

ISEB
Independent Schools
Examinations Board

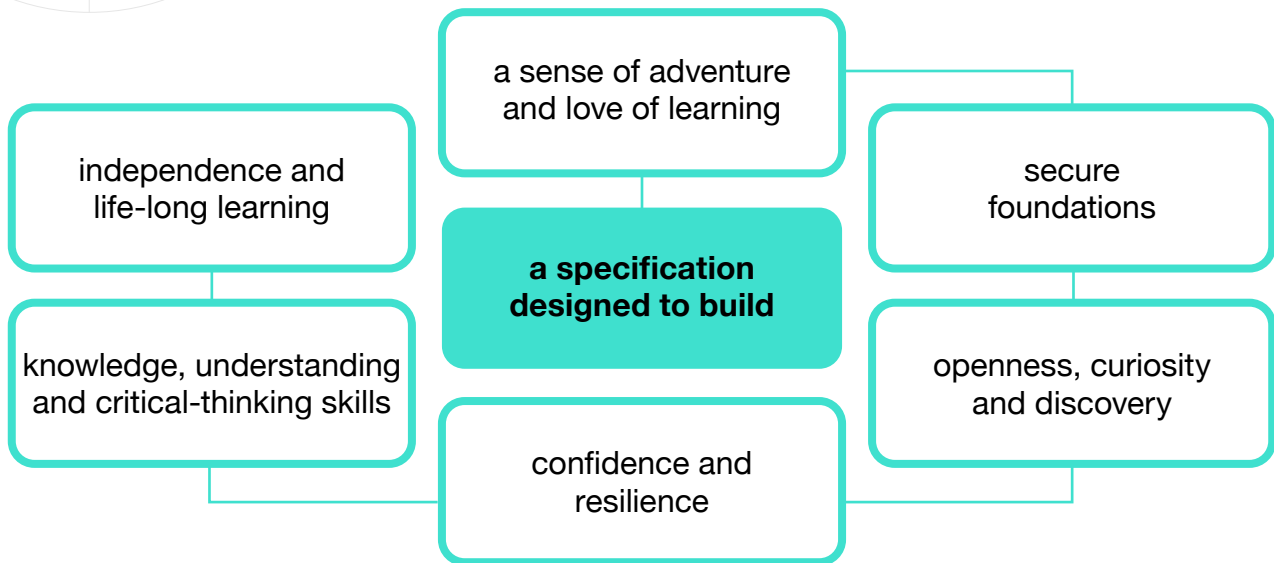
HISTORY

CE AT 13+
COMMON ACADEMIC SCHOLARSHIP AT 13+

Specification

For teaching from September 2021 onwards

For examinations from November 2022 onwards



ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- > be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- > be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- > enjoy reading and be able to articulate clearly orally and in writing
- > have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- > have the skills to work independently and collaboratively
- > understand how subjects connect with each other
- > demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

IMPORTANT INFORMATION | DISCLAIMER

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times.

When we make changes to the specifications:

- > we will indicate the change clearly in the specification
- > there will be a new version number indicated
- > a summary of changes will be published as a separate document

If you do notice a discrepancy between the specification and a resource please contact us at: common-entrance@iseb.co.uk

INTRODUCTION

Pupils often first enjoy their history as a good story. Whilst this narrative approach has an important place in teaching history to younger pupils, older pupils can gain so much more from learning to think like an historian. With a more analytical approach to the 'story', and through learning to question information, they start to realise that there can be competing points of view, to understand the values and beliefs of people in the past, and to form their own ideas. The challenge is learning how to organise and express those ideas in a coherent and cogent argument.

By advocating a skills-based teaching approach, the focus of this specification is more on pupils' ability to analyse the 'story' contained in a wide range of source materials than on their ability to recall facts for the purpose of assessment.

Based on key stage 3 of the National Curriculum, the specification offers teachers an exceptional choice of topics within three time periods, as well as great flexibility. Essential skills can be taught through courses tailored and designed to suit the interests and competences of teachers and pupils alike, and different topics can be used to stimulate independent and collaborative learning, allowing pupils to think critically and form their own ideas.

