

UNIVERSITY OF LONDON
General Certificate of Education Examination

JUNE 1973

ORDINARY LEVEL

English Literature

Syllabus A

Two and a half hours

Answer **FOUR** questions in all, choosing at least one but not more than two from each of the Sections A, B and C.

Answer either Question 1 or Question 4 (or both) in Section A.

All questions carry equal marks.

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

Section A

TWELFTH NIGHT

1. Read the following passage and answer the questions below it.

Malvolio. 'Tis but fortune; all is fortune. Maria once told me she did affect me; and I have heard herself come thus near, that should she fancy, it should be one of my complexion. Besides, she uses me with a more exalted respect than anyone else that follows her. What should I think on't?

Sir Toby. Here's an over-weening rogue!

Fabian. O, peace! Contemplation makes a rare turkey-cock of him: how he jets under his advanced plumes!

Sir Andrew. 'Slight, I could so beat the rogue!

Sir Toby. Peace! I say.

Malvolio. To be Count Malvolio!

Sir Toby. Ah, rogue!

Sir Andrew. Pistol him, pistol him.

Sir Toby. Peace! peace!

Malvolio. There is example for't: the lady of the Strachy married the yeoman of the wardrobe.

Sir Andrew. Fie on him, Jezebel!

Fabian. O, peace! now he's deeply in; look how imagination blows him.

Malvolio. Having been three months married to her, sitting in my state, -

Sir Toby. O! for a stone-bow, to hit him in the eye!

Malvolio. Calling my officers about me, in my branched velvet gown; having come from a day-bed, where I have left Olivia sleeping, -

Sir Toby. Fire and brimstone!

- (a) What do you learn of Malvolio's state of mind from what he says in the above passage and from what Maria has said, just before he appeared, about his behaviour?
 - (b) What does Malvolio go on to say about Sir Toby and Sir Andrew? What do the reactions and remarks of the two knights, from Malvolio's entrance to the end of the scene, reveal of their characters?
 - (c) Show, by close reference to Malvolio's speeches and actions in earlier scenes, how his behaviour in the scene from which the passage is taken is consistent with what we already know of his character.
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English Language 1

One and three quarter hours

Answer BOTH questions. You should spend about one hour on the composition (Question 1), and three quarters of an hour on the summary (Question 2).

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

1. COMPOSITION (50 marks). Write a composition on *one* of the following subjects.

Choose a subject about which you can write interestingly; plan your composition according to the nature of the material and the 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.

- (a) 'I was only trying to help.' (Tell a story, *or* describe an incident from your own experience, in which this explanation – or one like it – was offered.)
- (b) The contents of my pockets *or* handbag. (Describe the more interesting and characteristic objects, explain how they came to be there, and consider how far they suggest the kind of person you are.)
- (c) 'Most young people today wish to be different but seem all to be different in the same way.' Discuss.
- (d) Old Times. (Write a short play or dramatic dialogue in which a group of people – perhaps your relations, perhaps some old-age pensioners – talk about days which they remember. You may like to imagine yourself as an interested – or bored – member of the group, but it will probably be best to limit the number of characters to not more than four, so that you can suggest their varying attitudes to the past. You may use any recognised form of dramatic lay-out and punctuation, but, having chosen one, keep to it consistently.)
- (e) Ambition.
- (f) What incidents or experiences in your childhood seem to you to have been most important in forming your personality and ideas?
- (g) The following is the beginning of a short story by H. G. Wells:

'I must get rid of it,' said the man in the corner of the carriage, abruptly breaking the silence.

Mr. Hinchcliff looked up, hearing imperfectly. He stared across the carriage at his fellow-traveller.

'Why not give it away?' said this person. 'Give it away! Why not?'

He was a tall, dark, sunburnt man with a pale face. His arms were folded tightly, and his feet were on the seat in front of him. He was pulling at a lank black moustache. He stared hard at his toes.

'Why not?' he said.

Mr. Hinchcliff coughed.

The stranger lifted his eyes – they were curious, dark-grey eyes – and stared blankly at Mr. Hinchcliff for the best part of a minute perhaps.

'Yes,' he said slowly. 'Why not? And end it.'

'I don't quite follow you, I'm afraid,' said Mr. Hinchcliff, with another cough.

