

## CLASS D.—GEOGRAPHY

*Time allowed Three hours*

1. Explain the connection between the longitude of a place and its local time. Explain any method by which the longitude of a place may be determined.

If it is 2 p.m. on the 25th January at Greenwich, what is the time at a place whose longitude is  $175^{\circ}$  E.?

2. Trace the variations of the length of the day at places situated ( $\alpha$ ) near the equator, ( $\beta$ ) in one of the temperate zones, ( $\gamma$ ) near one of the poles.

3. Draw a map of England, and insert Helvellyn, River Humber, the Downs, Morecambe Bay, the Solent, Cotswold Hills, Isle of Man, Menai Strait, River Tees, River Severn, Start Point, Snowdon.

4. Write a brief account of the physical features of Africa.

5. What are the political divisions of the Dominion of Canada, and the chief towns of each division?

Mention any other dependency which Great Britain has in America or near its coast.

6. Give as complete an account as you can of the lakes of New Zealand.

7. Draw a map of Asia and of the islands adjacent to its coast. Mark the principal mountain ranges.

8. Give the principal towns of the following countries, and note anything for which any of them is remarkable—Egypt, Brazil, Afghanistan, Syria, Denmark, Bolivia.

## CLASS D.—ENGLISH HISTORY

*Time allowed Three hours*

[Candidates may omit five questions.]

1. Describe the fall of the Kingdom of Mercia.

2. Give a full account of the dealings of Ethelred the Unready with the Danes.

3. What were the relations of William the Conqueror to his barons and to his bishops?

4. Give an account of the Council of Clarendon, its objects and results.

5. How did the story of Arthur and the Knights of the Round Table grow up, and what influence had it upon literature and upon history?

6. Discuss the importance of Simon de Montfort's struggles and reforms.

7. How were the liberties of towns secured in England?

8. Had Wyclif's work any political bearing? Bring out its relations to the risings of the fourteenth and fifteenth centuries.

9. How did the House of Commons come to lose its influence in the reign of Henry the Sixth?

10. Sketch the reign and character of Edward the Sixth and those of Mary

11. Narrate the history of the struggle between the Presbyterians and the Independents during the Civil War and the Commonwealth.

12. How did Sir Robert Walpole succeed in keeping office so long?

13. What victories were won by England and her allies in 1759? Briefly describe them.

14. Define the importance in English history of any four of the following battles—Halidon Hill, Brunanburgh, Shrewsbury, Bunker's Hill, Sedgemoor, Aboukir, Naseby, Culloden, Bouvines, Northallerton.

## CLASS D.—LATIN (Optional)

*Time allowed: Three hours.*

1. Parse—*Fieret, velis, requievit, abstulerit, oblitus, venierunt, nactus, esum, itinere, grande, vesperi.*

2. What cases are governed by the following words respectively—*Capax, similis, proprius, ego, credo, utor, parco, suadeo, meministi, impero?*

What is meant by the expression *Cui bono?* Does *cui* agree with *bono*?

3. How are motion to, motion from, and rest at a place expressed (1) in the case of common nouns, (2) in the case of proper names?

Express in Latin—

He set out from Carthage, and came to Sicily, and on the fifth day he arrived at Rome, and soon afterwards came to see me at my Tusculan villa.

4. What are the ordinary ways of asking a direct question? Frame instances (1) of simple, (2) of alternative questions. What is the effect of asking a question without any interrogative pronoun or particle?

5. Express in Latin—

There was nothing to prevent him from coming.

There is no doubt that he will do what he promised.

They returned to the camp some by one road, some by another

Let every man take care of (*consulo*) his own safety

6. Translate—*Ac Romulus, quum septem et triginta regnavisset annos, et haec egregia duo firmamenta rei publicae peperisset, auspicia et senatum, tantum est consecutus, ut, quum subito sole obscurato non comparuisset, deorum in numero collocatus putaretur quam opinionem nemo unquam mortalis assequi potuit sine eximia virtutis gloria. Atque hoc eo magis est in Romulo admirandum, quod ceteri, qui dii ex hominibus facti esse dicuntur, minus eruditus hominum saeculis fuerunt, ut fingendi proclivis esset ratio, quum imperiti facile ad credendum impellerentur. Romuli autem aetatem minus his sexcentis annis, jam inveteratis literis atque doctrinis, omnique illo antiquo ex inculta hominum vita errore sublato, fuisse cernimus.*