

ISEB
Independent Schools
Examinations Board

DISCOVER NEW CE TWILIGHT CPD SESSIONS

**ENGLISH SPECIFICATIONS
ABIGAIL FARR**

TUESDAY 4TH MAY | 17:00 BST

ISEB 13+ ENGLISH

ABIGAIL FARR

Tuesday 4th May 2021



An overview of the new specification

Promoting

Enjoyment of reading

- wide, adventurous and sustained reading
- reading for depth of understanding

Learning through collaboration

- furthering understanding through collaborative work
- discussion; active listening and considered response

Mastery of skills

- development of a confident and engaging personal voice
- appreciation of writers' craft; development of pupils' own expression
- accuracy in spelling, punctuation and grammar
- responding to purpose and audience
- a critical response to literature



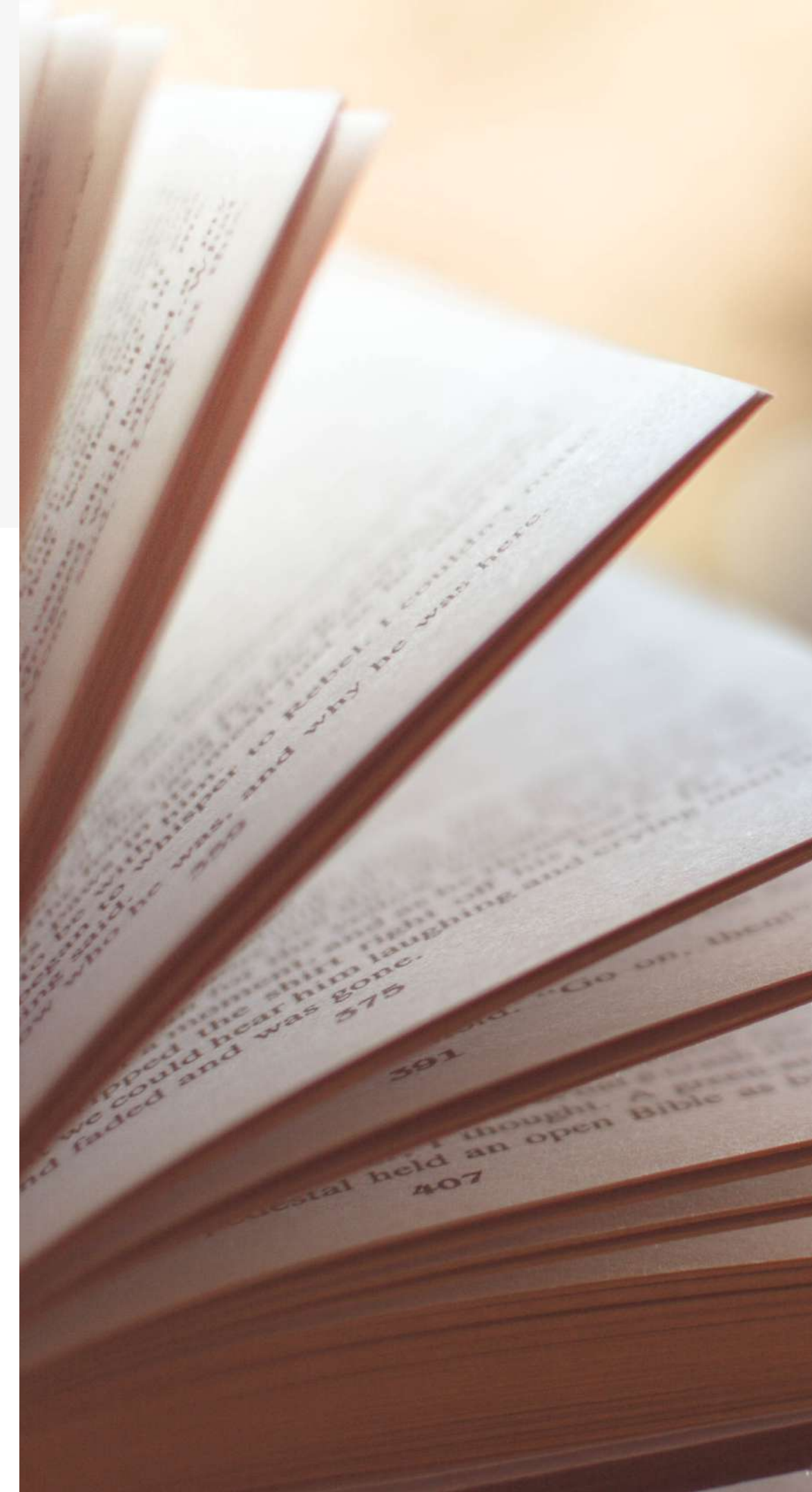
Reading Our Objectives

Enjoyment of reading

- wide, adventurous and sustained reading, across a range of cultures, periods and literary forms, including prose fiction and non-fiction, poetry and drama
- reading for depth of understanding

Mastery of skills

- appreciation of writers' craft; development of expression in the pupil's own writing
- oral and written articulation of a well-structured, independent and critical response to literature





What do we want pupils to be able to do?

- to enjoy and to feel confident in response to texts of different forms: prose fiction and non-fiction, poetry, drama
- to select relevant information
- to understand literal meanings, through a confident grasp of sentence grammar, including an understanding of the basic parts of speech
- to summarise ideas and meanings in their own words; to explain vocabulary in context
- to access and understand deeper meanings; to give clear explanations and reasoning, drawing on the evidence of the text
- to understand how choices of language and form impact on meaning
- to make an evaluative response
