



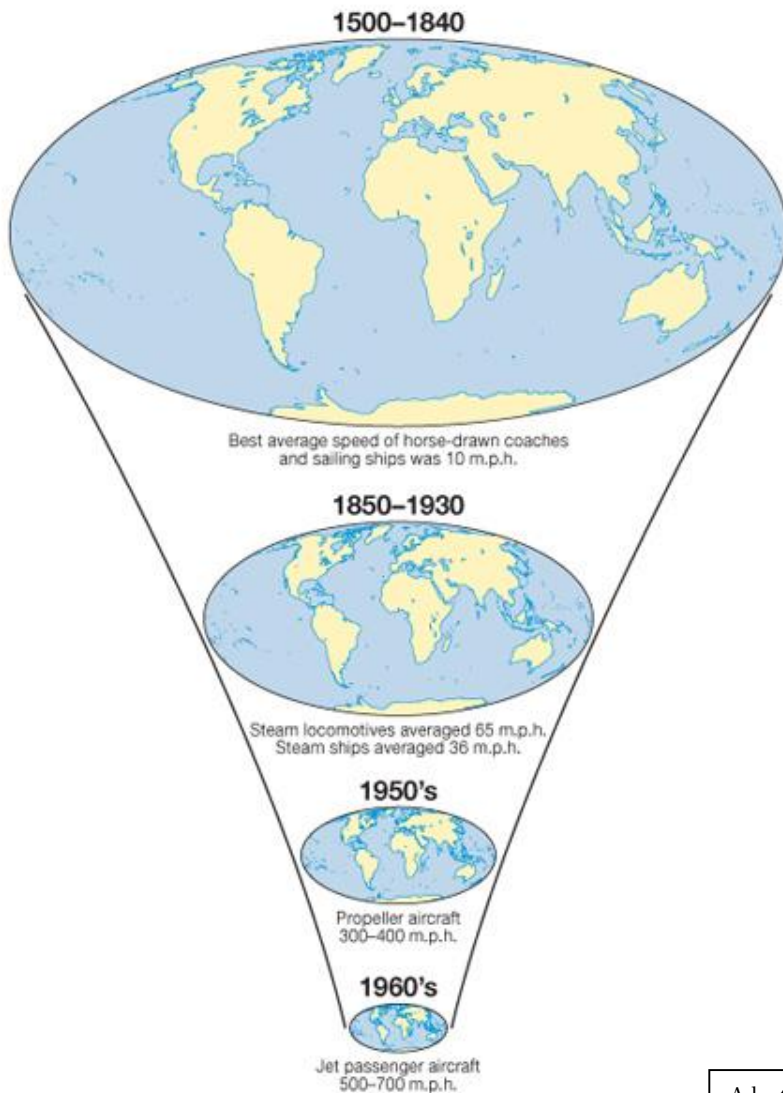
Sixth Form Entrance 2015

HISTORY

1 hour

Please use the writing paper provided and write your name and present school clearly on all sheets of paper used.

Space – Time Compression and the History of Time



The incredible shrinking world.

Classical World - cosmic harmony, enduring values, present as the fulfilment of the past, history has already happened, the ancient world is complete, no significant elsewhere.

Medieval World - fixed cosmos and Christian orthodoxy – present misery ameliorated by promise of future heavenly paradise, no historical development, vague sense of elsewhere (Indies and China were otherworldly)

Renaissance world – exploration, expansion, secular world, new sciences, realism, men in search of earthly destiny.

Modern World – capitalism, futurism, mass production, time-is-money, urbanization, speed, the world grasped and mapped.

Postmodern World – globalization, post-industrial society, virtual forms of over-accumulation, time a commodity to be traded, distance ‘no object’, ‘instantaneous’ communication.

Adapted from David Harvey, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*, 1989.

Questions:

Spend 5-10 minutes reading and planning: there is additional material overleaf “First there was standard time.”

Spend roughly 20 minutes on Question 1 and 30 minutes on Question 2.

1. How has the answer to the question, “What time is it?” differed over time? (20 marks)
2. Choose two or three factors which have caused the concept of time to change and explain which is the most significant and why. (30 marks)

First there was standard time

For millennia, people have measured time based on the position of the sun - it was noon when the sun was highest in the sky. Sundials were used well into the Middle Ages, when mechanical clocks began to appear. Cities would set their town clock by measuring the position of the sun, but every city would be on a slightly different time. Midday in one place takes place at the same instant as sunrise, or sunset, at other places on the Earth. Across Britain there is a difference in time of approximately half an hour, from the East to the West.