Prior to the CE examinations, the focus will need to be on the specific topics identified for assessment, but this should not be at the expense of engaging pupils and enriching their experience of studying history, which may inspire them to explore history further.

AIMS

The specification aims to give pupils the opportunity to:

- > develop a love of history
- > develop a curiosity about past ways of life, and their influences in life today
- > treat both the learning of facts and the acquisition of skills as vital, linked components of the subject
- > explore and engage with a wide range of source material as part of their learning.

ASSESSMENT OBJECTIVES

The assessment will measure how well candidates are able to:

AO1	demonstrate knowledge* and understanding of the key features and characteristics of the period studied.
AO2	explain, interpret and analyse historical events and periods.
AO3	analyse, evaluate and make substantiated judgements about historical events and periods.

** The examination will only require a limited amount of factual knowledge relating to the period studied. It is recommended that teachers bear this in mind when preparing candidates and do not spend too long on individual topics.*



SUBJECT CONTENT

Teachers have the flexibility to tailor their CE history course according to the needs of their pupils and their own interests and expertise, or to teach elements from the subject content outlined below. However, for the essay section in the CE examination (Section 2), **all candidates must have studied** both of the topics specified in *Appendix I*, in at least one of the Common Areas, for any one of the three time periods (see *Teaching Strategy on the next page for further details*).

The CE history specification is divided into three time periods ...

Medieval Realms: Britain **1066-1485**

The Making of the United Kingdom: **1485-1750**

Britain and Empire: **1750-1914**

... each covering three **Common Areas**:

- > war and rebellion
- > leadership
- > life and change

Candidates may study events, issues, people or places related to any of these areas (see *Appendix II for suggested areas of study*).

TEACHING STRATEGY

This is not intended to be a specification which is taught over several years, although it can be used in that way if teachers wish.

For the essay section of the examination (Section 2), the factual knowledge required to answer the essay successfully can be covered in one to two terms, thereby allowing teaching across the two years leading to CE to be wide ranging and focused on nurturing pupils' skills and enthusiasm.

Teachers therefore have the flexibility to tailor their CE history course according to their own interests and expertise, using any of the areas of study suggested in *Appendix II*, or areas of their own choosing.

Whichever areas are chosen, teaching throughout the CE history course should focus on developing pupils' ability to use and interpret a wide range of sources, and the measure of how well they have acquired these skills will be assessed in the unseen evidence section of the examination (Section 1). Teachers are therefore advised to use a broad range of source materials, both contemporary and modern, which encourage the exploration of different cultures and wider world contexts.

For the purposes of the essay section in the CE examination, pupils **must** have studied:

- > **both** of the topics specified in *Appendix I* for the autumn and spring examination papers
- > for **at least one** of the Common Areas
- > for **any one** of the three time periods listed on page 4.

For the examinations in 2022-23, for example, teachers opting to teach the *Medieval Realms* time period, and the Common Area of *war and rebellion*, will need to cover **a minimum of the Battle of Hastings** and the *Battle of Agincourt* in preparation for the summer examination.

As the essay section of the examination provides one essay question per Common Area, some teachers may decide to cover two (or even all three) of the Common Areas in their chosen time period, to widen the choice of essay questions available for their candidates. For the same reason, some teachers may decide to cover the specified topics in two (or more) different time periods, but this is entirely at their discretion.

Teaching pupils how to express their views clearly and articulately, both orally and on paper, whilst supporting those views with historical evidence, would be richly rewarded in both sections of the CE examination.

Given that the study of history offers opportunities for individual and group activities, investigations, discovery learning and research through extended project work, teachers are reminded of the ISEB Project Qualification (iPQ), which provides accreditation for extended project work.

SCHEME OF ASSESSMENT

The CE history examination is divided into two sections and will be 60 minutes in length.

		Marks	60 minutes
Section A	Unseen Evidence Question	20	20-25 minutes
Section B	Essay Question	30	35-40 minutes

Candidates must answer the unseen evidence question and **one** essay question. It is suggested that candidates spend 20-25 minutes on the evidence question, and 35-40 minutes on the essay question.

