# TRINITY
## COLLEGE LONDON

# Integrated Skills in English (ISE)
# Guide for Teachers – ISE II (B2)

## Reading & Writing | Speaking & Listening

# Contents

# Foreword

Trinity's Integrated Skills in English (ISE) exam assesses all four language skills – reading, writing, speaking and listening. In the two modules of the exam the skills are tested both individually and together. This integrated approach reflects how skills are used together in real-life situations.

This guide gives you a detailed overview of the two modules of the ISE Foundation exam – Reading & Writing and Speaking & Listening – and includes a sample exam paper and the rating scales for the level. For classroom activities to help prepare your students for ISE II, as well as the qualification specifications, see trinitycollege.com/ISEII

Please check trinitycollege.com/ISE for the latest information about Trinity's ISE exams, and to make sure you are using the latest version of the related documents. Trinity's regulations can be found on our website, and policies are at trinitycollege.com/policies

Please note that ISE IV has a different format to ISE Foundation, I, II and III – see trinitycollege.com/ISEIV for details.

# ISE II Reading & Writing exam

# Overview of the ISE Reading & Writing exam

Trinity's ISE Reading & Writing exam tests reading and writing skills through an integrated approach. The integrated skills approach mirrors how we use reading and writing skills both together and separately in our studies and work. The reading texts reflect the range of subjects a student may encounter in an educational or academic setting and the way that he or she needs to find, select and report relevant and appropriate information. The writing tasks reflect the kind of activities a student does in a school or college context, such as essay writing. In the exam, candidates may highlight parts of the texts or questions with highlighter pens, reflecting how many students gather information in real-life.

The purpose of the exam is to assess a candidate's skills in reading and writing in the English language through tasks which correspond to his or her real-life activity and reason for learning English.

The ISE Reading & Writing exam is currently offered at four levels of the Common European Framework of Reference (CEFR) from A2 to C1.

## Who is ISE Reading & Writing for?

The intended candidates are young people or adults who use English as a second or foreign language as part of their studies in order to develop their skills and improve their knowledge in a range of subject areas.

Candidates at the lower levels of the exam (ISE Foundation and ISE I), are generally young people or adults in school or college who are taking ISE as evidence to progress to a higher level of English study within their mainstream or English language school. The higher levels of the exam (ISE II and ISE III), are appropriate for young people or adults preparing for further or higher education who are required to prove their English language proficiency levels within an educational context. ISE qualifications are also accepted by UK Visas and Immigration (UKVI) as evidence of English language proficiency.

## Introduction to ISE Reading & Writing tasks at ISE II

The Reading & Writing exam consists of four tasks.

Task 1 is the Long reading task, where the candidate reads a single text and answers 15 questions. The aims of this task are to understand:

◗ the main idea of a paragraph or text

◗ specific information at sentence, phrase and word levels.

Task 2 is the Multi-text reading task, where the candidate reads four texts and answers 15 questions. The aims of this task are to:

◗ understand the main idea of a paragraph or text

◗ understand specific information at sentence, phrase and word levels

◗ find specific information in different texts in order to create a text summary.

Task 3 is the Reading into writing task, where the candidate produces a piece of writing based on the four texts in task 2.

Task 4 is the Extended writing task, where the candidate produces a piece of writing in response to a prompt.

## Overview of ISE Reading & Writing

|  | ISE Foundation | ISE I | ISE II | ISE III |
|---|---|---|---|---|
| CEFR level | A2 | B1 | B2 | C1 |
| Time | 2 hours | 2 hours | 2 hours | 2 hours |
| Task 1 | Long reading ◗ 300 words ◗ 15 questions | Long reading ◗ 400 words ◗ 15 questions | Long reading ◗ 500 words ◗ 15 questions | Long reading ◗ 700 words ◗ 15 questions |
| Task 2 | Multi-text reading ◗ 3 texts ◗ 300 words ◗ 15 questions | Multi-text reading ◗ 4 texts ◗ 400 words ◗ 15 questions | Multi-text reading ◗ 4 texts ◗ 500 words ◗ 15 questions | Multi-text reading ◗ 4 texts ◗ 700 words ◗ 15 questions |
| Task 3 | Reading into writing ◗ 70-100 words | Reading into writing ◗ 100-130 words | Reading into writing ◗ 150-180 words | Reading into writing ◗ 200-230 words |
| Task 4 | Extended writing ◗ 70-100 words | Extended writing ◗ 100-130 words | Extended writing ◗ 150-180 words | Extended writing ◗ 200-230 words |

Please see pages 8 and 9 for glossaries of reading skills and writing aims for ISE II.

## Glossary of reading skills for ISE II

| Reading for general comprehension | ◗ Reading a wide range of complex texts likely to be encountered in social, professional or academic life |
|---|---|
| Skimming | ◗ Reading to understand the general meaning of a paragraph, text or infographic (graphic with writing) |
| Reading for gist | ◗ Reading to understand the main idea of a paragraph, text or infographic<br>◗ Quickly identifying the content and relevance of news items, articles and reports on a wide range of topics<br>◗ Deciding if closer study is worthwhile |
| Scanning | ◗ Reading longer and more complex texts or infographics to find relevant details<br>◗ Finding information, ideas and opinions from specialised sources on a familiar topic or within his or her field of interest |
| Careful reading to understand specific facts, information and significant points | ◗ Reading to understand specific, factual information at the word, phrase or sentence level<br>◗ Reading to understand important points in a text<br>◗ Looking for main points and clues from context<br>◗ Identifying which information is factual, which is opinion<br>◗ Identifying which information is the main point and which information is an example or details<br>◗ Comparing and evaluating information at sentence, phrase and word level<br>◗ Adapting style and speed of reading to different texts and purposes |
| Deducing meaning | ◗ Inferring meaning, eg the writer's attitude, line of argument and intentions<br>◗ Anticipating what will come next<br>◗ Guessing the meaning of sentences, phrases and words from their context |
| Understanding a range of texts | ◗ Reading specialised articles which may be from outside his or her field<br>◗ Reading articles and reports concerned with contemporary issues in which the writers adopt particular positions or points of view |
| Summarising | ◗ Reading to identify the main conclusions in clearly structured and signposted argumentative texts<br>◗ Synthesising and evaluating information and arguments from a number of different types of texts<br>◗ Commenting on and discussing contrasting points of view and the main themes |

## Glossary of writing aims for ISE II

| Reading for writing | ▹ Showing understanding of reading texts<br>▹ Identifying common themes in reading texts<br>▹ Summarising or paraphrasing ideas from reading texts |
|---|---|
| Task fulfilment | ▹ Responding to the prompt fully<br>▹ Achieving the communicative aim<br>▹ Showing awareness of the reader and the purpose for writing |
| Organisation and structure | ▹ Presenting ideas and arguments clearly<br>▹ Using the best text type to fulfil the task<br>▹ Structuring the writing appropriately, eg using beginnings, endings and paragraphs |
| Language control | ▹ Using a range of language functions, grammar and vocabulary<br>▹ Using language functions, grammar and vocabulary accurately<br>▹ Using spelling and punctuation accurately |

## Candidate profile

### Reading (tasks 1 and 2)

A candidate who passes ISE II Reading can:

◗ read with a large degree of independence, adapting style and speed of reading to different texts and purposes, using appropriate reference sources selectively

◗ scan quickly through long and complex texts, locating relevant details

◗ quickly identify the content and relevance of news items, articles and reports on a wide range of topics, deciding whether closer study is worthwhile

◗ obtain information, ideas and opinions from specialised sources within his or her field

◗ use a variety of strategies to achieve comprehension, including reading for main points and checking comprehension by using contextual clues

◗ summarise a range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes

◗ use a broad active reading vocabulary, but may experience some difficulty with unusual expressions

◗ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints

◗ paraphrase and summarise ideas, opinions, arguments and discussion

In tasks 1 and 2, the candidate is assessed on his or her ability to read across several texts and demonstrate a range of reading skills including skimming, scanning, reading for gist and detail, and inferring and summarising.