Standard time begins in Britain

Until late into the 18th century watches and clocks were mostly for the rich, and their inaccuracy made the difference between clock and sundial less obvious. Whilst travel and communications were slow, local time differences were of little importance, and most towns and cities in Britain used local time. By the 18th Century horse drawn coaches were taking mail and passengers across Britain, and the guards on these coaches carried timepieces, so that they could regulate the arrival and departure times. Because of the local time differences across Britain, these timepieces were adjusted to gain about 15 minutes in every 24 hours, when travelling west - east, to compensate for the local time differences (and, of course, adjusted to lose 15 minutes in 24 hours when returning).

In the early part of the 19th century, communications started to be significantly improved, the railways started to be constructed, and telegraph communication started to become common. Accurate time was becoming more and more essential, and the usage of local time became a great inconvenience. A telegraph message wired from London, early Saturday morning, might arrive instantaneously in Dublin late Friday night. Two babies born at the same instant but in different parts of the country might be officially born on two different days, with quite serious legal implications for inheritances.

Britain was the first country to set the time throughout a region to one standard time. The railways cared most about the inconsistencies of local mean time, and they forced a uniform time on the country. The first railway to adopt London time was the Great Western Railway in November 1840 and by 1847 most (though not all) railways used London time. On September 22, 1847 the Railway Clearing House, an industry standards body, recommended that Greenwich Mean Time (GMT) be adopted at all stations as soon as the General Post Office permitted it. By 1855 the vast majority of public clocks in Britain were set to GMT (though some, like the great clock on Tom Tower at Christ Church, Oxford, were fitted with two minute hands, one for local time and one for GMT). The last major holdout was the legal system, which stubbornly stuck to local time for many years, leading to oddities like polls opening at 08:13 and closing at 16:13. The legal system finally switched to GMT when the Definition of Time Act took effect (August, 2, 1880).

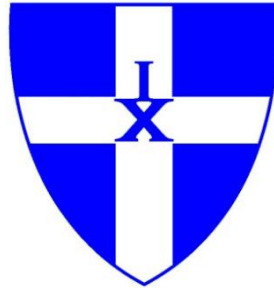
Standard time in the USA

Standard time in time zones was instituted in the USA and Canada by the railroads on 18 November 1883. Before then, time of day was a local matter, and most cities and towns used some form of local solar time, maintained by some well-known clock (for example, on a church steeple or in a jeweller's window). The new standard time system was not immediately embraced by all, however. Detroit kept local time until 1900 when the City Council decreed that clocks should be put back twenty-eight minutes to Central Standard Time. Half the city obeyed, half refused. After considerable debate, the decision was rescinded and the city reverted to Sun time. Then, in 1905, Central time was adopted by city vote.

It remained for a Canadian engineer, Sandford Fleming, to campaign for the adoption of the present time meridians in North America. Time zones were first used by the railroads in 1883 to standardise their schedules. Fleming also played a key role in the development of a worldwide system of keeping time. Trains had made obsolete the old system where major cities and regions set clocks according to local astronomical conditions. Fleming advocated the adoption of a standard or mean time and hourly variations from that according to established time zones. He was instrumental in convening an International Prime Meridian Conference in Washington in 1884 at which the system of international standard time - still in use today - was adopted.

Source: Adapted from various public domain sources.

THE KING'S SCHOOL, CANTERBURY



SIXTH FORM ENTRANCE EXAMINATION

2014-2015

HISTORY

1 Hour

Please use the writing paper provided and write your name and present school clearly on all sheets of paper used.

You are to answer ALL the questions. Question One is out of 25 marks and Question Two out of 25 marks. You are advised to spend half an hour on each question.

Question One (25 marks)

Adapted from Jordan Michael Smith “Did a mistake save the world?”

For 13 days in October 1962, President John F. Kennedy faced the task of avoiding Armageddon. American reconnaissance planes had just detected Soviet missiles in San Cristóbal, a city in western Cuba, and the United States was determined to expel them. The Soviets and Cubans were equally determined to keep those weapons in place.

In deciding what to do, Kennedy found himself facing off against his own Joint Chiefs of Staff, who unanimously recommended a full-scale attack and invasion of Cuba, as did other top advisers. Kennedy feared that such an attack would lead to the Soviet Union using nuclear weapons against the United States, to which America would have to respond in kind. Millions, perhaps billions, would be killed.

Desperate for an escape hatch, the president found one in history—more specifically, in a book published earlier that year, Barbara Tuchman’s “The Guns of August.” In her sweeping account of World War I, which would later win the Pulitzer Prize, Tuchman argued that European leaders slipped into the Great War essentially by mistake. Every country on the continent miscalculated, underestimating the economic and military costs of a potential war, the likelihood of one breaking out, the possibility of a single event spiraling out of control, and their opponents’ willingness to fight. No country wanted a continental war, but they all got one. It became the most costly and horrifying conflict the world had yet seen, and it was essentially an accident.

