

**Harrow School
English Scholarship Exam
2017**

You have **thirty minutes** to complete this paper. There is only one question.

Read the poem below and then answer the question that follows it.

You should aim to write as much as you can in the time permitted but bear in mind that quality of written expression and of ideas are important.

Nothing Gold Can Stay
by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

Question: What ideas is Frost exploring in this short poem? Pay close attention to the words used in the poem as you write your response.



HARROW
SCHOOL

ACADEMIC SCHOLARSHIP EXAMINATION

GEOGRAPHY

2017

Time allowed: **1 hour 30 minutes**

*Questions **one** and **two** are compulsory and must be answered.*

*Answer **one** essay title from a choice of four for question three.*

Answer all questions in the space provided.

An O.S. map extract is included with this examination.

Candidate Name: _____

QUESTION 1

Answer ALL of Question 1
[Spend 25 minutes on this section]

Use the Ordnance Survey map extract showing the town of Bishop's Stortford and the surrounding area to answer the following questions:

- (a) Give the **six**-figure grid reference for Bishop's Stortford railway station. [1]

.....

- (b) Complete the following table by identifying the leisure facility found at each grid reference. [2]

| Grid reference | Leisure Facility |
|----------------|------------------|
| 519 239 | Leisure Centre |
| 530 243 | |
| 548 264 | |

- (c) Describe the route of the A120 from the western edge of the map extract to the M11. [4]

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- (d) Suggest why it might be difficult to extend Bishop's Stortford by further building in grid square 4919. [2]

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- (e) It was suggested that a new settlement of 5000 homes might be built near Elsenham (5326).

- (i) What is the direction from Bishop's Stortford to Elsenham? [1]

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(ii) To the nearest kilometre, what is the approximate straight line distance from Bishop’s Stortford bus station to Elsenham? [2]

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(iii) Suggest why people might be attracted to live in a new settlement near Elsenham. [4]

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(iv) Suggest why local people might object to the building of 5000 new homes near Elsenham. [4]

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Extra space:
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[Total: 20 marks]

QUESTION 2

Answer ALL of Question 2
[Spend 30 minutes on this section]

Study the photograph below which shows a stretch of the Dorset coastline.



- (a) (i) Identify **Landform A** pictured in the photograph. [1]

.....

- (ii) Draw an annotated diagram (or sequence of diagrams) to explain the formation of **Landform A** in the box below. [6]

(b) (i) Identify **Landform B** pictured in the photograph. [1]

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(ii) Explain the formation of **Landform B**. [4]

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(c) Explain how coastal erosion might change the shape of this coastline in the next 50 years? [6]

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(d) What is the difference between **weathering** and **erosion**? [2]

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[Total: 20 marks]

END OF QUESTION 2

QUESTION 3

[Spend 35 minutes on this section]

Answer any **one** of the following essay questions and in each case refer to specific examples, places and processes.

Credit will be given for the use of named and located examples and the use of well-labelled sketch maps and diagrams where appropriate.

EITHER

- a) How will Theresa Mays geographical education help her to excel in her role as the British Prime Minister? [20]

OR

- b) Why is fieldwork important in the study of geography? [20]

