

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	Task fulfilment
	<ul style="list-style-type: none"> ▶ Understanding of source materials ▶ Selection of relevant content from source texts ▶ Ability to identify common themes and links within and across the multiple texts ▶ Adaptation of content to suit the purpose for writing ▶ Use of paraphrasing/summarising 	<ul style="list-style-type: none"> ▶ Overall achievement of communicative aim ▶ Awareness of the writer-reader relationship (style and register) ▶ Adequacy of topic coverage
4	<ul style="list-style-type: none"> ▶ Full and accurate understanding of the essential meaning of all source materials demonstrated ▶ A wholly appropriate and accurate selection of relevant content from the source texts ▶ Excellent ability to identify common themes and links within and across the multiple texts and the writers' stances ▶ An excellent adaptation of content to suit the purpose for writing ▶ Excellent paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated 	<ul style="list-style-type: none"> ▶ Excellent achievement of the communicative aim ▶ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
3	<ul style="list-style-type: none"> ▶ Full and accurate understanding of the essential meaning of most source materials demonstrated ▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant) ▶ Good ability to identify common themes and links within and across the multiple texts and the writers' stances ▶ 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) ▶ Good paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated (with very limited lifting and few disconnected ideas) 	<ul style="list-style-type: none"> ▶ Good achievement of the communicative aim (ie easy to follow and convincing for reader) ▶ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ▶ Most requirements (ie, genre, topic, reader, purpose and number of words) of the instruction appropriately met
2	<ul style="list-style-type: none"> ▶ Full and accurate understanding of more than half of the source materials demonstrated ▶ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text) ▶ 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) ▶ Acceptable adaptation of content to suit the purpose for writing ▶ Acceptable paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated 	<ul style="list-style-type: none"> ▶ Acceptable achievement of the communicative aim ▶ Some awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met
1	<ul style="list-style-type: none"> ▶ Inaccurate and limited understanding of most source materials ▶ 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) ▶ 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) ▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing) ▶ Poor paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion (with heavy lifting and many disconnected ideas) 	<ul style="list-style-type: none"> ▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) ▶ Poor awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 	

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

Score	Organisation and structure	Language control
	<ul style="list-style-type: none"> ▶ Text organisation, including use of paragraphing, beginnings/endings ▶ Presentation of ideas and arguments, including clarity and coherence of their development ▶ Consistent use of format to suit the task ▶ Use of signposting 	<ul style="list-style-type: none"> ▶ Range and accuracy of grammar ▶ Range and accuracy of lexis ▶ Effect of linguistic errors on understanding ▶ Control of punctuation and spelling
4	<ul style="list-style-type: none"> ▶ Effective organisation of text ▶ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ▶ Appropriate format throughout the text ▶ Effective signposting 	<ul style="list-style-type: none"> ▶ Wide range of grammatical items relating to the task with good level of accuracy ▶ Wide range of lexical items relating to the task with good level of accuracy ▶ Any errors do not impede understanding ▶ Excellent spelling and punctuation
3	<ul style="list-style-type: none"> ▶ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing) ▶ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ▶ Appropriate format in most of the text ▶ Good signposting (eg appropriate use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors) ▶ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition) ▶ Errors only occasionally impede understanding ▶ Good spelling and punctuation (may show some signs of first language influence)
2	<ul style="list-style-type: none"> ▶ Acceptable organisation of text ▶ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail ▶ Appropriate format in general ▶ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted ▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted ▶ Errors sometimes impede understanding ▶ Acceptable spelling and punctuation
1	<ul style="list-style-type: none"> ▶ Very limited or poor text organisation ▶ Most ideas and arguments lack coherence and do not progress logically ▶ Inappropriate format throughout the text ▶ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level) ▶ Inadequate evidence of lexical range and accuracy (may have control over the language below the level) ▶ Errors frequently impede understanding ▶ Poor spelling and punctuation throughout
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 	

Appendix 5 – ISE II Task 4 Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> ▶ Overall achievement of communicative aim ▶ Awareness of the writer-reader relationship (style and register) ▶ Adequacy of topic coverage 	<ul style="list-style-type: none"> ▶ Text organisation, including use of paragraphing, beginnings/endings ▶ Presentation of ideas and arguments, including clarity and coherence of their development ▶ Consistent use of format to suit the task ▶ Use of signposting 	<ul style="list-style-type: none"> ▶ Range and accuracy of grammar ▶ Range and accuracy of lexis ▶ Effect of linguistic errors on understanding ▶ Control of punctuation and spelling
4	<ul style="list-style-type: none"> ▶ Excellent achievement of the communicative aim ▶ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met 	<ul style="list-style-type: none"> ▶ Effective organisation of text ▶ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ▶ Appropriate format throughout the text ▶ Effective signposting 	<ul style="list-style-type: none"> ▶ Wide range of grammatical items relating to the task with good level of accuracy ▶ Wide range of lexical items relating to the task with good level of accuracy ▶ Any errors do not impede understanding ▶ Excellent spelling and punctuation
3	<ul style="list-style-type: none"> ▶ Good achievement of the communicative aim (ie easy to follow and convincing for reader) ▶ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met 	<ul style="list-style-type: none"> ▶ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing) ▶ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ▶ Appropriate format in most of the text ▶ Good signposting (eg appropriate use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors) ▶ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition) ▶ Errors only occasionally impede understanding ▶ Good spelling and punctuation (may show some signs of first language influence)
2	<ul style="list-style-type: none"> ▶ Acceptable achievement of the communicative aim ▶ Some awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met 	<ul style="list-style-type: none"> ▶ Acceptable organisation of text ▶ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail ▶ Appropriate format in general ▶ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted ▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted ▶ Errors sometimes impede understanding ▶ Acceptable spelling and punctuation
1	<ul style="list-style-type: none"> ▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) ▶ Poor awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met 	<ul style="list-style-type: none"> ▶ Very limited or poor text organisation ▶ Most ideas and arguments lack coherence and do not progress logically ▶ Inappropriate format throughout the text ▶ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level) ▶ Inadequate evidence of lexical range and accuracy (may have control over the language below the level) ▶ Errors frequently impede understanding ▶ Poor spelling and punctuation throughout
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 		

