

UNIVERSITY OF LONDON
GENERAL CERTIFICATE OF EDUCATION
EXAMINATION

SUMMER 1968

Ordinary Level

COMMERCE

Two and a half hours

Answer FIVE questions.

Credit will be given for good English and the orderly presentation of material; candidates who neglect these essentials will be penalized.

1. Write a short essay on the nature and purpose of commercial activities and their importance in the economic life of the country.
2. (a) Why are wholesale warehouses needed? (b) Describe the organisation of a wholesale warehouse and show how it helps to fulfil the purposes mentioned by you in your answer to part (a) of this question.
3. (a) Assess the importance of hire purchase facilities (i) to businesses, and (ii) to retail shoppers.
(b) What measures to safeguard the hirers were introduced in legislation in 1964?
4. (a) In what ways does a retail co-operative society differ from a chain store or multiple store organisation?
(b) What is the relationship of a retail co-operative society to the Co-operative Wholesale Society?

5. (a) What different kinds of customers do these banks serve – (i) savings banks (Trustee and Post Office), (ii) commercial banks, (iii) industrial banks?
 (b) What services does each type offer to its customers?
 (c) How do the banks obtain the funds to pay interest and/or dividends to its customers and investors?
6. (a) Name and describe the function of four documents commonly used in the sale, despatch, and payment when goods are sold on credit.
 (b) On which of these documents would references to cash discount and trade discount appear?
 (c) What is the purpose of each of these discounts?
7. (a) Explain, with appropriate examples, (i) share capital, (ii) loan capital, (iii) fixed capital, (iv) circulating or working capital.
 (b) What is the distinction between capital goods and consumption goods?
8. How does the export trade of the United Kingdom benefit from the services of (i) export merchants, (ii) the Board of Trade, (iii) the Export Credits Guarantee Department?
9. (a) Describe the type of traffic undertaken by (i) tramp steamers, (ii) cargo liners, (iii) coasters.
 (b) How is the Baltic Exchange concerned with shipping?

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ENGLISH LANGUAGE I

One hour

Choose a subject about which you can write interestingly; plan your composition according to the nature of the material and form (narrative, descriptive, discursive, etc.); write in an appropriate style; and take care with grammar, spelling and punctuation. Your composition should be 450 words or more in length, but, apart from that, will be assessed on the quality, not the quantity, of what you have written.

Write a composition on *one* of the following:

- (a) An earthquake in a great city *or* a volcanic eruption. (You may wish to write a general description of one of these natural disasters, or to give an account of one person's experience of it: whichever you choose, use your imagination to create convincing details and incidents.)
- (b) 'Whoever marries you is in for a shock.' In what circumstances, and for what reasons, might this be said to you?
- (c) Write a short play *or* story about a family quarrel. (Avoid a pointless exchange of abuse; show how the quarrel develops and reaches a climax; and try to round off the story or play with a plausible conclusion. Be particularly careful with the punctuation of direct speech.)
- (d) Imagine that in twenty years' time you are invited to return to your school to address the pupils at Speech Day. Write out your speech.
- (e) Good and bad taste. (Discuss some varied examples of each, and try to reach some general conclusions about the nature of good taste and bad taste as you understand them.)
- (f) How would you explain the increase in violence in our society?
- (g) 'The Clown.'
- (h) Under the Sea. (You may write an account of some plants or creatures of the sea-bed, *or* a description of your experiences swimming under water, *or* the story of an imaginary but plausible adventure under the sea.)

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Ordinary Level

GEOGRAPHY I

Two hours

Answer Question 1 and THREE others.

Credit will be given for good English and the orderly presentation of material; candidates who neglect these essentials will be penalized.

At the end of the examination, the section for Question 1 and the maps for Questions 6 and 7, if used, must be fastened, loosely but securely, inside the answer-book opposite the written part of the answer.

1. Study the one-inch to one mile Ordnance Survey map extract (Perth) provided.
 - (a) On the section on page 3 drawn along Easting 14 from New Scone (140260) to Balmarno Hill (140146) mark and name:
 - (i) River Tay and River Earn;
 - (ii) Kinnoull Hill and Moncreiffie Hill;
 - (iii) A trunk road, an electricity transmission line, a single track railway, a wooded steep slope.
 - (b) In your answer book:
 - (i) State *three* physical differences between the River Earn and its valley on the one hand and the Binn Burn and its valley from 185129 to 161133 on the other.
 - (ii) Using map evidence state briefly the uses to which the land south of Northing 16 has been put by man.
 - (iii) Draw a labelled sketch-map to show Perth as a route centre.
2. *EITHER:*
 - (a) By means of a sketch-map, locate the main features of an area, which must not exceed *five* square miles, of which you have first-hand knowledge.
 - (b) With the aid of sketch-maps or diagrams, describe and account for *one* of the following aspects of the area: physical features; land use pattern; settlement and communications; industrial development.