Continue this story in a manner which seems to you to be appropriate and interesting.

Do not copy out the passage printed above.

- (h) Write a story, a description, or an essay suggested by *either* of the pictures on the accompanying sheet. (Your composition may be directly about the subject of the picture, or may take only some suggestions from it, but *there must be some clear connection between the picture and your composition.*)
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2. SUMMARY. (15 marks).

The following passage is taken from a study of the effects of television on young children. Using only the information in the passage, write a summary consisting of two paragraphs:

- (a) the varying reactions to Westerns of children of different ages and sex; and
- (b) the reasons why violence in Westerns does not produce anxiety in most children.

Do not try to summarize everything in the passage, but select from it the material needed for your paragraphs. These should be written in clear, concise English, and as far as possible in your own words, although you may retain words and brief expressions which cannot be accurately or economically replaced.

Your whole summary should not exceed 140 words altogether, and at the end of it you must state the number of words used.

According to the mothers' reports, children under six were quite often frightened by the individual acts of violence and the noise of shooting in Westerns. They would hide behind chairs, rush out of the room, or, if the anxiety was not too great, climb on to their mothers' laps and from there continue to watch. Finding that the hero was still all right at the end, and that the others watching the programme had enjoyed it, the young child might look again on other occasions. Gradually the stereotyped pattern of the Westerns gets understood – not in detail, but in broad outline. At the same time, the children, boys in particular, rehearse the main elements of Westerns in play.

In general, it seems that the process of learning is related to the child's mental rather than to his chronological age, and that round about six or seven years the majority of children cease to be frightened by Westerns. Girls tend to be a little 'backward' here, not for want of intellectual understanding but because of different interests and different play-experiences. Girls play Westerns less often than boys, and, when they do, are rarely cast in the glorious and ultimately secure role of the cowboy hero. By about nine or ten, girls proved almost as interested in these programmes as boys. Anxiety about Westerns was rare well before the age of ten. In our survey, only seven children out of a thousand mentioned a Western when asked 'Have you ever been frightened by anything you have seen on television?'

Any remaining tension that younger children may experience, owing to the fact that they are more involved, tends to be worked off in play. These are not games of uncontrolled aggression, but are only versions of chasing and being chased – the oldest of childhood games, which were, of course, played long before television was thought of. They express the child's ingrained fondness for rules and for a clear differentiation between good and evil. The conventional cowboy films with their straightforward sides suit the play needs of children between six and ten, when they are testing out ideas about fair play and about friendship.

Enjoyment of Westerns is at its height where the format has been learnt sufficiently for tension not to mount too much, but where, at times during the showing, some element of doubt remains. Because children know that the ending will be happy, with no harm done to the hero, the violence does not matter. They gain security from the lack of variety in plot and solution, they enjoy being 'in the know'. When they stop playing at cowboys and similar games with clear-cut rules of good and evil, and even the momentary doubt during the showing has gone, they lose interest in Westerns, and criticise the stereotyped presentation which at first appealed to them so much.

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French

Question 2

Aural Comprehension Test

A passage of French has just been read to you. Now look through the following questions.

Section 1

- (a) What caused Michel to go to the door of the flat?
 - (b) Why was he surprised to see the concierge?
 - (c) How was the latter's displeasure evident even before she spoke?
 - (d) What was the cause of her annoyance?
-

Section 2

- (e) Describe the manner in which Bernard was relaxing.
 - (f) What was his opinion about concierges?
 - (g) Where had Bernard got his shoes from?
-

Section 3

- (h) Why was Michel sorting through the mail?
- (i) Give two details about the square envelope and its contents.
- (j) Why did Bernard express the hope that the letter did not contain bad news?

You will now hear the passage again, in sections. After each section, write the answers to the questions for that section in English, starting a fresh page after the dictation. Full answers are required but not necessarily in complete sentences.

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French

Three hours

Half an hour for the dictation test (Question 1) (10 marks); half an hour for the aural comprehension test (Question 2) (17 marks); two hours for the rest of the paper.

Answer ALL questions, beginning each answer on a new page in the answer book.

Questions 1 and 2, the dictation and aural comprehension tests, will be given to you separately. Questions 3, 4 and 5 are printed in this paper.

