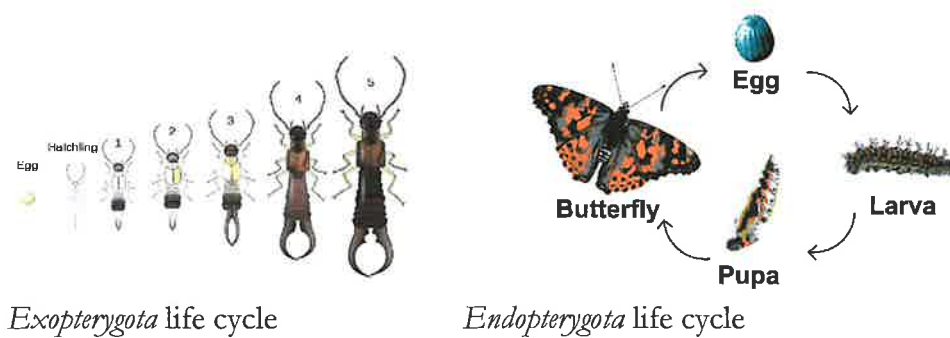


Fig. 4

- (d) Use this information to suggest why there are so many more species of *endopterygota* than *exopterygota*.

.....

.....

.....

.....

.....

.....

(e) If there are a total of 1,130,000 species of insect what percentage are *endopterygota* and *exopterygota*?

*endopterygota* .....%

*exopterygota*.....%

[2]

## 2 Breathing

Figs 5.1 – 5.3 show some images of a machine called an iron lung. It was used up until the 1960s for patients suffering from severe effects of the viral disease *Polio*. This virus can cause muscle paralysis in the breathing (intercostal) muscles of the ribcage.

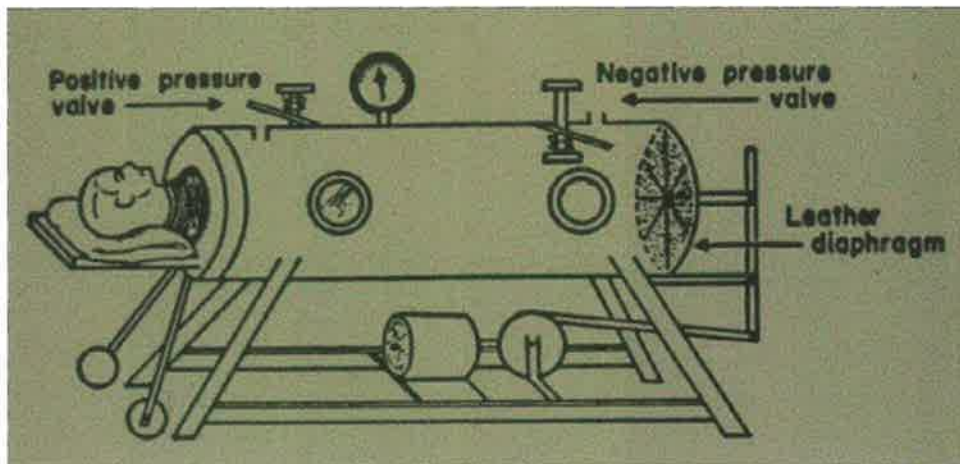


Fig. 5.1

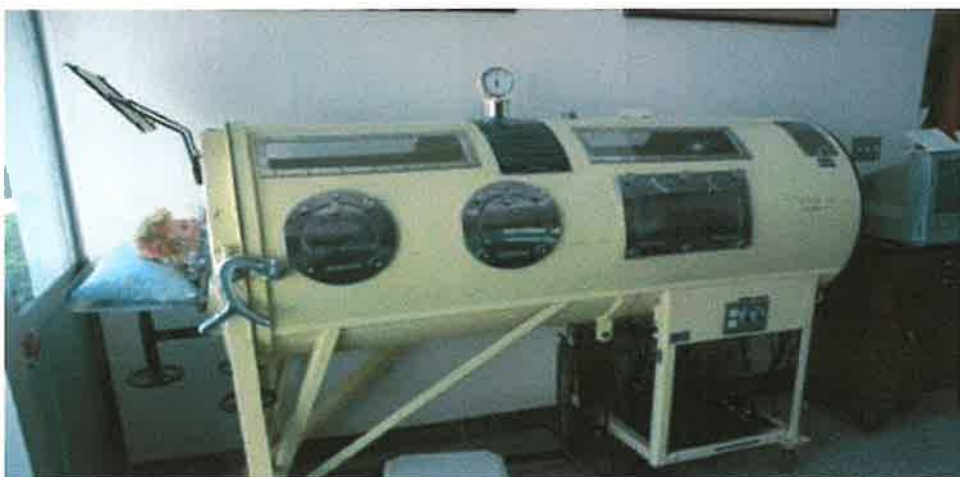


Fig. 5.2



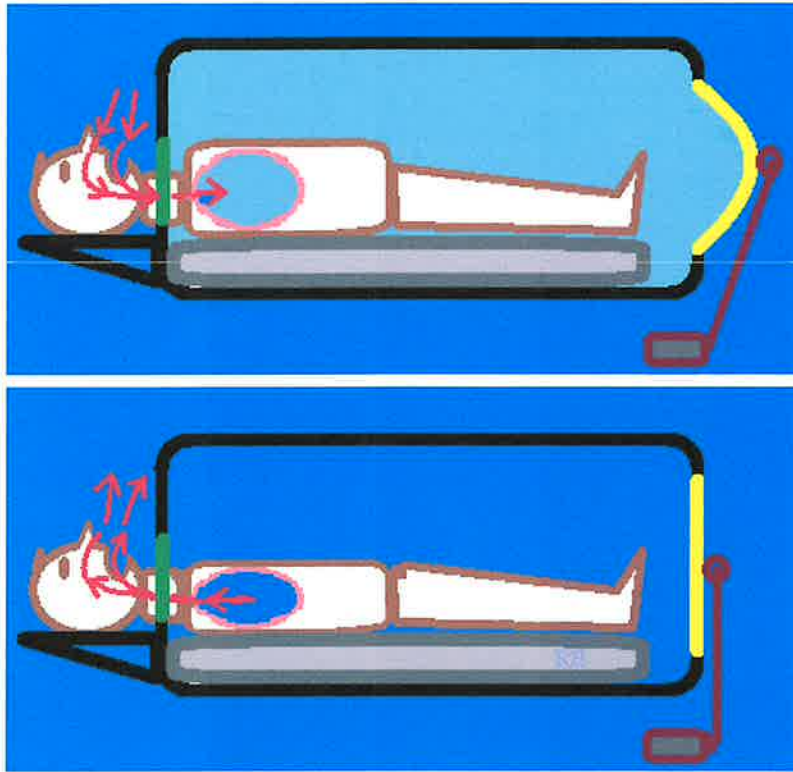


Fig. 5.3

- (a) The machine works by enclosing the patient's body in an airtight metal box with just the head poking out. Bellows attached to the end of the box raise and lower the volume of the box. Suggest how this will help the patient to breathe.