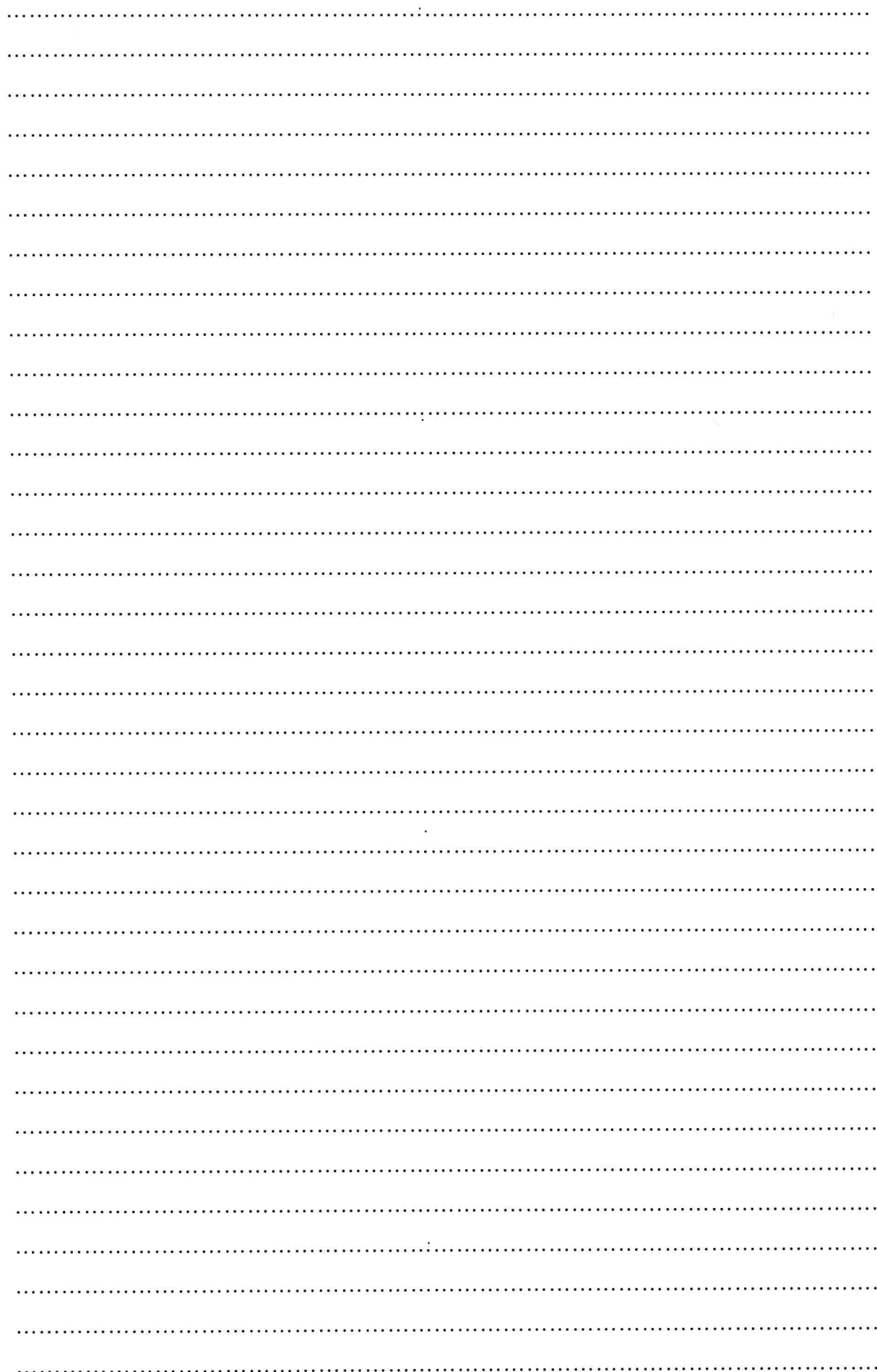
OR

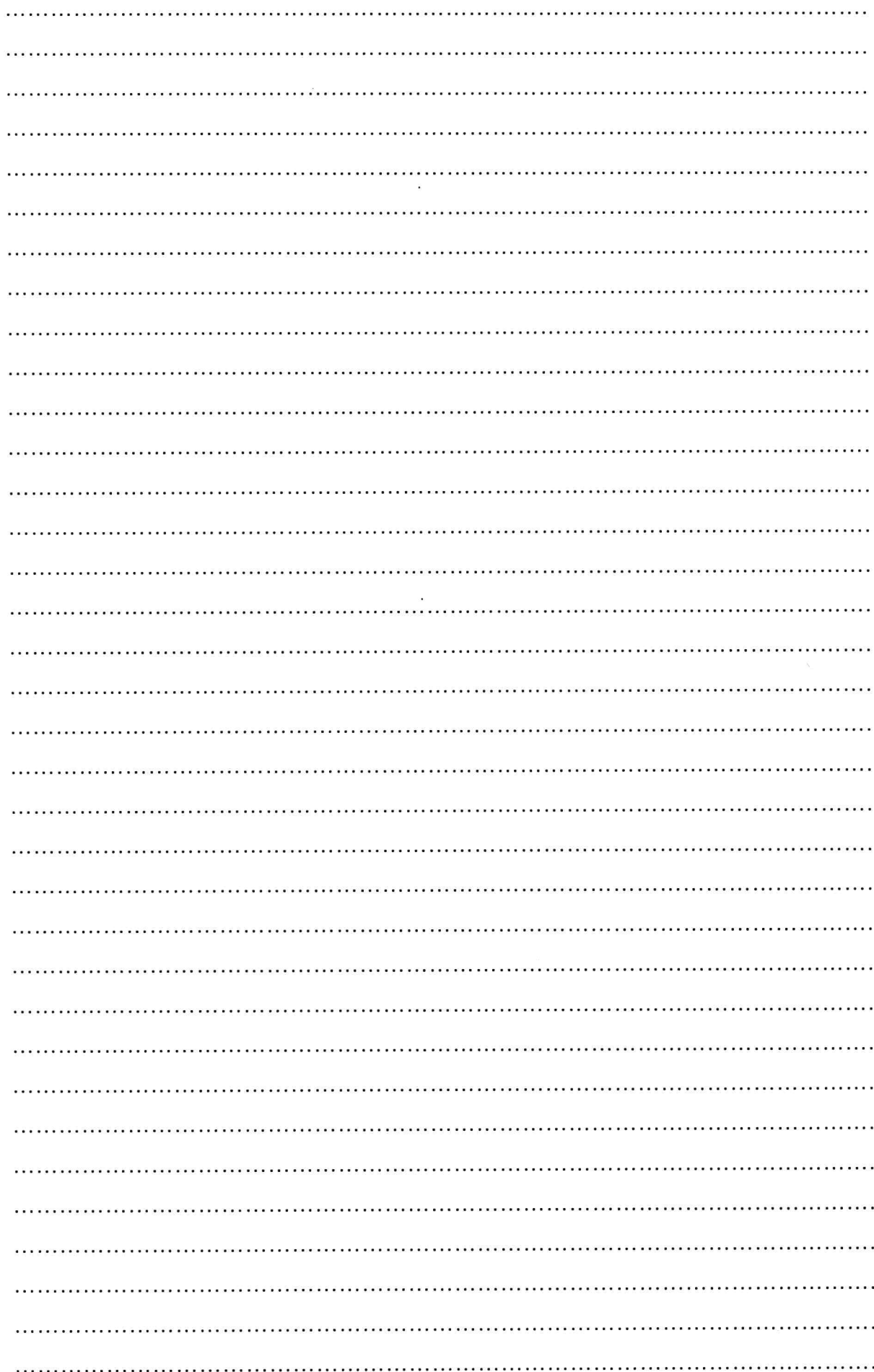
- c) Describe and explain the possible advantages and disadvantages of a new runway, such as the one proposed for Heathrow. [20]