Candidates are reminded of the necessity for orderly presentation in their answers.

You have two hours in which to answer questions 3, 4 and 5.

3. Translate into English:

Après avoir traversé la rivière, Monique descendit de sa voiture près du croisement de routes. Puis elle retourna à pied jusqu'à l'arbre pour examiner la maison de plus près. Entouré d'un haut mur en pierres, le bâtiment avait l'air inoccupé, car la plupart des volets étaient fermés, et le jardin paraissait être recouvert par les mauvaises herbes.

Mais la maison n'était pas déserte. On avait récemment repeint la porte, et en se dressant sur la pointe des pieds, Monique voyait la silhouette d'une femme d'un certain âge qui travaillait à l'ombre d'un des arbres fruitiers. On aurait dit qu'elle était en train d'enterrer quelque chose d'assez gros.

Tout d'un coup la femme leva la tête pour jeter un coup d'œil dans la direction de l'arbre sous lequel Monique se tenait. En apercevant celle-ci elle hésita un instant, puis descendit l'allée qui menait à l'entrée. C'était une personne d'une cinquantaine d'années, au visage sévère. «Vous cherchez quelqu'un?» demanda-t-elle brusquement. Elle prononçait les mots avec un léger accent. «Monsieur Roignant vient d'aller à la pêche et notre fils est malade.»

«Excusez-moi,» dit Monique, un peu effrayée. «Je suis étudiante en architecture et les maisons de cette époque sont assez rares dans cette région.»

(17 marks)

4. EITHER

(a) Translate into French:

Usually the Lambert family spend the summer holidays with their aunt, but this winter it has been very cold and the latter, who is almost seventy, has often been ill. Towards the end of April the old lady suddenly decided to sell her house in order to go and live in a flat near Cannes. The Lamberts learned this news for the first time when they tried to telephone her.

Madame Lambert was not at all pleased. 'Why hasn't Aunt Simone written to us sooner?' she asked her husband. 'If she told us what she was doing we would be able to help her. The children will be terribly unhappy when I explain to them we shall have to stay at home in August. Really, your relatives are impossible! What are we going to do?'

Pierre Lambert hesitated before answering this question. Finally, he said in a very timid voice, 'Your uncle Charles has just bought a farm near Dieppe. Would you like to write to him tonight?'

(36 marks)

OR

(b) Read the passage on pages 4 and 5 carefully. On page 5 you will find questions which you are to answer in French.

Turn over

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ORDINARY LEVEL

History

Syllabus B

Two and a half hours

Answer any FIVE questions. Maps should be used to illustrate answers where appropriate. All questions carry equal marks.

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

Section 1. English History, 1763–1865

1. Write briefly on the importance of *four* of the following: Crompton's Mule; Boston from 1770 to 1776; Saratoga; the Regency Bill; the Combination Acts; Peterloo; Robert Owen; the Tamworth Manifesto; Gibbon Wakefield; the Great Exhibition.

2. *Either (i)* Outline the career of John Wilkes, and indicate his historical importance.
Or (ii) What attitudes were taken towards the French Revolution by (a) Charles James Fox, (b) Edmund Burke and (c) William Pitt the Younger? Explain why *each* was influential in shaping British opinion towards the Revolution.

3. Outline and explain the course of Anglo-Irish relations in the twenty years before 1800. Why was the Act of Union considered necessary, and what were its main provisions?

4. What part was taken by Britain in the Congresses, 1814 to 1822? For what reasons did Britain eventually refuse to take any further part in Congress proceedings?

5. Trace the rapid development of railway transport in Britain in the years 1825 to 1860. Assess the importance of the railways in the development of nineteenth-century Britain.

6. Describe the steps that were taken by British governments in the 1820s to secure (a) financial and commercial progress, (b) humanitarian reform and (c) religious equality. Why did the Tories fall from power in 1830?

7. Describe briefly the measures introduced by the Whigs in the 1830s concerning (a) parliamentary reform, (b) factory conditions, (c) the poor law and (d) local government in towns. Explain which of these reforms in your opinion operated in favour of the working classes, and which in favour of the middle classes.

8. Describe what you consider to have been the *three* main domestic achievements of the government of Sir Robert Peel, 1841–46.