- to structure and develop a straightforward critical response on the 'Point Explanation Evidence Analysis' model.



Writing Our Objectives

Mastery of skills

- development of a confident and engaging personal voice
- appreciation of writers' craft; development of expression in the pupil's own writing
- confidence and accuracy in spelling, punctuation and grammar, so that writing is clear, accurate and coherent
- adaptation of language, form and tone, according to purpose and audience
- oral and written articulation of a well-structured, independent and critical response to literature

Learning through collaboration

- opportunities to further understanding through constructive collaborative work
- articulation and explanation of thought in discussion; active listening and considered response

What do we want pupils to be able to do?

- to write in a full range of style, including narrative, descriptive, informative, discursive, persuasive
- to employ an appropriate form
- to adopt a style and register appropriate to the task
- to make clear use of prompts and follow instructions
- to develop skills of planning and structure their writing effectively
- to show confident command of sentence grammar, spelling and punctuation



The ISEB

Reading Certificate

Enjoyment of reading

- wide, adventurous and sustained reading, across a range of cultures, periods and literary forms, including prose fiction and non-fiction, poetry and drama

“formal acknowledgement of commitment to reading across a range of cultures, periods and literary forms [...] extend[ing] pupils’ experience of different genres”



	Free Choice	A fantasy or science-fiction novel	A detective novel	A text from another culture	An autobiography	A non-fiction book	A classic
Title and Author							
Details of creative response							
Teacher's comment and signature							

Assessment: where did the focus groups want to see change?