OR:
With reference to actual examples, describe *four* separate ways in which lakes may be formed.

3. Study the following climatic statistics:

	Altitude	Temperature °C		Rainfall — inches		
		Jan.	July	Jan.	July	Annual
Scilly Isles	163'	7.8	15.6	3.6	2.2	32.6
Cambridge	41'	3.3	17.2	1.9	2.3	21.6

- (a) Name and, with the aid of a diagram, describe the instrument used to measure *either* temperature *or* rainfall.
- (b) Account for the differences between the seasonal distribution of rainfall and the annual rainfall totals.
- (c) Explain the influence of climate on farming in *either* South-West England *or* the Fens and East Anglia.

4. With reference to *one* of the following traverses:

- (a) London to Brighton,
 (b) London to Rugby,
 (c) Middlesbrough to Hull,

describe with the aid of sketch-maps or sketch-sections (i) the relief and drainage and (ii) the land use of the regions crossed.

5. *EITHER*:

	Area (sq. miles)	Total Population	Density per sq. mile
Irish Republic	26,600	2,849,000	107
Northern Ireland	5,460	1,458,000	267

Give the reasons for the difference in population densities shown above.

OR:

	Area (sq. miles)	Total Population	Density per sq. mile
Total Wales and Monmouthshire	8,020	2,676,000	334
Glamorgan	818	1,244,000	1,521

Explain why such a high proportion of the total population of Wales is found in Glamorgan.

6. (a) *On the map on page 4*:
- (i) Name the rocks in the squares provided.
- (ii) Insert and name three coalfields.
- (iii) In the space provided, name *one* important industry at each of the areas marked A, B, C, D.

(b) *In your answer book*:

EITHER: Describe the scenery in *both* the areas you named in (a) (i).

OR: Account for the development of *two* of the industries you named in (a) (iii).

7. (a) *On the outline map of the British Isles on page 5*, mark by a dot and the appropriate letter an example of *five* of the following:
 hydro-electric power station (H), oil refinery (O), nuclear power station (N), new major road bridge or tunnel (R), naval base (B), motor-car manufacturing town (M), important airport (A). Name each example.

(b) *In your answer-book*: Illustrate the location of *three* of these examples by means of sketch-maps *only*.

8. (a) With the aid of a sketch-map, describe the limits and the physical features of the Central Lowlands of Scotland.
- (b) Locate on your sketch-map the area of the map used in Question 1.
- (c) Name and account for the development of *two* major industries other than coal mining in the Central Lowlands.

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SUMMER 1968

Ordinary Level

HISTORY

Syllabus B

Two and a half hours

Answer any FIVE questions. Maps should be used to illustrate answers when appropriate.

Credit will be given for good English and the orderly presentation of material; candidates who neglect these essentials will be penalized.

Section 1

ENGLISH HISTORY, 1763–1865

1. Write briefly on the importance of *four* of the following: James Brindley; the Battle of the Saints; Robert and James Adam; the Anglo-American War, 1812–14; the Evangelical Movement; the Tamworth Manifesto; the Rochdale Pioneers; the Sand River Convention; the Peelites; William Russell and the Crimean War.
2. Describe and comment upon the part played by George III in the history of his time.
3. What was the importance of the contribution of the British Navy in the wars against France from 1793 to 1815?
4. Why did the British have such difficulty in dealing with Irish affairs *either* in the years 1763–1829 *or* in the years 1801–1865?
5. What did the development of steam power contribute to Britain's industrial growth from about 1775 to about 1850?

6. What difficulties faced the working class between 1800 and 1865 in their attempts (a) to secure the vote and (b) to establish trade unions?
7. What were the achievements and what were the weaknesses of Lord Liverpool's government from 1812 to 1827?
8. How, why and with what results did Palmerston (a) support the cause of Belgian independence, (b) oppose Mehemet Ali in the years 1839–40 and (c) support the claims of Don Pacifico?
9. Describe any *three* major Acts of Parliament of the years 1833–44 and explain why they are considered important.
10. Describe the increase in Britain's overseas possessions between 1783 and 1858.
11. What may an historian learn from the literature of the period of conditions of life in England in the late eighteenth or early nineteenth century?