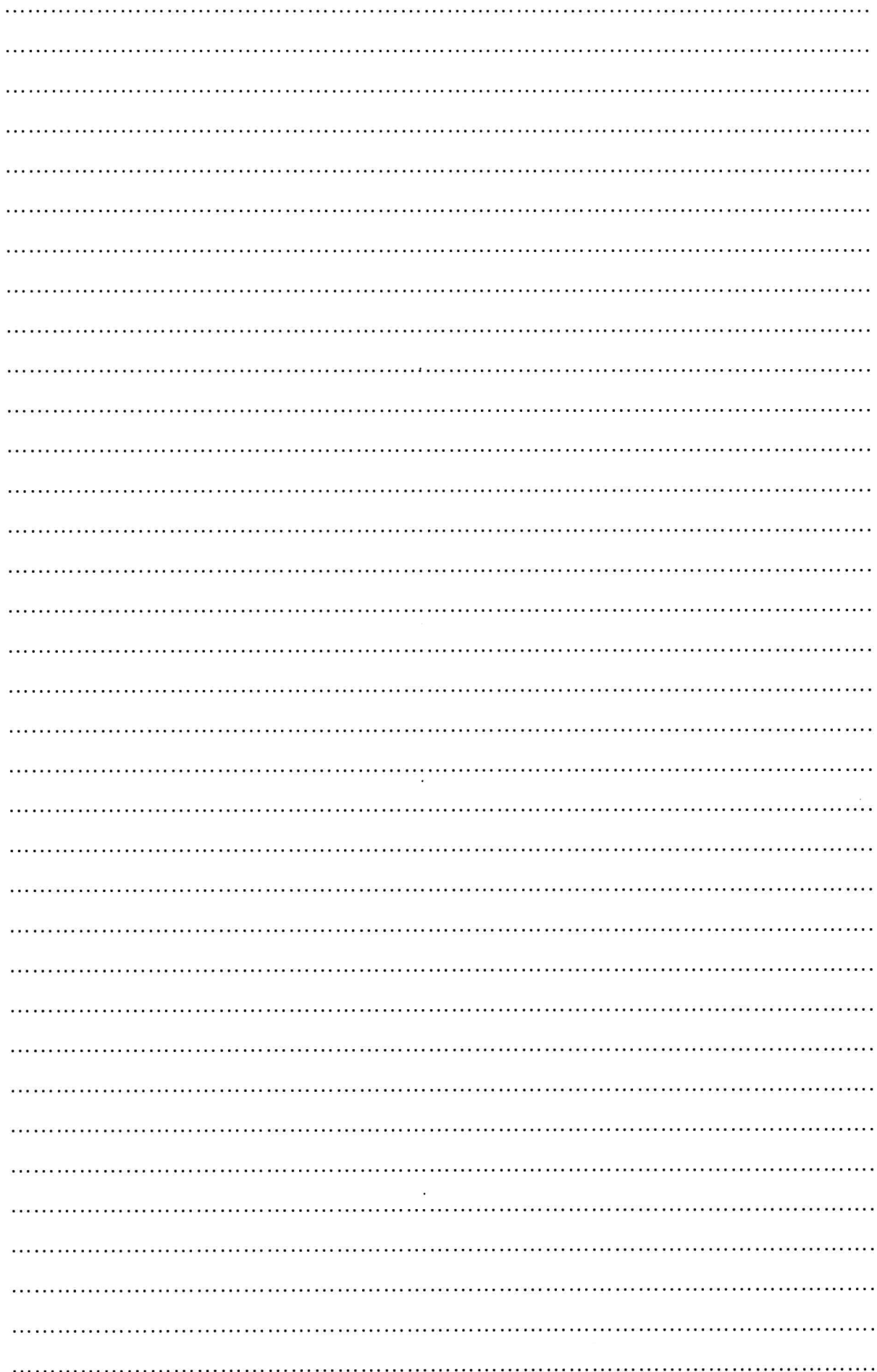
OR

- d) To what extent do human factors contribute to risks from flooding. [20]

Space to plan your answer:







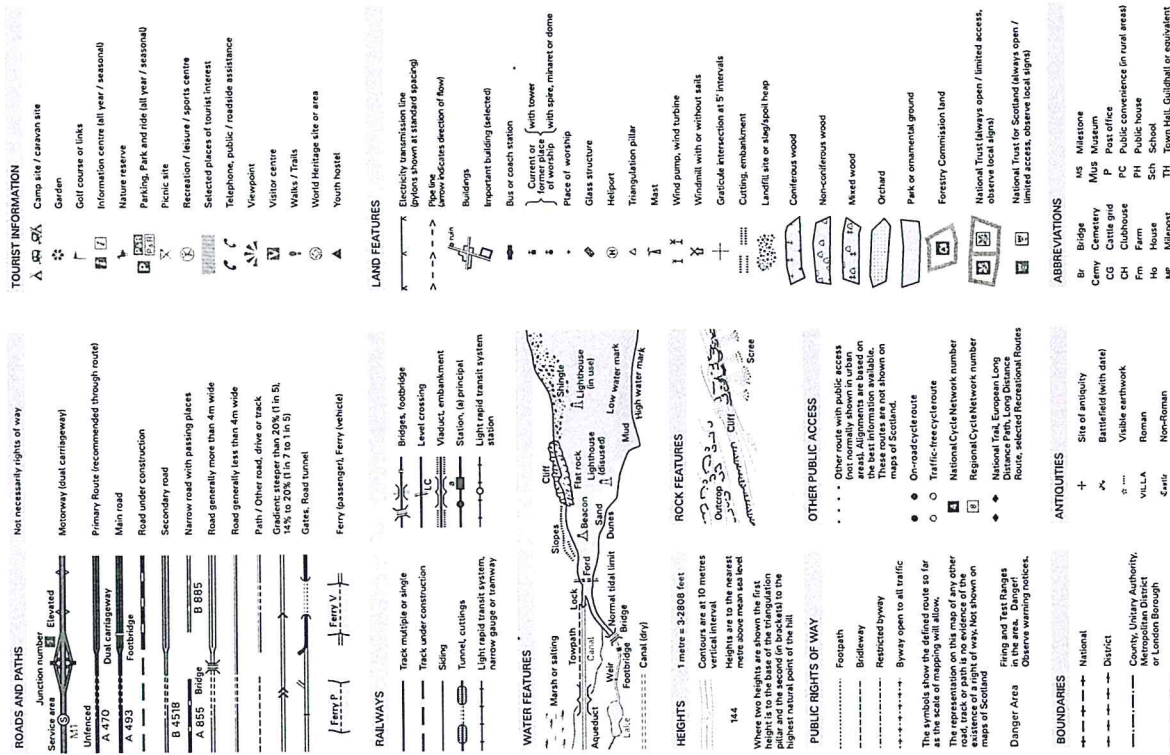
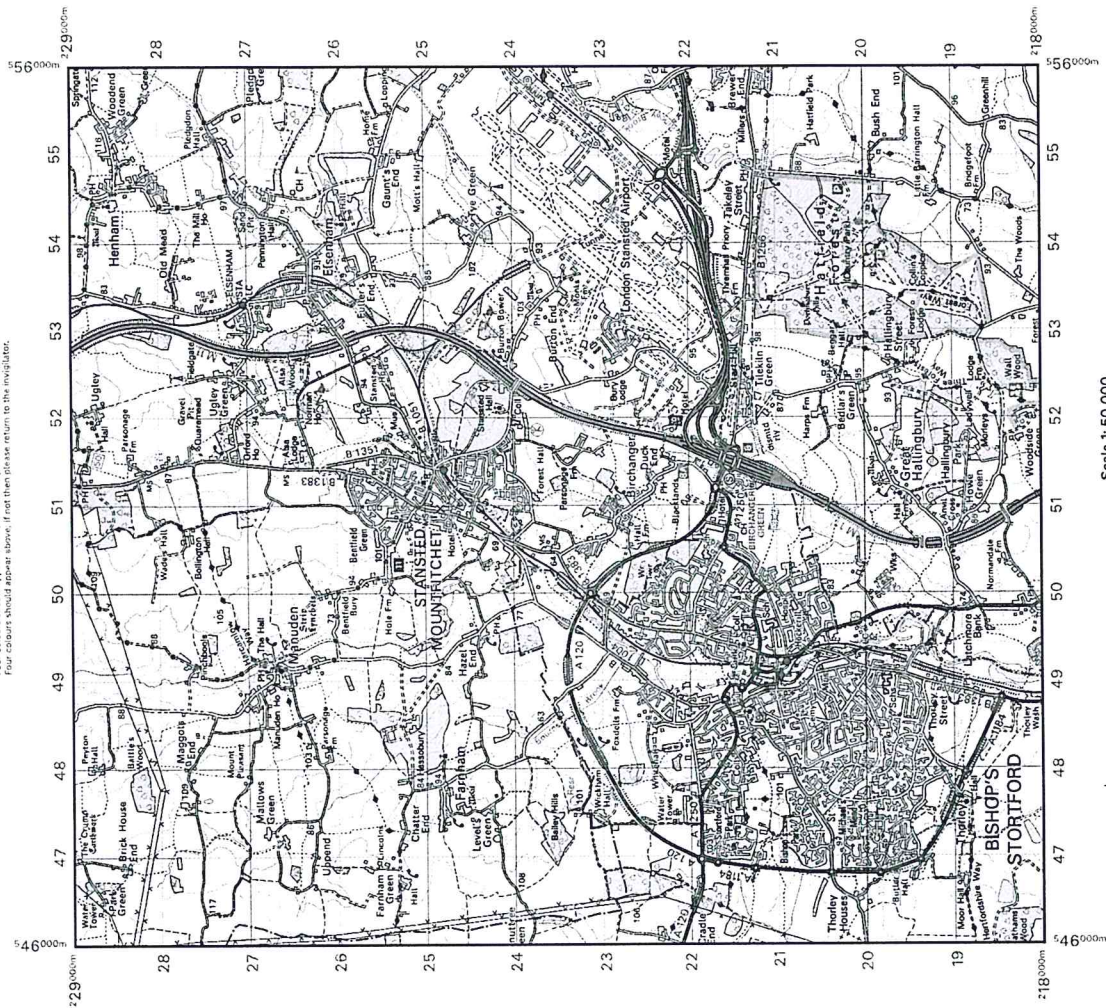
This image shows a full page of a handwriting practice worksheet. It features approximately 20 horizontal rows. Each row is defined by two parallel dotted lines, creating a series of uniform channels for letter height. The background is plain white, and there are no margins or additional markings on the page.