.....

.....

.....

.....

.....

.....

.....

[4]

- (b) Iron lungs are no longer used in hospitals. Suggest three reasons why.

(i) .....

.....

.....

[2]

(ii) .....  
.....  
..... [2]

(iii) .....  
.....  
..... [2]

**End of this paper**

**References**

- Fig 1 - [GeoPicture of the week: Giant Dragonfly fossil \(zmescience.com\)](http://www.zmescience.com)
- Fig 2 - [RESPIRATORY SYSTEM OF PERIPLANETA AMERICANA | learn zoology \(wordpress.com\)](http://www.learnzoology.wordpress.com)  
[Tracheal Breathing \(biology-pages.info\)](http://www.biology-pages.info)
- Fig 3 - <http://www.funkidslive.com/learn/geology-rocks/geology-rocks-carboniferous-period/>
- Fig 4 - <https://biology.stackexchange.com/questions/2701/why-does-the-butterfly-have-a-cocoon-stage-in-its-life-cycle>
- Fig 5.1 - <http://realmirrorofnature.blogspot.com/>
- Fig 5.2 - [iron lung - Bing images](#)
- Fig 5.3 - [IronLung1.jpg \(432x287\) \(ssvmmh.org\)](#)

*School*

*Candidate's Name (PLEASE PRINT)*



**WINCHESTER**  
COLLEGE

**Election**

*2021*

**Science**

**CHEMISTRY**

**THEORY SECTION**

*Time allowed: 25 minutes*

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

1 At room temperature and pressure (r.t.p.), the effective volume of a single gaseous molecule of any type is  $3.99 \times 10^{-20} \text{ cm}^3$  (3 sig. fig.) REGARDLESS of the identity of the molecule. If the temperature changes, the factor change in volume is also identical for all types of gaseous molecule.

(a) Compare the number of molecules in  $10 \text{ cm}^3$  of gaseous methane,  $\text{CH}_4$ , at r.t.p. with the number of molecules in  $10 \text{ cm}^3$  of gaseous oxygen, at the same temperature and pressure.

.....  
.....

[1]

(b) Give the chemical formula of oxygen gas.

.....

[1]

(c) Name the two products formed when methane is combusted in an excess of oxygen.

1 .....

2 .....

[1]

Methane is the first and simplest member of a 'family' of hydrocarbon molecules known as the alkanes. The third and fifth members of the series are propane,  $\text{C}_3\text{H}_8$ , and pentane,  $\text{C}_5\text{H}_{12}$ . As a 'family' the alkanes all combust in excess oxygen to give the same two products as methane does.

(d) Suggest a chemical formula for the  $n$ th member of the family, i.e. given an alkane with formula  $\text{C}_n\text{H}_w$ ; state the value of  $w$  in terms of  $n$ .

.....  
.....

[1]



- (e) The relative atomic masses of carbon and hydrogen are 12 and 1 respectively. What is the formula of the fourth member of the alkane family,  $C_4H_x$  i.e. what is the value of  $x$ ? What percentage of the total relative mass of this alkane is due to just carbon? Give your answer to 1 decimal place.

.....  
.....

[2]

- (f) A different alkane,  $C_xH_y$ , was found to be 84.21% carbon by mass. Showing your working, determine the formula of the alkane.

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

[2]

- (g) A fundamental principle of chemical reactions is that matter is conserved. Write balanced symbol equations for the combustion of propane and pentane in excess oxygen; that is equations which have equal numbers of each type of atom on both sides of the equation.

example: sodium hydroxide + sulfuric acid  $\rightarrow$  sodium sulfate + water  
is  $2NaOH + H_2SO_4 \rightarrow Na_2SO_4 + 2H_2O$  as a balanced symbol equation  
with 2Na, 6O, 4H and 1S on each side of the equation.

propane + oxygen: .....

pentane + oxygen: .....

[4]

- (h) Why is incomplete combustion of pentane more likely to occur than incomplete combustion of propane?

.....  
.....

[1]

10 cm<sup>3</sup> of propane is completely combusted in oxygen:

- (i) (i) What is the minimum volume of oxygen required to combust 10 cm<sup>3</sup> of propane completely?

..... [1]

- (ii) The reaction needed cooling to return to r.t.p., i.e. the chemical reaction had given out heat energy. What word is used to describe chemical reactions that give out heat energy?

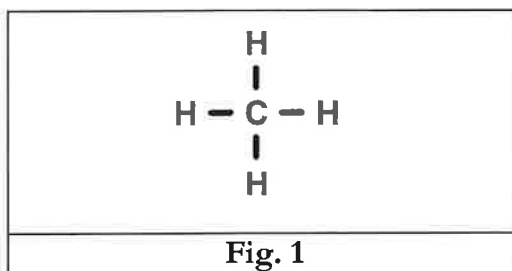
..... [1]

- (iii) After cooling the reaction back to r.t.p. what is the total change in gas volume,  $V_{\text{products}} - V_{\text{reactants}}$ ?

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

**BLANK PAGE**

- 2 A molecule of methane is formed by 'bonding' one carbon atom to four hydrogen atoms. The bonds can be represented by lines as in Fig. 1 below. When carbon atoms bond to other atoms there are ALWAYS four bonds around each carbon atom. When hydrogen atoms bond to other atoms there is ALWAYS only one bond per hydrogen atom.



- (a) Draw the atoms and bonds in a molecule of propane.

[1]

- (b) The overall formula  $C_5H_{12}$  can be achieved by more than one arrangement of atoms and bonds. Draw all the possible structures.

[3]

3 Zamak 2 is an alloy (mixture of) zinc, aluminium, and copper. It has formula  $ZnAl_4Cu_3$ .

(a) Which of the three metals in Zamak 2 is most reactive?

..... [1]

(b) **Excess** samples of these three metals are placed in separate test tubes of dilute sulfuric acid. Which will **not** react?

..... [1]

(c) The three metals are added to the two test tubes that showed sign of reaction in (b). Give the **word** equation for the **one** reaction that occurs in one of these two tubes.

..... [2]

**End of this paper**

*School*

*Candidate's Name (PLEASE PRINT)*



**WINCHESTER**  
COLLEGE

**Election**

*2021*

**Science**

**PHYSICS**

**THEORY SECTION**

*Time allowed: 25 minutes*

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

1 A blob of Plasticine is wrapped around a steel ball-bearing. It is found to have a mass of 54.0 g. It is placed in a measuring cylinder containing 58.0 cm<sup>3</sup> of water. The level of the water in the cylinder increases so that it now reads 87.0 cm<sup>3</sup>.

(a) Calculate the density of the blob.

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

[3]

(b) A piece of Plasticine is now torn off the outside of the blob and formed into a mini-blob. The mini-blob has a volume of 4.5 cm<sup>3</sup> and has a mass of 5.5 g. Given that the ball bearing has a volume of 2.8 cm<sup>3</sup>, calculate the density of steel. Show all your working.