### Reading into writing (task 3)

A candidate who passes ISE II Task 3 – Reading into writing can:

◗ identify connections and themes between four texts in task 2

◗ identify content from the texts in task 2 that is relevant to task 3

◗ synthesise the information in task 2 to produce a coherent response to suit the purpose for writing in task 3

### Writing (tasks 3 and 4)

A candidate who passes ISE II Writing can:

◗ synthesise and evaluate information and arguments from a number of sources

◗ express news and views effectively in writing and relate to the views of others

◗ write clear, detailed texts on a variety of subjects related to his or her interests, following established conventions of the text type concerned

◗ write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text

◗ write an essay or report that develops an argument systematically, gives reasons and relevant details, and highlights key points

◗ explain the advantages and disadvantages of various options

◗ evaluate different ideas or solutions to a problem

◗ summarise a range of factual and imaginative texts, eg news items, interviews or documentaries

◗ discuss and contrast points of view, arguments and the main themes

◗ summarise the plot and sequence of events in a film or play.

This profile is based on the level B2, Independent User, of the Council of Europe's Common European Framework of Reference (CEFR).

# Task specifications for ISE II Reading & Writing

## Task 1 – Long reading

| | |
|---|---|
| **Task** | One reading text followed by 15 questions |
| **Text** | The text is complex with factual ideas, opinions, argument and/or discussion. It is the type of text that a candidate is familiar with from his or her own educational setting (eg textbook, article, review, magazine, website).<br><br>**Subject areas for ISE II:**<br>◗ Society and living standards<br>◗ Personal values and ideals<br>◗ The world of work<br>◗ Natural environmental concerns<br>◗ Public figures past and present<br>◗ Education<br>◗ National customs<br>◗ Village and city life<br>◗ National and local produce and products<br>◗ Early memories<br>◗ Pollution and recycling |
| **Text length** | 500 words (approximately), divided into five paragraphs |
| **Number of questions** | 15 questions |
| **Question types** | **Title matching** (questions 1–5)<br>In this section, the candidate chooses the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from. The candidate must demonstrate that he or she understands the main idea of each paragraph.<br>Some useful reading subskills to practise for this section are:<br>◗ skimming<br>◗ scanning<br>◗ reading for gist<br>◗ understanding the main idea of each paragraph.<br><br>**Selecting the true statements** (questions 6–10)<br>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. The candidate must demonstrate that he or she understands specific, factual information at the sentence level.<br>Some useful reading subskills to practise for this section are:<br>◗ careful reading for specific information<br>◗ comparing, evaluating and inferring<br>◗ distinguishing principal statement from supporting examples or details<br>◗ distinguishing fact from opinion<br>◗ scanning.<br><br>**Completing sentences** (questions 11–15)<br>In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the text. The candidate must demonstrate that he or she understands specific, factual information at the word and/or phrase level OR can infer and understand across paragraphs (eg writer's attitude, line of argument).<br>Some useful reading subskills to practise for this section are:<br>◗ careful reading for comprehension<br>◗ understanding cohesion patterns, lexis, grammar and collocation<br>◗ deducing meaning<br>◗ understanding across paragraphs. |
| **Timing** | The candidate is advised to spend 20 minutes on this part of the exam |
| **Assessment** | The task is scored against an answer key |

# Task specifications for ISE II Reading & Writing

## Task 2 – Multi-text reading

| | |
|---|---|
| **Task** | Four reading texts, presented together, and 15 questions |
| **Text** | The four texts are complex with factual ideas, opinions, argument and/or discussion of the kind that is familiar to the candidate from his or her own educational setting. One text is an infographic (eg a diagram, drawing, map or table with some writing).<br><br>**Subject areas for ISE II:**<br>◗ Society and living standards　◗ National customs<br>◗ Personal values and ideals　◗ Village and city life<br>◗ The world of work　◗ National and local produce and products<br>◗ Natural environmental concerns　◗ Early memories<br>◗ Public figures past and present　◗ Pollution and recycling<br>◗ Education<br><br>All four texts are on the same subject area and thematically linked. |
| **Text length** | ◗ 500 words (approximately) across the four texts<br>◗ One text is an infographic |
| **Number of questions** | 15 questions |
| **Question types** | **Multiple matching** (questions 16–20)<br>In this section, the candidate chooses which text each question refers to. There are five questions and each refers to one text only. The same text can be the correct answer for up to two questions. The candidate must demonstrate that he or she understands the main idea and purpose of each text.<br>Some useful reading subskills to practise for this section are:<br>◗ skimming<br>◗ scanning<br>◗ reading for gist<br>◗ reading for purpose or main ideas.<br><br>**Selecting the true statements** (questions 21–25)<br>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the texts. The candidate must demonstrate that he or she understands specific, factual information at the sentence level.<br>Some useful reading subskills to practise for this section are:<br>◗ careful reading for specific information<br>◗ comparing, evaluating and inferring<br>◗ distinguishing principal statement from supporting examples or details<br>◗ distinguishing fact from opinion<br>◗ scanning.<br><br>**Completing summary notes** (questions 26–30)<br>In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the four texts. The completed task represents a summary in note form of all the texts in this task. The candidate must demonstrate that he or she understands specific, factual information at the word and/or phrase level across the texts.<br>Some useful reading subskills to practise for this section are:<br>◗ careful reading for comprehension at the word and/or phrase level across texts<br>◗ inferring<br>◗ summarising. |
| **Timing** | The candidate is advised to spend 20 minutes on this part of the exam |
| **Assessment** | The task is scored against an answer key |

## Task 3 – Reading into writing

| Task | A writing task in which the four texts from task 2 are used to respond to a prompt. The response should only take information from the texts in task 2. The candidate must use his or her own words as far as possible. There is space for planning. |
|---|---|
| | The candidate should check his or her response when he or she has finished. |
| Task focus | This task assesses the ability to: |
| | ◗ identify information that is relevant to the writing prompt |
| | ◗ identify common themes and links across multiple texts |
| | ◗ paraphrase and summarise factual ideas, opinions, arguments and/or discussion |
| | ◗ synthesise such information to produce a coherent response to suit the purpose for writing (eg to offer solutions to a problem and/or evaluation of the ideas). |
| Output length | 150-180 words, excluding headings and addresses |
| Output genre | The genre will be one of the following: |
| | ◗ Descriptive essay ◗ Informal email or letter |
| | ◗ Discursive essay ◗ Formal email or letter |
| | ◗ Argumentative essay ◗ Review |
| | ◗ Article (magazine or online) ◗ Report |
| Timing | The candidate is advised to spend 40 minutes on this part of the exam |
| Assessment | This task is assessed using the Reading into writing rating scale on pages 41-42 |