**‘Less is More’ -
Paper 1 and Paper 2
test the same skills**

**A call for
drama!**

**Learned responses to
questions on literary
texts in Section B**

**Differentiation
between Level 1 and
Level 2**

**Encouragement of a more
cohesive response on the
Reading Paper**

- **Reading detail in context**
- **Introducing critical essay writing**

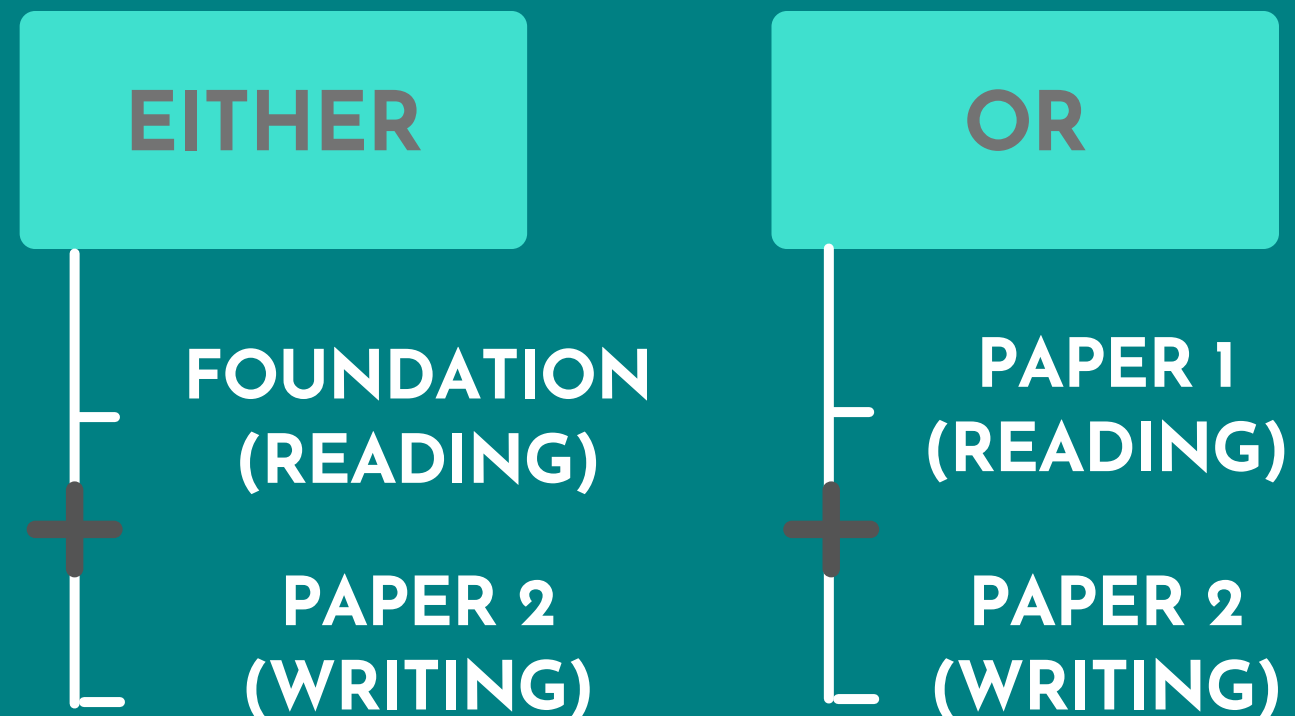


Summative Assessment Structure

A Foundation reading paper is provided for pupils who are developing the skills and vocabulary required for Paper 1.

The paper may be used for assessment at 13+ by agreement with senior schools, or to support learning in Years 6 and 7.

Text choices on the Foundation paper take the form of a prose passage.



Paper 1 reading texts may take the form of prose, poetry or drama.

This is to encourage the study of a variety of texts in Years 7 and 8, and different approaches to the development of reading skills.

The Writing Paper

Writing - Paper 2: the principles

- Accessible to foundation and standard level candidates
- Opportunities for children to write in different forms: narrative, descriptive, informative, discursive, persuasive, reflective, evaluative
- Choice, allowing children to play to their strengths and to write on the titles that most inspire them
- Two opportunities to shine
- Titles/prompts that will engage and inspire a range of personalities and interests



Writing - Paper 2, Sample

Pupils choose to write on any TWO of four given titles or prompts.

Write a report for your head teacher on a visit you have made to the workplace of an adult in your family

[+ four guiding bullet points:
people/place/your views/explain what you learned]

Write a story with one of the following titles:

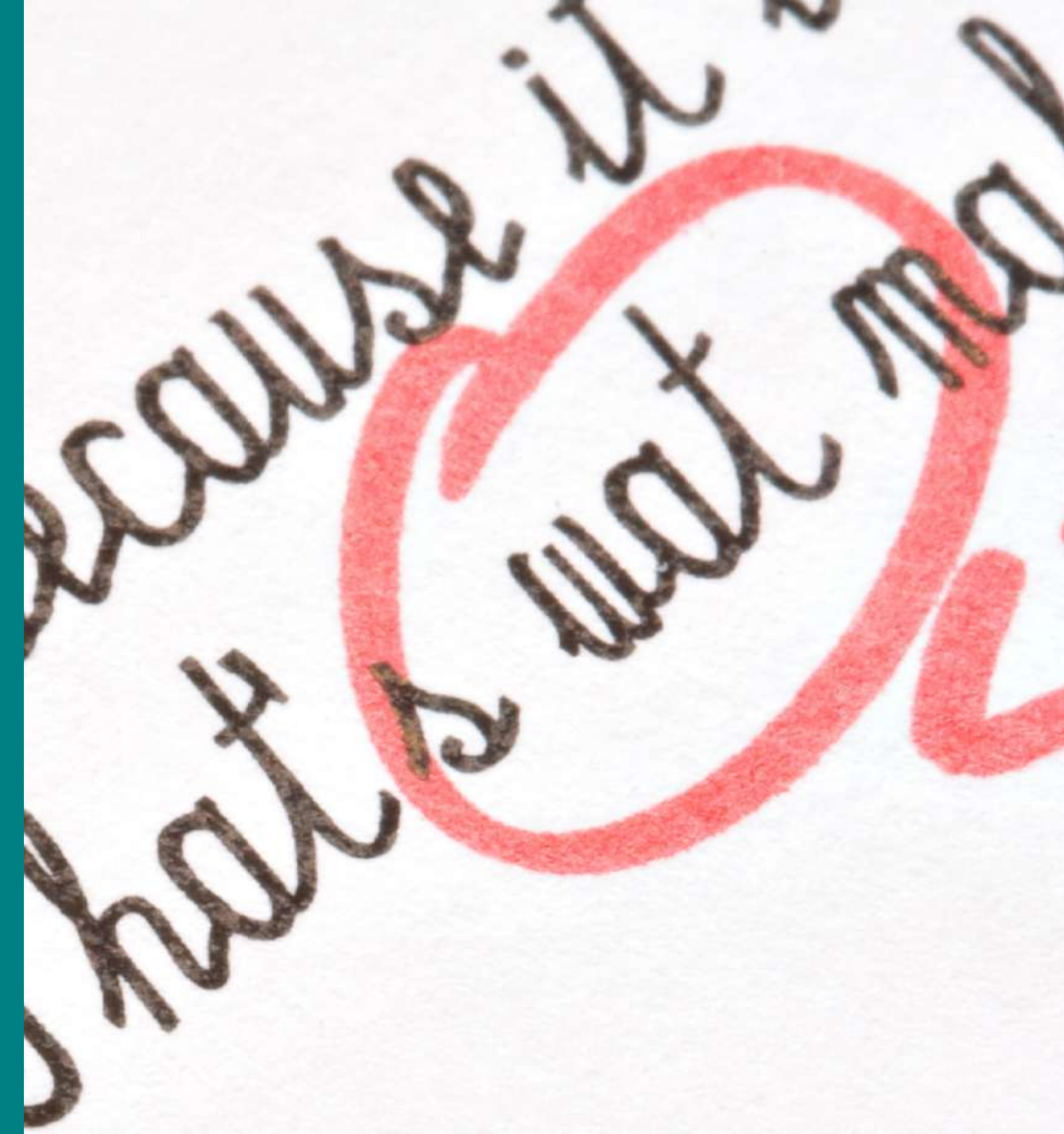
‘The Elephant in the Room’; ‘A Piece of Cake’; ‘A Taste of my own

Write a speech to give to your school assembly, encouraging pupils to take up team sports.

Write a description of a garden.