[Total: 20 marks]

[Exam Total: 60 marks]

END OF EXAMINATION

Four colours should appear above, if not then please return to the invigilator.
Four colours should appear above, if not then please return to the invigilator.





HARROW SCHOOL

SCHOLARSHIP ENTRANCE EXAMINATION

FRENCH

Tuesday 21st February 2017

3.45 – 4.45pm

GENERAL INSTRUCTIONS:

*You should start a new sheet of paper for each exercise.
Please write all of your answers ON ALTERNATE LINES.*

The marks are shown at the end of each exercise. Use your time accordingly.

1. Translate into English. You should write ON ALTERNATE LINES.

En février j'ai fait le tour de la Tunisie avec ma famille. Nous avons pris l'avion jusqu'à Monastir, d'où nous avons voyagé en minibus avec une famille belge. Ce qui m'a surpris d'abord, c'était la chaleur de la journée, et le froid après 6 heures du soir. Les routes étaient assez bonnes, mais parfois difficiles dans les montagnes. Les autoroutes françaises sont meilleures.

La Tunisie était une colonie française et on voit l'influence partout, dans les rues des nouveaux quartiers de chaque ville, par exemple, et parce qu'on parle français aussi bien qu'arabe. A mon avis la cuisine française est plus variée. En Tunisie on mange beaucoup d'agneau avec du riz ou du couscous, et du "brik" (une sorte d'omelette) mais je préfère manger chez nous. Quand même, je trouve les desserts marocains plus à mon goût.

J'ai aimé les monuments historiques et religieux, mais ils sont tous un peu pareils. J'aime mieux les châteaux, les monuments et les sites anciens de la France. Ce que j'aime surtout en Tunisie, c'est les "souks" (les marchés). Il y a tant de bruits, d'odeurs et de couleurs. Et les articles ne sont pas chers.

C'est vraiment incroyable. Le temps était chaud, et beaucoup plus agréable qu'en France en février. Par conséquent, on pouvait apprécier les couleurs, le bleu du ciel partout, en contraste avec le vert des champs dans le nord et la couleur brune des bâtiments plus au sud. Notre guide était amical mais un peu paresseux. Il était souvent en retard. En France, il aurait perdu son poste de guide!

(30 marks)

*PLEASE START ANOTHER SHEET OF PAPER AND WRITE ON
ALTERNATE LINES*

2. Translate the following sentences into French:

- a) I am called Bruce
- b) We read the book
- c) They have drunk some tea
- d) He was eating some salad
- e) The girl used go swimming .
- f) I was writing a letter
- g) Albert and Rodney left at 3 o'clock
- h) She has a shower
- i) They have go to the park
- j) We had left the house
- k) My mother had sung
- l) Alice is going to lose
- m) We are going to watch the television
- n) It is snowing now
- o) The man will be patient

(30 marks)

*PLEASE START ANOTHER SHEET OF PAPER AND WRITE ON
ALTERNATE LINES*

3. You recently went on a trip to countryside. Write an article for your school website talking about your day out.

You should include details about:

- **When you went to the countryside and how you travelled**
- **A description of the person(s) you went with**
- **An activity that you enjoyed**
- **A problem and how you resolved it**
- **Whether the day was a success and will you return**

(40 marks)

The account may be true or imaginary.

No credit will be given for pre-learnt but irrelevant material.

You should write using any tenses you consider appropriate. When you have finished, you should CHECK YOUR WORK VERY CAREFULLY, looking especially at verb forms, genders, adjectives and spelling.

Please do not write more than 150 words.

Keep each section of a roughly even length (ie. approximately 30 words each)

You should concentrate on accuracy (and quality rather than quantity).

HARROW SCHOOL

ENTRANCE SCHOLARSHIPS EXAMINATION

2017

1 ½ hours

HISTORY

There are three sections.

You are advised to spend approximately 30 minutes on each.

The quality of your answers is more important than the quantity, so spend 5-10 minutes thinking and 20-25 minutes writing for each section.

Each section is worth 30 marks in total.

SECTION A

There is only one question in Section A: you are advised to spend about 30 minutes on it.

Background information

In 1853 Commodore Perry arrived off the coast of Japan with four American warships. Until then Japan had been almost totally isolated from the rest of the world, but now it began to be opened up to foreign trade and influence. In 1854 the Shogun (the Japanese ruler) signed a treaty with the USA, establishing trade links and diplomatic relations, and similar treaties with other western countries soon followed. These treaties gave significant powers to the foreigners operating in Japan, such as control of customs duties on goods entering the country and exemption from Japanese laws. Some Japanese felt that these treaties had been forced upon them. In 1868 the Shogun was overthrown, and replaced by the young Emperor Meiji. Over the next fifty years the Emperor's government followed a programme of modernisation. This brought with it the westernisation of much of Japanese society and culture: for example, a western legal system was introduced, and a parliamentary system of government was adopted, based on the constitutions of France, Germany and the USA. However, the government had its critics. Some said that Japan was simply copying the surface features of western society without making real changes. Others wanted Japan to be modernised but did not want Japan westernised. They only wanted to take from the West what would benefit Japan and make it a stronger country. They also wanted to preserve the best of Japanese society and culture.

1. Study the three sources below. Do these sources provide convincing evidence that Japan adopted western ideas uncritically? [30 marks]

SOURCE A:

Written in 1890 by Basil Hall Chamberlain. He was British but lived in Japan from 1873 to 1911 and became a professor at Tokyo Imperial University.

History has never witnessed a more sudden change. We foreigners may no doubt sometimes regret the substitution of ordinary European ways for the glitter and the glamour of old Japan.

Does not the whole experience of the last three hundred years go to prove that Japan could not hope to keep its territory free from Western aggression if it retained its traditional institutions? From the moment they realised that the Europeanisation of the country was a question of life and death, they have never ceased carrying on the work of reform and progress.

A centralized bureaucracy was set up, Buddhism was disestablished, and telegraphs and railways were introduced. At the same time photography, meat-eating and other 'Europeanisms' came into fashion without official encouragement. 1885-87 were the years of the great 'foreign fever' when Japanese society was submerged in a flood of European card-playing, foreign dress for ladies, and dancing.