Section 2

ENGLISH HISTORY, 1865–1955

12. Write briefly on the importance of *four* of the following: Gladstone's trade union legislation; A. J. Balfour; the Labour Representation Committee; the People's Budget; Edward Elgar; Poets of the First World War; Austen Chamberlain; Eamon De Valera; the Battle of Britain; Winston Churchill, 1945–55.
13. Why did Gladstone fail to pacify Ireland?
14. What were the main achievements and principal weaknesses of Disraeli in *either* foreign and imperial policy *or* domestic policy?
15. Explain the term *Splendid Isolation*. Show how and why Britain abandoned this policy in the first decade of the twentieth century.
16. Describe and show the importance for Britain in the First World War of *four* of the following battles or campaigns: the Marne, 1914; Gallipoli; the Somme, 1916; Jutland; the campaign against U-boats; Egypt and Mesopotamia.

17. Write a critical account of the work of Lloyd George's post-war government from 1918 to 1922.
18. *Either* Outline the main features of Britain's relations within this period with *either* India *or* Egypt and the Sudan.
Or Describe and comment upon British foreign policy in the period 1931 to 1945.
19. What are the main aspects of the career of *either* Baldwin *or* MacDonald on which a friendly biographer would dwell?
20. Describe the changes which took place after 1900 in *either* women's dress *or* popular entertainment.
21. What were the main features of Britain's economic problems in the years 1929 to 1939?
22. What were the domestic policies of the Labour government elected in 1945? How far had difficulties been overcome and progress made by 1950?

Section 3

EUROPEAN HISTORY, 1763–1871

23. Write briefly on the importance of *four* of the following: Joseph II and Belgium; the Turkish wars of Catherine II; Prussia's gains at the Treaty of Vienna; the Frankfurt Parliament, 1848–49; the battles of Custozza and Novara; the French garrison in Rome 1849–70; Napoleon III's Mexican Adventure; the Hohenzollern Candidature; Richard Wagner; the Paris Commune.
24. Give the reasons for and the consequences of the first partition of Poland.
25. Describe the parts played in the French Revolution by Mirabeau and Robespierre.
26. How and why was Napoleon so successful in Europe until 1810 and why was he defeated in 1814?
27. Give an account of how *two* of the following French governments came to be established: the July Monarchy of Louis Philippe; the Second Republic; the Second Empire.

28. Show how disagreements arose between the Great Powers as a result of events in the 1820s in (a) Naples (b) Spain (c) Spanish America and (d) Greece.
29. Describe Russia's relations with the Turkish Empire from 1830 to 1856.
30. Trace the stages by which Austrian control over (a) Italians, (b) Germans and (c) Hungarians was reduced in the years 1859 to 1867.
31. What social and political reforms were needed in nineteenth-century Russia and how far had these needs been met by 1871?
32. Show the importance of *either* the Papacy *or* Socialism in the years 1815–1871.
33. Define *five* of the following and give *one* example of each of the definitions you choose: autocracy; a constituent assembly; a coup d'état; emancipation; neutralization; a plebiscite; a provisional government; an ultimatum.

Section 4

EUROPEAN HISTORY, 1871–1954

34. Write briefly on the importance of *four* of the following: Italian ambitions in North Africa before 1914; the Franco-Russian Alliance of 1894; Sigmund Freud; Syndicalism; Kemal Ataturk; the occupation of Germany after 1918; the Night of the Long Knives; Hitler's relations with Austria; NATO; the UN Security Council.
35. How far was Bismarck successful in his internal policies from 1871 to 1890?
36. *Either* Describe the system of government in France under the Third Republic and give reasons for the Republic's failure to inspire French people in the years before 1914.
Or What parts in the history of France up to 1954 were played by (a) Pétain and (b) de Gaulle?
37. What crises occurred in the relations between the main powers of Europe in the period 1908 to 1914?

38. *Either* What part did Russia play in the wars of 1904–05 and 1914–18? What were the effects of these wars upon the internal condition of Russia?

Or How did Stalin serve Russia?

39. To what extent was the peace settlement of 1919–20 based on (a) the desire for revenge and (b) the desire to create nation states?

40. How was the League of Nations organized and how may it be said to have failed in the 1930s?

41. 'His one gift was in showmanship.' How far is this a fair criticism of Mussolini?