Section 1: Unseen Evidence Question

This exercise is designed to test skills in comprehension, comparative analysis and utility, without being linked to any specified time period or geographical setting, thereby encouraging the teaching of these important skills throughout a pupil's prep school career.

Candidates will be provided with two unseen sources. These sources may be contemporary, more modern or a combination of both.

They will then be required to answer three questions: the first, worth 2 marks, will focus on one of the sources and the second, worth 4 marks, will ask for a simple comparison of the two sources. The third question, worth 14 marks, will examine corroboration and utility of both sources.

Candidates will be expected to show their ability to understand, compare and contrast first-hand evidence and hindsight, their understanding of provenance and to present an overview.

(See Appendix III for mark scheme)

Section 2: Essay Question

For each of the three time periods, there will be three essay questions, one for each of the Common Areas.

Each question will be framed in three parts, designed to test (a) knowledge, (b) understanding and (c) evaluation.

Candidates will be required to answer all three parts of one essay question.

(See Appendix III for mark scheme)

SCHOLARSHIP (CASE)

The Common Academic Scholarship Examination (CASE) is based on the 13+ history specification.

The scholarship paper is 60 minutes in length and will consist of three sections.

Candidates will be required to answer the Unseen Evidence Question in Section A, and to write **one** essay from **either** Section B **or** Section C.

Common Academic Scholarship		Marks	60 minutes
Section A	Unseen Evidence Question	25	30 minutes
Section B	Choice of 7 essay questions based on the CE specification	25	30 minutes
Section C	Choice of 7 essay questions based on general historical concepts	25	30 minutes



APPENDIX I

SPECIFIED TOPICS

For Section 2: Essay Question

For each time period, the following specified topics will be tested each academic year for three years. The sequence will then be repeated.



SPECIFIED TOPICS

MEDIEVAL REALMS: BRITAIN 1066-1485

As the Summer paper could contain either of the Autumn/Spring topics, candidates will need to have a working knowledge of **both** topics in at least one **Common Area**.

2024-2025 Common Area	Autumn specified topics one question on
war and rebellion	Jerusalem and the First Crusade
leadership	King John
life and change	Black Death

2024-2025 Common Area	Spring specified topics one question on
war and rebellion	Peasants Revolt
leadership	Edward I
life and change	Growth of town

2024-2025 Common Area	Summer topics one question on ... but not both			
war and rebellion	either	Jerusalem and the First Crusade	or	Peasants Revolt
leadership	either	King John	or	Edward I
life and change	either	Black Death	or	Growth of town

The model outlined above will apply in the same way to the 2023-24 and 2024-25 topics:

2025-2026 Autumn specified topics	Spring specified topics
Battle of Hastings	Battle of Agincourt
Eleanor of Aquitaine	Richard III
Development of Castles	Monasteries and nunneries

2026-2027 Autumn specified topics	Spring specified topics
Battle of Bannockburn	Battle of Bosworth
William I	Thomas Becket
Village life and agriculture	Women in the Middle Age

SPECIFIED TOPICS

THE MAKING OF THE UNITED KINGDOM: 1485-1750

As the Summer paper could contain either of the Autumn/Spring topics, candidates will need to have a working knowledge of **both** topics in at least one **Common Area**.

2024-2025 <i>Common Area</i>	Autumn specified topics <i>one question on</i>
war and rebellion	Battle of Naseby
leadership	Mary I
life and change	Elizabethan Poor Laws

2024-2025 <i>Common Area</i>	Spring specified topics <i>one question on</i>
war and rebellion	Glorious Revolution
leadership	Robert Walpole
life and change	Great Fire of London 1666

2024-2025 <i>Common Area</i>	Summer topics <i>one question on ... but not both</i>			
war and rebellion	either	Battle of Naseby	or	Glorious Revolution
leadership	either	Mary I	or	Robert Walpole
life and change	either	Elizabethan Poor Laws	or	Great Fire of London 1666

The model outlined above will apply in the same way to the 2023-24 and 2024-25 topics:

2025-2026 <i>Autumn specified topics</i>	Spring specified topics
Spanish Armada 1588	Battle of Blenheim
Henry VIII	James II
The Church 1520-1560	First settlements in America

2026-2027 <i>Autumn specified topics</i>	Spring specified topics
Kett's Rebellion	Battle of Culloden
Elizabeth I	Charles I
Enclosures	Great Plague of London 1665

SPECIFIED TOPICS

BRITAIN AND EMPIRE: 1750-1914

As the Summer paper could contain either of the Autumn/Spring topics, candidates will need to have a working knowledge of **both** topics in at least one **Common Area**.

