



Independent Schools  
Examinations Board

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

# **HISTORY SYLLABUS**

*(Revised October 2008 for first examination in Spring 2010)*

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*N.B. Any change from the current syllabus, published in Summer 2006, is indicated by a heavy line in the margin.*

## **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) stimulate candidates' curiosity about the way of life of people living in the past;
- (ii) develop candidates' understanding of their own and others' inheritance;
- (iii) enable candidates to consider the ways in which the past influences the present;
- (iv) treat both the learning of facts and the acquiring of skills as vital, linked components of the subject;
- (v) 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 and communicating in a variety of ways, using the appropriate historical vocabulary.

## SYLLABUS CONTENT

There are three sections:

**Section 1:** Medieval Realms: Britain 1066-1485

**Section 2:** The Making of the United Kingdom: 1485-1750

**Section 3:** Britain 1750-circa 1900

Each section is divided into two parts:

**Part A:** Evidence Question

**Part B:** Short Essay Question

### Evidence

All evidence questions are based on prescribed topics which change from year to year (*see Appendix I*). The question aims at testing comprehension, the ability to compare sources of evidence, the assessment of usefulness to historians and/or skills of deduction and interpretation / reliability.

### Short Essay

Sections 1 and 2 contain questions on five common areas:

- War and Rebellion
- Government and Parliament
- Religion
- Social History
- General Topics

Section 3 contains questions on four areas:

- War and Rebellion
- Government and Parliament
- Social and Economic History
- General Topics

## SCHEME OF ASSESSMENT

The paper will be of 60 minutes' duration. All three sections will be divided into Part A and Part B. Candidates must attempt a Part A question and a Part B question, but not necessarily from the same section. It is suggested that candidates spend five minutes reading and preparing, then 20 minutes on Part A and 35 minutes on Part B.

**Part A: Evidence Question** (20 marks)

This question will consist of three sources, including at least one pictorial source to complement the textual ones.

The question will comprise four sub-questions.

**Sub-questions 1-3** (12 marks)

These questions will include a comprehension task which requires candidates to select, organise, interpret and compare the material of the three sources.

**Sub-question 4** (8 marks)

This question will involve addressing such issues as provenance, first-hand evidence, hindsight and overview.

**Part B: Short Essay Question** (30 marks)

There will be ten essay choices from which candidates must select one.

Each area will offer two essay titles. Each essay will be divided into two parts to test both knowledge and analysis. Where possible the 'describe' and 'explain' terminology will be used. There will be 20 marks for the knowledge part and 10 marks for the analysis part.

Each period section will be tested through generic questioning as much as possible.

## **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

The following topics will be tested each academic year for three years. The sequence will then be repeated.

#### Section 1: Medieval Realms: Britain 1066-1485

2010-2011	First Crusade	Edward I, Wales and Scotland
2011-2012	King John	Women in Medieval Society
2012-2013	Richard the Lion Heart	Black Death 1348-1350

#### Section 2: The Making of the United Kingdom: 1485-1750

2010-2011	Plague of London 1665	Mary I and the Protestants
2011-2012	Causes of the Civil War 1629-1641	Henry VIII and his Great Matter
2012-2013	James II and the Glorious Revolution	Jacobite Rebellion of 1745

#### Section 3: Britain 1750-circa 1900

2010-2011	The Cotton Industry	Great Reform Bill of 1832
2011-2012	Battles of Trafalgar and Waterloo	Slavery and the Triangular Trade
2012-2013	Chartism	The Indian Mutiny

## APPENDIX II

### EVIDENCE QUESTION: MARK SCHEME

#### Question 1: Comprehension of source (2 marks)

This will be a simple comprehension question based on Source A.

#### Question 2: Comprehension of source (3 marks)

This will look at Source B and ask a more demanding comprehension question.

#### Question 3: Corroboration by cross-referencing sources (7 marks)

This will call for a comparison of all three sources.

#### Question 4: Evaluation of sources for utility / consideration of provenance (8 marks)

This question will investigate the usefulness of sources. It will also ask about provenance in some form: how / who wrote the sources, or when the sources were written, or whether the nationality of the writer might make a difference as to the reliability of the sources.

## APPENDIX III

### SHORT 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		museums and site visits
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				

\*Please note that these are suggestions, particularly with the topic areas of War and Rebellion and Government and Parliament. Any monarch during the period could fit some or all the generic essay questions.

Candidates should be encouraged to look at the general topics section when choosing their essay question.

## APPENDIX IV

### SHORT 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
Pilgrimage of Grace	Thomas Cromwell	Edwardian Church and Marian Reaction	overseas trade in C16th or 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 C16th or C17th or C18th	notable events from this period
War with Spain and in Ireland 1585-1603	Cromwell's rule	Puritans before and during Civil War		
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			

\*Please note that these are suggestions and that the generic nature of the essay questions for the first three topics means that the above list is not exclusive: other monarchs, individuals and events in the period could also be used.

Candidates should be encouraged to look at the general topics section when choosing their essay question.

## APPENDIX V

### SHORT ESSAY QUESTION TOPICS \*

#### BRITAIN 1750-CIRCA 1900

<b>War and Rebellion</b>	<b>Government and Parliament</b>	<b>Social and Economic History</b>	<b>General Topics</b>
Seven Years' War	reform acts	Agricultural Revolution	Great Exhibition
American War of Independence	political movements	Transport Revolution	development of the Empire
French Revolution	political thinkers	Industrial Revolution	role of women
Napoleonic Wars	important prime ministers	inventors / leading figures in the revolutions	scientists
Crimea		law and order	artists and writers
Indian Mutiny		working-class movements	major European (non-British) events
Boer War		social reforms and reformers	use of museums, architecture etc.
Important leaders			notable events from this period

\*Please note that these are suggested topics and that, particularly in the first two topic areas, the study of other events or personalities, not specifically mentioned above, will provide appropriate information to answer the generic essay questions.

Candidates should be encouraged to look at the general topics section when choosing their essay question.

## APPENDIX VI

### SHORT ESSAY QUESTIONS: GENERIC MARK SCHEME

<b>SELECTIVE DESCRIPTION</b>		
<i>e.g. Describe the key features of ... etc.</i>		
<b>Mark</b>	<b>Target</b>	<b>Causation / recall of knowledge</b>
<b>1–8</b>	<b>Level 1</b>	Simple statements offering some features / ideas supported by some knowledge; embryonic, inaccurate or irrelevant knowledge; lacking real coherence and structure.
<b>9–15</b>	<b>Level 2</b>	More developed statements giving features supported by more relevant knowledge; thinly substantiated passages; uncertain overall structure.
<b>16–20</b>	<b>Level 3</b>	Developed selection of features with sound substantiation and structure; good range of features; for top of level, answer will show clear linkage and relevant importance of features.
<b>EVALUATION / ANALYSIS</b>		
<i>e.g. Explain why ...</i>		
<b>Mark</b>	<b>Target</b>	<b>Evaluation of factors against one another / definitions of success and failure / contextual assessment</b>
<b>1–4</b>	<b>Level 1</b>	Simple statement offering basic and largely unfocused opinion.
<b>5–8</b>	<b>Level 2</b>	More developed analysis with some coherent judgement; some substantiation of assertions.
<b>9–10</b>	<b>Level 3</b>	Precisely selected knowledge in a clear framework of argument; strong and developed analysis / assessment with cogent judgements; strong substantiation of assertions.