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

[4]

(c) The overall density of the blob is greater than that of Plasticine, because of the ball-bearing. Suggest and explain another way in which the presence of the ball-bearing might be detected without cutting into the blob.

.....  
.....

[1]

- (d) Suggest and carefully explain at least one way in which this demonstration could be used to illustrate properties of the Earth.

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

[3]

- 2 The Aquatic Republic of Atlantis uses specially-trained dolphins as messengers. The dolphins swim at 15 m/s. When they reach their destination they immediately turn around and swim back to where they came from.

- (a) Dolphins from Waveton swim to Fishburg and return 2.5 hours later. Calculate the distance between Waveton and Fishburg in kilometres.

.....  
.....

[3]

- (b) A slow-moving container ship from Fishburg is sailing to Waveton. It is travelling at a constant speed and releases dolphins at a rate of one a minute. The dolphins arrive at Waveton with a gap of fifty seconds between them. Calculate the speed of the ship, showing all your working.

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

[4]



3 A battery is connected to an electric motor, which is used to lift a load. The load is moving upward at constant speed and is attached to the motor by a piece of thin string. The current in the circuit is measured with an ammeter.

(a) Carefully describe the energy transfers that are occurring in this system at this moment.

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

[3]

(b) Consider the tension in the string and the weight of the load. State whether they are the same size or different sizes and explain how you know this.

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

[2]

(c) The string breaks but the motor continues to turn. Explain what you would expect to happen to the current and why.

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

[2]

**End of this paper**

Name .....



WINCHESTER  
COLLEGE

Winchester Election

**Mathematics II**

**Wednesday 28<sup>th</sup> April 2021, 0900-1030**

Time allowed: 1 hour 30 minutes (+5 minutes)

*You have an additional 5 minutes to give you time to draw out diagrams, which may help with some of the questions.*

Total marks: 100

**Calculators are not allowed.**

Write your answers on A4 paper. You may use a pencil for diagrams. You should show all your working so that credit may be given for partially correct answers.

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

Diagrams in the questions have not been drawn to scale.

**Please start your working for each question on a new sheet of paper, and write your name at the top of each sheet of paper.**

Please start Q1 on a new sheet of paper and write your name at the top.

1.	a) Evaluate $222 \div \frac{1}{5}$ .	b) Evaluate $\sqrt{\sqrt{\frac{16}{81}}}$ .	[1] [1]
	c) Write $\frac{1}{72} + \frac{3}{40}$ as a simple fraction.	d) Evaluate $\frac{0.14 \times 0.21}{0.00049}$ .	[2] [2]
	e) Evaluate $(2\sqrt[3]{5})^3$ .	f) $\frac{1^3 + 2^3 + 3^3 + 4^3 + 5^3 + 6^3}{1+2+3+4+5+6}$ .	[2] [2]

Please start Q2 on a new sheet of paper and write your name at the top.

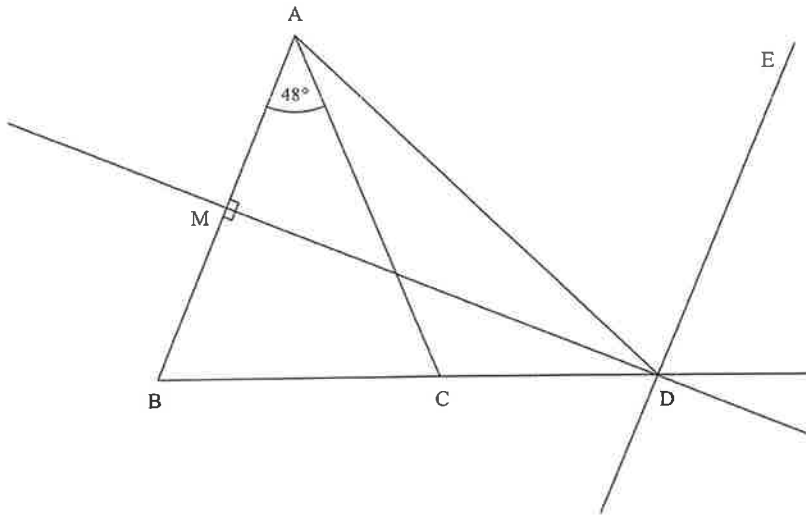
2.	$a = \frac{5}{2-b}$ and $b = \frac{5}{2-c}$ .		
	a) What is $a$ when $b$ is $-8$ ?	b) What is $b$ when $a$ is $\frac{1}{3}$ ?	[2] [2]
	c) What is $a$ when $c$ is $12$ ?	d) What is $b$ when $a + c = 2$ ?	[2] [2]

Please start Q3 on a new sheet of paper and write your name at the top.

3.	a) Evaluate $(1+3+5+7+9+11)-(2+4+6+8+10+12)$ .	b) Evaluate $\left(\frac{(-18)^{11}}{9^{11}} + \frac{(-12)^{11}}{(-6)^{11}} + 1\right)\left(\frac{(-14)^7}{(-7)^7} - \frac{(-16)^7}{8^7} + 1\right)$ .	[2] [2]
	c) Expand and simplify $\left(x + \frac{1}{x}\right)\left(x^2 - 1 + \frac{1}{x^2}\right)$ .	d) Given that $x + \frac{1}{x} = 5$ find $x^3 + \frac{1}{x^3}$ .	[2] [3]

Please start Q4 on a new sheet of paper and write your name at the top.

4. The triangle ABC is isosceles ( $AB = AC$ ). DM is a perpendicular bisector of AB (M is the midpoint of AB). DE is parallel to AB.



Find the size of the following angles.

a) BDM

[2]

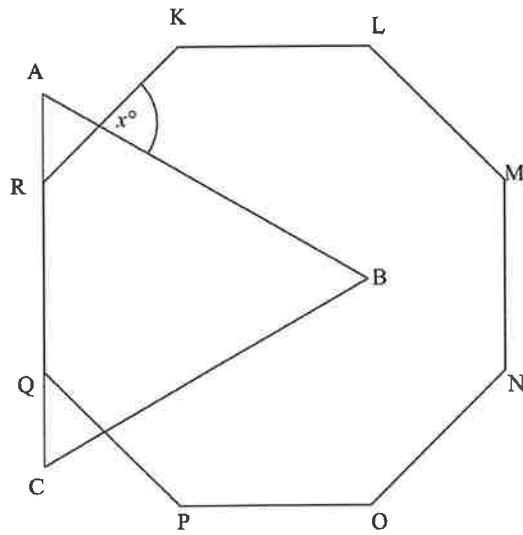
b) ADE

[3]

Please start Q5 on a new sheet of paper and write your name at the top.