9. Summarise the policies adopted by Palmerston towards (a) Spain, (b) China and (c) the U.S.A. What do these policies reveal about Palmerston's political aims, outlook and methods?

10. Trace the development in the century before 1860 of (a) Methodism, (b) Evangelicalism and (c) the Oxford Movement. Explain which of these in your view had the most important and lasting results.

11. To what extent would it be true to say that the Indian Mutiny was caused chiefly by twenty years of blundering by British officials? What changes did the Mutiny bring about in Britain's relations with India?

Section 2. English History, 1865–1955

12. Write briefly on the importance of *four* of the following: Disraeli's trade union legislation; Gordon at Khartoum; the County Councils Act (1888); the Jameson Raid; R. B. Haldane; the *Lusitania*; the Chanak crisis; Sir Oswald Mosley; nationalisation policies from 1945 to 1950; the 1951 election.
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13. What changes were made in the British electoral system by the Reform Act of 1867? How important were the effects produced on Parliament by these changes?
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14. What were the domestic achievements of the Liberal Party under Gladstone in *either* his first *or* his second ministry? What light do these achievements throw on the nature of Liberalism at the time?
-
15. Explain how Britain came to be involved in the Congress of Berlin, 1878. What justification was there for Disraeli's claim to have brought back 'peace with honour' from the Congress?
-
16. How do you explain the overwhelming defeat of the Conservative Party in the election of January 1906? On what issues were elections fought in 1910? How did the elections of 1910 affect the parliamentary position of the Liberal Party?
-
17. What criticisms might have been made of the work of Liberal governments from 1906 to 1914 by (a) an Ulsterman, (b) a suffragette and (c) a trade unionist?
-
18. *Either* (i) Compare the qualities and achievements of Lloyd George as a war leader in the First World War with those of Winston Churchill in the Second.
Or (ii) Indicate the importance of *either* the British Navy, 1914–18, *or* the Royal Air Force, 1939–45.
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19. Describe the achievements of Ramsay MacDonald as (a) a Labour leader, 1900–1914, (b) Prime Minister, 1924, and (c) Prime Minister, 1929–31. In what circumstances did he cease to be leader of the Labour Party in 1931?
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Turn over

UNIVERSITY OF LONDON

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ORDINARY LEVEL

Physics 1

Two hours

Answer FIVE questions, choosing not more than TWO from any one section. All questions carry equal marks.

All necessary working must be shown.

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

Section A

- A1. Describe how you would establish experimentally the relationship between the pressure and volume of a fixed mass of dry air maintained at room temperature. Show how you would use your readings to demonstrate this relationship.

A mercury barometer, with a tube of uniform diameter and length 850 millimetres above the mercury level in the reservoir, reads 750 millimetres on a day when the atmospheric pressure is 760 millimetres of mercury. What will be the atmospheric pressure on a day when it reads 730 millimetres?

If the barometer tube had twice the diameter, would you expect to get the same readings? Give a reason for your answer.

(Assume the temperature to be the same throughout.)

- A2. Answer any *TWO* of the parts (a), (b), (c).

(a) You have about 60 centimetres³ of a liquid. Describe an experiment you would perform in order to find the relative density of the liquid as accurately as possible, stating clearly any precautions you would take.

(b) How long would it take a stone dropped from a height of 10 metres above the ground to reach the ground?

(Assume the acceleration of free fall, $g = 10$ metres per second².)

If two large spheres of the same radius and same substance, one solid and the other hollow, are dropped from a great height in air they will not reach the ground at the same time. Account for this in terms of the forces acting on the spheres, stating which will reach the ground first.

(c) Describe an experiment which shows that hydrogen diffuses at a different rate from air. State what is observed during your experiment and explain in terms of molecular motion why the effect is produced.

- A3. (a) Describe how you would investigate experimentally the relationship between the *extension* of a light spring and the *load* which it supports. State what you understand by *elastic limit* and, assuming that the spring is not loaded beyond this point, sketch the graph which you would expect to obtain from your readings. Explain how you would use the apparatus and graph to find the weight of a stone which is less than the maximum load you put on the spring.

(b) The surface of a liquid is said to be in a state of tension. Describe *two* simple, but different, observations which support this idea.