April 2021: updates to mark schemes

- Both responses marked out of 25
- Total for Writing (Paper 2) = 50
- 'Ideas, structure, form and voice' = total mark /30; each response /15
- 'SPAG and expression' = total mark /20; each response out of /10



Ideas, structure, form and voice

15 marks per task [Total 30]

BAND	MARK	DESCRIPTORS
6	14-15	<ul style="list-style-type: none">• precise and imaginative use of prompts• intuitive use of appropriate features of form• achieves the given purpose with flair and in detail• structured masterfully to achieve appropriate effects• sustained use of an appropriate register; choice of voice and perspective to engage reader
5	12-13	<ul style="list-style-type: none">• precise and interesting use of prompts• careful employment of appropriate features of form• achieves the purpose effectively and in some detail• logical and appropriate structure; good sequencing and use of paragraphs• consistent use of appropriate register; appropriate use of perspective and voice
4	10-11	<ul style="list-style-type: none">• a little licence taken with prompts/ or clear use of prompts but uninspired• some use of appropriate features of form• the writing mostly achieves the purpose; an attempt to include detail• an attempt to structure the writing logically, which may not be sustained; some effective paragraphing• an attempt to use an appropriate register, to take a relevant perspective and/or voice
3	8-9	<ul style="list-style-type: none">• the response strays from the prompts• there is a little evidence of appropriate features of form• partly achieves the purpose; ideas may be general or vague• structure is unclear or largely unsustained• little attempt to adopt an appropriate register; no evident consideration of perspective or voice
2	6-7	<ul style="list-style-type: none">• response lacks relevance to the chosen task; writing is too vague or lacking in relevance to achieve the purpose• no evident consideration of form or structure• register, voice and perspective are not appropriate or relevant to the purpose and form of writing
1	1-5	<ul style="list-style-type: none">• an attempt to respond

SPAG and expression

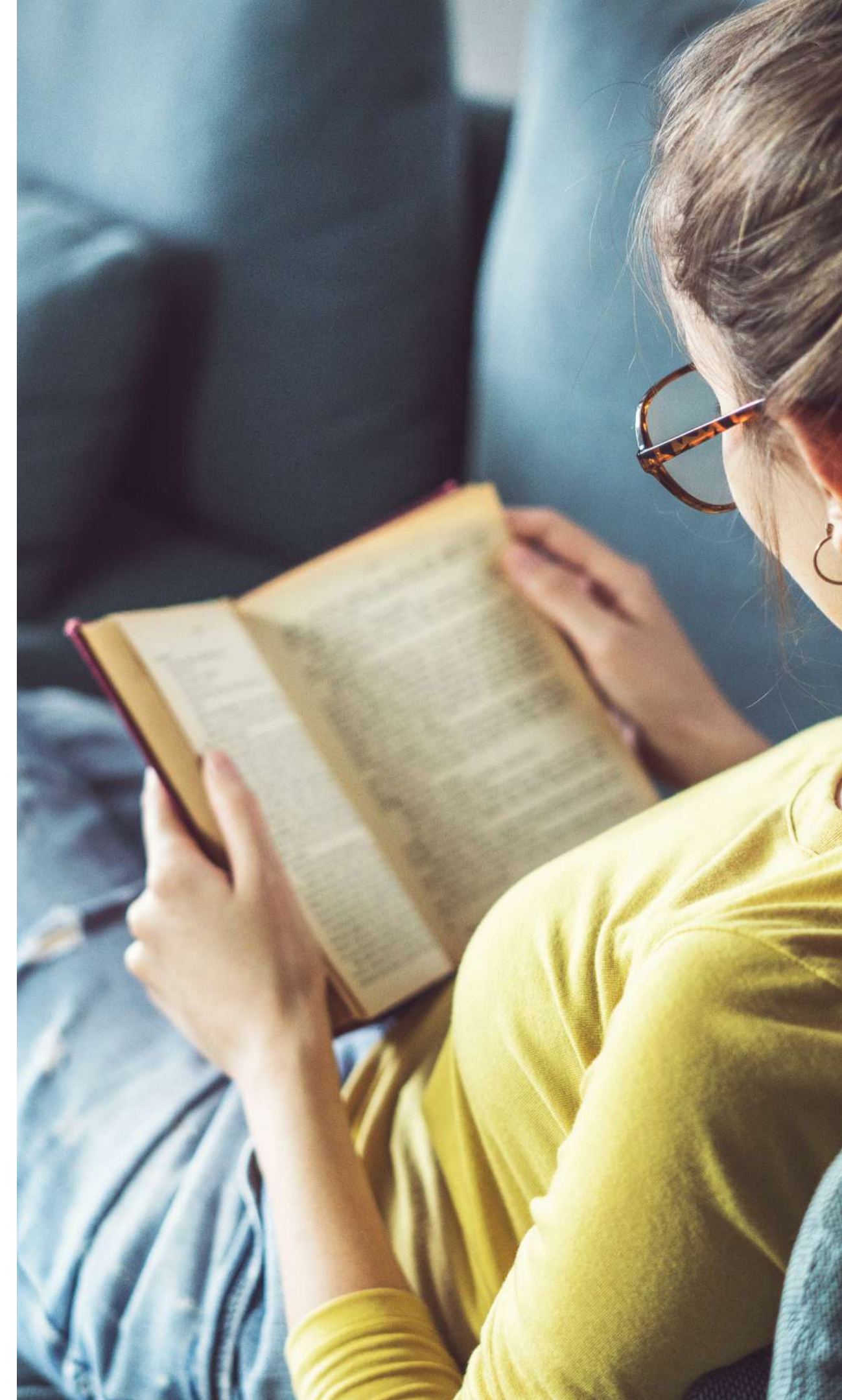
10 marks per task [Total 20]