5. ABC is an equilateral triangle. KLMNOPQR is a regular octagon.  
Find the angle  $x$ .

[3]



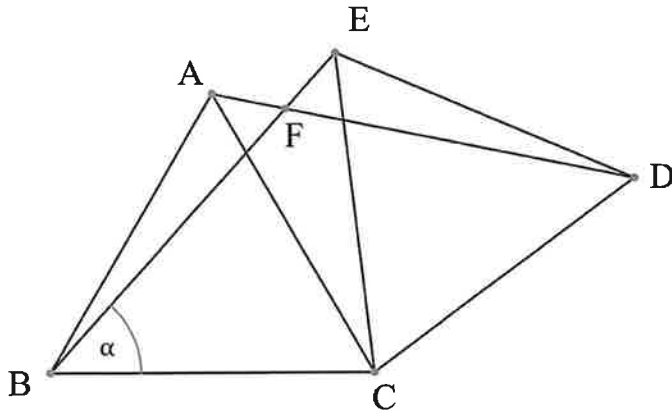
Please start Q6 on a new sheet of paper and write your name at the top.

6.	a) What is the remainder when $2 \times 3 \times 5 \times 7 \times 11$ is divided by 4?	[1]
	b) What is the remainder when $3 \times 13 \times 23 \times 43$ is divided by 6?	[1]
	c) What is the remainder when $2^2 \times 23^2 \times 223^2$ is divided by 8?	[2]
	d) $2 \times 3 \times 5 \times 7 \times 11 \times 13 \times 17 \times 19 \times 23$ leaves the same remainder when divided by 8 as it does when divided by 18. What is the remainder?	[3]



Please start Q7 on a new sheet of paper and write your name at the top.

7. In the diagram below, ABC and CDE are equilateral triangles and the straight lines AD and BE meet at F. Angle EBC is called  $\alpha$ .



Find the following angles, leaving your answers in terms  $\alpha$  where appropriate.

a) EBA

[1]

b) BAF

[2]

c) EFA

[1]

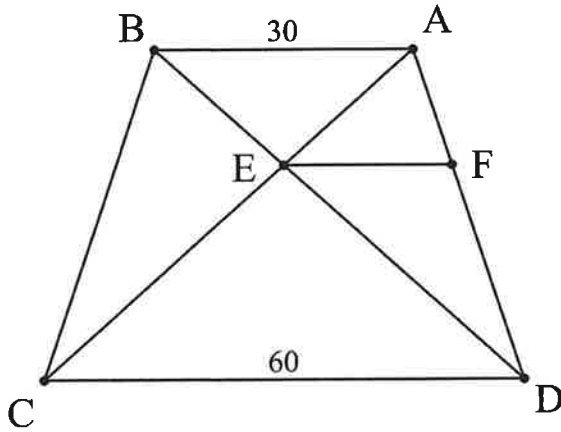
Please start Q8 on a new sheet of paper and write your name at the top.

8. ABCD is a trapezium whose diagonals meet at E. The length of AB is 30, and the length of CD is 60. The lines AB, CD and EF are all parallel.

a) Find the length of EF.

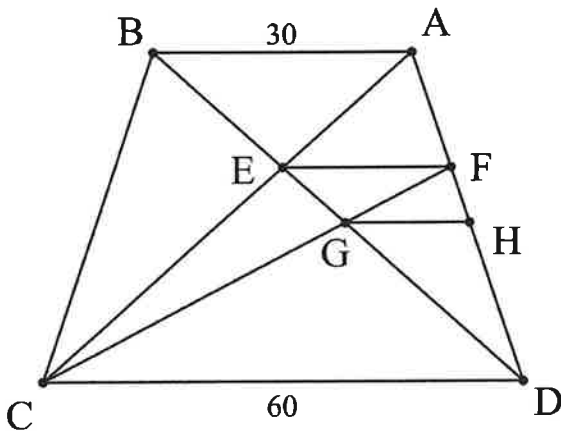
(Hint: you may wish to consider the pair of triangles ABE and CDE and the pair AEF and ACD)

[2]



b) When the line CF is added to the diagram, it meets BD at G. The line GH is parallel to EF. Find the length of GH.

[2]

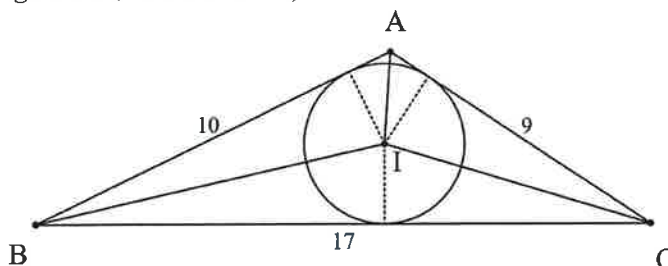


Please start Q9 on a new sheet of paper and write your name at the top.

9. The diagram shows triangle ABC whose sides have lengths 9, 10 and 17. The circle with centre I touches all three sides of the triangle.

- a) Given that the area of the triangle is 36, find the radius of the circle.  
 (Hint: you may wish to consider the triangles ABI, BCI and CAI.)

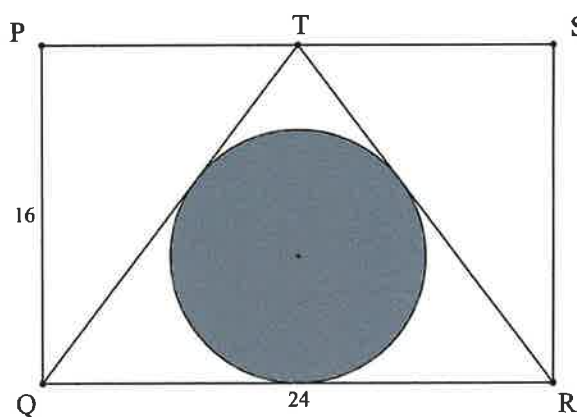
[3]



- b) The diagram shows a rectangle PQRS whose sides have lengths 16 and 24. T is the midpoint of PS. The shaded circle touches all three sides of triangle QRT and has area  $k\pi$ .

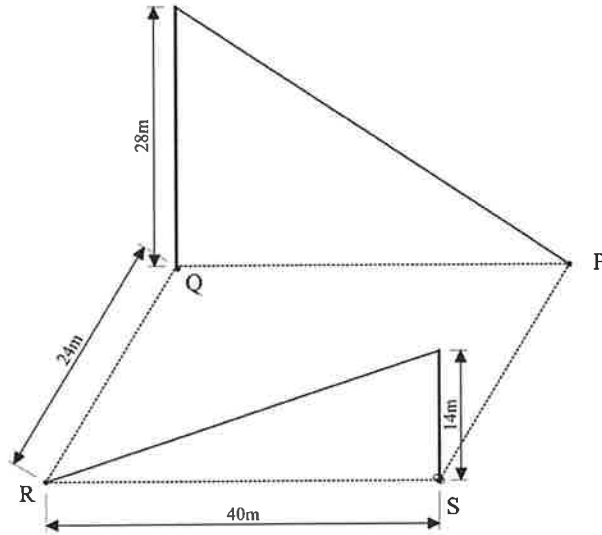
Find the value of  $k$ .

[5]



Please start Q10 on a new sheet of paper and write your name at the top.