## Task 4 – Extended writing

| Task | A writing task in which the candidate responds to a prompt. There is space for planning. |
|---|---|
| | The candidate should check his or her response when he or she has finished. |
| Task focus | This task assesses the ability to produce a clear and detailed response to a prompt. For the target ISE II language functions see page 40. |
| Output length | 150-180 words, excluding headings and addresses |
| Output genre | The genre will be one of the following: |
| | ◗ Descriptive essay ◗ Informal email or letter |
| | ◗ Discursive essay ◗ Formal email or letter |
| | ◗ Argumentative essay ◗ Review |
| | ◗ Article (magazine or online) ◗ Report |
| Subject area | The writing prompt relates to one of the subject areas for ISE II: |
| | ◗ Society and living standards ◗ National customs |
| | ◗ Personal values and ideals ◗ Village and city life |
| | ◗ The world of work ◗ National and local produce and products |
| | ◗ Natural environmental concerns ◗ Early memories |
| | ◗ Public figures past and present ◗ Pollution and recycling |
| | ◗ Education |
| Timing | The candidate is advised to spend 40 minutes on this part of the exam |
| Assessment | This task is assessed using the Extended writing rating scale on page 43 |

For a sample ISE Reading & Writing exam paper, please see appendix 1.

# ISE II Speaking & Listening exam

# Overview of the ISE Speaking & Listening exam

ISE Speaking & Listening exams are communicative and performance-based exams which assess speaking and listening skills through an integrated approach. The integrated skills approach reflects how we use speaking and listening skills both together and separately in our studies and work. The integrated speaking and listening tasks reflect the kind of activities a student does at school, college or university. Additionally, the Independent listening tasks reflect the way that a student finds, selects and reports relevant and appropriate information in an educational or academic setting.

The purpose of the exam is to assess a candidate's English language skills in speaking and listening through tasks which correspond to his or her real-life activities and reasons for learning English.

The ISE Speaking & Listening exam is currently offered at four levels of the Common European Framework of Reference (CEFR) from A2 to C1.

## Who is ISE Speaking & Listening for?

The intended candidates are young people or adults who use English as a second or foreign language as part of their studies in order to develop their skills and improve their knowledge in a range of subject areas.

Candidates at the lower levels of the exam (ISE Foundation and ISE I), are generally young people or adults in school or college who are taking ISE as evidence to progress to a higher level of English study within their mainstream or English language school. The higher levels of the exam (ISE II and ISE III), are appropriate for young people or adults preparing for further or higher education who are required to prove their English language proficiency levels within an educational context. ISE qualifications are also accepted by UK Visas and Immigration (UKVI) as evidence of English language proficiency.

## Introduction to ISE Speaking & Listening tasks

The Speaking & Listening exam consists of several tasks and increases in length as the level increases. The table below shows the progression across the levels.

|  | ISE Foundation | ISE I | ISE II | ISE III |
|---|---|---|---|---|
| CEFR level | A2 | B1 | B2 | C1 |
| Total exam time | 13 minutes | 18 minutes | 20 minutes | 25 minutes |
| Topic task | 4 minutes | 4 minutes | 4 minutes | 8 minutes |
| Collaborative task | – | – | 4 minutes | 4 minutes |
| Conversation task | 2 minutes | 2 minutes | 2 minutes | 3 minutes |
| Independent listening task | 6 minutes | 10 minutes | 8 minutes | 8 minutes |
| Examiner administration time | 1 minute | 2 minutes | 2 minutes | 2 minutes |

## The Topic task

### What is the Topic task?

Before the exam the candidate prepares a topic of his or her own choice, and may use notes or a mind map to aid the discussion of the topic in the exam. The Topic task provides the candidate with the opportunity to talk about a topic which is of personal interest or relevance to him or her and which he or she feels confident about. This task gives the candidate a degree of autonomy and control.

### What language skills can the candidate demonstrate in the Topic task?

The candidate can demonstrate the ability to:

◗ link sentences together to talk about a subject at some length
◗ use the language functions of the level
◗ engage in a one-to-one, unscripted discussion with an expert speaker of English
◗ understand and respond appropriately to examiner questions and comments
◗ take some responsibility in initiating and maintaining a discussion.

### Can the candidate bring notes with them?

In the ISE II exam the candidate does not need to complete a topic form as in ISE Foundation and ISE I. They are advised to bring their notes or mind maps to the exam. The notes are used by the examiner to ask questions and make comments. The examiner does not choose the points on the handout in a fixed order. This encourages spontaneous conversation and discourages recitation by the candidate.

### Can the candidate bring an item with them?

The candidate may bring a small item such as a picture, an event ticket or medal into the exam room to support the topic dicussion. However, mobile phones, live animals or dangerous objects such as knives must not be brought into the exam room.

| Level | Support |
|---|---|
| ISE Foundation | Topic form with four points, plus optional small item |
| ISE I | Topic form with four points, plus optional small item |
| ISE II | Candidate may use notes or a mind map and may bring a small item |
| ISE III | Formal handout must accompany the presentation |

## The Collaborative task

### What happens in the Collaborative task?

The examiner reads the candidate a prompt. The candidate responds to the prompt by starting, leading and maintaining the interaction. For example, the candidate can ask questions to find out more information, respond to information and comments from the examiner and demonstrate skills in turn-taking. It is essential for the candidate to initiate, interact and collaborate with the examiner. The candidate should not wait for the examiner to lead the conversation, and monologues from the candidate will receive a low mark.

### What is the examiner's prompt?

The prompt presents a dilemma, a situation or an opinion. The candidate then needs to take the initiative to find out more about the background of the examiner's circumstances or opinion and engage the examiner in a sustained discussion about his or her circumstances or views. All of the examiner's prompts are prepared in advance by Trinity.

### What language skills can the candidate demonstrate in the Collaborative task?

The task provides the opportunity for the candidate to demonstrate his or her ability to take control of the interaction through the use of questioning techniques and language functions such as requesting information and clarification. This task allows the candidate to show that they can initiate 'turns' and control the direction of the interaction. The Collaborative task produces an authentic exchange of information and opinions, with the language functions listed at ISE II arising naturally from the interaction. The language functions for ISE II are on page 40.

## The Conversation task

### What is the Conversation task?

The Conversation task is a meaningful and authentic exchange of information, ideas and opinions. It is not a formal 'question and answer' interview. In this task, the examiner selects one subject area for discussion with the candidate.

### What are the possible subjects for discussion?

The subject areas have been carefully selected to offer a progression from the 'concrete' subjects at ISE Foundation to the 'abstract' at ISE III. For the subject areas for the Conversation task at ISE II, please see page 23.

### What does the interaction in the Conversation task involve?

The examiner asks a question or makes a comment to start the conversation but the candidate is expected to take some responsibility for initiating and maintaining the conversation. The candidate is expected to ask the examiner questions in order to develop the interaction. These questions should arise naturally out of the conversation.

## The Independent listening task

### What is the Independent listening task?

Listening skills are tested in an integrated way together with speaking skills in the Topic task, Collaborative task and Conversation task. In the Independent listening task the candidate has the opportunity to demonstrate the kind of listening skills that are required in lessons and lectures. The candidate listens to a recording, and talks about the content of the recording.