BAND	MARK	DESCRIPTORS
6	9-10	<ul style="list-style-type: none">• spelling is nearly always accurate• a full range of sentence punctuation is employed accurately to clarify and inform meaning• a full range of sentence structures is used effectively, to enhance meaning• expression and vocabulary are imaginative, precise, idiomatic and controlled• use of an appropriate tense is sustained throughout, changing only to achieve specific effects successfully
5	7-8	<ul style="list-style-type: none">• spelling is mostly accurate• basic sentence punctuation is accurate• expression and vocabulary are used clearly, precisely and appropriately• use of an appropriate tense is consistent throughout
4	5-6	<ul style="list-style-type: none">• the spelling of straightforward words is accurate• basic sentence punctuation is mostly accurate• an attempt to use sophisticated expression and vocabulary lacks control/ or expression and vocabulary is very straightforward• there may be some unexplained changing of tense
3	3-4	<ul style="list-style-type: none">• some inaccuracy in the spelling of straightforward words• evidence of regular comma-splicing or other errors in basic sentence punctuation• expression often uncontrolled; vocabulary used inappropriately• moves between tenses regularly and without explanation
2	2	<ul style="list-style-type: none">• spelling regularly inaccurate• little command of basic sentence grammar and punctuation• a little attempt to articulate ideas• very little control over tense
1	1	<ul style="list-style-type: none">• an attempt to respond

The Reading Papers

Reading Papers: the principles

- Allowing pupils to demonstrate a full range of reading skills:
- literal understanding and information selection
- close attention to detail
- an understanding of what language 'denotes'
- applying literal meaning to context
- exploring the deeper suggestiveness of meaning - what language 'connotes'
- appreciation of the effects of imagery on meaning
- an understanding of how form can impact meaning and effect
- an evidence-based approach
- developing a synthesised response to meaning across the whole text
- using understanding to structure a clear, critical argument





Foundation Paper and Reading Paper 1:

- Different and differentiated text choices for each paper.
 - Text choice for Foundation Paper will be prose fiction or prose literary non-fiction.
 - Text choice for Reading Paper 1 may be a prose or drama excerpt, or a poem.
- More support for candidates on the Foundation Paper
 - Glossary
 - More scaffolded questions and instructions

A scaffolded paper which supports pupils to read closely and to develop a deeper, more rigorous response, and enables them to develop a critical argument in response to the text.

Section A: Multiple Choice and Short Answer [15]

Section B: Questions of graded difficulty [25]

Section C: Extended response [10]



Section A: Multiple Choice and Short Answer [15]

- 8 questions
- tests literal understanding and information selection
- tests understanding of idiom and basic sentence grammar
- supports careful reading of the text
- opportunity to reflect on important details

Foundation

Questions guide pupils through the text, supporting careful close reading and drawing out misconceptions.