10. PQRS is a rectangular field with  $PQ=RS=40\text{m}$  and  $QR=PS=24\text{m}$ .  
 There is a 28m vertical pole at Q, the top of which is joined to P by a straight wire.  
 There is a 14m vertical pole at S, the top of which is joined to R by a straight wire.  
 Ariadne the spider starts at R and crawls half way up the wire before stopping for a rest.  
 While Ariadne is resting, a second spider called Charlotte starts crawling up the wire from P.



- a) How far apart are the spiders when they are the same height above the ground?

[3]

- b) How far apart are the spiders when they are both half way up their wires?

[3]

When Charlotte is 80% of the way up her wire, she attaches a thread to the wire and descends vertically 740cm.

- c) How far apart are the spiders now?

[4]

Please start Q11 on a new sheet of paper and write your name at the top.

11. The sequence of Fibonacci numbers begins with two 1s and each subsequent number is the sum of the previous two. The sequence begins:

1, 1, 2, 3, 5, 8, 13, ...

a) Suppose that  $x$  and  $y$  are two consecutive Fibonacci numbers. Fill in the five blanks below to complete the list of seven Fibonacci numbers, leaving your answers in terms of  $x$  and  $y$ .

[2]

\_\_\_\_,  $x$ ,  $y$ , \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) Is it possible for both  $x$  and  $y$  to be even? Explain your reasoning.

[2]

c) How many of the first 600 Fibonacci numbers are even?

[2]

d) Suppose that  $x$  is divisible by 5 and  $y$  is not. Write down the next Fibonacci number after  $y$  which is a multiple of 5, leaving your answer in terms of  $x$  and  $y$ .

[2]

e) How many of the first 600 Fibonacci numbers are divisible by 30?

[2]

f) The  $k^{\text{th}}$  Fibonacci number is a multiple of 390. What is the smallest possible value of  $k$ ?

[2]

Please start Q12 on a new sheet of paper and write your name at the top.

12. An *anagram* is an arrangement of the letter of a particular word. For this question anagrams do not need to be real English words. For example 'TOP' is an anagram of 'POT', but so are 'OPT', 'TPO', 'PTO' and 'OTP'.

a) List all the anagrams of the word 'FIG' in alphabetical order. (*You should include the original word in your list.*)

[1]

b) How many anagrams of the word 'PLUM' are there?

[1]

c) All anagrams of the word 'PEACH' are listed in alphabetical order. 'ACEPH' is number 2 in the list.  
What number in the list is 'CAEHP'?

[2]

d) All anagrams of the word 'LEMONS' are listed in alphabetical order. What is the 243<sup>rd</sup> anagram in the list?

[3]

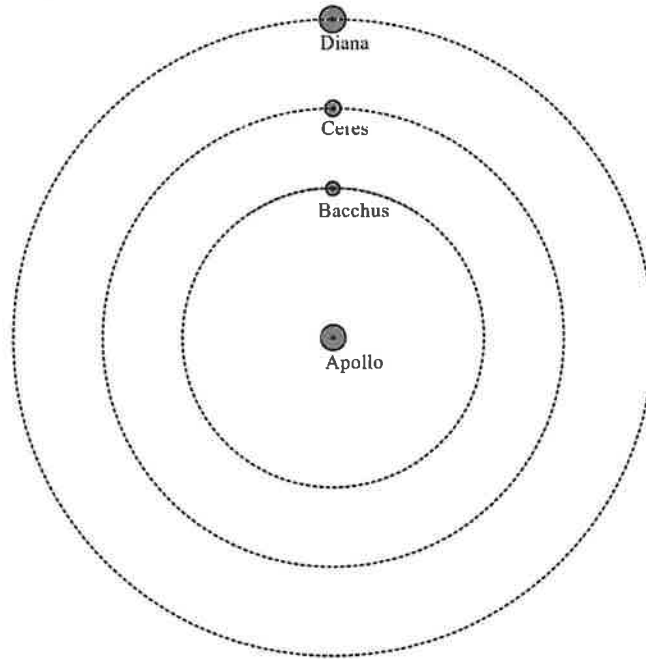
e) All anagrams of 'ORANGE' are listed in alphabetical order. What number is 'ORANGE' in the list?

[3]



Please start Q13 on a new sheet of paper and write your name at the top.

13. Bacchus (B), Ceres (C) and Diana (D) are three planets that perform circular orbits around the star, Apollo (A), at constant speeds.



Initially all four bodies, A, B, C and D are in a line, as shown in the diagram.

C always moves clockwise around A performing two revolutions every Earth year.

- a) B moves clockwise around A performing one revolution every Earth year. How long until A, B and C are once again in a line (in that order)?

[2]

- b) B moves clockwise around A performing **five** revolutions every Earth year. How long until A, B and C are once again in a line (in that order)?

[2]

c) B moves **anticlockwise** around A performing five revolutions every Earth year. How long until A, B and C are once again in a line (in that order)?

[2]

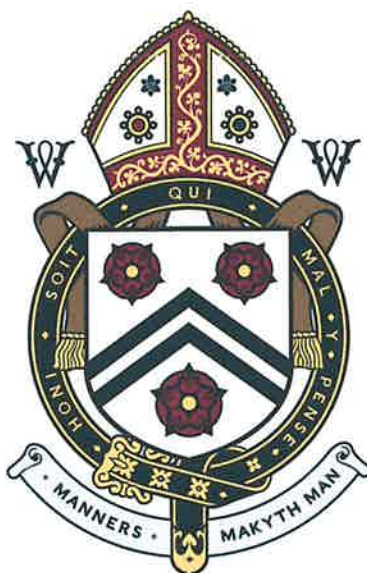
d) B moves **clockwise** around A performing five revolutions every Earth year. D moves clockwise around A performing one revolution every three Earth years. How long until A, B, C **and D** are once again in a line (in that order)?

[4]

(END OF PAPER)

Name: .....

School: .....



# WINCHESTER

COLLEGE

Election 2021

Latin

Wednesday 28<sup>th</sup> April 1100 – 1230

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

**Take a sheet of paper and write your full name on it**

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

1.

### **King Arthur wins a great victory over the Saxons.**

Saxones, ab Arturo rege Britonum victi, promiserunt se ad Germaniam redituros esse. deinde, cum in navibus discessissent, Arturus iter longum cum plurimis militibus fecit ut contra Pictos pugnaret. tam scelesti erant Saxones ut statim redirent et urbem Badonem oppugnarent. Arturus igitur festinavit ut urbem adiuvarent. hostibus tandem visis, haec verba nobilissima dixit: 'parate arma, viri, et cives nostros fortiter defendite. nonne mori melius est quam e patria pelli?' his verbis auditis, milites se ad proelium paraverunt. rex ipse gladium, Excaliburnum nomine, qui et longissimus et latissimus erat, arripuit. deinde Britones impetum audacem contra hostes fecerunt. Saxones summum montem qui prope urbem erat nunc ceperant, sed Arturus lente ascendit et suis imperavit ut sequerentur. cum tandem ad summum pervenisset, tot hostes interfecit rex ipse ut ceteri fugerent.

Based on Geoffrey of Monmouth.