To Kennedy, the lesson was clear: Great powers could accidentally slide into war if their leaders were inattentive to the dangers ahead of them, and it was his job to prevent that from happening. “I am not going to follow a course which will allow anyone to write a comparable book about this time [called] ‘The Missiles of October,’” Kennedy told his brother Bobby during the crisis. He wanted to “send a copy of that book to every Navy officer,” he said. JFK made his aides read “The Guns of August” and had copies distributed to every US military base in the world. Quite possibly, Kennedy’s careful reading of the book helped prevent a nuclear war.

Nobody disputes that what Kennedy found in that book was crucial: It helped him step back, appreciate what was truly at stake, and stand up to the generals. “It had a huge impact on his thinking, becoming the dominant metaphor for JFK on the crisis,” says Graham Allison, a Harvard political scientist and the author of “Essence of Decision: Explaining the Cuban Missile Crisis.”

But historians now know something else as well: Barbara Tuchman’s thesis about WWI was wrong. In fact, the war wasn’t the accident she portrayed: Subsequent research in the archives of Imperial Germany has conclusively shown that Germany did want a war, one that would allow it to dominate the continent. Today, “Hardly any scholars accept the Tuchman thesis that WWI was an accidental or inadvertent war,” says John Mearsheimer, a University of Chicago professor.

Kennedy, in other words, pulled the world back from the brink on the basis of a book that misread history. The story of the missile crisis has long been seen as an example of the wise use of history in making decisions. But it also raises a question: If a leader can come to the right decision for the wrong reason, what purpose is history actually serving?

Source: **Boston Globe**: <http://www.bostonglobe.com/ideas/2012/10/20/cuban-missile-crisis-did-mistake-save-world/hYf8nEauKjnul3fmFCg3PM/story.html>

- (a) What are the main arguments of the passage “Did a Mistake Save the World”? (10 marks)

One hundred years ago, European statesmen — emperors, prime ministers, diplomats, generals — were in the process of stumbling, or as Christopher Clark would say, "sleepwalking," into a gigantic war. The *Sleepwalkers: How Europe Went to War in 1914* is Clark's history of Europe in the years leading up to World War I — a war that claimed 20 million lives, injured even more than that and destroyed three of the empires that fought it. Did European diplomacy between 1900 and 1914 resemble diplomacy today?

"I wish I could tell you it would be impossible today. I mean, I must say I was struck by the opposite insight, namely that it seems to me that our world is getting more like 1914, not less like it. You know, we're just starting to come to terms with the fact that we're no longer in a world that is disciplined by the standoff between two nuclear hyperpowers. And what we're drifting back into now is a polycentric world with many potential sources of conflict. So in some ways, our world is drifting back towards 1914, even if the ocean of time between us and the First World War gets larger and larger."

Taken from an Interview with Christopher Clark in 2013. NPR: <http://www.npr.org/2013/04/23/178616215/stumbling-into-world-war-i-like-sleepwalkers>



In 1983 a former Territorial of the Cheshire Regiment, Ernie Williams, claimed in a TV interview that he had taken part himself in the famous trench football match at Christmas 1914: "The ball appeared from somewhere, I don't know where, but it came from their side - it wasn't from our side that the ball came. They made up some goals and one fellow went in goal and then it was just a general kickabout. I should think there were about a couple of hundred taking part. I had a go at the ball. I was pretty good then, at 19. Everybody seemed to be enjoying themselves. There was no sort of ill-will between us. There was no referee, and no score, no tally at all. It was simply a melee - nothing like the soccer you see on television. The boots we wore were a menace - those great big boots we had on - and in those days the balls were made of leather and they soon got very soggy."

Quoted in Stanley Weintraub's "Silent Night: The Story of the World War I Christmas Truce"



Above: "Soccer team of British soldiers with gas masks, World War I, somewhere in Northern France, 1916."



Above: Reports suggested that on July 1, 1916, under heavy enemy fire, the 8th Battalion East Surrey Regiment went in over the top kicking footballs as they advanced.

- (b) Having read and understood the ideas in the "Did a Mistake Save the World" passage analyse the four sources above. Write an answer of about half a side in length. (15 marks)

Question Two (25 marks)

Using a period or periods of history familiar to you, discuss the following statement:

“In war you learn your lessons, and they stay learned, but the tuition fees are high.”

Ernst Jünger, *Storm of Steel* (1924). Jünger was a German soldier and World War I veteran.

END OF EXAMINATION