

ISEB
Independent Schools
Examinations Board

DISCOVER NEW CE TWILIGHT CPD SESSIONS

**HISTORY SPECIFICATIONS
BOB PACE**

TUESDAY 10TH MAY | 17:00 BST

CE HISTORY

BOB PACE

Tuesday 11th May 2021



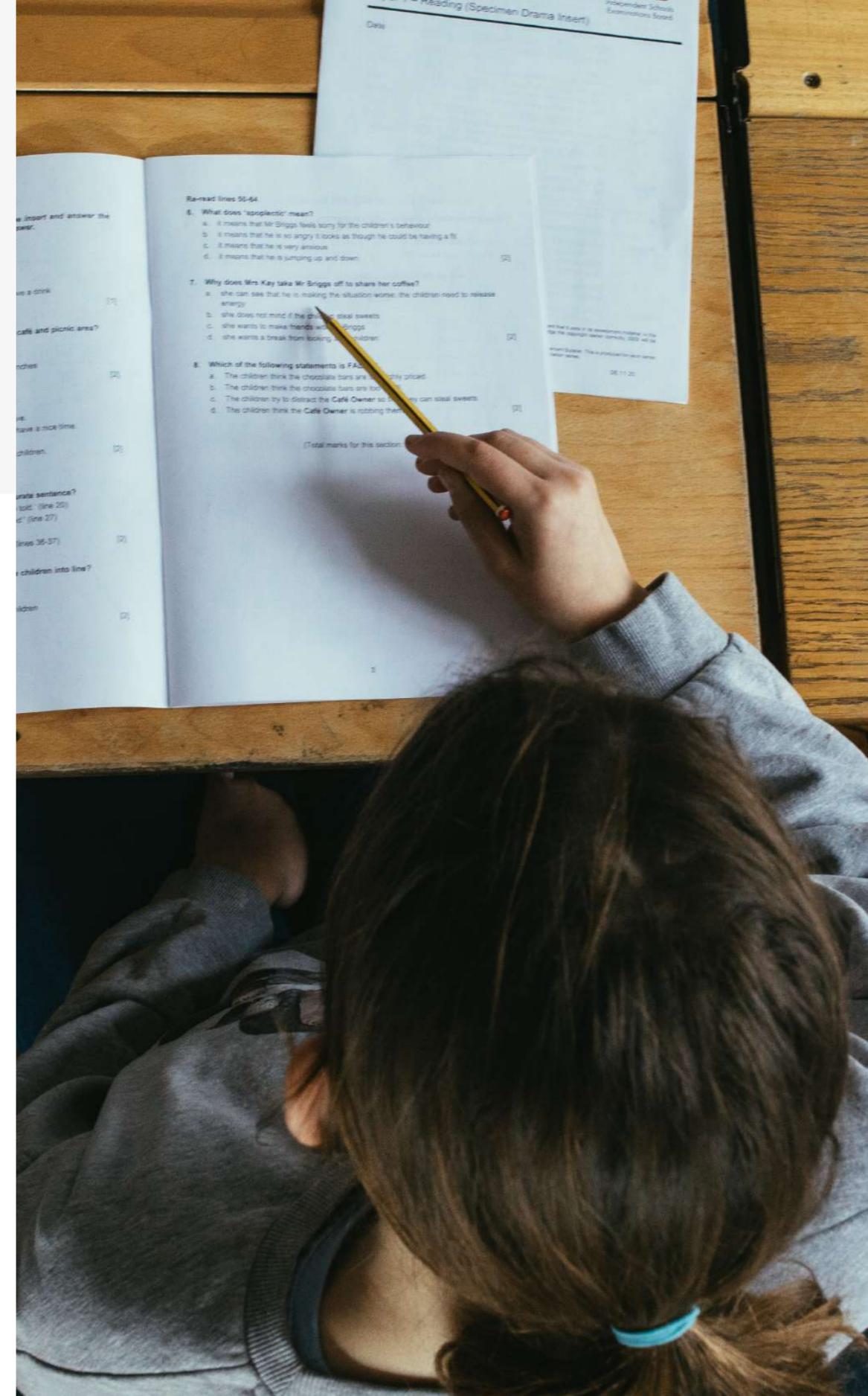
Objective of the examination is to support the core ISEB aims.