2024-2025 <i>Common Area</i>	Autumn specified topics <i>one question on</i>
war and rebellion	Battle of Trafalgar
leadership	Duke of Wellington
life and change	Industrial Revolution, cotton

2024-2025 <i>Common Area</i>	Spring specified topics <i>one question on</i>
war and rebellion	Battle of Balaklava
leadership	Anthony Ashley Cooper
life and change	Public Health

2024-2025 <i>Common Area</i>	Summer topics <i>one question on ... but not both</i>			
war and rebellion	either	Battle of Trafalgar	or	Battle of Balaklava
leadership	either	Duke of Wellington	or	Anthony Ashley Cooper
life and change	either	Industrial Revolution, cotton	or	Public Health

The model outlined above will apply in the same way to the 2023-24 and 2024-25 topics:

2025-2026 <i>Autumn specified topics</i>	Spring specified topics
Battle of Quebec	Battle of Waterloo
George II	Benjamin Disrael
Anti-Slave trade movement	Women's Suffrage

2026-2027 <i>Autumn specified topics</i>	Spring specified topics
Battle of Yorktown	Siege of Lucknow
Robert Peel	Important Women of the 19th Century
Development of the railways 1800-1830	Chartism

APPENDIX II

SUGGESTED AREAS OF STUDY

Please note: the areas of study listed below are provided as guidance only.

MEDIEVAL REALMS: 1066-1485

War and Rebellion	Leadership	Life and Change
1066 (Battle of Hastings)	Medieval monarchs, especially: William I	Norman Conquest
First Crusade (Battle for Jerusalem)	Henry II John	Development of castles
Matilda and Stephen	Edward I	Monasteries and nunneries
Edward I in Wales and Scotland	Edward III	Role of the Church
Edward II and Scotland (Battle of Bannockburn)	Henry V Richard III	Life and growth in towns
The Hundred Years War (Battle of Agincourt)	Queens such as Matilda and Eleanor of Aquitaine	Agriculture and life in the countryside
Peasants Revolt	Major religious figures such as Thomas Becket	Black Death
Wars of the Roses (Battle of Bosworth)		Role of women in society

SUGGESTED AREAS OF STUDY

THE MAKING OF THE UNITED KINGDOM: 1485-1750

Please note: the areas of study listed below are provided as guidance only.

War and Rebellion	Leadership	Life and Change
End of the War of the Roses (Lambert Simnel, Perkin Warbeck and the Battle of Stoke)	Tudor monarchs, especially: Henry VIII Edward VI Mary I Elizabeth I	Rise of Puritanism
Pilgrimage of Grace	Stuart monarchs, especially: Charles I James II	Enclosure and change in the countryside
Kett's and Prayer Book Rebellions	Key religious figures such as: Thomas Wolsey Thomas Cranmer William Laud	Elizabethan Poor Laws
Wyatt's Rebellion	Important political figures, especially: Thomas Cromwell Oliver Cromwell Robert Walpole	Changes in the church
Northern Revolt/Mary Queen of Scots		Role of women in society
War with Spain 1569-1603 (The Spanish Armada)		The Plague of London 1665
Civil Wars 1642-1658 (Battle of Naseby)		The Fire of London 1666
Monmouth's Rebellion		Exploration and settlement in the New World
The Glorious Revolution		Development of science and the Royal Society
Wars against France (Battle of Blenheim)		
Jacobite Rebellions (Battle of Culloden)		

SUGGESTED AREAS OF STUDY

BRITAIN AND EMPIRE: 1750-1914

Please note: the areas of study listed below are provided as guidance only.

