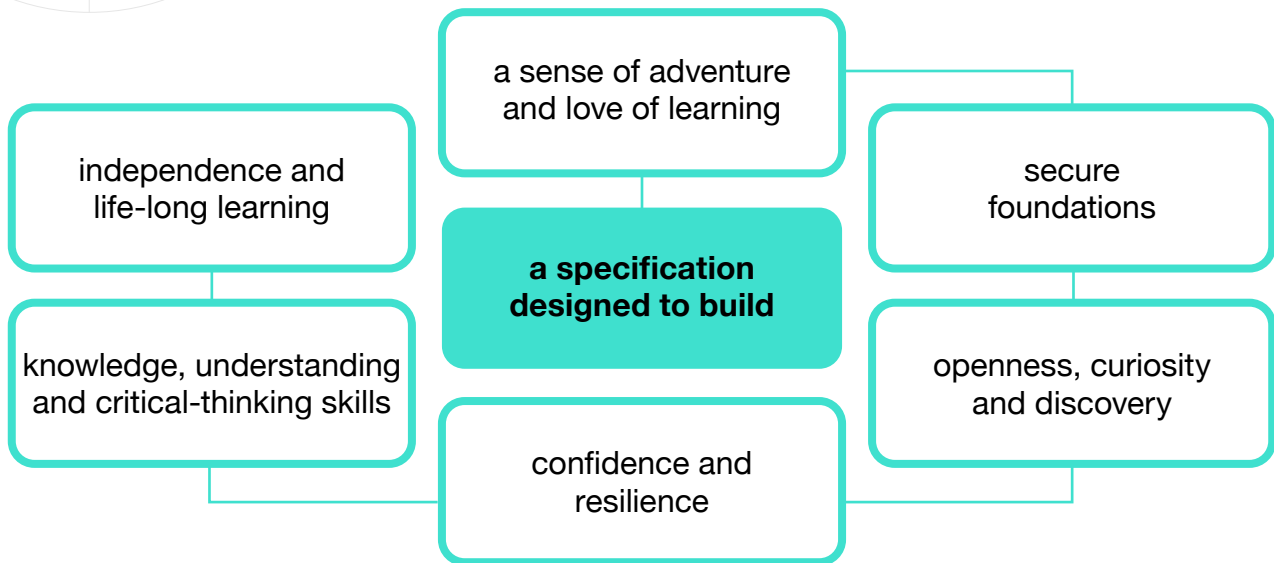


**ISEB**  
Independent Schools  
Examinations Board

# ENGLISH

**CE AT 11+ & 13+  
COMMON ACADEMIC SCHOLARSHIP AT 13+**

*Specification  
For teaching from September 2021 onwards  
For examinations from November 2022 onwards*



## ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- > be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- > be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- > enjoy reading and be able to articulate clearly orally and in writing
- > have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- > have the skills to work independently and collaboratively
- > understand how subjects connect with each other
- > demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

## IMPORTANT INFORMATION | DISCLAIMER

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times.

When we make changes to the specifications:

- > we will indicate the change clearly in the specification
- > there will be a new version number indicated
- > a summary of changes will be published as a separate document

If you do notice a discrepancy between the specification and a resource please contact us at: [common-entrance@iseb.co.uk](mailto:common-entrance@iseb.co.uk)

## INTRODUCTION

**N.B. The content of this specification is a revision of the syllabus released in 2012 for 13+. The content of this specification for CASE and 11+ is unchanged.**

The ISEB English specification embraces the core aims of ISEB and has been devised in accordance with the key stage 3 National Curriculum for English.

## AIMS

A course leading to ISEB assessment in English at 11+ and 13+ should promote:

### 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.

### Learning through collaboration

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

### Mastery of Skills

- > development of a confident and engaging personal voice
- > appreciation of writers' craft; development of expression in pupils' 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.

## 11+ SUBJECT CONTENT

### Comprehension

Factual or fictional passages for the examination are taken from material appropriate in language, style and content to the age/interest range. These are selected at the setters' discretion without any standard pattern, to encourage a variety of approaches to the development of comprehension skills. An introductory line of explanation precedes the extract. Certain words may be glossed.

The questions are worded as simply and unambiguously as possible. Candidates are expected to be able to:

- > give information which can be obtained from a careful reading of the passage
- > say how or why a writer is using language in a particular way
- > summarise part of the given information
- > supply answers involving reasoning, personal opinion/experience or prediction
- > use the text as evidence for answers
- > explain vocabulary in context
- > display a working knowledge of syntax, punctuation and the main parts of speech.



## Composition

Candidates are invited to show that they can organise their ideas effectively and convey their feelings or opinions in accurate, continuous writing. The choice of essays covers the following range:

- > imaginative/story writing
- > factual/personal description
- > writing involving discussion/opinion/memory
- > a book review
- > a picture stimulus.

At least one of the essay titles offers a range of content suggestions. The titles are worded as simply as possible, with the rubric using such terms as: *piece of descriptive writing, composition, diary entry, letter, story, write in any way you choose about ..., use this picture as a starting point/basis for ...*, with the intention that candidates should feel able to start writing freely without anxiety about the form.

## Book review: personal reading/response

Candidates may write about any book they have read in or out of school and they should start their work by writing the title and author of the chosen book. 'Book' includes poetry and plays. The book question is a general one without a theme, to encourage schools to teach the literature they wish by the methods they wish; literary essays are most useful to receiver schools when they are as personal and as individual as possible. Candidates may be asked to summarise a book or an episode or to give a personal response to a book, author, character or episode which they find particularly striking. Within this broad question there is scope for opinions, comparisons and preferences.