But the cloud of discontent that has darkened industrialism in the West already begins to obscure the Japanese sky. We now hear of frequent strikes. Nothing can be imagined further from the mental attitude of the working class of seventeen years ago. For them, duties, not rights, were important.

SOURCE B:

From the memoirs of Prince Hirobumi Ito, published in 1909. He was Prime Minister of Japan four times between 1885 and 1901.

I have always recognized the vital importance of a supremely efficient navy and army. The former is made the more important by our island position. Our programme of naval expansion, laid down after the Chinese War in 1895, is practically completed. Japan now possesses a powerful modern fleet. In its numbers are included several of the largest and best-armed battleships and cruisers, and we have the satisfaction of knowing that the Japanese sailors and officers are as efficient as the ships they man. Our navy is largely of British construction, and we have made that country our model in this department.

The army has not been neglected. It has been more than doubled recently. The bold experiment of conscription has proved itself on many occasions, notably the Chinese War and the Boxer outbreak. On the last occasion the Japanese army was able to play a very great part in the relief of Peking. First based on French models and later on German, the Japanese army has since developed a model of its own.

SOURCE C:

A cartoon of a street scene in Japan towards the end of the nineteenth century. It was published in a British magazine at the time.



SECTION B

Answer **ONE** of these questions: you are advised to spend about 30 minutes

Either

2. How important is imagination in the study and writing of History? Use any historical period or periods you have studied to answer this question. [30 marks]

or

3. Choose any president, prime minister, king, queen, emperor or any other ruler you have studied or read about. Compare and contrast him or her with **either** President Donald J. Trump **or** Prime Minister Theresa May. [30 marks]

SECTION C

There is one question in Section C: you are advised to spend about 30 minutes on it.

Background Information

The Great Depression was a severe worldwide economic crisis that took place during the 1930s. It originated in the United States, after a fall in stock prices that began around 4 September 1929 and became worldwide news with the stock market crash of 29 October 1929 ('Black Tuesday'). The Depression had devastating effects in countries throughout the world: personal income, tax revenue, profits and prices dropped, while international trade fell by more than 50%. Unemployment in the United States rose to 25%. The passage below is an extract from an interview in 1970 with a man named Ed Paulsen, who was living in San Francisco, California at the time of the Depression. You do not need to know anything about American history in the twentieth century to answer this question, and marks will be awarded for intelligent suggestions, even if they are not correct.

4. What does this extract reveal about American society during the Great Depression? [30 marks]

Everybody talks of the Crash of '29. In small towns out West, we didn't know there was a Crash. What did the 'stock market' mean to us? Not a dang thing. If you were in Cut Bank, Montana, who owned stock? The farmer was a ping-pong ball in a very tough game.

It got tougher. We didn't know how to make out in the city. It was terrifying. There were great queues of guys in soup lines. We didn't know how to join a soup line. We — my two brothers and I — didn't see ourselves that way. We had middle-class ideas without a middle-class income. [Laughs.]

We ended up in San Francisco in 1931. I tried to get a job on the docks. I was a big husky athlete, but there just wasn't any work. Already by that time, if you were looking for a job at a Standard Oil Service Station, you had to have a college degree. It was that kind of market.

I remember the demands: We demand work, we demand shelter for our families, we demand groceries, this kind of thing. Half the guys up there making the demands were Negroes. I remember as a kid how courageous this seemed to me, the demands, because you knew that society wasn't going to give it to you. They'd demand that they open up unrented houses and give decent shelters for their families. But you just knew society wasn't yielding. There was nothing coming.

The demonstrations would be four blocks long, curb to curb. Nobody had a dime. There were guys on the corner trying to sell apples to this moneyless wonder. [Laughs.] The guys would start to yell and some horses would show up. They used to have cops on horseback in those days. Then there would be some fighting. Finally it got to killing. I think they killed three people there that day, besides the wounded. It really got rough because the guys had brought a bunch of marbles and threw them on the street, and the horses were slipping and sliding around. This made the cops mad and they got rough.

There would be this kind of futile struggle, because somehow you never expected to win. We had a built-in losing complex. That's the way those crowds felt. A lot of them would drift back into the 'Sally'.¹ By now it's one o'clock, and everybody's hungry. We were a gentle crowd. These were fathers, eighty per cent of them. They had held jobs and didn't want to kick society to pieces. They just wanted to go to work and they just couldn't understand. There was a mysterious thing: You watched the papers, you listened to rumours, you'd get word somebody's gonna build a building.

So the next morning you get up at five o'clock and you dash over there. You got a big tip. There's three thousand men there, carpenters, cement men, guys who knew machinery and everything else. More and more men were after fewer and fewer jobs. So San Francisco just ground to a halt. Nothing was moving.

¹ 'The Sally': A reference to the Salvation Army, a charitable organisation that seeks to provide for both the physical and spiritual needs of the poor, the destitute, and the hungry.



HARROW SCHOOL

ENTRANCE SCHOLARSHIPS EXAMINATION 2017

LATIN

GENERAL INSTRUCTIONS:

You must attempt all questions on the paper.

You are not permitted to write anything down for the first 10 minutes of the examination. This time should be spent reading the examination paper.

It will help if you study the Latin passages and the English introduction to each passage during the first 10 minutes.

You should make an intelligent guess at words you do not know, using your knowledge of English vocabulary and the English introduction to each passage.

Try to base any guesses on elements in the sentence that you definitely DO know and make sure that they make sense in context.

Section 1: Comprehension

During Caesar's campaign in Africa against his Republican enemies, one of his centurions answers defiantly when captured.

milites quidam Caesaris, postquam navis in qua navigabant tempestate deleta est, cum centurione capti sunt. ubi ad Scipionem ducti sunt, "Fortuna" inquit "vos in meam potestatem tulit. scio vos ab imperatore scelesto contra nobiles pugnare coactos esse. si tamen rem publicam defendetis, et vitam et pecuniam vobis dare constitui. itaque dicite: quid me facere vultis?" quibus verbis Scipio exspectabat se eis facile persuasurum esse.

Names

| | |
|------------------|---------|
| Caesar –aris (m) | Caesar |
| Scipio –onis (m) | Scipio |
| Fortuna –ae (f) | Fortune |

Vocabulary

| | |
|------------------------------|-------------------------|
| centurio –onis (m) | centurion |
| potestas –atis (f) | power |
| nobiles –ium (m pl) | nobles |
| res publica rei publicae (f) | the state, the Republic |

1. *milites...ducti sunt* (lines 1-2): what happened to a group of Caesar's soldiers? [6]
2. *Fortuna...tulit* (line 2): what did Scipio say to them first? [2]
3. *scio...coactos esse* (lines 2-3): how does Scipio here show his opinion of Caesar? [4]
4. *si...constitui* (lines 3-4): what offer did Scipio make to the captives, and on what condition? [5]
5. *itaque...persuasurum esse* (lines 4-5): what did Scipio think would be the reaction to his offer? [3]

Total = 20 marks

Section 2: Grammar

centurio tamen “pro tuo” inquit “summo beneficio tibi gratias ago, Scipio (non enim imperatorem te voco), quod vitam mihi capto promittis. hoc beneficium autem nullo modo accipere possum, quod summum scelus adiungitur. egone contra Caesarem, imperatorem meum, in armis pugnabo? pro victoria eius multos per annos semper pugnavi. quales copias eum ducere putas? hoc mox cognosces. elige ex exercitu tuo cohortem unam quam credis optimam esse, et duc contra me. ego ex his militibus, quos nunc in tua potestate captos tenes, decem eligam, et contra te ducam. tum virtutem nostram vere intelleges.”