### What is the procedure for the Independent listening task?

The examiner plays an audio recording. The candidate listens once and the examiner asks the candidate to say in one or two sentences what the recording was about. The examiner then asks the candidate a question that requires listening for detail. The examiner plays the recording for a second time, and then asks the question again. The candidate responds orally, and has one minute to talk. Candidates may take notes while they are listening for the second time. Notes are optional and are not assessed.

## Glossary of speaking aims for ISE II

| Communicative effectiveness | ▶ Responding appropriately to interaction<br>▶ Initiating and maintaining conversation |
|---|---|
| Interactive listening | ▶ Showing understanding of other speakers or the examiner<br>▶ Following the speech of other speakers or the examiner |
| Language control | ▶ Using a range of language functions, grammar and vocabulary<br>▶ Using language functions, grammar and vocabulary accurately<br>▶ Avoiding errors which affect the understanding of the listener |
| Delivery | ▶ Using clear and understandable pronunciation<br>▶ Using stress and intonation appropriately |

## Glossary of listening skills for ISE II

| Intensive listening in detail to gather as much information as possible | ▶ Understanding specific, factual information at the word and/or phrase level<br>▶ Listening for explicitly stated ideas and information |
|---|---|
| Intensive listening for detailed understanding | ▶ Listening to understand all or most of the information the recording provides |
| Extensive listening for gist, for main ideas and for global understanding | ▶ Listening to understand the topic and main ideas of the recording |
| Deducing meaning | ▶ Guessing the meaning of utterances, phrases and words from their context |
| Inferring attitude, intentions, viewpoints and implications | ▶ Identifying which information is factual and which information is opinion<br>▶ Inferring meaning, eg the speaker's attitude, line of argument, mood and intentions |
| Identifying the difference between main and subsidiary points, supporting examples or details; identifying the difference between facts and opinions | ▶ Identifying which information is key information and which information is a supporting example or detail<br>▶ Identifying which information is the main point and which information is an example or detail |

## Candidate profile

### Speaking

A candidate who passes ISE II Speaking can:

▶ initiate, maintain and end discourse appropriately in unprepared one-to-one conversations, using effective turn-taking

▶ engage and participate in extended conversation on most general topics

▶ communicate spontaneously with good language control without much sign of having to restrict what he or she wants to say

▶ use a level of formality appropriate to the circumstances

▶ use language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, demonstrating the relationships between ideas

▶ interact with a degree of fluency and spontaneity with a native speaker without creating communication difficulties

▶ highlight the personal significance of events and experiences

▶ explain views clearly by providing relevant explanations and arguments

▶ convey degrees of emotion and highlight the personal significance of events and experiences

▶ outline a topical issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches

▶ give clear, detailed descriptions on a wide range of subjects of interest, expanding and supporting ideas with subsidiary points and relevant examples

▶ develop a clear argument, expanding and supporting his or her points of view at some length with subsidiary points and relevant examples

▶ intervene appropriately in discussion, exploiting appropriate language to do so

▶ ask follow-up questions to check that he or she has understood what a speaker intended to say, and clarify ambiguous points

▶ paraphrase to cover gaps in vocabulary and structure.

### Listening

A candidate who passes ISE II Listening can:

▶ understand standard spoken language on both familiar and unfamiliar topics from personal, social, academic or vocational life

▶ understand the main ideas of complex speech in standard English on both concrete and abstract topics, including technical discussions

▶ understand extended speech and complex lines of argument on familiar topics signposted by explicit markers

▶ understand recordings in standard English from social, professional or academic life

▶ identify information content, and speaker's viewpoints, attitudes, mood and tone

▶ understand most recorded audio material delivered in standard English

▶ use a variety of strategies to achieve comprehension, including listening for main points, and checking comprehension by using contextual clues

▶ understand a clearly structured lecture on a familiar subject and take notes on points he or she considers important

▶ summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.

This profile is based on the level B2, Independent User, of the Council of Europe's Common European Framework of Reference (CEFR).

# Task specifications for ISE II Speaking & Listening

## Topic task

| | |
|---|---|
| Task | The Topic task is an integrated speaking and listening task. |
| | The candidate prepares a topic for discussion. The candidate is advised to prepare some notes for the examiner, for example, some bullet points or a mind map. |
| | The examiner and the candidate discuss the prepared topic and any notes in an authentic exchange of information and ideas. |
| | The candidate may bring a small item such as a picture, an event ticket or medal into the exam room to support the topic dicussion. |
| Timing | 4 minutes |
| Language functions | The candidate is expected to show his or her ability to use the language functions of the ISE level. These functions are: |
| | ◗ Initiating and maintaining the conversation |
| | ◗ Expressing and expanding ideas and opinions |
| | ◗ Highlighting advantages and disadvantages |
| | ◗ Speculating |
| | ◗ Giving advice |
| | ◗ Expressing agreement and disagreement |
| | ◗ Eliciting further information |
| | ◗ Establishing common ground |
| Examiner role | The examiner invites comments and asks the candidate questions in order to elicit the language functions of ISE II and co-construct the discussion with the candidate. The examiner may interrupt the candidate where necessary to discourage recitation and encourage a spontaneous conversation. |
| Assessment | The Topic task, Collaborative task and Conversation task are given one score using four criteria: |
| | ◗ Communicative effectiveness |
| | ◗ Interactive listening |
| | ◗ Language control |
| | ◗ Delivery |
| | Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance. |

# Task specifications for ISE II Speaking & Listening

## Collaborative task

| | |
|---|---|
| Task | The Collaborative task is an integrated speaking and listening task. The examiner reads a prompt. The prompt may present a dilemma or opinion. The candidate needs to ask the examiner questions and make comments to find out more information and keep the conversation going. |
| Timing | 4 minutes |
| Language functions | ◗ Initiating and maintaining the conversation<br>◗ Expressing and expanding ideas and opinions<br>◗ Highlighting advantages and disadvantages<br>◗ Speculating<br>◗ Giving advice<br>◗ Expressing agreement and disagreement<br>◗ Eliciting further information<br>◗ Establishing common ground |
| Examiner role | The examiner reads a prompt presenting a dilemma or opinion. The examiner responds naturally to the candidate's questioning and comments, to encourage him or her to keep the conversation going. The examiner will not give away too much information in one turn, or restrict information unnaturally. |
| Assessment | The Collaborative task, Topic task and Conversation task are given one score using four criteria:<br>◗ Communicative effectiveness<br>◗ Interactive listening<br>◗ Language control<br>◗ Delivery<br>Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance. |

## Conversation task

| | |
|---|---|
| Task | The Conversation task is an integrated speaking and listening task. The examiner selects one conversation subject area from the list given below and asks the candidate a question or makes a comment to start the conversation. |
| Timing | 2 minutes |
| Language functions | ◗ Initiating and maintaining the conversation<br>◗ Expressing and expanding ideas and opinions<br>◗ Highlighting advantages and disadvantages<br>◗ Speculating<br>◗ Giving advice<br>◗ Expressing agreement and disagreement<br>◗ Eliciting further information<br>◗ Establishing common ground |
| Examiner role | The examiner uses the list of subject areas and his or her own test plans to ask questions and elicit the target language functions of the level. |
| Subject area for the conversation | ◗ Society and living standards<br>◗ Personal values and ideals<br>◗ The world of work<br>◗ National environmental concerns<br>◗ Public figures past and present |
| Assessment | The Conversation task, Collaborative task and Topic task are given one score using four criteria:<br>◗ Communicative effectiveness<br>◗ Interactive listening<br>◗ Language control<br>◗ Delivery<br>Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance. |