Britones, um, 2mp: the Britons  
promitto, -ere, promisi, promissum: I promise  
Germania, -ae, 1f: Germany  
Picti, orum, 2mp: the Picts  
scelestus a um: wicked  
Bado, Badonis, 3m: Bath  
adiuvo, -are, adiuvi, adiutum: I help  
Excaliburnus, i, 2m: Excalibur  
arripio, ere, ui, reptum: I take up  
impetus, us, 4m: attack

[35%]

**Take a new sheet of paper and write your full name on it**

**2.**

**Mark Antony and Octavian take revenge on Caesar's assassins Brutus and Cassius and then struggle for control of the empire.**

Brutus et Cassius, Caesare interfecto, ingens bellum moverunt. nam multos exercitus, qui erant per Macedoniam et Orientem, colligerunt. profecti sunt igitur contra eos Octavianus et Antonius; nam Lepidus, socius eorum, manebat ut Italiam defenderet. duo exercitus prope Philippos, Macedoniae urbem, convenerunt. primo proelio victi sunt Antonius et Caesar (periit tamen dux nobilium Cassius). sed secundo Brutum et plurimos nobiles victos interfecerunt. et inter eos respublica sic divisa est ut Octavianus Hispaniam, Galliam et Italiam teneret, Antonius Asiam, Pontum et Orientem. Antonius Cleopatram, reginam Aegypti, in matrimonium duxit. superatus ab Octaviano navali proelio prope Actium, fugit in Aegyptum et, cum omnes ad Octavianum transirent, se occidit. Cleopatra ipsa, cum Antonium mortuum esse audivisset, se serpentis veneno necavit.

Eutropius (adapted)

Macedonia, -ae 1f: Macedonia

Oriens, -entis 3m: the East

Philippi, -orum 2mp: Philippi

divido, -ere, dividi, divisum: I divide

respublica, reipublicae 5f: republic

Hispania, -ae 1f: Spain

Gallia, -ae 1f: Gaul

Asia, -ae 1f: Asia (a province in western Turkey)

Pontus, -i 2m: Pontus (a region in northern Turkey)

Aegyptus, -i 2f: Egypt

in matrimonium duco, -ere, duxi, ductum: I marry

Actium, -i 2n: Actium (a city in north-western Greece)

navalis, -e: naval

serpens, -entis 3f: snake

venenum, -i 2n: poison

[35%]

**Take a new sheet of paper and write your full name on it**

## **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.

#### **The story of Coriolanus.**

Coriolanus, Roma expulsus, ad terram Volscorum venit, qui eo tempore contra Romanos bellum gerebant, et eis auxilium promisit. "si viros fortissimos mihi dabitis," inquit, "urbem capiam et Romanos vincetis." his verbis dictis, Coriolanus facillime Volscis persuasit ut totum exercitum se ipso duce mitterent Romam.

Romani, cum Volsci diu urbem oppugnassent, nuntios ad Coriolanum mittere coacti sunt ut pacem peterent. sed eorum verba audire nolebat et eos sine responso remisit. tandem mater Coroliani, Veturia nomine, quamquam timebat, cum uxore eius et liberis in castra hostium ingressa est. dixit cibo iam consumpto omnes desperare. "plurimi Romani morientur, Coriolane" inquit "dum patriam tuam opugnas. noli, mi fili, Romam delere. num vis nos interficere?" ille, a matre magnopere motus, Volscos abducere constituit ne Romani vincerentur. sic Roma a Coroliano non deleta sed servata est.

Coriolanus, -i 2m: Coriolanus (a former Roman general)

Volsci, -orum 2mp: the Volsci (a tribe living near Rome)

(N.B. Your answers should as far as possible translate the relevant Latin words).

1a. What were the Volscians doing when Coriolanus came to them? (lines 1-2) [2]

b. What did he say would happen if they gave him their bravest soldiers? (line 3) [2]

c. Give a translation of the phrase *se ipso duce* (lines 4-5) [1]

d. How did Coriolanus treat the messengers? (lines 7-8) [2]

e. Who went with Veturia to the enemy camp? (line 9) [2]

f. What did she say would happen if he carried on attacking? (line 10) [2]

g. Translate “noli, mi fili, Romam delere. num vis nos interficere?” (lines 11-12) [5]

h. What did Coriolanus hope to avoid by leading away his army? (line 13) [2]

2. What case is:

a) tempore (line 1) [1]

b) eorum (line 7) [1]

3. Translate into Latin:

Coriolanus sent his soldiers away to save the city. [4]

4. Give the 2nd person singular present active indicative of:

a) ingressa est [1]

b) coacti sunt [1]

5. Give the comparative form of *facillime*. [1]

6. Give an example from the passage of:

a) An indirect statement. [1]

b) An imperative. [1]

c) A purpose clause [1]

**Turn over for the prose composition.**

**[30%]**

## PROSE COMPOSITION

On *alternate lines* translate the following passage into Latin

### **The fate of the Roman general Regulus during the First Punic War (264-241 BC).**

Although the Romans had overcome the Carthaginians in the first battle, fortune soon abandoned them. For in the next year, after the Roman army had been defeated, the Carthaginians captured Regulus himself and threw him into prison. Later the Carthaginians decided to seek peace from the senate; and so they sent Regulus to Rome. When he had come into the senate house, he spoke to the senators in this way: 'Fathers, do not give or accept terms; for you know that it is better to seek victory rather than peace.' His friends were trying to persuade Regulus not to return to Africa. "I am not able to stay," he said, "nor do I wish to violate the things which I have promised to the Carthaginians." And so he handed himself over to the enemy again and was cruelly killed.

Carthaginians: Poeni, -orum, 2mp  
fortune: fortuna, -ae, 1f  
prison: carcer, carceris, 3m  
peace: pax, pacis, 3f  
senate: senatus, -us, 4f  
senate house: curia, -ae, 1f  
senator: senator, senatoris, 3m  
terms: condiciones, condicionum 3fp  
I know: scio, -ire, scivi, scitum  
rather than: potius quam  
Africa: Africa, -ae, 1f  
violate: violo, -are, violavi, violatum

[30%]

END OF PAPER



Name:.....

School:.....



WINCHESTER  
COLLEGE

Election 2021

History

Wednesday 28<sup>th</sup> April, 1400-1540

Total time allowed: 1 hour 30 minutes

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

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

Total marks for Section A: **30**. Total marks for Section B: **20**.

Please start Section B on a fresh sheet of paper.

## Section A: Life in the Crusader States

In 1095 Pope Urban II launched the First Crusade – an armed pilgrimage whose goal was to recapture the city of Jerusalem from the Muslims. Approximately seventy thousand people set out on this crusade, mainly from France, but also from Germany and Italy, and made their way across Europe, Anatolia and the Middle East towards the Holy City. In 1099 Jerusalem was captured and the Crusaders (or Franks, as they are also known) went about establishing several new states in the Middle East, the most important of which was the new Kingdom of Jerusalem. However, the Crusaders found themselves ruling over a Muslim population who shared neither their language, their religion, nor their customs. The following sources explore life in the Crusader states during the 12<sup>th</sup> century and the relationship between the Muslims and Christians.