Vocabulary

| | |
|-------------------|--|
| beneficium –i (n) | kindness |
| gratias ago | I give thanks |
| adiungo –ere | I join (something) on |
| eligo –ere | I pick out, I choose |
| cohors –ortis (f) | cohort (tenth of legion, about 600 soldiers) |

6. Identify an example of the **ablative** case in line 1 [1]
7. *promittis* (line 2): identify the **tense** of this verb [1]
8. *nullo modo accipere possum* (line 2): explain why the infinitive is used here [1]
9. *scelus* (line 3): identify the **gender** of this word [1]
10. *imperatorem* (line 3): identify the **case** of this word and explain why this **case** is used here [2]
11. *eius* (line 4): identify the **case** of this word [1]
12. *quales copias eum ducere putas?* (line 4): explain why the **infinitive** is used here [1]
13. *cognosces* (line 4): identify the **tense** of this verb [1]
14. *exercitu* (line 5): identify the **case** of this word and give the **nominative singular** of this word [2]
15. *quos* (line 6): identify the **case** of this word and explain why this **case** is used here [2]
16. *ducam* (line 6): identify the **tense** of this verb [1]
17. *virtutem* (line 6): how should this word be **translated** here (hint: “virtue” will not do...) [1]

Total = 15 marks

Section 3: Composition

Translate the following sentences into Latin (make sure that you think very carefully about the role of each word *in English first* before you attempt to translate into Latin):

- | | |
|--|-----|
| 18. The boys are loved by the girls. | [2] |
| 19. The man will lead the women to the town. | [4] |
| 20. The leader followed many soldiers into the fields. | [5] |
| 21. The sailors who were walking towards the town yesterday were very tall. | [5] |
| 22. He ordered all the citizens to guard the slaves. | [6] |
| 23. Therefore many citizens were so frightened that they departed from the city. | [6] |
| 24. Although the slaves were very angry, no one was able to lead them. | [6] |
| 25. At last, since a few had been killed, the guards thought that were safe. | [6] |

Total = 40 marks

Section 4: Translation

Translate the following passage into English. Please write your translation on alternate lines.

Caesar, during his campaign in Gaul, finds the enemy unwilling to fight.

postridie Caesar, ut solebat, e duobus castris copias suas eduxit paulumque progressus aciem prope maiora castra instruxit. hostes diu exspectab. quod tamen illi non exierunt ut pugnarent, circum meridem exercitum in castra reduxit. tandem Ariovistus partem copiarum suarum misit ut castra minora oppugnaret. ad vesperam saeve pugnabant. tum Ariovistus copias suas, multis vulneribus acceptis, in castra reduxit.

cum Caesar postea e captivis quaereret cur Ariovistus omnes copias mittere nollet, causam miratus audivit. Germani enim matres rogare solebant num pugnare deberent; illae sorte constituebant. eo tempore moniti sunt ne contra Caesarem pugnarent, cum ante novam lunam Romanos supereare non possent. postridie tamen Caesar, paucis relictis ut duo castra custodirent, copias suas usque ad castra hostium duxit. itaque Germani exire coacti sunt. feminae eos in proelium proficiscentes oraverunt ne se Romanis traderent. signo dato, milites Caesaris impetum fecerunt. hostes celeriter superati ad flumen Rhenum fugerunt; Ariovistus navigio invento effugit.

Names

| | |
|----------------------|---|
| Ariovistus –i (m) | Ariovistus (leader of a German tribe allied to the Gauls) |
| Germani –orum (m pl) | Germans |
| Rhenus –i (m) | the Rhine |

Vocabulary

| | |
|-----------------------|-----------------------|
| paulum (adv) | a little |
| acies –ei (f) | battle-line |
| instruo –ere instruxi | I draw up |
| meridies –ei (m) | midday |
| vespera –ae (f) | evening |
| causa –ae (f) | reason |
| sorte | by drawing lots |
| luna –ae (f) | moon |
| usque (adv) | all the way, right up |
| impetus –us | attack |
| navigium –i (m) | boat |

Total = 25 marks

Paper total = 100 marks



HARROW SCHOOL

ENTRANCE SCHOLARSHIPS EXAMINATION 2017

PHILOSOPHY AND APPLIED ETHICS

1 hour 15 minutes

GENERAL INSTRUCTIONS:

This paper is designed to explore your ability to read and respond intelligently to material that you have not seen before.

We will aim to reward candidates who can construct a concise and well structured argument, that includes relevant information to support your line of reasoning.

- *You should aim to spend approx. 15 minutes reading and annotating the text.*
- *Do give evidence that you have planned your answer carefully. This may be in the form of notes or bullet points.*
- *You should aim to write between one and a half to two sides and the word limit is 1,000 words.*
- *Your rough work will be collected in with your final answer so that we can see some evidence of how you have approached and planned this piece of work.*

You have 30 minutes to read through the three articles and then 45 minutes to answer the question. Do take time to plan and draft your answer.

Article 1

Pope on Trump: ‘Building walls to keep immigrants out is not Christian’

by Catholic News Service
posted Thursday, 18 Feb 2016



Pope Francis discussed Donald Trump during his in-flight press conference on the way back to Rome from Mexico

As the plane carrying him back to Rome from Mexico was flying over Texas, Pope Francis insisted building walls to keep immigrants out of one's country is un-Christian.

Holding his customary in-flight news conference on Thursday after a six-day trip that ended at the Mexico-US border, Pope Francis was asked about his reaction to US presidential candidate Donald Trump's proposal that the United States extend the fence along the full length of the border and his comments to Fox Business Network that Pope Francis is a politician and is being used by Mexicans.

“Aristotle defined the human person as ‘animal politicus’ — (so) at least I’m a human person” in Trump’s eyes, Pope Francis said.

“As far as being ‘a pawn,’” the Pope said, “that’s up to you, to the people, to decide.”

But one thing Pope Francis said he did know was that “a person who thinks only of building walls, wherever they may be, and not building bridges, isn’t Christian.”

Asked if a Catholic could vote for such a candidate in good conscience, the Pope told reporters: “I’m not going to get mixed up in that. I’ll just say, this man is not Christian if he says this” about building walls.

