

## ISE I Reading and writing exam

### Task 3 markscheme video transcript

00.06 Hello, I'm Tom Ottway and I offer academic support for Trinity. I'm going to help you prepare for the ISE I exams.

00.16 OK, you should have some notes now for each of the three sections you're going to write about. Let's just look at those sections again.

00.29 You're going to 'explain how exercise can improve students' lives', 'say how exercise can help them' and 'tell students how they can make exercise part of their daily life'.

00.49 The examiner is looking for four things.

00.54 Number one: Reading for writing. This means:

- ▶ Is it clear that you have understood the information in the four texts?
- ▶ Can you select the relevant or important parts or ideas from those texts?
- ▶ Can you find the themes or ideas, links between the texts? For example, in the texts can you find or identify that they are all talking about the good part of exercise? Can you find the texts which mention students?
- ▶ Can you then take that information and make it fit or work for the task? And, very importantly, can you write it in your own words?

02.00 Now, this doesn't mean that you can't use the key words or phrases from the texts, but the examiner does not want to see whole sentences or paragraphs copied from the texts. Now we're going to look at some real students writing which examiners have marked.

02.23 First of all, Candidate A. This student has taken information from 2 different points in Text C. And combines them using their own words.

02.40 They have taken this part here: 'exercise improves your mood, it's great for decreasing stress as the chemicals produced when you exercise leave you feeling happier and more relaxed'. Also, this section here: 'physical exercise can improve your sleep, regular exercise can help you fall asleep more easily and also gives you a deeper sleep. However, don't exercise too close to bedtime or you may find it difficult to sleep'.

03.15 Let's go back to the candidate. He or she identifies these points and shows how they are relevant to young people and uses them in their introduction. That's great! It's a kind of summarising. And this summarising skill will get you good marks.

03.45 Now, have a look at this example from Candidate C. Just pause the video and read this section here. Now, this person didn't answer the question so well with the reading for writing, because it seems they didn't really talk about one of the texts. Do you know which one?

04.19 Text A. However, Text A was a useful text from a teenager and with a doctor's reply. So maybe this candidate doesn't really understand either the text or the task. Did you notice something else? In C, they used a lot of their own ideas for example, Pilates and something about a personal trainer and his recommendations. These are not bad ideas, but, in this exam you need to show that you understand the reading texts so this is not relevant and you will get fewer marks if you do this.

05.18 Here's another example of where a candidate has used their own ideas. Candidate D. This person scored one out of a possible four marks in the reading for writing section. So, use the information in the reading texts. Your job is to choose the relevant information and re-write it into the correct format or text type.

05.55 The second thing the examiner is looking for is task fulfilment. Task fulfilment means: did you complete the task? If you are asked to write an article, did you write an article? Or did you write something different, for example an essay?

06.15 The things you may be asked to write about in the exam are: a descriptive essay, a discursive essay, an article, an informal email or letter, a formal letter or email, a review.

06.46 So make sure that you know what each of these text types are before you go into the exam. And think about this: what style should you use for each one? Make sure you know some key words and phrases to use in each text type. Make sure also that you understand the right way of talking, or style, for each one. That is who are you talking to? Is it informal or formal?

07.28 Remember, this writing task is a communicative task. Have you communicated the message completely in the right way?

07.41 Let's go back to Candidate D's text. Pause the video and read Candidate D's text.

07.55 Let's look at Candidate D's answer in more detail. You'll see that the scores were quite low. They scored one for reading for writing and one only for task fulfilment. This text does not sound like an article. We've got personal opinion in phrases such as 'in my opinion...'. The task isn't about your opinion remember, it's about using the information from the texts. We have connectors, firstly and secondly, but we normally find these in a different type of text, an opinion essay or a persuasive essay.

08.55 Candidate D uses the third person with no use of 'you'. Therefore, Candidate D's answer is too formal. It's too formal for an article for young people. The writer uses 'must' to talk about obligation but really, it's better to use 'should'; which is more about advice.

09.29 Again, this candidate scored one out of four for task fulfilment. As the writing is not relevant to the question and it is not a good example of an article for young people.

09.46 In the next exam paper, Candidate B answers all three parts of the task and shows a good awareness of the writer-reader relationship. With lots of use of 'you' and a good use of conditionals. For example: 'if you do regular exercise, you will feel more relaxed and your attention and concentration will increase. If you don't have time to do exercise it is not a problem'. He or she also uses 'can'. 'You can make exercise in you daily routine'. These structures work well in an article.