42. What scientific achievements of benefit to Europeans occurred in the period 1900 to 1954?

43. How did the Allies deal with Germany in 1945? What changes had occurred in Germany by 1954?

44. What have the outstanding citizens of any *one* continental country contributed to European culture within this period? Work in any of the fields of art, architecture, literature, music, sculpture would be relevant.

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Ordinary Level

GENERAL SCIENCE II

Two and a half hours

*Answer SIX questions in all, choosing TWO from each section.
Illustrate your answers by simple diagrams where necessary.*

*Credit will be given for good English and the orderly presentation
of material; candidates who neglect these essentials will be
penalized. Graph paper is provided.*

Section A

1. (a) What is meant by the "centre of gravity"? Describe how you would carry out an experiment to determine the centre of gravity of an irregular piece of cardboard.
- (b) State the principle of moments. A uniform metre scale is balanced at its centre. A 30 gm weight is hung at the 20 cm mark. What weight must be placed at the 95 cm mark to balance the system?
2. Describe *one* experiment in each case to show:
 - (a) that dull black surfaces are the best radiators,
 - (b) convection currents in water.

3. With the aid of a labelled diagram (which should include the source of current), describe fully the action of an electric bell. What kind of iron is used in its electromagnet? Give reasons for your answer.
4. Distinguish between *real* and *virtual* images and illustrate, by the use of ray diagrams, the circumstances in which each type of image may be formed by a concave mirror.
- An object 5 cm high is placed perpendicular to and on the axis of a concave mirror of radius of curvature 20 cm. Find graphically the position, nature and size of the image when the object is 5 cm from the pole of the mirror.

5. Describe *two* experiments to show that the atmosphere exerts a pressure.

With the aid of a diagram, describe the construction and mode of action of a force pump.

Section B

6. Washing-soda is said to dissolve in water and chalk is said to dissolve in hydrochloric acid. Compare these two processes pointing out important differences between them.

Describe how you would (a) recover washing-soda crystals in the first instance, (b) obtain specimens of the substances formed in the second instance.

7. Describe fully how you would prepare a few gas jars of oxygen using a catalyst. Suggest how you could prove that the catalyst does not alter in weight during the experiment.

8. What is "fur" in a kettle?

Describe fully how the "fur" is formed. Explain *one* method by which the formation of scale in a boiler in a hard water district may be prevented.

Why does the use of hard water waste soap?

9. Describe how you could obtain and collect hydrogen from (a) cold water, (b) dilute acid.

Describe an experiment to show that water is formed when *dry* hydrogen burns in air.

10. Explain by reference to hydrogen, carbon dioxide, ammonia and chlorine, how the density and solubility of a gas determine the way it is collected.

A gas **A** can be prepared in the cold by the action of dilute hydrochloric acid on a substance **B**. If **A** is soluble in water, heavier than air, and does not react with concentrated sulphuric acid, draw a labelled diagram of the apparatus you would use to prepare and collect a few gas jars of dry **A**.

(You are not required to identify **A** and **B**)

Section C

11. Draw a labelled diagram of the alimentary canal and associated glands of a *named* mammal. Show by labelled arrows where ptyalin, pepsin and bile are produced. State briefly the functions of these juices.

12. State concisely what is meant by the term photosynthesis. How are the organisms (a) *Mucor* (b) a caterpillar (c) man dependent on this process?

13. Briefly compare the methods of reproduction in *Amoeba*, *Spirogyra* and a mammal.

14. Explain why it is possible to cut a "seed" potato into two or three pieces and for each piece, when planted, to produce a new plant.

Compare and contrast this method of propagation with that of

- (a) sowing seeds of an annual plant,
- (b) the multiplication of a strawberry plant by runners.

15. Write short notes on any *three* of the following:

- (a) the diaphragm,
- (b) the villi of the small intestine,
- (c) a stamen,
- (d) a root hair.

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ENGLISH LANGUAGE II

Two hours

Answer BOTH questions.

Answers must be presented in a clear and orderly manner.

1. The following passage describes the conditions in which women worked in coal mines, as revealed by the official investigation of 1842. *Using the information given in the passage write a report describing:*

first, the nature of the work the women were mainly engaged in;

second, the dangers and difficulties of their work; and

third, the conditions of their work, including their hours of employment, their food, and the physical effects of the work on the women.