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(b) The surface of a liquid is said to be in a state of tension. Describe *two* simple, but different, observations which support this idea.

- A4. (a) State what you understand by *diffraction* and describe a simple laboratory experiment which demonstrates the effect.
- (b) A stationary source of sound is placed some distance from a large wall. When an observer, with a suitable detector, walks from the source directly towards the wall a series of sound maxima and minima are observed. State what these maxima and minima are called. If the average distance between successive minima is 0.2 metre and the velocity of sound in air is 320 metres per second, calculate the frequency of the source.
- If the sound from the same source is transmitted through a wooden fence which is perpendicular to the wall and attached to it, will the distance between successive minima in the wood be the same as in the air? Give a reason for your answer.
-

Section B

- B5. Give a detailed account of the experimental determination of the *specific latent heat of vaporisation* of water.

A Liebig condenser consists of a central glass tube surrounded by a jacket through which cold water is passed in order to condense steam flowing through the central tube. When dry steam enters the condenser at 100 °C it is condensed and delivered to the receiver at the other end of the apparatus as water at 80 °C. The steam enters at the rate of 1 gramme per minute and the water (in the cooling jacket) rises in temperature by 2 degrees C on flowing the length of the jacket.

Determine:

- (a) the heat received each minute by the water flowing through the jacket,
- (b) the rate in grammes per minute at which cold water is passed through the cooling jacket.

(Assume specific latent heat of steam = 2200 joules per gramme, specific heat capacity of water = 4.0 joules per gramme degree C.)

- B6. (a) Draw a labelled diagram of a clinical thermometer, naming the liquid used and suggesting why it is suitable. State the reasons for any special features in the design of the thermometer.

Some thermometers have different sized bulbs, but give the same readings. Explain why this is possible.

- (b) Describe how you would determine experimentally the *linear expansivity* of a metal rod or tube.
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MUSIC 3

Analysis, Set Works and History

Two Hours

1. All five questions should be attempted.
2. The questions must be answered in the ordinary answer book and on music-ruled paper. This must afterwards be loosely fastened inside the front of the answer book at the end of the examination.
3. Any rough work must be loosely fastened inside the answer book immediately after the last question attempted.
4. Candidates are reminded of the necessity for good English and orderly presentation in their answers.
5. Five minutes after the commencement of the examination, the superintendent will play the composition printed in Question 1. After a further five minutes have elapsed, the superintendent will give a second performance of the composition. The remainder of the examination is to be conducted in silence.

1. The following is a Minuet from the Pianoforte Sonata in E flat (K. 282) by Mozart (1756-1791). It will be played through twice (without repeats) at the beginning of the examination. Follow the score as you listen and then give concise answers to the questions that follow. (16 marks)

Menuetto

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15 16

17 18 19 20 21

The musical score consists of two systems of two staves each. The first system covers measures 22 to 26. The second system covers measures 27 to 32. The key signature has one flat (B-flat). Dynamics are indicated as *f* (forte) for measures 22-26 and *p* (piano) for measures 27-32. The music is written in a style typical of a piano exercise or short piece, with a focus on melodic and harmonic development.

- (a) In what key is the music at (i) bar 4, (ii) bar 12, (iii) bar 18?
- (b) Compare and contrast (i) bars 1-4 with bars 19-22,
(ii) bars 5-12 with bars 23-30.
- (c) What artistic purposes are served by the passage, bars 13-18?
- (d) Give one word to describe the relationship between the melody of bars 1-2 and that of bars 3-4.
- (e) What part in the design of the piece is played by the last two bars?

Turn over

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JUNE 1975

ADVANCED LEVEL

French 1

One and a half hours

Write an essay in French of about 350 words on *one* of the following subjects:

- (a) Pendant la guerre un vaisseau a coulé. Racontez les aventures et les réflexions d'un marin qui s'est sauvé.
- (b) «Un article fait à la main vaut toujours mieux qu'un article fait à la machine.» Discutez.
- (c) Plaisirs et dangers de l'alpinisme.
- (d) Qu'est-ce qui détermine le succès — la chance ou les qualités morales?
- (e) «L'éducation traditionnelle n'a aucun rapport avec la vie réelle.» Discutez.
- (f) A quoi servent les informations météorologiques?