## Independent listening task

| | |
|---|---|
| Task | During this task, the candidate listens to a recorded monologue twice. The first time, the examiner asks for the gist of the recording. The second time, the examiner asks a question that requires listening for detail. The examiner asks the question both before and after playing the audio recording, and the candidate responds orally after listening. The candidate may take notes while he or she is listening for the second time. Notes are optional and are not assessed. |
| Timing | 8 minutes |
| Task focus | ◗ Showing ability to process and report information, including main points and supporting detail<br>◗ Placing information in a wider context<br>◗ Inferring information not expressed explicitly<br>◗ Reporting speaker's intentions<br>◗ Inferring word meaning |
| Examiner role | The examiner plays the recording, reads the instructions and asks questions, including a gist question and a more detailed question (see text of sample exam in appendix 2).<br>Neither the instructions nor the question can be repeated. |
| Assessment | This task is assessed using a rating scale of 0-4. The number of relevant points reported correctly is taken into account as well as the promptness with which the candidate responds. Please see the Independent listening rating scale (appendix 7) for more detail. |

For text of a sample ISE Speaking & Listening exam, please see appendix 2. There are also sample videos and audio files of ISE II exams at trinitycollege.com/ISEII

# Appendices

# Appendix 1 – Sample Reading & Writing exam paper

## Integrated Skills in English II

**Time allowed:** 2 hours

**This exam paper has four tasks. Complete all tasks.**

---

**Task 1 – Long reading**

Read the following text about children's play and answer the 15 questions on page 3.

---

Paragraph 1

Play makes children very happy. When asked, they say they are happier when playing with friends than in any other situation. Yet the amount of time children play together without parents or teachers watching them or telling them what to do (what the experts call 'free play') is getting less and less. This trend has started to worry a number of senior psychologists and child experts. They argue that without adequate time for free play children cannot develop into confident and fully mature adults, which will eventually have a negative effect on society as a whole.

Paragraph 2

Part of the problem lies with parents. They recognise that their children play by themselves less frequently than they did, but admit that they restrict the amount of outdoor play because they worry about their safety. But another part of the problem is that we now want school to start at a very early age. Preschools and nursery schools have introduced more academic activities and many schools have even reduced break times. This doesn't mean we are against the idea of play, but it does show that we don't value play enough as part of a child's development.

Paragraph 3

Play is important because it gives children a chance to find and develop their own interests without being instructed by adults. It is here that children first learn how to make decisions, solve problems, use self-control, and follow rules. Children who don't go through this stage are likely to grow up feeling that they are not in control of their own lives and are much more likely to feel anxious as a result.

Paragraph 4

As well as making decisions, children also learn how to deal with emotions such as anger or fear when they are playing. Things like role playing and climbing trees can be a little frightening but it is the children themselves who decide how far they want to go with each activity. People who do not have the opportunity to experience and cope with such feelings will be less able to manage when they are faced with emotionally challenging situations in adult life.

Paragraph 5

Finally, play is a natural means of making friends through learning to cooperate with other children and treating them fairly. Children must think about the needs and wishes of those they play with as well as their own. If they don't, they will not be allowed to stay in the group (largely because their behaviour will cause the game to fail). Those who miss this early form of social interaction are more likely to feel socially isolated in later life.

ISE II

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

**1.** Paragraph 1 ........................

**2.** Paragraph 2 ........................

**3.** Paragraph 3 ........................

**4.** Paragraph 4 ........................

**5.** Paragraph 5 ........................

| A | Discovering yourself early in life |
|---|---|
| B | Thinking about others |
| C | What this means for all of us |
| D | Play leads to improved academic results |
| E | Being limited from two sides |
| F | Knowing when to stop |

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order).**

**6.** ........................

**7.** ........................

**8.** ........................

**9.** ........................

**10.** ........................

| A | Free play requires no adult to supervise. |
|---|---|
| B | Adults feel they should supervise some play activities. |
| C | Parents base attitudes to play on their own childhood experience. |
| D | Opportunities for play in schools have become fewer. |
| E | Free play will help children to become more obedient. |
| F | Play should never be frightening. |
| G | Play makes children less selfish. |
| H | Children should not forget their own needs when playing. |

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below.**

**11.** Today, children's play is more likely to be watched by either

........................................................................ .

**12.** Parents allow children less free play because of ........................................................................ concerns.

**13.** There is less time for play because early schooling has become more

........................................................................ .

**14.** Children who don't play are less able to cope later with situations which are

........................................................................ .

**15.** Early social interaction will prevent people becoming ........................................................................ .

# Turn over page

ISE II

**Task 2 – Multi-text reading**

In this section there are four short texts for you to read and some questions for you to answer.

**Questions 16-20**

**Read questions 16-20 first** and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below**. You can use any letter more than once.

Which text

16. draws attention to the unpleasant effects of waste disposal?  .........................

17. predicts that waste will increase in the future?  .........................

18. explains how national waste management can be improved by working together?  .........................

19. shows why the world needs to take action on the problem of waste?  .........................

20. describes the different stages in getting the maximum benefit from waste products?  .........................

**Text A**

The Netherlands is a good example of a country which manages its waste effectively. It discovered that its landfill sites, areas of land where rubbish is put, were almost full. Since then a combination of government action, positive response from industry and the determination of ordinary people to minimise waste has made the Netherlands one of the cleanest countries in Europe.

As well as finding effective ways of dealing with waste once it is produced, the emphasis has also been on creating as little waste as possible in the first place. 90% of Dutch families separate their household waste, and many companies have developed their own recycling schemes, taking out any valuable raw materials from waste products, burning anything that is left over and disposing of what is left in an environmentally friendly way.

**Text B**

To: jake@email.net
Subject: Recycling

Hi Jake

We visited this waste management company yesterday as part of my school project. It's amazing what they're doing. First they take out all the stuff they can recycle from the waste; then they use a special process on the rest which produces a gas that generates electricity. The solid stuff that's left over they use to produce materials for the building industry. After that there's hardly any left to throw away. They told us how important this is as the country is running out of landfill space. They are even considering digging up old landfill sites and recovering waste material from years ago to do the same process. It all depends on the costs. Ideally, we could turn into a waste-free society within a few years.

