



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+
COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+

HISTORY SYLLABUS

(Revised Summer 2012 for first examination in Autumn 2013)

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INTRODUCTION

The 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:

- (i) inspire a love of history;
- (ii) stimulate candidates' curiosity about the way of life of people living in the past;
- (iii) develop candidates' understanding of their own and others' inheritance;
- (iv) enable candidates to consider the ways in which the past influences the present;
- (v) treat both the learning of facts and the acquiring of skills as vital, linked components of the subject;
- (vi) encourage the use of source material in the general teaching of the subject.

ASSESSMENT OBJECTIVES

Candidates should develop their knowledge and understanding of:

- AO1 chronology;
- AO2 causes and consequences of historical events;
- AO3 differences between ways of life at different times;
- AO4 historical interpretation.

Candidates should develop their skills of:

AO5 historical enquiry through studying a range of sources;

AO6 organising, analysing and communicating, using the appropriate historical vocabulary.

SYLLABUS 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 evidence question based on a prescribed topic from each of the three time periods (*see Appendix I*). The evidence question aims at testing comprehension, corroboration by cross-referencing sources, the ability to evaluate sources for utility and skills of deduction and interpretation. In addition, candidates are required to demonstrate their own knowledge.

For all three time periods, there are five common areas (*see Appendices II, III and IV*):

- war and rebellion
- government and parliament
- religion
- social history
- general topics, including local history

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

SCHEME OF ASSESSMENT

The paper will be of 60 minutes' duration. Candidates must attempt **one** evidence question and **one** essay question. It is suggested that candidates spend five minutes reading and preparing, then 20 minutes on the evidence question and 35 minutes on the essay question.

Evidence Question (20 marks)

This question will consist of three sources, one of which will be pictorial. The written sources may be primary or secondary or a combination of both. The question will begin: 'Using ALL the sources and your own knowledge, ...' Candidates will be expected to: demonstrate their skills of comprehension, comparison and differentiation between first-hand evidence and hindsight; their understanding of provenance; their ability to present an overview, supported by their own knowledge.

(*See Appendix V for mark scheme.*)

Essay Question (30 marks)

There will be ten essay choices from which candidates must select one. Each question will be generic and open-ended. Up to 50% of the marks may be awarded for a good narrative essay; able candidates will be expected, however, to express opinions and use their analytical skills.

(See Appendix V for mark scheme.)

SCHOLARSHIP

The Common Academic Scholarship Examination paper (60 minutes) will be composed of three sections:

Section A: an unseen evidence question

Section B: seven essay questions based on the Common Entrance syllabus

Section C: seven essay questions based on general topics

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

APPENDIX I

EVIDENCE QUESTION

For each time period, the following topics will be tested each academic year for three years. The sequence will then be repeated. Candidates will be expected to have a working knowledge of the topics listed below:

Medieval Realms: Britain 1066-1485

2013-2014	
Black Death (1348-1350)	Richard III
2014-2015	
Norman Conquest	King John
2015-2016	
First Crusade	Archbishop Becket

The Making of the United Kingdom: 1485-1750

2013-2014	
John Churchill, Duke of Marlborough	Elizabeth I and Mary Stuart
2014-2015	
Mary I	Causes of the English Civil War (1629-1642)
2015-2016	
Henry VIII and the English Reformation (1529-1540)	Plague and Fire of London (1665-1666)

Britain and Empire: 1750-1914

2013-2014	
Public Health	Transport Revolution
2014-2015	
Causes of the American War of Independence (1763-1776)	Slavery
2015-2016	
Suffragettes	Crimean War

APPENDIX II
AREAS OF STUDY
SUGGESTED ESSAY QUESTION TOPICS
MEDIEVAL REALMS: 1066-1485

War and Rebellion	Government and Parliament	Religion	Social History	General Topics
1066	establishing royal control – any medieval king	role and importance of monasteries and nunneries	Black Death	women in medieval society
Matilda and Stephen	baronial revolts	any major Church figure	Peasants' Revolt	castles and cathedrals
Edward 1 – Scotland and Wales	Peasants' Revolt	crusades	town and village life	medieval historical personalities
Edward II and Scotland	development of Parliament	struggle between King and Church		museum and site visits (at home or abroad)
Edward III and the Black Prince	struggle between King and Church	role of Church in secular life		art and literature
Henry V				notable events from this period
Henry VI and Joan of Arc				
Wars of the Roses up to Bosworth				
Henry VII				

