



Independent Schools
Examinations Board

CE AT 13+

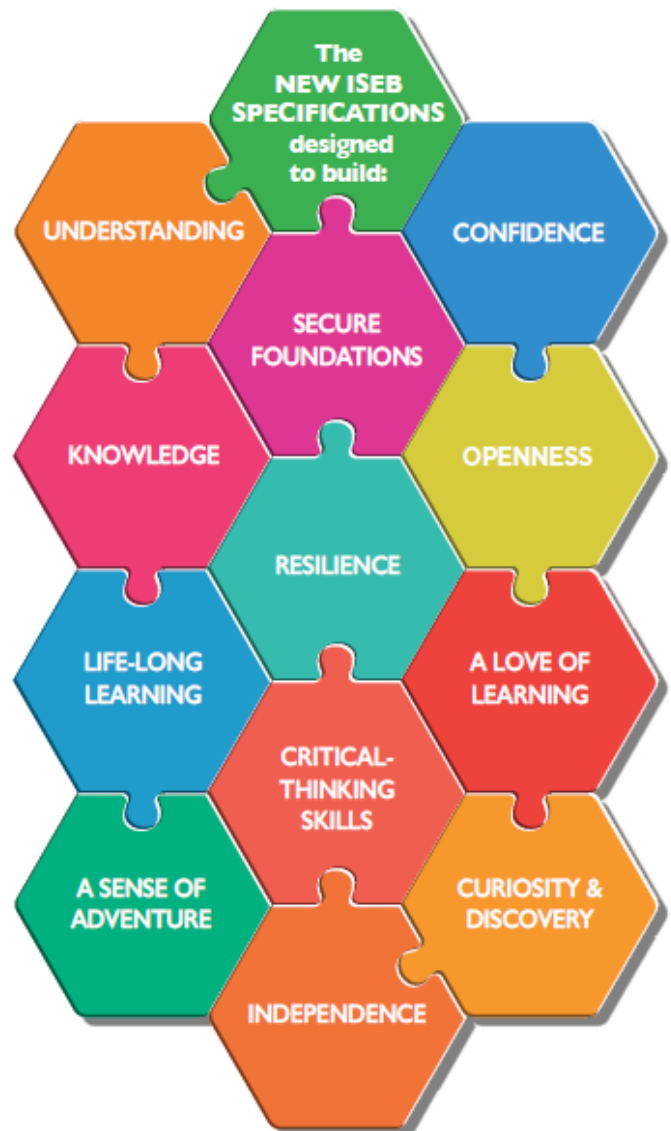
COMMON ACADEMIC SCHOLARSHIP AT 13+

HISTORY

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.



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 then, 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 curiosity about the way of life of people living in the past
- 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/or 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, 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 1	Unseen Evidence Question	20	20-25 minutes
Section 2	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 6 marks, will ask for a simple comparison of the two sources. The third question, worth 12 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**.

2022-2023 <i>Common Area</i>	Autumn specified topics <i>one question on</i>
war and rebellion	Battle of Hastings
leadership	Eleanor of Aquitaine
life and change	Development of Castles

2022-2023 <i>Common Area</i>	Spring specified topics <i>one question on</i>
war and rebellion	Battle of Agincourt
leadership	Richard III
life and change	Monasteries and nunneries

2022-2023 <i>Common Area</i>	Summer topics <i>one question on ... but not both</i>		
war and rebellion	either	Battle of Hastings	or Battle of Agincourt
leadership	either	Eleanor of Aquitaine	or Richard III
life and change	either	Development of Castles	or Monasteries and nunneries

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

2023-2024

<i>Autumn specified topics</i>	<i>Spring specified topics</i>
Battle of Bannockburn	Battle of Bosworth
William I	Thomas Becket
Village life and agriculture	Women in the Middle Ages

2024-2025

<i>Autumn specified topics</i>	<i>Spring specified topics</i>
Jerusalem and the First Crusade	Peasants Revolt
King John	Edward I
Black Death	Growth of towns

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**.

2022-2023 <i>Common Area</i>	Autumn specified topics <i>one question on</i>
war and rebellion	Spanish Armada 1588
leadership	Henry VIII
life and change	The Church 1520-1560

2022-2023 <i>Common Area</i>	Spring specified topics <i>one question on</i>
war and rebellion	Battle of Blenheim
leadership	James II
life and change	First settlements in America

2022-2023 <i>Common Area</i>	Summer topics <i>one question on ... but not both</i>		
war and rebellion	either	Spanish Armada 1588	or Battle of Blenheim
leadership	either	Henry VIII	or James II
life and change	either	The Church 1520-1560	or First settlements in America

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

2023-2024

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

2024-2025

<i>Autumn specified topics</i>	<i>Spring specified topics</i>
Battle of Naseby	Glorious Revolution
Mary I	Robert Walpole
Elizabethan Poor Laws	Great Fire of London 1666

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**.