Mark

This exam paper has **four** tasks. Complete **all** tasks.
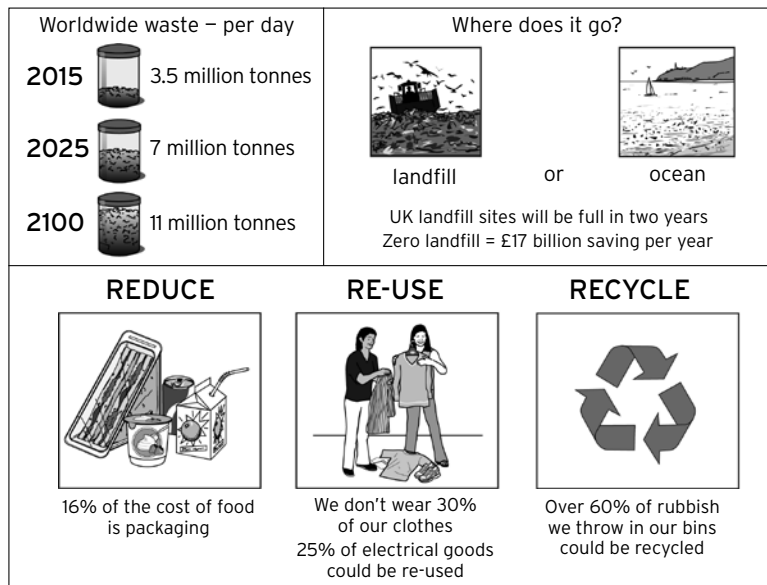
**Text C**

# Say 'NO' to Audley

The news that the operators of Audley landfill site have submitted an application to extend the life of the site by ten years is a serious threat to the area. The operators say the site is needed, but none of the waste is from our area. We say to the authorities that we have had twenty years of noisy lorries entering and exiting the site all day and twenty years of smells and fumes, which damage our peaceful neighbourhood. So join us in a demonstration against the application this Friday. Bring cars, vans and bikes to block access to the site by rubbish trucks, and demand that our protest is heard.

For full details, see 'Action against Audley' on our website.

From the team at the 'No-To-Audley-Landfill' campaign

**Text D**

## Breaking the waste cycle

### Worldwide waste – per day

2015  3.5 million tonnes

2025  7 million tonnes

2100  11 million tonnes

### Where does it go?

landfill  or  ocean

UK landfill sites will be full in two years
Zero landfill = £17 billion saving per year

### REDUCE
16% of the cost of food is packaging

### RE-USE
We don't wear 30% of our clothes
25% of electrical goods could be re-used

### RECYCLE
Over 60% of rubbish we throw in our bins could be recycled

**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

21. ................

22. ................

23. ................

24. ................

25. ................

A  Food packaging is expensive for the customer and the environment.

B  With modern methods it's possible to put almost all waste to good use.

C  It would be too expensive to take waste out of old landfill sites.

D  We should put as much effort into reducing waste as we do into managing it.

E  Commercial waste is more of a problem than domestic waste.

F  The most frequent protests are against landfill sites in residential areas.

G  We could recycle over half of the waste we currently put in our dustbins.

H  The demonstration aims to stop vehicles getting into the landfill site.

# Turn over page

## Appendix 1 – Sample Reading & Writing exam paper (contd)

**Questions 26–30**

The summary notes below contain information from the texts on pages 4 and 5. **Find an exact number, word or phrase (maximum three words) from texts A–D to complete the missing information in gaps 26–30.**

Write the exact number, word or phrase on the lines below.

---

**Summary notes**

Community effort

• Politicians, businesses and citizens can (**26.**) ...........................................................................

• Households separate rubbish and companies have (**27.**) ...........................................................................

Waste management

• Take out recyclable goods

• Produce electricity using (**28.**) ...........................................................................

• Aim: to become a (**29.**) ........................................................... in a short time

Problems of landfill sites

• Running out

• Lorries cause:
   – noise
   – (**30.**) ...........................................................................

The future

• 7 million tonnes of rubbish by 2025

---

This exam paper has **four** tasks. Complete **all** tasks.

ISE II

**Task 3 – Reading into writing**

**Use the information you read in Task 2 (pages 4–6)** to write an essay (150–180 words) about the problem of waste and how to solve it.

You should plan your essay **before** you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your essay of 150–180 words on the lines below.** Try to use your own words as far as possible – don't just copy sentences from the reading texts.

.........................................................................

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# Turn over page

# Appendix 1 – Sample Reading & Writing exam paper (contd)

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This exam paper has **four** tasks. Complete **all** tasks.

ISE II

When you have finished your essay, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

## Turn over page

# Appendix 1 – Sample Reading & Writing exam paper (contd)

**Task 4 – Extended writing**

Write an article (150–180 words) for your college magazine with the title 'Someone I admire'. Choose a public figure from the past or present, giving reasons for your choice.

You should plan your article **before** you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your article of 150–180 words on the lines below.**

This exam paper has **four** tasks. Complete **all** tasks.

34

ISE II

page 11

ISE II

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When you have finished your article, spend 2–3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organisation of your writing.

# End of exam

# ISE II Sample paper Answers

## Task 1 – Long reading

1. C
2. E
3. A
4. F
5. B

6-10 can appear in any order

6. A
7. B
8. D
9. G
10. H

11. parents or teachers
12. safety
13. academic
14. emotionally challenging
15. (socially) isolated

## Task 2 – Multi-text reading

16. C
17. D
18. A
19. D
20. B

21-25 can appear in any order

21. A
22. B
23. D
24. G
25. H

26. minimise waste
27. recycling schemes
28. a special process / gas
29. waste-free society
30. smells and fumes

# Appendix 2 − Information on the Speaking & Listening exam

Videos of sample ISE II Speaking & Listening exams may be viewed at trinitycollege.com/ISEII

## Sample Independent listening task

### Examiner rubric

You're going to hear a talk about wind energy. You will hear the talk twice. The first time, just listen. Then I'll ask you to tell me generally what the speaker is talking about. Are you ready?

Now can you tell me in one or two sentences what the speaker was talking about?

Now listen to the talk again. This time make some notes as you listen, if you want to. Then I'll ask you to tell me the reasons the speaker gives for and against the use of wind energy. Are you ready?

Now tell me the reasons the speaker gives for and against the use of wind energy. I'll stop you after one minute.

### Audio script for Independent listening task

When it comes to investing in wind turbines to create electricity, there are various factors that need to be considered. Most obviously, the creation of wind energy is 'clean'. Unlike the use of coal or oil, generating energy from the wind doesn't produce pollutants or require harmful chemicals, and it's this factor which weighs most heavily with those worried about the future of our planet. Moreover, wind will never run out, unlike other natural, non-renewable resources. So it would seem to be a winner in at least two very significant areas.

There are those, however, who continue to argue against the use of wind turbines − but it has to be said their arguments tend to focus on much more detailed issues, and largely ignore the bigger overall picture. It's claimed, for example, that the blades of wind turbines can sometimes be dangerous to wildlife, particularly birds. This may be true, but it seems a small price to pay compared to using other means of power generation, which could end up destroying the habitats of those very same birds. In addition, the sound turbines create can, admittedly, be a problem for those nearby. Perhaps a more significant point, though, and certainly one often mentioned by those who object to turbines, is that it requires a lot of open land to set them up, and cutting down trees seems to defeat the green purpose.

Those who criticise wind energy point out that the wind doesn't always blow consistently. And that's certainly a drawback right now − turbines typically operate at only 30% capacity. If the weather isn't in your favour, you may end up without electricity. And when there is wind, well, severe storms or extremely high winds might damage turbines, especially when they're struck by lightning. As such weather already damages existing methods of power production, however, this line of attack seems to be without much merit.

Ultimately, wind is free. In suitable geographical locations, it's there for the taking. While start-up costs are still off-putting for some, it's undeniable that the overall costs of producing wind energy have been dropping significantly in recent years, and as it gains popularity, it'll continue to become more affordable. In many countries, the costs of purchasing and installing turbines are subsidised by government schemes aimed to promote expansion. There are, no question, a number of problems associated with turbines which still require solutions − but in the longer view, the case for them appears beyond doubt.

