

Eton College King's Scholarship Examination 2023

HISTORY, DIVINITY and GEOGRAPHY

(One and a half hours)

Remember to write your candidate number on every sheet of answer paper used.

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

Each question is worth the same number of marks.

You need not answer the questions in the order set, but you must start each one on a separate piece of paper.

Do not turn over until told to do so.

SECTION 1: HISTORY

START A NEW SHEET OF PAPER FOR EACH QUESTION

You should refer to examples from any period(s) of history you have studied to answer the essay questions.

1. Study source A.

Bartolomé de Las Casas was a Catholic priest who sailed with one of the first Spanish expeditions to the Americas in 1502. Repelled by his countrymen's horrible treatment of the native peoples, he eventually became bishop of Guatemala and tried to improve Spain's colonial policies. The following passage is adapted from his account *The Destruction of the Indies*. What is his most important argument for protecting the natives whom he calls Indians? [No prior knowledge of either the source or the period is required to answer this question.]

Source A. *From A Short Account of the Destruction of the Indies, published in 1552.*

From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by others, except to be taught about the Catholic faith and to be admitted to the holy sacraments. They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had properly organised states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together in common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by laws that at very many points surpass ours, and could have won the admiration of the sages of Athens...

Next, I call the Spaniards who plunder that unhappy people torturers. ... For God's sake and man's faith in him, is this the way to impose the yoke of Christ on Christian men? Is this the way to remove wild barbarism from the minds of barbarians? Is it not, rather, to act like thieves, cut-throats, and cruel plunderers and to drive the gentlest of people headlong into despair? The Indian race is not that barbaric, nor are they dull witted or stupid, but they are easy to teach and very talented in learning all the liberal arts, and very ready to accept, honour, and observe the Christian religion and correct their sins (as experience has taught) once priests have introduced them to the sacred mysteries and taught them the word of God. They have been endowed with excellent conduct, and before the coming of the Spaniards, as we have said, they had political states that were well founded on beneficial laws...

The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment?

... They will embrace the teaching of the gospel, as I well know, for they are not stupid or barbarous but have a native sincerity and are simple, moderate, and meek, and, finally, such that I do not know whether there is any people readier to receive the gospel. Once they have embraced it, it is marvellous with what piety, eagerness, faith, and charity they obey Christ's precepts and venerate the sacraments. For they are docile and clever, and in their diligence and gifts of nature, they excel most peoples of the known world.

2. Describe and explain one example where science changed the course of history.
3. 'Revolutions happen because leaders do not understand the daily lives of the people they rule.' How far do you agree with this statement?
4. Choose a sport. What can you learn about World History from the history of this sport?
5. Compare and contrast the first Elizabethan Age and the second Elizabethan Age. What are the most important similarities and differences?
6. Study sources B to I. B is a speech excerpt, while C to I are propaganda posters. What impression do the sources as a whole give about the importance of the British Empire? [No prior knowledge of either the sources or the period is required to answer this question.]

Source B. *Excerpt from Winston Churchill's speech to Parliament, 18 June 1940.*

I have thought it right upon this occasion to give the House and the country some indication of the solid, practical grounds upon which we base our inflexible resolve to continue the war. There are a good many people who say, 'Never mind. Win or lose, sink or swim, better die than submit to tyranny – and such a tyranny.' And I do not dissociate myself from them. But I can assure them that our professional advisers of the three Services unitedly advise that we should carry on the war, and that there are good and reasonable hopes of final victory. We have fully informed and consulted all the self-governing Dominions, these great communities far beyond the oceans who have been built up on our laws and on our civilization, and who are absolutely free to choose their course, but are absolutely devoted to the ancient Motherland, and who feel themselves inspired by the same emotions which lead me to stake our all upon duty and honour. We have fully consulted them, and I have received from their Prime Ministers, Mr. Mackenzie King of Canada, Mr. Menzies of Australia, Mr. Fraser of New Zealand, and General Smuts of South Africa – that wonderful man, with his immense profound mind, and his eye watching from a distance the whole panorama of European affairs – I have received from all these eminent men, who all have Governments behind them elected on wide franchises, who are all there because they represent the will of their people, messages couched in the most moving terms in which they endorse our decision to fight on, and declare themselves ready to share our fortunes and to persevere to the end. That is what we are going to do.