(The evidence given by the three women is relevant and can be drawn on as typical, but your report should be an accurate *general statement*. It should not exceed 160 words in length, and should be written in correct and concise English. Words and short expressions from the passage may be retained *when they cannot be replaced without loss of accuracy or brevity*, but do not copy out long expressions and sentences.)

The task which employed the greatest number of women and young people of both sexes was 'hurrying', that is, conveying the coal along subterranean passages to the bottom of the shaft. In the better pits the waggons were mounted on wheels, and were pushed forward on small iron railways. In the thin seams and the small pits with little capital the 'hurrier' buckled round the waist a broad leather belt, to which was attached a ring and about four feet of chain which passed between the legs and hooked on to a sledge shod with iron.

The laboriousness of 'hurrying' varied considerably in different pits. The size and weight of the waggons, the depth and condition of the passages, and the state of the air, all affected the degree of exertion. Weight was often determined by the height of the roads. In thin seams the lowness of the roof prevented a weight of more than $1\frac{1}{2}$ to $2\frac{1}{2}$ hundredweight being pulled; sledges were commonly loaded with from $3\frac{1}{2}$ to $4\frac{1}{2}$ hundredweight, and wheeled waggons varied from 5 to 10 hundredweight with an average of about 8 hundredweight. The danger and difficulty of 'hurrying' was intensified by the incline of the roads, which followed the rise and dip of the seam. Sometimes the loaded waggon had to be pushed up a steep incline, but this was preferable to the risks and danger of a steep descent when the 'hurrier' might be knocked over and crushed. Rails were allowed to fall into such bad repair that the waggons were constantly derailed, and the exertion required to replace them was greater than that of 'hurrying' itself. Falls from the roof were left to impede the roads, which in bad pits were constantly waterlogged.

The evidence given by some of the women themselves shows more clearly than any description what 'hurrying' entailed. Ann Eggle, a 'hurrier', aged eighteen, in the West Riding, said: 'We go at four in the morning, and sometimes at half-past four. We leave work after four in the evening, sometimes at five. We work the whole time except for an hour for dinner, and sometimes we haven't time to eat. The work is far too hard for me; the sweat runs off me all over sometimes. I am very tired at night. Sometimes when we get home at night we have not power to wash us, and then we go to bed.' Elizabeth Day, at Barnsley, had 'to hurry up hill with the loaded waggons, quite as much up as down . . . I have been lamed in my ankle, and strained in my back; it caused a great lump to rise in my ankle-bone once. We go to work between five and six. We stop an hour for dinner at 12; we generally have bread and a bit of fat for dinner, and some of them a sup of beer; that's all. We get out from four to five in the evening; so that it will be eleven hours before we get out. We drink the water that runs through the pit.' Betty Harris, a woman of thirty-seven, described her work in a pit at Little Bolton, where the girdle and chain were still used. 'I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly; my clothes are wet through almost all day long.'

2. Read the following passage (which for your convenience has been divided into three sections) and then answer the questions on it. In the passage the boy, Edwin, has just left his school for the last time.

A It was a breezy Friday in July 1872. The canal, which ran north and south, reflected a blue and white sky. Towards the bridge, from the north came a long narrow canal-boat roofed with tarpaulins; and towards the bridge, from the south came a similar craft, sluggishly creeping. The towing-path was a morass of sticky brown mud, and thirty yards in front of each boat an unhappy skeleton of a horse floundered its best in the quagmire. The honest endeavour of one of the animals received a frequent tonic from a bare-legged girl of seven who heartily curled a whip about its crooked large-jointed legs. 10

Edwin, with his elbows on the stone parapet of the bridge, stared uninterested at the spectacle of the child, the whip, and the skeleton. His mind was preoccupied with grave and heavy matters. He had left school that day, and what his eyes saw as he leant on the bridge was not a willing beast and a gladdened infant, but the puzzling world and the advance guard of its problems bearing down on him. Slim, gawky, untidy, fair, with his worn clothes, and slung over his shoulders in a bursting satchel the last load of his school-books, and on his bright, rough hair a shapeless cap whose lining protruded behind, he had the extraordinary wistful look of innocence and simplicity which marks most boys of sixteen. It seemed rather a shame, it seemed even tragic, that this naive, simple creature, with his straightforward and friendly eyes so eager to believe appearances, this creature immaculate of worldly experience, must soon be transformed into a man, wary, incredulous, detracting. 25

This picture of Edwin as a wistful innocent would have made Edwin laugh. He had been seven years at school, and considered himself a hardened sort of brute, free of illusions. And he sometimes thought that he could judge the world better than most neighbouring mortals. 30

B 'Hello! The Sunday!' he murmured, without turning his eyes.