Pupils are to:

- enjoy reading and be able to articulate clearly
- have the confidence to think, weigh up evidence and make up their own minds
- understand how subjects connect to each other
- demonstrate cultural and environmental awareness and empathy

The specific aims of this examination

- Promote and develop the love of history.
- Develop curiosity about 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 pupils' learning.



The Changes: what the focus groups wanted to see change.



To acknowledge that the role of the examination is changing, for many becoming an end of Year 8 achievement rather than an entrance examination.

The examination needs to reflect more the wide spread of ability amongst pupils.

The dependence on two essay questions demanding for the less confident.





How is the new
paper laid out?



How it is the same.

It is set up in two sections:

- Evidence
- Essay

The total number of marks is 50:

- Evidence 20 marks
- Essay 30 marks

The time allowed is 60 minutes



Evidence Section

Sources

- There will be just one evidence question that all candidates will attempt.
- There will be two sources, most likely text, not picture or chart.
- Sources will be unseen in that no background knowledge will be required.
- Sources will most likely be drawn from time periods before 1066 and after 1914.

Questions

Will be broken down into three parts.

A) will be a simple content question for 2 marks.

B) will be a comparison question of the two sources based on content for 4 marks

C) will be an analytical question asking for an evaluation of the sources and their utility, worth 14 marks.

Essay Section

No longer generic but based on a specific set of topics

These are divided, as before, into three time periods:

- Medieval Realms
- Making of the UK
- Britain and Empire

The essays in each time period are divided into three categories:

- War and rebellion
- Leadership
- Life and change

Each essay question is separated into three parts:

a) asks to pick out two key points or events, showing general knowledge and some judgement about the topic. This is worth 8 marks.

b) asks for judgement on a key success or turning point of the topic and an explanation why. This is worth 8 marks.

c) presents a statement with which pupils are to agree or disagree. This is meant to encourage candidates to make a reasoned argument and is worth 14 marks.

How will this be assessed?

- A generic mark scheme will be supplied, much like the previous examination.
- Answers will be divided into levels, usually three except for the first question of each section, which will be two.





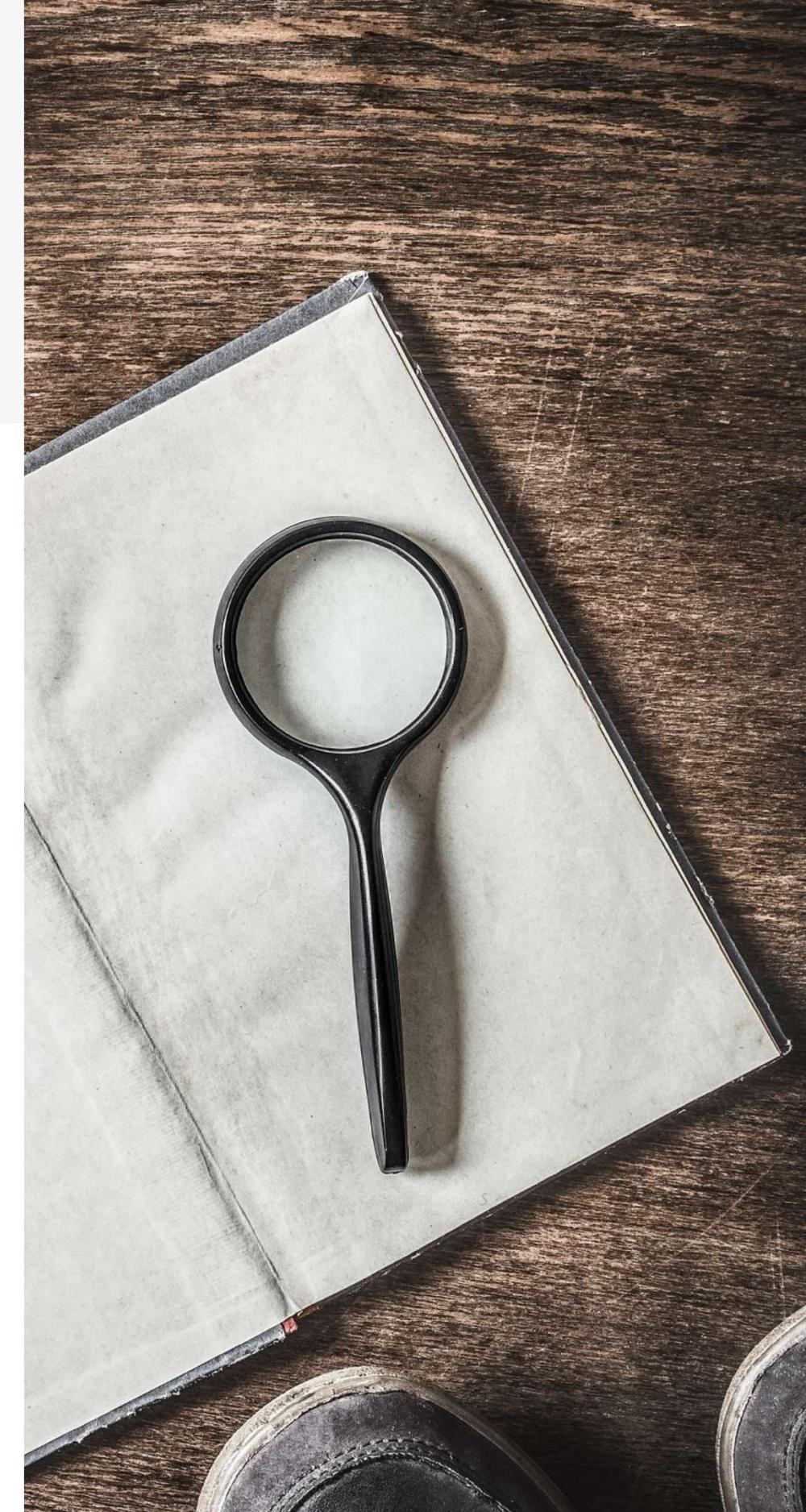
How to prepare
your pupils for
this examination