History, Divinity and Geography

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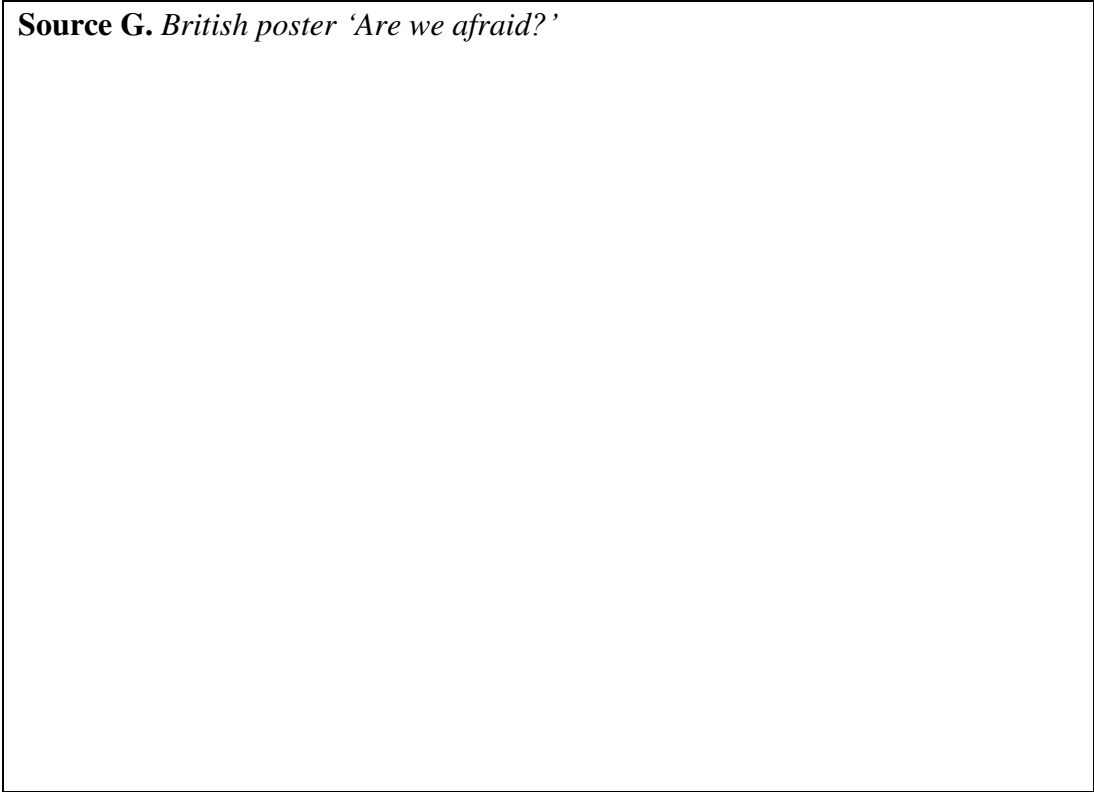
Source C. *British poster 'Together'*

Source D. *British poster
'Our allies the colonies' (Malta)*

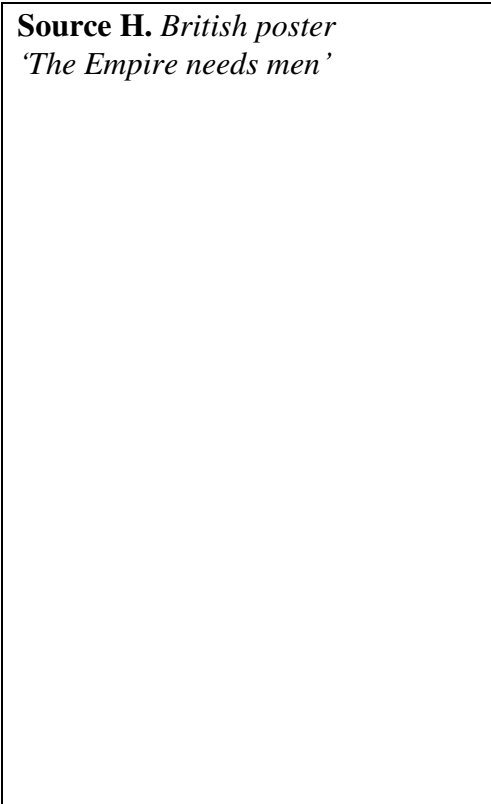
Source E. *British poster
'Our allies the colonies' (Ceylon)*

Source F. *British poster
'Our allies the colonies' (Africa)*

Source G. *British poster 'Are we afraid?'*



Source H. *British poster
'The Empire needs men'*



Source I. *British poster
'United against Nazi tyranny'*



SECTION 2: DIVINITY

START A NEW SHEET OF PAPER FOR EACH QUESTION

1. 'Freedom of speech should have no limitations.'
Do you agree? Give reasons to support your view.
2. Explain, with reasons, why religions should be taught in schools.
3. 'People had a moral duty to wear masks during the Covid-19 pandemic.'
Do you agree? Give reasons to support your view.
4. Is religion dangerous?
Explain your argument and include reasons to support your view.
5. Does the fact that there are multiple religions disprove the existence of God?
Give reasons to support your view, using appropriate examples from any religion.
6. 'Charity is the most important part of any religion.'
Do you agree? Give reasons to support your view.

SECTION 3: GEOGRAPHY

START A NEW SHEET OF PAPER FOR EACH QUESTION

Candidates are asked to *refer to examples* in their answers wherever possible.

1. How important is a country's transport infrastructure in determining its economic development?
2. 'Population growth is no longer a concern.' How far do you agree?
3. Explain the causes of human-induced climate change and evaluate the effectiveness of methods being used to tackle it.
4. To what extent should rivers be managed?
5. Explain why some natural hazards are more dangerous than others.
6. 'You don't see any borders between countries from space. That's man-made, and one experiences it only when you return to Earth.'

- *Sunita Williams, astronaut, 2013*

Imagine a world without borders.

Discuss the geographical implications of such a world.

END OF PAPER