War and Rebellion	Leadership	Life and Change
Seven Years' War (Battle of Quebec)	Monarchs, especially: George III Victoria	Agricultural Revolution
American War of Independence (Battle of Yorktown)	Important politicians, especially: William Pitt the Younger Robert Peel The Duke of Wellington Benjamin Disraeli William Gladstone	Industrial Revolution, especially in cotton
Napoleonic Wars (Battles of Trafalgar and Waterloo)	Important social reformers, especially: Florence Nightingale Elizabeth Fry Millicent Fawcett Anthony Ashley Cooper William Wilberforce	Transportation Revolution, especially the railways
Crimean War (Battle of Balaklava)		Great Exhibition
Indian Mutiny (Siege of Lucknow)	Important inventors, especially: Richard Arkwright Richard Trevithick George and Robert Stephenson Isambard Kingdom Brunel	Role of women in society/ women's suffrage
2nd Boer War		Chartism
		Growth of the Empire
		Public Health
		The Poor Laws
		The Anti-Slavery Movement

APPENDIX III

GENERIC MARK SCHEMES

Section 1: Unseen Evidence Question

[20marks]

Question 1 (AO1)

Mark	Target	Comprehension
2	Level 2	Full answer: makes a full answer of two clear points inferred from source.
0-1	Level 1	Limited answer: offers invalid or limited information, only answering part of the question; one point offered from source.

Question 2 (AO2)

Mark	Target	Comprehension
4	Level 3	Supported full answer: top of level answers will have an overall conclusion comparing/combining several factors from each source.
2-3	Level 2	Fuller answer: a more comprehensive answer, using several points from one source, or an answer giving a few, but not comprehensive, points about each source; top of level answers will have an overall conclusion comparing/combining several factors from the source.
0-1	Level 1	Limited answer: an answer that either does not address the question or presents only one to two valid points.

Question 3 (AO3)

Mark	Target	Comprehension and interpretation, cross-referencing and evaluation of sources for utility and provenance
11-14	Level 3	Focused answer: reaches a judgement by making direct use of the sources and valid statements on the reliability/utility/provenance of the sources; answers at the top of the level will be well structured and offer a reasoned judgement with sound substantiation.
7-10	Level 2	Supported answer: starts to compare sources and makes valid points, but lacks structure and development; judgement offered with limited substantiation.
0-6	Level 1	Generalised answer: offers some valid but limited comments without direct support from the sources; no attempt to evaluate utility or provenance; judgement may be offered, but without substantiation.

Section 2: Essay Question

[30 marks]

Part (a) (AO1)

Mark	Target	Recall / selection and presentation of relevant knowledge
5-8	Level 2	Developed answer: gives a number of accurate and relevant points to answer the question. A top-level answer should be well structured and coherent.
0-4	Level 1	Simple statements: offers some features/ideas supported by some knowledge, though most will be embryonic, inaccurate or irrelevant; lacks real coherence and structure.

Part (b) (AO1/AO2)

Mark	Target	Presentation of relevant knowledge / evaluation of factors against one another / causes and consequences
7-8	Level 3	Focused answer: gives a clear, substantiated answer based on precisely selected knowledge with a strong and developed analysis; top-level answers may consider other factors before arriving at a reasoned judgement.
4-6	Level 2	More developed answer: makes a clearer judgement with more relevant knowledge; some substantiation of assertions; uncertain overall structure.
0-3	Level 1	Simple statements: offers a single feature which may not be relevant; little or limited explanation.

Part (c) (AO1/AO2/AO3)

Mark	Target	Recall / selection and presentation of relevant knowledge / evaluation of factors against one another / definitions of success and failure / causes and consequences
11-14	Level 3	Selected knowledge in a clear framework of argument: answer shows precisely selected knowledge with strong and developed analysis/assessment and cogent, balanced judgements; coherent substantiated argument is present throughout; evaluates key demands of the question and presents a reasoned judgment.
7-10	Level 2	More developed statements: gives features supported by more relevant knowledge, along with more developed analysis; some substantiation of assertions; uncertain overall structure; attempts to offer reasoned judgement/assessment/evaluation in places.
0-6	Level 1	Simple statements: offers some features/ideas supported by some knowledge, though most will be embryonic, inaccurate or irrelevant; lacks real coherence and structure; offers basic and largely unfocused opinion, little judgement/assessment/evaluation offered.