You are not expected to know anything about the material. If you do, deploy your knowledge only to further your analysis of the sources. You are advised to spend about 50 minutes on this section of the paper.

---

### **Source A:**

*The author was a French priest who accompanied his lord, Baldwin of Boulogne, on the First Crusade and then settled in Jerusalem when Baldwin became King in 1100. This description was written early in the twelfth century and describes the formation of a new Frankish identity in the Middle East.*

We who were once westerners have now become Orientals [Easterners]. He who was of Rheims or Chartres has now become a citizen of Tyre or Antioch. We have already forgotten the places of our birth; already these are unknown to many of us or not mentioned any more. Some already possess homes or households by inheritance. Some have taken wives not only of their own people, but Syrians, Armenians, or even Saracens who have achieved the grace of baptism. Words of different languages have become common property known to each nationality, and mutual faith unites those who are ignorant of their descent. He who was born a stranger is now as one born here; he who was born an alien has become a native. Our relatives and parents join us from time to time, sacrificing, even reluctantly, all that they formerly possessed. Those who were poor in the west, God makes wealthy in this land. Therefore why should one return to the west who has found the Orient like this?

*Fulcher of Chartres, A History of the Expedition to Jerusalem, 1127*

### **Source B**

*The Archbishop of Tyre (A Crusader city), writing in the 1160s and 1170s, describes some of the problems facing the early Frankish settlers.*

In 1116, King Baldwin realised with great concern that the holy city, beloved of God, was

almost destitute of inhabitants. There were not enough people to carry on the necessary undertakings of the realm. Indeed there were scarcely enough to protect the entrances to the city and to defend the walls and towers against sudden hostile attacks. Accordingly he gave much anxious thought to the problem. The gentiles [non-Christians] who were living there at the time the city was taken by force had perished by the sword, almost to a man; and if any had by chance escaped they were not permitted to remain in the city. The people of our country were so few in number and so needy that they scarcely filled one street. Accordingly, he made careful investigations in regard to some source whence he might obtain citizens. Finally he learned that beyond the Jordan in Arabia there were many Christians living in villages under hard conditions of servitude and forced tribute. He sent for these people and promised them improved conditions. Within a short time he had the satisfaction of receiving them with their wives and children, flocks and herds, and all their households. They were attracted thither not only by reverence for the place but also by affection for our people and the love of liberty.

William of Tyre, *A History of Deeds Done Beyond the Sea*.

### Source C

*Ibn Jubayr, a Spanish Muslim visiting the Middle East in 1184, wrote an account of the time he spent there, and commented on the relationship between the Crusaders and the Muslims.*

We moved from Tibnin – may God destroy it – at daybreak on Monday. Our way lay through continuous farms and ordered settlements, whose inhabitants were all Muslims, living comfortably with the Franks. God protect us from such temptation. They surrender half their crops to the Franks at harvest time, and pay as well a poll-tax of one dinar for each person. Other than that, they are not interfered with, save for a light tax on the fruits of trees. Their houses and all their effects are left to their full possession. All the coastal cities operated by the Franks are managed in this fashion, their rural districts, the villages and farms, belonging to the Muslims.

But their hearts have been seduced, for they observe how unlike them in ease and comfort are their brethren in the Muslim regions under their Muslim governors. This is one of the misfortunes afflicting the Muslims. The Muslim community bewails the injustice of a landlord of its own faith, and applauds the conduct of its opponent and enemy, the Frankish landlord, and is accustomed to justice from him.

Ibn Jubayr, *The Travels of Ibn Jubayr*

### Source D

*This source was written by Diya al-Din after the outbreak of war between the Crusaders and the Muslims in 1187. It describes the treatment of Muslims living under Crusader rule in Nablus, near Damascus.*

I heard more than one of our teachers saying that the Muslims fell under the domination of the Franks in this region, working the land for them. They [the Franks] used to punish them [the Muslims], jail them, and levy a fee which resembles the jizya [a tax paid by Christians living in Muslim lands]. The greatest of the Franks was Baldwin of Ibelin – may God curse him. It so happened that whereas the infidels used to collect one dinar from everyone under their control, he levied four dinars from each of them. He used to mutilate their legs.

Diya al-Din, c.1190

### Source E

*Usama ibn Munqidh (1095-1188), was a Muslim warrior and courtier, who fought against the Crusaders with Saladin. Yet as a resident of the area around Palestine, he also had a chance to befriend a number of them. His autobiography dates from around 1175 and here he describes an encounter with Frankish medicine.*

A Frankish Lord wrote to my uncle asking him to dispatch a physician to treat certain sick persons among his people. My uncle sent him an Arab physician named Thabit. Thabit was absent but ten days when he returned. So we said to him, "How quickly has thou healed thy patients!" He said:

They brought before me a knight in whose leg an abscess had grown; and a woman afflicted with imbecility. To the knight I applied a small poultice until the abscess opened and became well; and the woman I put on a diet and made her humour wet. Then a Frankish physician came to them and said, "This man knows nothing about treating them." He then said to the knight, "Which wouldst thou prefer, living with one leg or dying with two?" The latter replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp axe." A knight came with the axe. And I was standing by. Then the physician laid the leg of the patient on a block of wood and bade the knight strike his leg with the axe and chop it off at one blow. Accordingly he struck it – while I was looking on – one blow, but the leg was not severed. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot. He then examined the woman and said, "This is a woman in whose head there is a devil which has possessed her. Shave off her hair." Accordingly they shaved it off and the woman began once more to eat their ordinary diet: garlic and mustard. Her imbecility took a turn for the worse. The physician then said, "The devil has penetrated through her head." He therefore took a razor, made a deep cruciform incision on it, peeled off the skin at the middle of the incision until the bone of the skull was exposed and rubbed it with salt. The woman also expired instantly. Thereupon I asked them whether my services were needed any longer, and when they replied in the negative I returned home, having learned of their medicine what I knew not before.

Usama ibn Munqidh, *Autobiography*

## Questions

Read Source A.

1. Summarize the argument of this source in your own words. [6]

Read Source B.

2. What problem does William of Tyre identify, and how does he say it was solved? [4]

Read sources C and D.

3. Compare these sources as evidence for the way in which the Crusaders treated the local Muslim population. [6]

4. Which of these sources do you think is most valuable, and why? [2]

Read source E.

5. What can we learn from this source about a) Frankish medicine and b) the relationship between the Crusaders and Muslims in the 1170s? [6]

Consider all of the sources.

6. What do these sources suggest about the nature of the relationship between the Crusaders and Muslims during the twelfth century? How convincing do you find the evidence of the sources? You may want to focus on only a few of the sources in your answer. [6]

**Total for Section A: 30 marks**

## **Section B: Essays**

Answer ONE of the following questions. 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. Assess the consequences of any one battle or conflict which you have studied.
2. Is it more important to study global, national or local history?
3. What can historians learn about the past from coins?
4. Is there such thing as a 'turning-point' in history? Explain your answer.
5. Evaluate the reasons for the rise or decline of any empire you have studied.
6. Had the government been advised by historians as well as scientists during the covid crisis, do you think our experience of the past year would have been any different?