In a statement in response to the Pope’s comments, Donald Trump said: “If and when the Vatican is attacked by ISIS, which as everyone knows is ISIS’s ultimate trophy, I can promise you that the Pope would have only wished and prayed that Donald Trump would have been President because this would not have happened. ISIS would have been eradicated unlike what is happening now with our all talk, no action politicians.

“The Mexican government and its leadership has made many disparaging remarks about me to the Pope, because they want to continue to rip off the United States, both on trade and at the border, and they understand I am totally wise to them. The Pope only heard one side of the story – he didn’t see the crime, the drug trafficking and the negative economic impact the current policies have on the United States. He doesn’t see how Mexican leadership is outsmarting President Obama and our leadership in every aspect of negotiation.

“For a religious leader to question a person’s faith is disgraceful. I am proud to be a Christian and as President I will not allow Christianity to be consistently attacked and weakened, unlike what is happening now, with our current President. No leader, especially a religious leader, should have the right to question another man’s religion or faith. They are using the Pope as a pawn and they should be ashamed of themselves for doing so, especially when so many lives are involved and when illegal immigration is so rampant.”

Article 2

SHOULD CHRISTIANS BUILD WALLS?

Joseph Farah (<http://www.wnd.com/2016/02/should-christians-build-walls/>)

Is the pope right?

Is there something immoral about a nation building walls?

Is it sinful and un-Christian to defend a nation or city with walls?

The pope says it's not the gospel.

But my search of the scriptures reveals a God who commands His people to build walls – for defence and for separation.

Nehemiah not only rebuilt the walls of Jerusalem for just such purposes, but he and those who assisted him did so working with one hand while bearing a sword in the other. Apparently, there was a lot of opposition to building a wall back then, too.

It seems Nehemiah rebuilt those walls because he was commanded by God to do so – that the people, returning from exile, would no longer be a reproach, the Bible tells us in Nehemiah 2:17.

Was Nehemiah's construction project unusual – a special case?

It doesn't seem so.

In 2 Chronicles 14, we meet Israel's King Asa, whom, we are told, "did that which was good and right in the eyes of the Lord his God," It was a minority of Israel's kings who are so described in the Bible. And what did he do?

He removed the altars of the strange gods, broke their images and cut down the groves where the pagans performed their abominations. And what else did he do?

"And he built fenced cities in Judah: for the land had rest, and he had no war in those years; because the LORD had given him rest," we read. "Therefore he said unto Judah, Let us build these cities, and make about them walls, and towers, gates, and bars, while the land is yet before us; because we have

sought the LORD our God, we have sought him, and he hath given us rest on every side. So they built and prospered.”

In 2 Chronicles 27, we are told about another righteous king named Jotham. He, too, “did that which was right in the sight of the Lord.”

What did he do?

“He built the high gate of the house of the LORD, and on the wall of Ophel he built much,” we’re told. “Moreover he built cities in the mountains of Judah, and in the forests he built castles and towers.”

How about another hero of the Bible – Hezekiah. He, too, was quite a developer. He prepared Jerusalem for an invasion by the Assyrians. How? “Also he strengthened himself, and built up all the wall that was broken, and raised it up to the towers, and another wall without,” we learn in 2 Chronicles 32.

It wasn’t unusual for the children of Israel to return to their land from exile only to build or rebuild their walled cities. We see it again in Ezra 9:9: “For we were bondmen; yet our God hath not forsaken us in our bondage, but hath extended mercy unto us in the sight of the kings of Persia, to give us a reviving, to set up the house of our God, and to repair the desolations thereof, and to give us a wall in Judah and in Jerusalem.”

The lessons about walls don’t just come from the prophets and the histories, but even the biblical works of wisdom and poetry, as in Psalm 51:18: “Do good in thy good pleasure unto Zion: build thou the walls of Jerusalem,” and Proverbs 25:28: “He that hath no rule over his own spirit is like a city that is broken down, and without walls.”

Maybe the most persuasive biblical analogy in the Bible comes in Isaiah 60:18: “Violence shall no more be heard in thy land, wasting nor destruction within thy borders; but thou shalt call thy walls Salvation, and thy gates Praise.”

Walls equated with salvation and gates with praise.

What about the New Testament? Maybe you think God’s character somehow changed with the coming of the Messiah?

Not at all. In Revelation 21, we learn about the coming of a new heaven and new earth and a new Jerusalem.

Guess what we find there in this place where there will be no tears and no more death and no more pain – where all things are made new?

John saw in his vision what that new city of Jerusalem was like: "Having the glory of God: and her light was like unto a stone most precious, even like a jasper stone, clear as crystal; And had a wall great and high, and had twelve gates, and at the gates twelve angels, and names written thereon, which are the names of the twelve tribes of the children of Israel."

It doesn't appear to me that God hates wall builders.

In fact, He seems to command His people to build them.

He seems to like them.

And, according to the prophecies of Revelation, they remain part of His future plans as well.

By the way, there are no bridges mentioned in the Bible.

Article 3

Jew and Gentile Reconciled Through Christ **Ephesians 2:11-22**

¹¹Therefore, remember that formerly you who are Gentiles by birth and called "uncircumcised" by those who call themselves "the circumcision" (which is done in the body by human hands)— ¹²remember that at that time you were separate from Christ, excluded from citizenship in Israel and foreigners to the covenants of the promise, without hope and without God in the world. ¹³But now in Christ Jesus you who once were far away have been brought near by the blood of Christ.

¹⁴For he himself is our peace, who has made the two groups one and has destroyed the barrier, the dividing wall of hostility, ¹⁵by setting aside in his flesh the law with its commands and regulations. His purpose was to create in himself one new humanity out of the two, thus making peace, ¹⁶and in one body to reconcile both of them to God through the cross, by which he put to death their hostility.¹⁷He came and preached

peace to you who were far away and peace to those who were near. ¹⁸For through him we both have access to the Father by one Spirit.

¹⁹Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, ²⁰built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone.²¹In him the whole building is joined together and rises to become a holy temple in the Lord. ²²And in him you too are being built together to become a dwelling in which God lives by his Spirit.

Question:

'With reference to the articles, is it Christian to build a wall to keep people out?'



HARROW SCHOOL

ENTRANCE SCHOLARSHIPS EXAMINATION 2017

CLASSICAL GREEK

GENERAL INSTRUCTIONS:

Before you begin, state at the top of your answer sheet how long you have been studying Greek and for how many lessons per week.

Answer as many questions as you can. Use the whole paper for help with vocabulary.

Write your answers on A4 paper

You should make an intelligent guess at words you do not know.