**Answers**

Gist: Wind energy may be a good way to reduce damage to the environment, but there are drawbacks. Overall, there is a strong case for using them (any broadly similar formulation is acceptable).

For

▹ Clean energy – no harmful chemicals or pollutants involved/produced
▹ Will never run out
▹ Doesn't destroy habitats as other power generation means do
▹ Essentially free/any associated costs falling

Against

▹ Turbines dangerous to wildlife, especially birds
▹ Noisy
▹ Requires large area of open land – may lead to cutting down of trees
▹ Supply of wind not consistent – turbines operating at 30% capacity
▹ Bad weather can damage turbines

## Appendix 3 – Language functions and suggested grammar for ISE II

**Language functions**

▶ Initiating and maintaining the conversation
▶ Expressing and expanding ideas and opinions
▶ Highlighting advantages and disadvantages
▶ Speculating
▶ Giving advice
▶ Expressing agreement and disagreement
▶ Eliciting further information
▶ Establishing common ground

Please note that the language functions are cumulative through the ISE levels.

The list below gives some suggested grammar for students to practise when preparing for ISE II. This list is intended to be for guidance only and is not a list of grammar structures the candidate must produce in the exam.

**Grammar**

▶ Second and third conditionals
▶ Simple passive
▶ *Used to*
▶ Relative clauses
▶ Modals and phrases used to give advice and make suggestions, eg *should/ought to*, *could*, *you'd better*
▶ Modals and phrases used to express possibility and uncertainty, eg *may*, *might*, *I'm not sure*

▶ Discourse connectors, eg *because of*, *due to*
▶ Present perfect continuous tense
▶ Past perfect tense
▶ Reported speech
▶ Linking expressions, eg *even though*, *in spite of*, *although*

# Appendix 4 – ISE II Task 3 Reading into writing rating scale

| Score | Reading for writing<br>▸ Understanding of source materials<br>▸ Selection of relevant content from source texts<br>▸ Ability to identify common themes and links within and across the multiple texts<br>▸ Adaptation of content to suit the purpose for writing<br>▸ Use of paraphrasing/summarising | Task fulfilment<br>▸ Overall achievement of communicative aim<br>▸ Awareness of the writer-reader relationship (style and register)<br>▸ Adequacy of topic coverage |
|---|---|---|
| 4 | ▸ Full and accurate understanding of the essential meaning of all source materials demonstrated<br>▸ A wholly appropriate and accurate selection of relevant content from the source texts<br>▸ Excellent ability to identify common themes and links within and across the multiple texts and the writers' stances<br>▸ An excellent adaptation of content to suit the purpose for writing<br>▸ Excellent paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated | ▸ Excellent achievement of the communicative aim<br>▸ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)<br>▸ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met |
| 3 | ▸ Full and accurate understanding of the essential meaning of most source materials demonstrated<br>▸ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)<br>▸ Good ability to identify common themes and links within and across the multiple texts and the writers' stances<br>▸ A good adaptation of content to suit the purpose for writing (eg apply the content of the source texts appropriately to offer solutions, offer some evaluation of the ideas based on the purpose for writing)<br>▸ Good paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated (with very limited lifting and few disconnected ideas) | ▸ Good achievement of the communicative aim (ie easy to follow and convincing for reader)<br>▸ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)<br>▸ Most requirements (ie, genre, topic, reader, purpose and number of words) of the instruction appropriately met |
| 2 | ▸ Full and accurate understanding of more than half of the source materials demonstrated<br>▸ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text)<br>▸ Acceptable ability to identify common themes and links within and across the multiple texts and the writers' stances (eg ability to discern when the same idea has been mentioned in several texts and therefore avoid repeating it)<br>▸ Acceptable adaptation of content to suit the purpose for writing<br>▸ Acceptable paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated | ▸ Acceptable achievement of the communicative aim<br>▸ Some awareness of the writer-reader relationship<br>▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met |
| 1 | ▸ Inaccurate and limited understanding of most source materials<br>▸ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant)<br>▸ Poor ability to identify common themes and links within and across the multiple texts and the writers' stances (ie misunderstanding of the common themes and links is evident)<br>▸ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)<br>▸ Poor paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion (with heavy lifting and many disconnected ideas) | ▸ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)<br>▸ Poor awareness of the writer-reader relationship<br>▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are **not** met |
| 0 | ▸ Task not attempted<br>▸ Paper void<br>▸ No performance to evaluate | |

# Appendix 4 – ISE II Task 3 Reading into writing rating scale (contd)

| Score | Organisation and structure<br>▷ Text organisation, including use of paragraphing, beginnings/endings<br>▷ Presentation of ideas and arguments, including clarity and coherence of their development<br>▷ Consistent use of format to suit the task<br>▷ Use of signposting | Language control<br>▷ Range and accuracy of grammar<br>▷ Range and accuracy of lexis<br>▷ Effect of linguistic errors on understanding<br>▷ Control of punctuation and spelling |
|---|---|---|
| 4 | ▷ Effective organisation of text<br>▷ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail<br>▷ Appropriate format throughout the text<br>▷ Effective signposting | ▷ Wide range of grammatical items relating to the task with good level of accuracy<br>▷ Wide range of lexical items relating to the task with good level of accuracy<br>▷ Any errors do not impede understanding<br>▷ Excellent spelling and punctuation |
| 3 | ▷ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing)<br>▷ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail<br>▷ Appropriate format in most of the text<br>▷ Good signposting (eg appropriate use of cohesive devices and topic sentences) | ▷ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors)<br>▷ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition)<br>▷ Errors only occasionally impede understanding<br>▷ Good spelling and punctuation (may show some signs of first language influence) |
| 2 | ▷ Acceptable organisation of text<br>▷ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail<br>▷ Appropriate format in general<br>▷ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences) | ▷ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted<br>▷ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted<br>▷ Errors sometimes impede understanding<br>▷ Acceptable spelling and punctuation |
| 1 | ▷ Very limited or poor text organisation<br>▷ Most ideas and arguments lack coherence and do not progress logically<br>▷ Inappropriate format throughout the text<br>▷ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences) | ▷ Inadequate evidence of grammatical range and accuracy (may have control over the language **below** the level)<br>▷ Inadequate evidence of lexical range and accuracy (may have control over the language **below** the level)<br>▷ Errors frequently impede understanding<br>▷ Poor spelling and punctuation throughout |
| 0 | ▷ Task not attempted<br>▷ Paper void<br>▷ No performance to evaluate | |