APPENDIX III

AREAS OF STUDY

SUGGESTED ESSAY QUESTION TOPICS

THE MAKING OF THE UNITED KINGDOM: 1485-1750

War and Rebellion	Government and Parliament	Religion	Social History	General Topics
Henry VII	Henry VII as ruler	state of Church Pre-reformation	enclosure and reform efforts in C16th	role of women in society
End of the Wars of the Roses (Bosworth & Stoke)	Thomas Wolsey	Henrician Reformation	wool trade in C16th	museum and site visits (at home or abroad)
Pilgrimage of Grace	Thomas Cromwell	Edwardian Church and Marian Reaction	overseas trade in C16th, C17th or early C18th	European events affecting England
Kett's and Prayer Book Rebellions	William Cecil	Elizabethan settlement	life at court	artists and writers
Jane Grey and Wyatt's Rebellion	Elizabeth and her Parliaments	Puritans and Catholics	Elizabethan Poor Law	scientists
Northern Revolt 1569 / Mary, Queen of Scots	Crown and Parliament 1603-1642	Laudian Church	urban and rural life in C16/ C17/C18	notable events from this period
War with Spain and in Ireland 1585-1603	Cromwell's rule	Puritans before and during Civil War	exploration and settlement	
Civil Wars	Crown and Parliament 1660-1688	John Bunyan and non-conformism		
Monmouth's Rebellion 1685 and Glorious Revolution 1688	Union with Scotland and effects			
Jacobite Risings 1715 and 1745	Walpole as Prime Minister			
	Glorious Revolution			

APPENDIX IV

AREAS OF STUDY

SUGGESTED ESSAY QUESTION TOPICS

BRITAIN AND EMPIRE: 1750-1914

War and Rebellion	Government and Parliament	Religion	Social and Economic History	General Topics
Seven Years' War	reform acts	attitudes towards Catholicism	Agricultural Revolution	Great Exhibition
American War of Independence	political movements	Cardinal Newman	Transport Revolution	development of the Empire
French Revolution	political thinkers	Oxford Movement	Industrial Revolution	role of women
Napoleonic Wars	important prime ministers	Evangelical Movement	inventors/ leading figures in the revolutions	scientists
Crimea	Great Power rivalries 1871-1914	Methodism	law and order	artists and writers
Indian Mutiny			working-class movements	major European (non-British) events
Boer War			social reforms and reformers	museum and site visits (at home or abroad)
important military leaders			colonisation and the scramble for Africa	notable events from this period
			Ireland	

APPENDIX V

GENERIC MARK SCHEMES

EVIDENCE QUESTION

UNDERSTANDING/CROSS-REFERENCING/EVALUATION/CONTEXTUALISATION (20)		
Mark	Target	Source comprehension and interpretation; cross-referencing sources; evaluation of sources for utility and contextualisation of sources with relevant own knowledge
1-10	Level 1	Generalised answer: offers valid but undeveloped comments without direct support from sources or own knowledge; or only uses either sources or own knowledge to make undeveloped comments.
11-15	Level 2	Supported answer: makes links between the sources, own knowledge and the question; answers at this level will show some selection and organisation of material, but may lack structure and development; an answer at the top of this level comments upon the reliability or usefulness of the sources.
16-20	Level 3	Focused answer: reaches a judgement by making direct use of the sources and valid statements upon the reliability or utility of the sources, as well as contextual own knowledge; well-structured answer with sound substantiation; an answer at the top of this level attempts to explore the evidence for and against the question/statement.

ESSAY QUESTION

SELECTIVE DESCRIPTION/ EVALUATION/ ANALYSIS (30)		
Mark	Target	Recall/selection and presentation of relevant knowledge; evaluation of factors against one another; definitions of success and failure; contextual assessment; causes and consequences
1-10	Level 1	Simple statements: offers 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.
11-20	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. NB: Up to 15 marks may be awarded for a good narrative.
21-30	Level 3	Selected knowledge in a clear framework of argument: answer shows precisely-selected knowledge with strong, developed analysis/assessment and cogent, balanced judgements; strong substantiation of assertions; for top of level, coherent, substantiated argument is present throughout.