

1950 SCOTTISH LEAVING CERTIFICATE EXAMINATION

ENGLISH

(FIRST PAPER (b) INTERPRETATION AND LANGUAGE)

Wednesday, 8th March—10.45 A.M. to 12.25 P.M.

Answer Questions 1, 2 and 3.

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

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

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

1. What a contrast did these children of Southern Europe present to the Anglo-Saxon races, who scattered themselves along the great northern division of the Western Hemisphere! For the motive of action with the latter was not avarice or the gradual acquisition of territory through the destruction of an unoffending dynasty or the more specious pretext of religious conversion, but independence—independence religious and political. To secure this, they were content to earn a bare subsistence by a life of frugality and toil. They asked nothing from the soil but the reasonable returns of their own labour. They were content with the slow but steady progress of their social polity. They patiently endured the privations of the wilderness, watering the tree of liberty with their tears and with the sweat of their brow, till it took deep root in the land and sent up its branches high towards the heavens; while the communities of the neighbouring continent, shooting up into the sudden splendours of a tropical vegetation, exhibited, even in their prime, the sure symptoms of decay. It would seem to have been specially ordered by Providence that the discovery of the two great divisions of the American hemisphere should fall to the two races best fitted to conquer and colonize them. Thus, the northern section was consigned to the Anglo-Saxon race, whose orderly, industrious habits found an ample field for development under its colder skies and on its more rugged soil; while the southern portion, with its rich tropical products and treasures of mineral wealth, held out the most attractive bait to invite the enterprise of the Spaniard. How different might have been the result, if the bark of Columbus had taken a more northerly direction, as he at one time meditated, and landed its band of adventurers on the shores of what is now Protestant America!

W. H. Prescott (slightly adapted)

[TURN OVER

Genesis
Genesis
Genesis
Colonisers

The British who colonized America presented a contracted growth
spread southern European to want them. The later, ^{promptly by greed} ~~was for~~ ^{to gain} ~~the~~ ^{they} ~~former~~ ^{only} ~~religion~~ ^{and} ~~politics~~ ^{freedom}, and ~~was~~ ^{they} ~~content~~ ^{was} ~~to be~~ ^{by} ~~land~~ ^{with} ~~unhappy~~ ⁱⁿ ~~more~~ ^{the} ~~than~~ ^{the} ~~due~~ ^{to} ~~the~~ ^{the} ~~land~~ ^{the} ~~by~~ ^{heavy} ~~labor~~ ^{the} ~~they~~ ^{founded} ~~a~~ ^a ~~secure~~ ^{while} ~~colony~~ ^{The} ~~southern~~ ^{one} ~~one~~ ^{spun up} ~~ensemble~~ ^{Providence} ^{international} ^{guidance} ^{seen} ^{to} ^{have} ^{guided} ^{to} ^{the} ^{sting} ^{of} ^{disturb}, ^{the} ^{British} ^{have} ^{acted} ^{to} ^{the} ^{cold} ^{wet} ^{the} ^{world}, ^{the} ^{dreamer} ^{section} ^{spread} ^{to} ^{the} ^{tropical} ^{south} ^{if} ^{Colon} ^{had} ^{continued} ^{with} ^{land} ^{and} ^{land} ⁱⁿ ^{now} ^{prod} ^{man}, ^{the} ^{result} ^{might} ^{see} ^{his} ^{debt}.

Read through the passage printed above and then answer the following questions on it :—

(a) What do you understand in this context by :—*the children of Southern Europe* (line 1) ; *the Anglo-Saxon races* (line 2) ; *the Western hemisphere* (line 3). (3)

(b) Explain carefully the following phrases **as used in the passage** :—*specious pretext* (line 5) ; *bare subsistence* (line 7) ; *progress of their social polity* (lines 9–10) ; *the privations of the wilderness* (line 10). What is the source of the phrase—*the sweat of their brow* (line 11) ? (9)

(c) Give the meaning of the following words **as used in the passage** :—*dynasty* (line 5) ; *frugality* (line 7) ; *prime* (line 15). (5)

What is the force of the prefix in *hemisphere* and of the suffix in *colonize* ? Give another prefix and another suffix that have the same force. (5)

(d) Make a general analysis into clauses of the last sentence "*How different . . . America.*" (4)

(e) The passage falls naturally into two parts. Where does the break come ? Suggest in a phrase an appropriate title for each part. (5)

(f) Comment briefly on the suitability of the figure of speech contained in lines 11–15. Point out and name another figure of speech contained in the passage. (4)

(g) Make a summary of the passage, discarding all figurative language, and bringing out clearly the contrast developed by the author. (15)

[Your summary should not exceed 150 words].

2. (a) From the following separate sentences make a single complex sentence :—

We emerged from the gloomy defile. The defile was also narrow. The icy waters of Allt Fhaolain swirled through it. We saw the loch. It was lying serenely ahead of us. It stretched five miles on either hand. (3)

(b) Turn the following passage of direct speech into reported speech after some such introductory phrase as "He said that" :—

I can't agree to make any such reduction as you (*plural*) suggest nor do I consider that these conditions which you now lay down are reasonable. You know my price and have known it since the day before yesterday. Why should I let you have the camera for three pounds less than I should charge to anybody else ? I am no more indebted to you than you are to me. So, there it is : take it or leave it. (7)

3. Select any *five* of the following phrases, and devise sentences each to contain one of the phrases in contexts that fully bring out the meaning :—

an evident conspiracy ; *mutual animosity* ; *a Herculean task* ; *the letter of the law* ; *a revolutionary proposal* ; *local government* ; *a thorn in the flesh* ; *an ominous mishap* ; *latent resources* ; *a red letter day.* (10)