SECTION A (60 marks)

1 Identify the following; some are real, some are fictional.

- (a) Μιδας
- (b) Ἄρης
- (c) Κυκλωψ
- (d) Ἀνδρομαχη
- (e) Διονυσος [5]

2 Transliterate the following (i.e. write them in Greek letters). Long vowels are indicated with a macron (e.g. 'ē' or 'ō'). Remember to add breathings where appropriate:

- (a) dilpōma
- (b) cōlon
- (c) metropolis
- (d) isosceles [4]

3 Imagine that each letter of the Greek alphabet is represented by a number ($\alpha = 1$, $\beta = 2$, etc.). Write down in Greek and translate the words represented by the following number sequences. Remember to add breathings where appropriate:

- (a) 8 – 1 – 13 – 1 – 19 – 15 -18
- (b) 4 – 5 – 18 – 12 – 24 – 19 – 7 – 17 – 9 – 15 - 13
- (c) 13 – 1 – 20 – 19 – 9 – 10 – 15 - 13
- (d) 18 – 19 – 17 – 1 – 19 – 15 – 16 – 5 – 4 – 15 - 13 [8]

4 Translate into English:

- (a) οἱ ἄνθρωποι οὐ μανθανουσι την σοφian [3]
- (b) τα ἄθλα ἐκ της οἰκias εἰς το ἱερὸν φερεις [4]
- (c) οἱ συμμαχοι το ναυτικον προς την νησον προσηγαγον [4]
- (d) τίνι των γεροντων δειπνον παρσχες, ὦ δουλε; [4]
- (e) αἱ τον ἄγγελον εὐρουνσαι προς την ἀγοραν προσηγαγον αὐτον [4]

5 Change the following nouns from plural to singular, keeping the same case. Write out the Greek singular form and give the basic meaning of each word.

Example: τους κηρυκας = τον κηρυκα (= herald)

- (a) τα σωματα
- (b) οἱ παιδες
- (c) των ὕδατων [6]

- 6 Change the following nouns from singular to plural, keeping the same case. Write out the Greek plural form and give the basic meaning of each word.
- (a) ἡ ὄργη
- (b) τῇ νηι
- (c) του βασιλεως [6]
- 7 The following English words are derived from Greek words. What do they mean? If you recognise the Greek word(s) they come from, write it/them down (you may be credited for this, even if you cannot define the English word).
- (a) geography
- (b) hippodrome
- (c) monotheist
- (d) gerontology
- (e) hegemony [6]
- 8 Write out any TWO of the following:
- (a) The strong aorist active of ἄκουω.
- (b) ὁ γερων in all its cases (singular & plural).
- (c) ἡ γυνη in all its cases (singular & plural).
- (d) The Definite Article in all genders and cases (singular & plural). [6]

SECTION B (10 marks)

Translate into Greek:

- (a) The sailors run towards the woman's house [3]
- (b) The guards were ready to die [3]
- (c) The king trusted the old man's son because he was alone [4]
- [10]

p.t.o. for Section C

SECTION C (30 marks)

Translate the passage into good English (25 marks) and answer the comprehension questions on the next page. Remember that the questions may carry clues that help you to complete the translation. You may find you can answer the questions, even if you can't translate the whole passage.

Write your translation on alternate lines.

Vocabulary is given at the foot of the page.

You are strongly advised to write a translation in rough, and not to write out your neat copy translation until you have considered the whole story.

Dionysus and the Athenians

The god Dionysus plans to help the Athenians by bringing back from the dead the poet who proves best at giving advice.

οἱ Ἀθηναῖοι κακῶς ἐπρασσον¹ ἐν μεγάλῳ πολεμῷ ἐπὶ τοὺς Λακεδαιμονίους.² ὁ δὲ Διονύσος,³ ὁ τοῦ θεατροῦ⁴ θεός, μαλιστα⁵ ἐβουλετο⁶ αὐτοῖς βοηθεῖν.⁷ ἔδοξεν οὖν αὐτῷ τὸν ἀριστόν⁸ ποιητὴν ἐξ Ἄιδου⁹ ἄγειν (ἀπεθάνε γάρ)· καὶ ὁ θεὸς ἐνομιζε¹⁰ τὸν ποιητὴν οἷον τ' ἐσεσθαι¹¹ βουλῇ βοηθεῖν τοῖς πολίταις.

ὁ οὖν θεὸς καὶ ὁ δούλος αὐτοῦ, Ξανθίας¹² ὀνοματι, κατεβησαν. πρῶτον μὲν διεβησαν τὸν ποταμὸν ὃς φυλάσσει τὴν τῶν ἀποθανόντων¹³ χώραν. ἔπειτα δὲ προσήλθον πρὸς τὴν τοῦ Πλούτωνος¹⁴ οἰκίαν. ὁ Διονύσος εἶπε τῷ Πλούτῳ ὅτι¹⁵ βουλεται ποιητὴν ἀριστόν πρὸς τὰς Ἀθήνας¹⁶ ἄγειν ἵνα σώσειε¹⁷ τοὺς πολίτας ἐκ κινδύνου. ἄλλα δύο ποιηταὶ ἦσαν οἳ ἐνόμιζον ἀριστοὶ εἶναι. ὁ μὲν Αἰσχύλος¹⁸ γέρων ἦν, νεώτερος¹⁹ δὲ ὁ Εὐριπίδης.²⁰ ἄγων²¹ οὖν μέγας ἦν

¹ πρᾶσσω: to do, fare (usually with an adverb)

² Λακεδαιμόνιοι, ὧν, οἱ: Spartans, people of Sparta

³ Διονύσος, οὗ, ὁ: Dionysus

⁴ θεᾶτρον, οὗ, το: theatre

⁵ μαλιστα: especially

⁶ βουλομαι: to wish, want

⁷ βοηθεω: to help

⁸ ἀριστος, η, ὧν: best

⁹ ἐξ Ἄιδου: from (the house of) Hades, from the Underworld (*Hades was its god*)

¹⁰ νομιζω: to think (introducing an indirect statement)

¹¹ οἷον τ' ἐσεσθαι: "would be able"

¹² Ξανθίας, οὗ, ὁ: Xanthias

¹³ ἀποθάνοντες, ὧν, οἱ: the dead

¹⁴ Πλούτων, ὀνομα, ὁ: Pluto (another name for Hades)

¹⁵ ὅτι: that

¹⁶ Ἀθηναί, ὧν, αἱ: Athens

¹⁷ ἵνα σώσειε: "in order to save"

¹⁸ Αἰσχύλος, οὗ, ὁ: Aeschylus

¹⁹ νεώτερος: a younger man

²⁰ Εὐριπίδης, οὗ, ὁ: Euripides

²¹ ἄγων, ἄγωνος, ὁ: contest

των ποιητων. τελος δε ο 'Αισχυλος νικην ἐσχεν, και ο Διονυσος ἡγαγεν αὐτον ἵνα ο ποιητης τους 'Αθηναιους βουλαις σοφαις σωσειεν.

Questions on the passage:

(a) ἐν μεγάλῳ πολέμῳ (line 1): by what name is this conflict between Athens and Sparta commonly referred to? [1]

(b) Which Greek word in line two emphasises Dionysus' desire to help the Athenians? [1]

(c) What course of action did Dionysus decide upon in order to help the Athenians? [1]

(d) What does αὐτου (line 5) mean? [1]

(e) Who won the contest between the two poets in the end? [1]

Total: 100 marks