Support with understanding of complex meanings which are key to understanding.

Also testing vocabulary, basic sentence grammar and identification of straightforward literary techniques.

Reading Paper 1

Questions guide pupils through the text, supporting careful close reading and drawing out misconceptions.

Support with careful information selection and understanding of complex meanings, including understanding of narrative voice and tone.

Questions on vocabulary, sentence grammar and meanings of idiomatic expressions.

Section B: Questions of graded difficulty [25]

A scaffolded paper which supports pupils to read closely and to develop a deeper, more rigorous response, and enables them to develop a critical argument in response to the text.

- deeper understanding
- inference and synthesis
- response to effects of language and form
- command of meanings in context of the whole
- clear explanation and evidencing

Foundation

Questions inviting a more developed response to the text: a more detailed exploration of meanings and effects of language.

Instructions to include quotations in evidence of points are clearly given on the paper.

Reading Paper 1

Questions of graded difficulty, testing deeper understanding: careful collation of relevant detail; inference; response to effects of language; imagery and form; command of meanings in context.

Candidates should respond in full sentences and support their answers with evidence from the text as required by the question.

C: Extended response [10]

A scaffolded paper which supports pupils to read closely and to develop a deeper, more rigorous response, and enables them to develop a critical argument in response to the text.

- synthesising the understanding developed so far
- representing the information/analysis in a new form

Foundation - Directed Writing

Using the knowledge and the understanding of the text developed in Sections A and B, respond imaginatively and empathically to the passage.

e.g. tell the story from another character's point of view; write a continuation based on details given so far

Reading Paper 1: Critical Essay

The question invites a new perspective on the whole text, but for which candidates have been prepared by Sections A and B.

The response should be in the form of a critical argument on the Point Explanation Evidence Analysis model.

Each paragraph should begin with a clear topic sentence, stating the Point of argument, and develop with explanation and discussion of evidence.

Stronger candidates will include analysis of the effects of language and form.

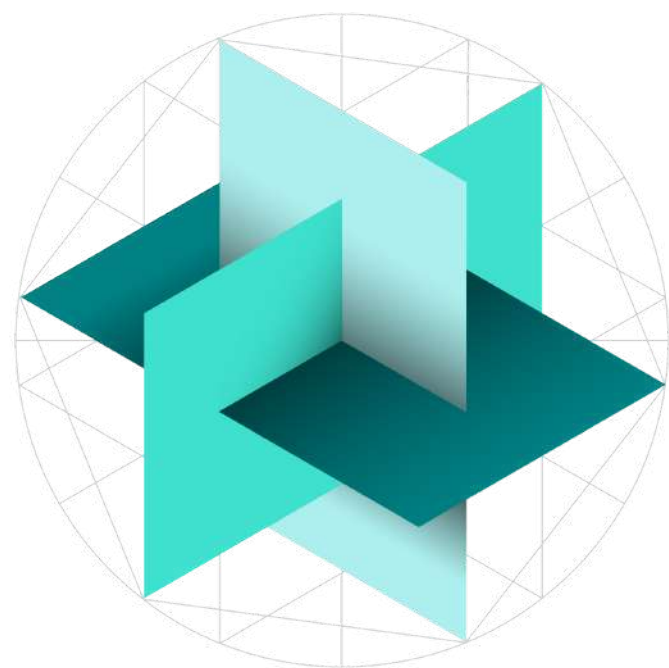


What does
this mean for
teaching?

Our ideal...

- Teaching skills of comprehension, close reading and analysis through **the study of whole texts**: the assessments should support but NOT direct teaching in Years 6, 7 and 8.
- Assessment structure supports **a scaffolded development of skills**, which can be adopted during the teaching of whole class texts and adapted to the school's choice of text.
- Oracy builds and supports literacy: ISEB advocates **opportunities for learning through talk** – exposition, explanation, discussion, debate and collaboration.
- Emphasis on **enjoyment and rigour**: an evidence-based approach to the development of skills.





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