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MANUAL OF THE
PUBLIC EXAMINATIONS BOARD
1926

1. Regulations and Syllabus for the year 1926
2. Examination Papers for the year 1925
3. Report for the year 1925

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Year 10
INTERMEDIATE (INCLUDING INTERMEDIATE COMMERCIAL) EXAMINATION PAPERS, 1925.

ENGLISH LITERATURE.

Time: two hours and a half.

[N.B. The answers to Sections A and B are to be worked in separate books. Throughout the paper candidates are required to pay special attention to the correctness of their English.]

A.

[Write A on the outside of the book in which you answer these questions.]

1. Write an essay of about 450 words, or from two to three pages of your book, on one of the following subjects:

- a. An account of the attack on the Round-House described in *Kidnapped*.
- b. Make a story out of *The Ballad of True Thomas*.
- c. Hobbies. [30]

2. *Either (a)* Show how the words and phrases printed in italics in the following poem add vividness to the picture conveyed:

He clasps the crag *with crooked hands*;
 Close to the sun in lonely lands,
Ring'd with the azure world, he stands.
The wrinkled sea beneath him *crawls*;
He watches from his mountain walls,
 And *like a thunderbolt* he falls.

or (b) What poems from those you have studied most abound in vivid word pictures? Give examples, if possible, and show how these help to convey the poet's meaning. [12]

3. Do you think that the title *A Midsummer Night's Dream* is the best Shakespeare could have chosen for his play? What other suitable titles can you suggest? Support your opinions with reasons. [12]

B.

[Write B on the outside of the book in which you answer these questions.]

4. What parts of *The Ancient Mariner* do you like best? Give reasons for your choice. [12]

5. Which do you think is the most interesting character in *A Midsummer Night's Dream*? Describe briefly the part taken by this character in the play. [12]

6. Write a few lines on each of the following persons or places in *Kidnapped*: the blind catechist, the 'Red Fox', Cluny's Cage, the Braes of Balquhiddy. [12]

7. Write out from memory the last stanza of *If* ('If you can talk with crowds', etc.), and mark the stresses in the last two lines. [10]

GREEK.

Time: two hours.

1. Translate into Greek:

- a. The young man made many mistakes.
- b. I saw four sailors in that house.
- c. The gods gave beauty to women and valour to men.
- d. If you quarrel, you will easily be overcome.
- e. The Scythian slaves revolted and fled.
- f. We rescued a boy who had fallen into the river.
- g. She ceased not to weep.
- h. The poet says that Prometheus fashioned men out of earth and water.
- i. The king wished to catch the wrong-doer.
- j. While he was away from home, his wife died.
- k. The Sphinx devoured those who could not solve the riddle. [40]

2. Translate into English:

a. ὁ Αἰγύπτιος ἔδειξε τὸ δῶρον ἐκάστῳ τῶν συμποτῶν.

Write the nominative masculine singular of all the active participles of the verb in this sentence.

b. ὁ αἰτὸς ἐβούλετο ἐπὶ λίθῳ ῥηγνῆναι τὸ τῆς χελώνης δέρμα.

c. ἀνὴρ τις καίπερ μέσην ἡβην ἔχων φαλακρὸς ἐγένετο.

Decline ἀνὴρ in full.

Year 11
LEAVING (INCLUDING LEAVING COMMERCIAL) EXAMINATION PAPERS, 1925.

ENGLISH LITERATURE.

Time: three hours.

[N.B. Candidates are required to pay special attention to the correctness of their English throughout the paper.]

- 1 An essay on one of the following subjects:
- Your favourite character in fiction.
 - An imaginative account of Sir Roger de Coverley at either a cricket match or a cinema theatre.
 - An ideal holiday.

2. Discuss the following criticism of *Macbeth*: 'Lady Macbeth is merely detested; and though the courage of Macbeth preserves some esteem, yet every reader rejoices at his fall.' DR. JOHNSON.

or

Trace the development of the plot in *Macbeth* up to the dramatic crisis of the play.

3. After reading the prescribed essays, which of the essayists do you feel you know best? Describe how his personality has impressed you.

or

Refer to passages in the essays you have studied in which the following qualities are displayed: conciseness of expression, pathos, imagination.

4. Does the novel you have studied impress you by its delineation of character or its vividness of incident? Illustrate by reference to striking passages.

or

Describe and discuss the means by which the appearance of reality is given to the characters in the novel you have studied.

5. Give the substance of any three of the following poems, and say wherein lies the particular beauty of each. Comment also upon any striking use of imagery or other poetic devices: *The Old Shepherd* (J. E. Flecker), *The Solitary Reaper* (Wordsworth), *Night* (Shelley).

We are the Music Makers (O'Shaughnessy), *The Blessed Damozel* (Rossetti), *Summer Night* (Tennyson), *The Soldier* (Brooke), *Home-thoughts, from Abroad* (Browning).

or

The effect of poetry, it has been said, is 'to make this too much loved earth more lovely'. How and to what extent does the poetry of Keats produce this effect? [11]

- Write out from memory the lines in *Kubla Khan* commencing 'And from this chasm', and ending 'Ancestral voices prophesying war'. [6]
- Write a note on some of the effects gained in this poem by the sound of the words used. [4]
- Distinguish carefully between *loan words* and *cognates*, and give examples. [4]
 - Define *Analogy*, and show how it has simplified the grammatical system of English. [6]
 - Explain by reference to their derivation and history the forms of the following words: *frail*, *fragile*; *leal*, *loyal*, *legal*; *fault*. [6]

GREEK.

Time: three hours.

[Candidates must satisfy the examiners in both parts of the paper.]

A.

Translate into Greek:

- The Peloponnesians and their allies invaded Attica.
- Most of the ships they destroyed, but a few escaped.
- They were not able to defend themselves when a large force came against them.
- We learned that the Corinthians dwelt in a city at the isthmus.
- If the king had spoken, the citizens would have obeyed.
- Why did the enemy abandon the camp?
- We went out to take possession of the fields which the Spartans had seized, and found that many of the houses were left uninjured, though some had fallen. The farmers soon began to take up the work which they had been doing before the war, and all rejoiced to have peace again. [40]