



Independent Schools  
Examinations Board

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# COMMON ENTRANCE AT 13+

# COMMON ACADEMIC SCHOLARSHIP AT 13+

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## HISTORY

### Draft 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

This syllabus is based on key stage 3 of the National Curriculum and fits in with most key stage 3 courses. It is intended that the examination will encourage interesting and widely based teaching of history at the junior stage and act as a preparation for further study. The paper differentiates by outcome.

## AIMS

**A course leading to this examination should:**

1. inspire a love of history;
2. stimulate candidates' curiosity about the way of life of people living in the past;
3. treat both the learning of facts and the acquiring of skills as vital, linked components of the subject;
4. encourage the use of source material in the general teaching of the subject.

## ASSESSMENT OBJECTIVES

**Candidates should:**

1. show knowledge and understanding of key features and characteristics of the period studied.
2. be able to explain, analyse and make judgements about historical events and periods.

## SUBJECT CONTENT

The syllabus is divided into three time periods:

**Medieval Realms: Britain 1066-1485**

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

**Britain and Empire: 1750-1914**

Candidates are expected to study history through sources. Their ability to use sources is tested by an unseen evidence question. The evidence question aims to test comprehension, corroboration by cross-referencing sources, the ability to evaluate sources for utility and skills of deduction and interpretation.

For each of the time periods, there are three **Common Areas** (see Appendices II, III and IV):

- war and rebellion
- leadership
- life and change

Candidates may study events, issues, people or places related to any of these areas

## ASSESSMENTS

Common Entrance at 13+		Marks	60 minutes
Section 1	Unseen Evidence Question	20	20 minutes
Section 2	Essay Question	30	40 minutes

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

### Section 1: Unseen Evidence Question

There will be one compulsory question, consisting of two unseen sources. The sources may be contemporary, more modern or a combination of both.

The question will comprise three sections: the first, worth 2 marks, and the second, worth 4 marks, will each refer to one of the sources. The third section, 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 V for mark scheme.*)

### Section 2: Essay Question

For each of the 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. (See *Appendix V for mark scheme.*)

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

Candidates will be required to answer Section A and to write **one** essay from **either** Section B **or** Section C.

## APPENDIX I

### SPECIFIED TOPICS

#### **For Section 2: Essay Question**

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

## 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 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 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	<b>either</b>	Battle of Hastings	<b>or</b> Battle of Agincourt
leadership	<b>either</b>	Eleanor of Aquitaine	<b>or</b> Richard III
life and change	<b>either</b>	Development of Castles	<b>or</b> 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 topics</i>	<i>Spring 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 topics</i>	<i>Spring topics</i>
Jerusalem and the First Crusade	Peasants Revolt
King John	Edward I
Black Death	Growth of towns

## 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 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 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	<b>either</b>	Spanish Armada 1588	<b>or</b> Battle of Blenheim
leadership	<b>either</b>	Henry VIII	<b>or</b> James II
life and change	<b>either</b>	The Church 1520-1560	<b>or</b> 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 topics</i>	<i>Spring topics</i>
Kett's Rebellion	Battle of Culloden
Elizabeth I	Charles I
Enclosures	Great Plague of London 1665

2024-2025 <i>Autumn topics</i>	<i>Spring topics</i>
Battle of Naseby	Glorious Revolution
Mary I	Robert Walpole
Elizabethan Poor Laws	Great Fire of London 1666

## 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 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 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	<b>either</b>	Battle of Quebec	<b>or</b> Battle of Waterloo
leadership	<b>either</b>	George III	<b>or</b> Benjamin Disraeli
life and change	<b>either</b>	Anti-Slave trade movement	<b>or</b> 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 topics</i>	<i>Spring topics</i>
Battle of Yorktown	Siege of Lucknow
Robert Peel	Important Women of the 19 <sup>th</sup> Century
Development of the railways 1800-1830	Chartism

2024-2025	
<i>Autumn topics</i>	<i>Spring topics</i>
Battle of Trafalgar	Battle of Balaklava
Duke of Wellington	Anthony Cooper, Earl of Shaftesbury
Industrial Revolution, cotton	Public Health



## APPENDIX II

### SUGGESTED AREAS OF STUDY

#### 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

## APPENDIX III

### SUGGESTED AREAS OF STUDY

#### THE MAKING OF THE UNITED KINGDOM: 1485-1750

##### 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

Role of women in society

Exploration and settlement  
in the New World

Development of science  
and the Royal Society

## APPENDIX IV

### SUGGESTED AREAS OF STUDY

#### BRITAIN AND EMPIRE: 1750-1914

##### 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)

2<sup>nd</sup> 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 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 V

### GENERIC MARK SCHEMES

#### Unseen Evidence Question

UNDERSTANDING/INFERENCE/CROSS-REFERENCING/EVALUATION/UTILITY AND PROVENANCE

[20 marks]

#### Section 1

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

#### Section 2

Mark	Target	Comprehension and Interpretation
5-6	Level 3	<b>Supported full answer:</b> Top of level answers will have an overall conclusion combining several factors from each source.
3-4	Level 2	<b>Fuller answer:</b> 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 combining several factors from the source.
0-2	Level 1	<b>Limited answer:</b> an answer that either does not address the question or presents only one to two valid points.

#### Section 3

Mark	Target	Comprehension and Interpretation, cross-referencing and evaluation of sources for utility and provenance
10-12	Level 3	<b>Focused answer:</b> 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	<b>Supported answer:</b> starts to compare sources and makes valid points, but lacks structure and development. Judgement offered with limited substantiation.
0-5	Level 1	<b>Generalised answer:</b> 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.

## Essay Question

SELECTIVE DESCRIPTION/EVALUATION/ANALYSIS

[30 marks]

### Section a

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

### Section b

Mark	Target	Presentation of relevant knowledge/ evaluation of factors against one another/causes and consequences
7-8	Level 3	<b>Focused answer:</b> 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	<b>More developed answer:</b> makes a clearer judgement with more relevant knowledge; some substantiation of assertion, uncertain overall structure.
0-3	Level 1	<b>Simple statements:</b> offers single feature which may not be relevant, little or limited explanation.

### Section c

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	<b>Selected knowledge in a clear framework of argument:</b> 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	<b>More developed statements:</b> 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	<b>Simple statements:</b> offer some features/ideas supported by some knowledge, embryonic, inaccurate or irrelevant knowledge; lacks real coherence and structure; offers basic and largely unfocused opinion; little judgement/assessment/evaluation offered.