HISTORY, DIVINITY AND GEOGRAPHY

The paper is divided into THREE sections. Candidates should answer a total of THREE questions drawn from at least TWO sections.

Start each question on a NEW sheet of paper.
SECTION 1: HISTORY

You should refer to examples from the periods of History you have studied to answer the essay questions.

1. ‘The most dangerous subject taught in schools.’ Do you agree with this view of History?

2. How important are coins in studying a past society?

3. ‘Film and television do more harm than good in helping our understanding of the past.’ How far do you agree with this statement?

4. ‘Wars are begun more due to fear than anger.’ How far do you agree with this statement?

5. Read Source A. It is an extract from a book on the Kingdom of Jerusalem (1099-1187) which was founded after the Crusader capture of Jerusalem in 1099. The book was written in 1952 by a British historian. What does it tell us about the Kingdom of Jerusalem? [No prior knowledge of either the source or the Kingdom of Jerusalem is required to answer this question.]

Source A

If the Holy City (Jerusalem) were to remain in Christian hands, a stable government must be set up there, with reliable defences and sure communications with Europe. The task that lay before the newly crowned King Baldwin was formidable. The great warriors of the First Crusade had all returned to their homes. He was now dependent upon a handful of devout warriors and adventurers who hoped to find estates in the Holy Land and enrich themselves. He had a precarious hold on the kingdom. Many of the northern villages had always been Christian; and most of the Moslems there had abandoned their homes on the appearance of the European invaders. Most of the Jews after the massacre of their co-religionists at Jerusalem in 1099 preferred to follow the Moslems into exile. The country was arid and the soil shallow and poor, especially around Jerusalem. Epidemics such as cholera and the plague spread rapidly through the crowded villages. Lepers abounded. The European knights and soldiers, with their unsuitable clothes, their heavy appetites and their ignorance of personal hygiene easily succumbed to these diseases. It was soon obvious that if the European population was to be kept at sufficient strength to dominate the country, there must be continuous and ample immigration from Europe.

Sir Steven Runciman, The Kingdom of Jerusalem

6. Look at sources B, C & D (on page 2). They are all sources about Britain during the 19th Century. What impression do they give about how the Industrial Revolution changed life for the people of Britain in this period? [No prior knowledge of either the sources or 19th Century Britain is required to answer this question.]
These iron roads save people two-thirds of their time in travel and two-thirds in fares and tolls. They have given us the penny post, which could not have existed without them. They have criss-crossed the country with telegraph wires. They have reduced the costs of many goods. Railways bring to London its meat, fish and milk.

From an 1856 magazine article about the railways.

This cartoon was printed in 1858, at a time when there were many complaints about the stench from the Thames.

This cartoon was published in 1843. The comment was:
‘It is gratifying to know that though there is such misery in the coal mines, there is a great deal of luxury results from it.’
SECTION 2: DIVINITY

1. ‘Isaiah was a prophet of despair not hope.’ Discuss.

2. All this took place to fulfil what the Lord had said through the prophet: ‘The virgin will be with child and will give birth to a son, and they will call him Immanuel’ – which means, ‘God with us.’

   (Gospel of Matthew 1:22-23)

Discuss how and why Jesus’ birth has been interpreted in very different ways.

3. ‘The Passover story in the Old Testament is as significant for Christians as it is for Jews.’ Discuss.

4. ‘His clothes became dazzling white.’ (Mark 9:3) What was the purpose of Jesus’ Transfiguration?

5. Discuss what the life of Siddhartha (the Buddha) up to his enlightenment teaches about the central beliefs of Buddhism.

6. Read this passage from a sermon given by Martin Luther King and answer the questions which follow it.

   When confronted by midnight in the social order we have in the past turned to science for help. And little wonder! On so many occasions science has saved us. When we were in the midnight of physical limitation and material inconvenience, science lifted us to the bright morning of physical and material comfort. When we were in the midnight of crippling ignorance and superstition, science brought us to the daybreak of the free and open mind. When we were in the midnight of dread plagues and diseases, science, through surgery, sanitation, and the wonder drugs, ushered in the bright day of physical health, thereby prolonging our lives and making for greater security and physical well-being. How naturally we turn to science in a day when the problems of the world are so ghastly and ominous.

   But alas! science cannot now rescue us, for even the scientist is lost in the terrible midnight of our age. Indeed, science gave us the very instruments that threaten to bring universal suicide. So modern man faces a dreary and frightening midnight in the social order.

   *A Knock at Midnight* (1967)

   a. Explain why Martin Luther King considers it is ‘midnight in the social order’.
   b. How far do you agree with Martin Luther King’s ambiguous view about the place of science in society?

   [Turn over]
SECTION 3: GEOGRAPHY

1. What is fieldwork and is it still relevant to Geography in the 21st Century?

2. ‘Careful environmental management is crucial for the successful survival of the human race, from the local to the global scale.’ How far do you agree with this statement?

3. How and why does temperature vary across the British Isles?

4. What are the geographical implications of hosting an Olympic Games?

5. To what extent is the quaternary sector the most important part of a country’s economic activity?

6. Why are some volcanoes more dangerous than others?

[End of paper]