Evidence

- This is a skills-based exercise with no content knowledge presumed.
- The focus is on the use of sources, with the first two questions closely mirroring English comprehension skills.
- The last question demands analytical skills that need to be taught, particularly the appreciation of the utility of sources.

How to equip your pupils

- Learn and understand: primary, contemporary, secondary, provenance.
- Help pupils to understand all sources are useful, but in different ways.
- Give pupils practice in the analysis and judgement making about sources by looking at specific questions.
- Evidence work can be practiced on any topic.



Essay

The essay is broken down into narrative, judgement and analysis/argument.

A deep and thorough knowledge of the topic is required.

Knowledge will be needed of causes, events and consequences.

The topics are known, making planning and preparations simpler.

In each part of the essay there is the need for selection, particularly important in the first part (narrative)

b) will need to show an understanding of how one factor can be considered key, backed with analysis.

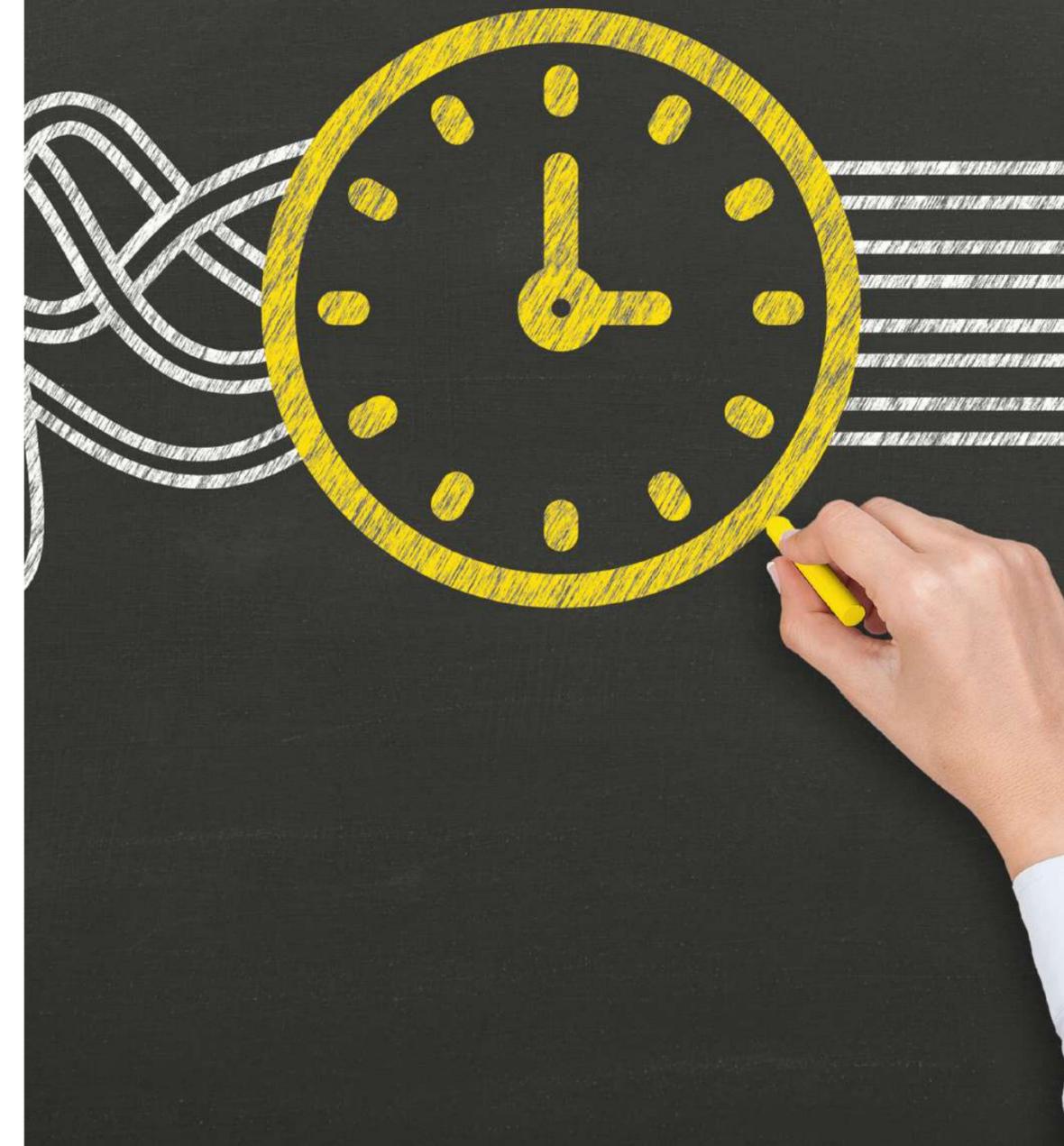
c) is the most demanding, at best showing the ability to create a substantiated argument/counter argument.

Timing is everything!

The last part of the Evidence and Essay questions are worth 14 marks, or 56% of the paper's overall mark.

It is crucial that candidates learn to judge how much time and effort to spend on each of the six parts of the questions.

Good rule of thumb is a minute spent for each mark, and/or roughly a line a mark.



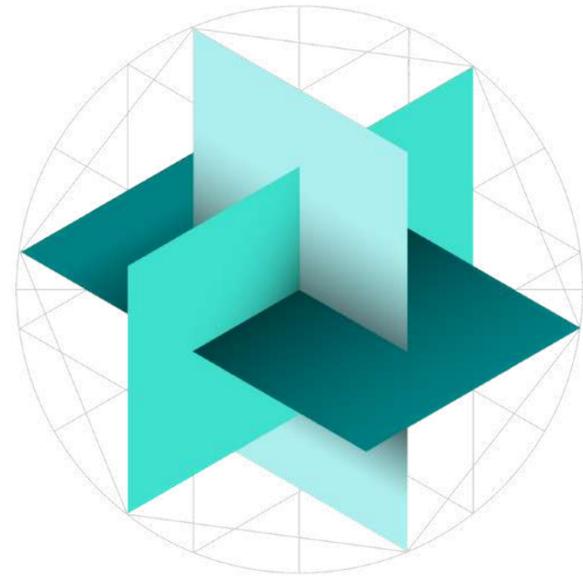
How much time needs to be spent in preparation?

For evidence skills, this needs to be introduced and used throughout your CE syllabus, if not earlier.

For essay, the skills work of developing judgement and creating arguments needs to be included throughout your CE teaching.

The content, however, is very much up to you:

- All that is absolutely required is the thorough study of two topics in one category in one time period.
- This allows teachers the ability to take a wide variety of approaches.



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