10.36 Again, they've used 'firstly', 'secondly' and 'finally', which are not really natural or necessary in an article. So overall, they scored three out of four.

10.59 But let's just quickly go back to Candidate A who scored four out of four, the maximum in this area. They've answered all three parts of the task and they've shown that they understand how to write an article with the question 'do you want to be successful at school?'

11.29 The third thing the examiner is giving points for is organisation and structure. This is where the examiner wants to see:

- ▶ If you can use paragraphs well.
- ▶ If you can begin and end your text well.
- ▶ Are your ideas or arguments clear and easy to follow?
- ▶ Can you make it clear for the reader?
- ▶ Do you organise the text well?

12.10 Let's look at Candidate A's article again. You can see that the candidate has used one paragraph for each theme of the task. Remember the theme of the task? You have you explain how exercise can improve students' lives. You need to say how the exercise can help them study and tell the students how they can make exercise part of their daily life.

12.43 So in the first paragraph here, they clearly answer how exercise can improve students' lives. They say it can help you sleep better and give you more energy and that it makes you feel happier.

13.02 And in paragraph 2, they focus on the effects of exercise on studying, So, they started with a question. It's clear what the advice in the paragraph will be about. And they link or connect this to the research here. They say: 'the connection between performance at school and exercise has been found'. They also include those key words that we looked at earlier: 'memory, learning, attention and concentration'

13.44 They also show that they understand the text by including the information about complicated physical activities and they give specific examples so in paragraph 3, the final paragraph, they use a clear signpost for their first sentence. They say: 'In your daily life' and they give advice: 'You can use stairs, walk or cycle to school instead of taking a bus.'

14.26 Let's compare this with Candidate C. Candidate C's organisation and structure is different. They've got the same three paragraphs which is good. However, let's look at some of the language.

14.41 The second paragraph starts with the phrase 'on the other hand'. That's not really correct here as actually the second paragraph doesn't give a different point of view. Or the other side of an argument. Instead, it builds on the idea of exercise being good for you. So perhaps the candidate could use a different phrase, like, 'in addition' or 'furthermore'. So it's confusing for the reader.

15.20 If you look closely you can see that paragraph 2 is one long sentence. Perhaps it's a better idea to change this to two or three different sentences with only one idea in each. For example, they could say: 'Some studies say that students who exercise daily are more successful in their studies. This is better because exercise increases brain chemicals. Therefore, their memory and learning is better.' You can't really say 'in this manner', it's not correct, 'therefore' is better, it explains the results of what we just said.

16.17 The final thing that you will get marks for is language control and this means:

- ▶ How well you use grammar.
- ▶ How well you use vocabulary related to the topic.
- ▶ Do the errors or mistakes in your language make it hard for the reader to understand your text?
- ▶ Is your punctuation (commas and capital letters) and spelling correct?

16.53 Let's quickly look at Candidates A, B, C and D again. Let's look at the marks they got. Here Candidate A got four out of four for language control. So this is very, very good. Spend some time looking at their language. Candidate B scored three, also very good. So look at that. And Candidate C, well Candidate C and D only scored two. Can you find the mistakes or errors or problems in these texts?

17.38 OK so finally, let's just remember the things that you need to do. You will get marks for:

- ▶ Reading for writing
- ▶ Task fulfilment
- ▶ Organisation and structure
- ▶ Language control

17.59 So, here are my final tips for you for the Task 3 reading into writing:

- 1 Read the task instructions properly.
- 2 Take time to find the relevant information in ALL the texts.
- 3 Make notes then use that information to write your text in your own words.
- 4 Make sure you are writing the type of text that you need to and also make sure the audience or reader is clear in your mind.
- 5 When you've finished, take time to read through your writing and check grammar, spelling and punctuation.
- 6 Also, read it again, does it make sense? Is it clear what you are trying to say? Can you follow the argument easily?
- 7 Read the task instructions again, does your writing answer or respond to the instructions?
- 8 Have you used a paragraph for each point?
- 9 Of course, make sure you have enough words but not too many.

19.50 And finally, pause the video and use the notes you made earlier in this video to now try and write your own article. Give yourself about 25 minutes and make sure you leave a few minutes, three, four or five, to read it through carefully at the end. Good luck!