# Appendix 5 – ISE II Task 4 Extended writing rating scale

| Score | Task fulfilment<br>⬗ Overall achievement of communicative aim<br>⬗ Awareness of the writer-reader relationship (style and register)<br>⬗ Adequacy of topic coverage | Organisation and structure<br>⬗ Text organisation, including use of paragraphing, beginnings/endings<br>⬗ Presentation of ideas and arguments, including clarity and coherence of their development<br>⬗ Consistent use of format to suit the task<br>⬗ Use of signposting | Language control<br>⬗ Range and accuracy of grammar<br>⬗ Range and accuracy of lexis<br>⬗ Effect of linguistic errors on understanding<br>⬗ Control of punctuation and spelling |
|---|---|---|---|
| **4** | ⬗ Excellent achievement of the communicative aim<br>⬗ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)<br>⬗ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met | ⬗ Effective organisation of text<br>⬗ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail<br>⬗ Appropriate format throughout the text<br>⬗ Effective signposting | ⬗ Wide range of grammatical items relating to the task with good level of accuracy<br>⬗ Wide range of lexical items relating to the task with good level of accuracy<br>⬗ Any errors do not impede understanding<br>⬗ Excellent spelling and punctuation |
| **3** | ⬗ Good achievement of the communicative aim (ie easy to follow and convincing for reader)<br>⬗ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)<br>⬗ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met | ⬗ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing)<br>⬗ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail<br>⬗ Appropriate format in most of the text<br>⬗ Good signposting (eg appropriate use of cohesive devices and topic sentences) | ⬗ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors)<br>⬗ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition)<br>⬗ Errors only occasionally impede understanding<br>⬗ Good spelling and punctuation (may show some signs of first language influence) |
| **2** | ⬗ Acceptable achievement of the communicative aim<br>⬗ Some awareness of the writer-reader relationship<br>⬗ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met | ⬗ Acceptable organisation of text<br>⬗ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail<br>⬗ Appropriate format in general<br>⬗ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences) | ⬗ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted<br>⬗ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted<br>⬗ Errors sometimes impede understanding<br>⬗ Acceptable spelling and punctuation |
| **1** | ⬗ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)<br>⬗ Poor awareness of the writer-reader relationship<br>⬗ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are **not** met | ⬗ Very limited or poor text organisation<br>⬗ Most ideas and arguments lack coherence and do not progress logically<br>⬗ Inappropriate format throughout the text<br>⬗ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences) | ⬗ Inadequate evidence of grammatical range and accuracy (may have control over the language **below** the level)<br>⬗ Inadequate evidence of lexical range and accuracy (may have control over the language **below** the level)<br>⬗ Errors frequently impede understanding<br>⬗ Poor spelling and punctuation throughout |
| **0** | ⬗ Task not attempted<br>⬗ Paper void<br>⬗ No performance to evaluate | | |

# Appendix 6 – ISE II Speaking and listening rating scale

| Score | Communicative effectiveness<br>▸ Task fulfilment<br>▸ Appropriacy of contributions /turn-taking<br>▸ Repair strategies | Interactive listening<br>▸ Comprehension and relevant response<br>▸ Level of understanding<br>▸ Speech rate of examiner interventions<br>▸ Speed and accuracy of response | Language control<br>▸ Range<br>▸ Accuracy/precision<br>▸ Effects of inaccuracies | Delivery<br>▸ Intelligibility<br>▸ Lexical stress/intonation<br>▸ Fluency<br>▸ Effects on the listener |
|---|---|---|---|---|
| **4** | ▸ Fulfils the task very well<br>▸ Initiates and responds with effective turn-taking<br>▸ Effectively maintains and develops the interaction<br>▸ Solves communication problems naturally, if any | ▸ Understands all interventions on a first hearing<br>▸ Interprets examiner's aims and viewpoints accurately by making links with earlier information<br>▸ Makes immediate and relevant responses | ▸ Uses a wide range of grammatical structures/ lexis flexibly to deal with topics at this level<br>▸ Consistently shows a high level of grammatical accuracy and lexical precision<br>▸ Errors do not impede communication | ▸ Clearly intelligible<br>▸ Uses focal stress and intonation effectively<br>▸ Speaks promptly and fluently<br>▸ Requires no careful listening |
| **3** | ▸ Fulfils the task appropriately<br>▸ Initiates and responds appropriately<br>▸ Maintains and develops the interaction appropriately (eg expanding and developing ideas, and showing understanding of what the examiner said)<br>▸ Deals with communication problems well | ▸ Understands most interventions on a first hearing<br>▸ Interprets examiner's aims and viewpoints accurately<br>▸ Makes prompt and relevant response | ▸ Uses an appropriate range of grammatical structures/ lexis to deal with topics at this level<br>▸ Shows a relatively high level of grammatical accuracy and lexical precision<br>▸ Errors do not impede communication | ▸ Clearly intelligible despite some use of non-standard phonemes<br>▸ Uses focal stress and intonation appropriately<br>▸ Generally speaks promptly and fluently – occasionally affected by some hesitancy<br>▸ Requires almost no careful listening |
| **2** | ▸ Fulfils the task acceptably with support<br>▸ Initiates and responds acceptably<br>▸ Maintains and develops the interaction, but contributions are not always appropriate and/or are somewhat dependent on the examiner<br>▸ Manages to solve communication problems, but requires more than one attempt and/or does not always do this naturally (eg '*What?*') | ▸ Usually understands interventions; occasionally needs clarification<br>▸ Shows occasional uncertainty about examiner's aims or viewpoints<br>▸ Makes relatively prompt responses | ▸ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps still cause hesitation and circumlocution<br>▸ Shows an acceptable level of grammatical accuracy and lexical precision<br>▸ Most errors do not impede communication | ▸ Intelligible despite some use of non-standard phonemes<br>▸ Uses focal stress and intonation acceptably<br>▸ Speaks promptly and fluently enough to follow<br>▸ Requires some careful listening |
| **1** | ▸ Does not fulfil the task even with support<br>▸ Does not initiate or respond adequately<br>▸ Does not maintain and develop the interaction sufficiently<br>▸ Contributions are inappropriate and/or overly dependent on the examiner<br>▸ Has some difficulty in resolving communication problems | ▸ Has difficulty in understanding interventions<br>▸ Frequently misinterprets examiner's aims and viewpoints<br>▸ Responds slowly due to difficulty in understanding input | ▸ Uses a limited range of grammatical structures/ lexis that is not always adequate to deal with topics at this level<br>▸ Does not show an adequate level of grammatical accuracy and lexical precision<br>▸ Some errors impede communication | ▸ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is sometimes or frequently evident<br>▸ Sometimes or often misuses focal stress and intonation<br>▸ Speaks slowly, sometimes or often halted by hesitancy<br>▸ Requires (some) careful listening |
| **0** | No performance to assess (candidate does not speak, or does not speak in English). | | | |

# Appendix 7 – ISE II Independent listening rating scale

| | |
|---|---|
| **4** | ▷ Identifies and reports all important points relevantly<br>▷ Shows full understanding of main points, and how they relate to the message as a whole<br>▷ Makes sense of connected English speech rapidly and accurately with confidence<br>▷ Fully infers meanings left unstated (eg speaker's viewpoints) |
| **3** | ▷ Identifies and reports most points relevantly<br>▷ Shows good understanding of main points and is aware of the line of argument linking them<br>▷ Makes sense of connected English speech quite rapidly and accurately<br>▷ Infers meanings left unstated (eg speaker's viewpoints) |
| **2** | ▷ Identifies main points but incompletely or in a general way<br>▷ Shows understanding of recording, but does not always grasp the line of argument<br>▷ Makes sense of connected English speech with some degree of promptness and accuracy<br>▷ Infers some meanings left unstated (eg speaker's viewpoints) |
| **1** | ▷ Does not succeed in identifying main points<br>▷ Shows incomplete understanding, limited to factual level information |
| **0** | ▷ No performance to assess (eg candidate does not speak) |

# Notes

# Notes