**Total for Section B: 20 marks**

**Total for paper: 50 marks**

**END OF PAPER**

Name: .....

School: .....



# WINCHESTER COLLEGE

Election 2021

Greek

Wednesday 28<sup>th</sup> April 1615 - 1745

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

**Take a sheet of paper and write your full name on it.**

*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 δοῦλοι οἱ ἀνδρεῖοι ἔφευγον ἀπὸ τῶν Ἀθηναίων.
- (b) οἱ ἐν τοῖς πλοίοις ναῦται γράψουσιν μακρὰς ἐπιστολάς τοῖς Ἀθηναίοις.
- (c) οἱ πολῖται στρατεύσουσι πρὸς τὴν νῆσον καὶ φυλάξουσιν τοὺς βαρβάρους.
- (d) ἄρ' ἔπεμπον οἱ ξένοι τὰ δῶρα πρὸς τοὺς ποιητὰς διὰ τὴν σοφίαν;
- (e) αἱ νόσοι βλάπτουσι τοὺς ἀνθρώπους ἀλλὰ οἱ θεοὶ σῶζουσιν τοὺς ἀγαθοὺς καὶ τοὺς δικαίους.
- (f) μετὰ τὴν μάχην οἱ σύμμαχοι οἳ τ' ἦσαν καθεύδειν ἐν τῷ στρατοπέδῳ.
- (g) οἱ ἄνδρες οὕτω κακοὶ ἦσαν ὥστε ἐδίωξαν τὰ ζῷα διὰ τῶν δένδρων ἵνα ἀποκτείνωσιν αὐτά.
- (h) δύο ἡμέρας ὁ στρατηγὸς αὐτὸς ἐκέλευε τοὺς στρατιώτας σῶζειν τοὺς παιδάς· σοφώτεροι γὰρ ἦσαν ἢ οἱ δικαιοτάτοι τῶν κριτῶν.
- (i) βαίνετε, ὧ ἄνδρες Ἀθηναῖοι, μετὰ τῶν ἵππων τῆς νυκτὸς εἰς τὴν τῶν ξένων χώραν καὶ κρύπτετε τὰ χρήματα τὰ τῆς πόλεως ἐν τῇ γῆ.
- (j) δοῦλοί τινες αἰσχροὶ ἠγγειλαν ὅτι οὔτε θεραπεύουσι τὰς θεὰς οὔτε θύουσιν τοῖς θεοῖς· ἐν οὖν κινδύνῳ δεινοτάτῳ ἦσαν.



- 2 Give the following grammatical forms:
- a) the genitive singular of πολῖται, ἄνδρες, χώραν, κινδύνῳ
  - b) the first person singular present indicative active of ἔφευγον, φυλάξουσιν, ἦσαν, κρύπτετε
  - c) the third person singular aorist indicative active of βλάπτουσι, σφάζουσιν, ἀποκτείνωσιν, θύουσιν
- 3 Give the following forms:
- a) the comparative (nom. masc. sing.) and the superlative (nom. masc. sing.) of ἀνδρεῖοι
  - b) the genitive feminine singular of ἀγαθούς
  - c) the dative neuter plural of δεινοτάτῳ
- 4 Give an example from the sentences of:
- a) an imperative
  - b) a preposition taking the genitive
  - c) a result (consecutive) clause
  - d) an infinitive
  - e) an expression of time 'how long' (duration of time)
- 5 Give English words wholly or partly derived from:
- γράψουσιν, ξένοι, σοφίαν, θεραπεύουσι

[45%]

***Take a new sheet of paper and write your full name on it.***

## **SECTION B**

*Translate into Greek*

1. The master is guarding the children because of the danger.
2. The brave sailors were freeing the young men from the difficult river.
3. We will train the horses on the island of the barbarians.
4. The women did not believe the words of the heralds.
5. The voice of the goddess was so strange that some slaves wished to capture her.

[25%]

**Take a new sheet of paper and write your full name on it.**

## SECTION C

On **alternate** lines translate the following passage into English:

**The Athenian lawgiver Solon visits the city of Miletus on his travels. There the philosopher Thales plays a practical joke to prove a point.**

ὁ Σόλων ἦλθεν εἰς τὴν Μίλητον πρὸς τὸν Θαλῆν καὶ ἐθαύμαζεν ὅτι οὐ γυναῖκα καὶ παῖδας ἔχει. μετὰ δ' ὀλίγας ἡμέρας ὁ Θαλῆς ξένον πρὸς αὐτὸν ἤγαγεν. καὶ ὁ ξένος εἶπεν ὅτι ἦλθεν ἐξ Ἀθηνῶν. ἐπεὶ δ' ὁ Σόλων ἠρώτησεν εἰ οἶός τ' ἐστὶν ἀγγέλλειν τι καινὸν ἀπὸ τῶν Ἀθηνῶν, ὁ ξένος (ὁ γὰρ Θαλῆς αὐτὸν ἐκέλευσε λέγειν οὕτως) 'ὦ ἄνθρωπε,' ἔφη 'νεανίας τις καλὸς ἀπέθανεν· ἦν δ' υἱὸς ἀνδρὸς τοῦ δικαιοτάτου τῶν πολιτῶν. ὁ δὲ πατὴρ οὐ παρῆν, ὅτι τὴν πόλιν ἔλιπεν.' 'τί ἐστὶ τὸ ὄνομα τὸ τοῦ πατρός;' ἠρώτησεν ὁ Σόλων. ἀλλ' ὁ ξένος εἶπεν ὅτι ἤκουσε μὲν τὸ ὄνομα, οὐ δὲ μνημονεύει. τοσοῦτον φόβον εἶχεν ὁ Σόλων ὥστε ἠρώτησεν εἰ Σόλωνος εἶη υἱός. ἐπεὶ δ' ὁ ξένος εἶπεν ὅτι εἶη, ὁ Σόλων χαμᾶζε ἔπεσε καὶ ἐδάκρυσεν. ὁ δὲ Θαλῆς 'οὐκ ἠθελον' ἔφη 'γυναῖκα ἔχειν ἵνα μὴ τι τοιοῦτο πάσχω. ἀλλὰ μὴ πιστεue τῷ ξένῳ. οὐδεὶς γὰρ τῶν λόγων αὐτοῦ ἦν ἀληθής.'

Σόλων Σόλωνος ὁ: Solon  
Μίλητος Μιλήτου ἡ: Miletus  
Θαλῆς Θάλεω ὁ: Thales  
θαυμάζω: (here) I express surprise  
Ἀθῆναι ὧν αἰ: Athens  
ἔρωτάω, (aorist) ἠρώτησα: I ask  
καινός ἢ ὄν: new  
μνημονεύω: I remember  
χαμᾶζε: to the ground  
δακρύω, (aorist) ἐδάκρυσα: I cry  
πάσχω: I suffer  
ἀληθής ἐς: true

[30%]

END OF PAPER