Appendix 6 – ISE II Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> ▶ Task fulfilment ▶ Appropriacy of contributions /turn-taking ▶ Repair strategies 	<ul style="list-style-type: none"> ▶ Comprehension and relevant response ▶ Level of understanding ▶ Speech rate of examiner interventions ▶ Speed and accuracy of response 	<ul style="list-style-type: none"> ▶ Range ▶ Accuracy/precision ▶ Effects of inaccuracies 	<ul style="list-style-type: none"> ▶ Intelligibility ▶ Lexical stress/intonation ▶ Fluency ▶ Effects on the listener
4	<ul style="list-style-type: none"> ▶ Fulfils the task very well ▶ Initiates and responds with effective turn-taking ▶ Effectively maintains and develops the interaction ▶ Solves communication problems naturally, if any 	<ul style="list-style-type: none"> ▶ Understands all interventions on a first hearing ▶ Interprets examiner's aims and viewpoints accurately by making links with earlier information ▶ Makes immediate and relevant responses 	<ul style="list-style-type: none"> ▶ Uses a wide range of grammatical structures/lexis flexibly to deal with topics at this level ▶ Consistently shows a high level of grammatical accuracy and lexical precision ▶ Errors do not impede communication 	<ul style="list-style-type: none"> ▶ Clearly intelligible ▶ Uses focal stress and intonation effectively ▶ Speaks promptly and fluently ▶ Requires no careful listening
3	<ul style="list-style-type: none"> ▶ Fulfils the task appropriately ▶ Initiates and responds appropriately ▶ Maintains and develops the interaction appropriately (eg expanding and developing ideas, and showing understanding of what the examiner said) ▶ Deals with communication problems well 	<ul style="list-style-type: none"> ▶ Understands most interventions on a first hearing ▶ Interprets examiner's aims and viewpoints accurately ▶ Makes prompt and relevant response 	<ul style="list-style-type: none"> ▶ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level ▶ Shows a relatively high level of grammatical accuracy and lexical precision ▶ Errors do not impede communication 	<ul style="list-style-type: none"> ▶ Clearly intelligible despite some use of non-standard phonemes ▶ Uses focal stress and intonation appropriately ▶ Generally speaks promptly and fluently – occasionally affected by some hesitancy ▶ Requires almost no careful listening
2	<ul style="list-style-type: none"> ▶ Fulfils the task acceptably with support ▶ Initiates and responds acceptably ▶ Maintains and develops the interaction, but contributions are not always appropriate and/or are somewhat dependent on the examiner ▶ Manages to solve communication problems, but requires more than one attempt and/or does not always do this naturally (eg 'What?') 	<ul style="list-style-type: none"> ▶ Usually understands interventions; occasionally needs clarification ▶ Shows occasional uncertainty about examiner's aims or viewpoints ▶ Makes relatively prompt responses 	<ul style="list-style-type: none"> ▶ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps still cause hesitation and circumlocution ▶ Shows an acceptable level of grammatical accuracy and lexical precision ▶ Most errors do not impede communication 	<ul style="list-style-type: none"> ▶ Intelligible despite some use of non-standard phonemes ▶ Uses focal stress and intonation acceptably ▶ Speaks promptly and fluently enough to follow ▶ Requires some careful listening
1	<ul style="list-style-type: none"> ▶ Does not fulfil the task even with support ▶ Does not initiate or respond adequately ▶ Does not maintain and develop the interaction sufficiently ▶ Contributions are inappropriate and/or overly dependent on the examiner ▶ Has some difficulty in resolving communication problems 	<ul style="list-style-type: none"> ▶ Has difficulty in understanding interventions ▶ Frequently misinterprets examiner's aims and viewpoints ▶ Responds slowly due to difficulty in understanding input 	<ul style="list-style-type: none"> ▶ Uses a limited range of grammatical structures/lexis that is not always adequate to deal with topics at this level ▶ Does not show an adequate level of grammatical accuracy and lexical precision ▶ Some errors impede communication 	<ul style="list-style-type: none"> ▶ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is sometimes or frequently evident ▶ Sometimes or often misuses focal stress and intonation ▶ Speaks slowly, sometimes or often halted by hesitancy ▶ Requires (some) careful listening
0	No performance to assess (candidate does not speak, or does not speak in English).			