2022-2023 <i>Common Area</i>	Autumn specified topics <i>one question on</i>
war and rebellion	Battle of Quebec
leadership	George III
life and change	Anti-Slave trade movement

2022-2023 <i>Common Area</i>	Spring specified topics <i>one question on</i>
war and rebellion	Battle of Waterloo
leadership	Benjamin Disraeli
life and change	Women's Suffrage

2022-2023 <i>Common Area</i>	Summer topics <i>one question on ... but not both</i>		
war and rebellion	either	Battle of Quebec	or Battle of Waterloo
leadership	either	George III	or Benjamin Disraeli
life and change	either	Anti-Slave trade movement	or Women's Suffrage

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

2023-2024

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

2024-2025

<i>Autumn specified topics</i>	<i>Spring specified topics</i>
Battle of Trafalgar	Battle of Balaklava
Duke of Wellington	Anthony Ashley Cooper
Industrial Revolution, cotton	Public Health

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

1066

(Battle of Hastings)

First Crusade

(Battle for Jerusalem)

Matilda and Stephen

Edward I in Wales and
Scotland

Edward II and Scotland
(Battle of Bannockburn)

The Hundred Years War
(Battle of Agincourt)

Peasants Revolt

Wars of the Roses

(Battle of Bosworth)

Leadership

Medieval monarchs,
especially:

William I

Henry II

John

Edward I

Edward III

Henry V

Richard III

Queens such as Matilda
and Eleanor of Aquitaine

Major religious figures
such as Thomas Becket

Life and Change

Norman Conquest

Development of castles

Monasteries and
nunneries

Role of the Church

Life and growth in towns

Agriculture and life in the
countryside

Black Death

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

End of the War of the
Roses
(Lambert Simnel, Perkin
Warbeck and the Battle of
Stoke)

Pilgrimage of Grace

Kett's and Prayer Book
Rebellions

Wyatt's Rebellion

Northern Revolt/Mary
Queen of Scots

War with Spain 1569-1603
(The Spanish Armada)

Civil Wars 1642-1658
(Battle of Naseby)

Monmouth's Rebellion

The Glorious Revolution

Wars against France
(Battle of Blenheim)

Jacobite Rebellions
(Battle of Culloden)

Leadership

Tudor monarchs,
especially:
Henry VIII
Edward VI
Mary I
Elizabeth I

Stuart monarchs,
especially:
Charles I
James II

Key religious figures such
as:
Thomas Wolsey
Thomas Cranmer
William Laud

Important political figures,
especially:
Thomas Cromwell
Oliver Cromwell
Robert Walpole

Life and Change

Rise of Puritanism

Enclosure and change in
the countryside

Elizabethan Poor Laws

Changes in the church

Role of women in society

The Plague of London 1665

The Fire of London 1666

Exploration and settlement
in the New World

Development of science
and the Royal Society

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

Seven Years' War
(Battle of Quebec)

American War of
Independence
(Battle of Yorktown)

Napoleonic Wars
(Battles of Trafalgar and
Waterloo)

Crimean War
(Battle of Balaklava)

Indian Mutiny
(Siege of Lucknow)

2nd Boer War

Leadership

Monarchs, especially:
George III
Victoria

Important politicians,
especially:
William Pitt the Younger
Robert Peel
The Duke of Wellington
Benjamin Disraeli
William Gladstone

Important social reformers,
especially:
Florence Nightingale
Elizabeth Fry
Millicent Fawcett
Anthony Ashley Cooper
William Wilberforce

Important inventors, especially:
Richard Arkwright
Richard Trevithick
George and Robert Stephenson
Isambard Kingdom Brunel

Life and Change

Agricultural Revolution

Industrial Revolution,
especially in cotton

Transportation Revolution,
especially the railways
Great Exhibition

Role of women in
society/women's suffrage

Chartism

Growth of the Empire

Public Health

The Poor Laws

The Anti-Slavery Movement

APPENDIX III

GENERIC MARK SCHEMES

Section 1: Unseen Evidence Question

[20 marks]

Question 1 (A01)

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

Question 2 (A02)

Mark	Target	Comprehension, interpretation and comparative analysis
5-6	Level 3	Focused answer: top of level answers will have an overall conclusion combining several factors from each source.
3-4	Level 2	Supported answer: either a comprehensive answer, using several points from one source or an answer giving a few, but not comprehensive, points about each source.
0-2	Level 1	Limited answer: an answer that either does not address the question or presents only one or two valid points.

Question 3 (A03)

Mark	Target	Comprehension, interpretation, cross-referencing and evaluation of sources for reliability, utility and provenance
10-12	Level 3	Focused answer: reaches a judgement by making direct use of the sources and valid statements upon the reliability/utility/provenance of the sources. Answers at top of level will be well structured and offer a reasoned judgement with sound substantiation.
6-9	Level 2	Supported answer: makes comparison of sources with some valid points regarding their reliability/utility/provenance, but lacks structure and development. Judgement offered, but with limited substantiation.
0-5	Level 1	Generalised answer: offers some valid but limited comments without direct support from the sources. There is little 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. To achieve the top level, answers should be presented as a well-structured and coherent paragraph.
0-4	Level 1	Simple answer: offers some features/ideas supported by limited, inaccurate or irrelevant knowledge. Answer lacks coherence and structure.

Part (b) (AO1/AO2)

Mark	Target	Recall, selection and presentation of relevant knowledge Explanation and interpretation/comparative analysis
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	Supported answer: makes a judgement supported by some relevant knowledge; some substantiation of assertions. Overall structure of answer may be uncertain.
0-3	Level 1	Simple answer: offers a single feature which may not be relevant to the question, with little or limited explanation.

Part (c) (AO1/AO2/AO3)

Mark	Target	Recall, selection and presentation of relevant knowledge Explanation and interpretation/comparative analysis Evaluation supported by substantiated judgements
11-14	Level 3	Focused evaluation: 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	Supported evaluation: gives features supported by some relevant knowledge and analysis; some substantiation of assertions; attempts to offer reasoned judgement/assessment/evaluation. Overall structure of answer may be uncertain.
0-6	Level 1	Simple analysis: offers some features/ideas supported by limited, inaccurate or irrelevant knowledge; simple and largely unfocused opinion, with little judgement/assessment/evaluation.