Another boy, a little younger and shorter, had somehow got on to the bridge, and was leaning with his back against the parapet which supported Edwin's elbows. His name was Charlie Orgreave, but at school he was invariably called 'the Sunday' – not 'Sunday', but 'the Sunday' – and nobody could authoritatively explain how he had come by the nickname. Its origin was lost in the prehistoric ages of his childhood. He and Edwin had been chums for several years. Their fellowship meant chiefly that they spent a great deal of time together, instinctively and unconsciously enjoying each other's mere presence, and that in public arguments they always reinforced each other, 40

whatever the degree of intellectual dishonesty this entailed.

'I'll bet you mine gets to the bridge first,' said the Sunday. 45

Edwin slowly turned round, and perceived that the object which the Sunday had appropriated as 'his' was the other canal-boat, advancing from the south.

'Horse or boat?' asked Edwin.

'Boat's nose, of course,' said the Sunday. 50

'Well,' said Edwin, having surveyed the unconscious competitors, and counting on the aid of the whipping child, 'I don't mind laying you ten. But it's not fair. You've got a rare start on me.'

'Rats!' said the Sunday, with finality. 55

C He began to outline a scheme, in which perpendicular expectoration figured, for accurately deciding the winner, and a complicated argument might have ensued about this, had it not soon become apparent that Edwin's boat was going to be handsomely beaten, despite the joyous efforts of the little child. The horse that would die but would not give up was only saved from total subsidence at every step by his indomitable if aged spirit. Edwin handed over the ten marbles even before the other boat had arrived at the bridge. 60

'Here,' he said. 'And you may as well have these, too,' adding five more to the ten – all he possessed. Edwin looked at them half regretfully as they lay in the Sunday's hands. They seemed prodigious wealth in those hands, and he felt somewhat as a condemned man might feel who bequeaths his jewels on the scaffold. Then there was a rattle, and a tumour grew out larger on the Sunday's thigh. The winning boat crawled under the bridge. 70

Answer the following questions in your own words as far as possible. Questions marked with an asterisk (*) should be answered *very briefly*, and in these answers complete sentences are not necessary. (Other questions should be answered in complete and correct sentences.)

From Section A:

- *(a) Give in a single word or short phrase the meaning of *two* of the following words *as used in the passage*:
parapet (l. 11); gawky (l. 17); protruded (l. 20); naive (l. 23).
- *(b) Explain *two* of the following expressions:
- 'floundered its best' (l. 7);
 - 'received a frequent tonic' (ll. 8-9);
 - 'immaculate of worldly experience' (l. 25).
- (c)
 - Describe briefly *in your own words* Edwin's mood as he leans over the bridge.
 - What does the expression 'the advance guard' (l. 16) suggest about Edwin's attitude to the problems of the adult world?
- (d) State *in your own words* the differences between Edwin's ideas about himself and the author's view of him.

From Section B:

- (e) Explain what is meant by the statements:
- that no one could explain 'authoritatively' the origin of the Sunday's nickname (ll. 37-38);
 - that its origin was lost in 'the prehistoric ages of his childhood' (ll. 38-39).
- (f) What does the author mean by saying that there was some 'intellectual dishonesty' in the public behaviour of the two boys (l. 44)?
- *(g) Explain *in your own words* the following expressions:
- 'the unconscious competitors' (ll. 51-52);
 - 'I don't mind laying you ten' (ll. 52-53).
- (h) What are the factors that Edwin takes into account in accepting the bet?

From Section C:

- *(i) Give in a single word or short phrase the meaning of *two* of the following words *as used in the passage*:
complicated (l. 58); ensued (l. 58); handsomely (l. 60); prodigious (l. 68).
- (j) What, do you think, was the Sunday's scheme for deciding the winner of the race?
- (k) Explain *in your own words* both the following expressions:
- 'was only saved from total subsidence at every step by his indomitable if aged spirit' (ll. 61-63);
 - 'a tumour grew out larger on the Sunday's thigh' (ll. 70-71).

From the whole passage:

- (l) Edwin surrenders not only ten but all his marbles.
- Why in your opinion does he do this?
 - Why does the author say that Edwin felt like a condemned man bequeathing his jewels on the scaffold?
- (m) Using not more than 40 words, describe *in your own words* the relationship between the two boys, Edwin and Charlie ('the Sunday').