## Syntax

Candidates should be able to:

- > demonstrate a basic competence with syntax: for example, to distinguish a phrase or clause from a grammatically complete sentence
- > work with questions, commands, statements or exclamations
- > write in the first person (a diary extract or letter) or the third person (a summary or account of events in sequence).

## Punctuation

Candidates should be able to:

- > explain the function, in context, of various punctuation marks
- > use speech marks/new paragraphs for a few lines of conversation
- > set out a discussion in play dialogue.

## Grammar

Candidates should be able to:

- > demonstrate the difference between easily-confused words (such as their/there/they're; it's/its)
- > select or comment on the use, in context, of nouns, verbs, adjectives, adverbs, pronouns, prepositions or conjunctions
- > give the correct part of a verb to accompany a noun.

Technical language is avoided as far as clarity permits. The emphasis throughout is on grammar in use, of the sort which represents good practice in language work for pupils aged 9–11.



## ASSESSMENTS AT 11+

### ASSESSMENT OBJECTIVES

By the time candidates sit the examination, they should be able to:

<b>AO1</b>	read a substantial passage unaided and give independent written responses to questions involving a range of comprehension skills.
<b>AO2</b>	write unaided at reasonable length on one topic selected from a choice suitable for the age range.

### SUMMATIVE ASSESSMENT

CE at 11+		Marks	
<b>Reading</b>	Comprehension	25	45 minutes*
<b>Writing</b>	Composition	25	45 minutes*

\* includes 5 minutes reading/planning time

#### Reading: Comprehension

The paper will contain one extract, followed by one set of questions. Marks for each question will be shown in brackets to assist candidates with time allocation. Approximately 10 marks will be allotted for straightforward comprehension and 15 marks for deeper understanding and open-ended interpretation of aspects of the text. The rubric will ask candidates to use their own words, write in full sentences and take care with handwriting, spelling and punctuation.

#### Writing: Composition

The paper will contain a choice of titles and prompts from which candidates select one on which to base a piece of original work. Marks will cover content, purpose, style, organisation (so a story would have a beginning, middle and end; a debate would look at both sides of the question and draw a conclusion; the content of a letter would suit the purpose given and cover the areas requested, and so on), as well as quality and breadth of language. The planning sheet will not be sent to the senior school. Senior schools have the option of allotting a further 10 marks: up to 5 marks for the standard of spelling, and a further 5 marks for the syntax/punctuation used throughout the response. The purpose of these extra 10 marks is to ensure that the accuracy of a candidate's script is assessed separately from the content.



## 13+ SUBJECT CONTENT

### Reading

Text choices for the examination papers are taken from literary texts, fiction and non-fiction, appropriate in language, style and content to the age/interest range. An introductory line of explanation may precede the text, to give necessary context. Certain words may be glossed.

A **Foundation** Reading paper is provided for pupils who are developing the skills and vocabulary required for the **Core** Reading paper. The Foundation 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.

**Core** reading texts may take the form of a prose passage, a poem or an excerpt from a play, and will be selected at the setters' discretion without any standard pattern. 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.

Candidates should be able to:

- > select information which can be obtained from a careful reading of the passage
- > understand the literal meaning of complex sentences, facilitated by a command of sentence grammar
- > display a working knowledge of syntax, punctuation, the main parts of speech and representation of voice; for example, subject, object, verb, noun, pronoun, adjective, adverb, phrase, subordinate clause, preposition, direct and reported speech, narrative voice (first/third person)
- > access, understand and respond to deeper (secondary) meanings
- > summarise ideas and meanings in their own words
- > supply answers, giving explanation and reasoning
- > provide evidence from the text for more complex points of understanding
- > explain vocabulary in context: respond to meanings within their immediate context and within the context of the whole text
- > say why or how language is used in a particular way, exploring the effects of language choices
- > show how the form of the writing impacts on meaning
- > make an evaluative response
- > structure a logical argument in response to a discussion question on the text, using a model such as the 'Point Explanation Evidence Analysis' model.
- > display understanding of terms and techniques associated with playscripts; for example, playwright, dramatist, cast, company, props, set, actor, stage directions

Schools are encouraged to teach reading skills through the study of whole class texts. To give schools full flexibility and choice of the texts that will provide the most rewarding and successful learning experience for their pupils, there is no set text requirement.

The ISEB Reading Certificate is designed to support wider reading alongside the study of texts in class (see pages 12-13).

## Writing

The **Writing** paper is designed to assess the writing skills of candidates at all levels.

Candidates should be able to:

- > write in a full range of styles, including narrative, descriptive, informative, discursive, persuasive
- > employ the appropriate form, for example: a story; a description; a news report; a report or study drawing conclusions; an information pamphlet or blog post, informing the audience of an issue and making recommendations; a speech or debate of an issue; a written argument; a letter of complaint or recommendation
- > adopt a style and register appropriate to the task; use a range of appropriate expression and vocabulary
- > make clear use of prompts and follow instructions
- > plan their writing, so that it is clearly structured; make use of paragraphs
- > show command of accurate sentence grammar, spelling and punctuation
- > display understanding of terms and techniques associated with playscripts; for example, playwright, dramatist, cast, company, props, set, actor, stage directions

## Speaking

Although this is not formally assessed, candidates should be able to:

- > explore challenging ideas and concepts in speech that is sustained, clear and confident
- > work collaboratively; discuss ideas and negotiate strategies constructively.



## ASSESSMENTS AT 13+

### ASSESSMENT OBJECTIVES

Candidates should be able to:

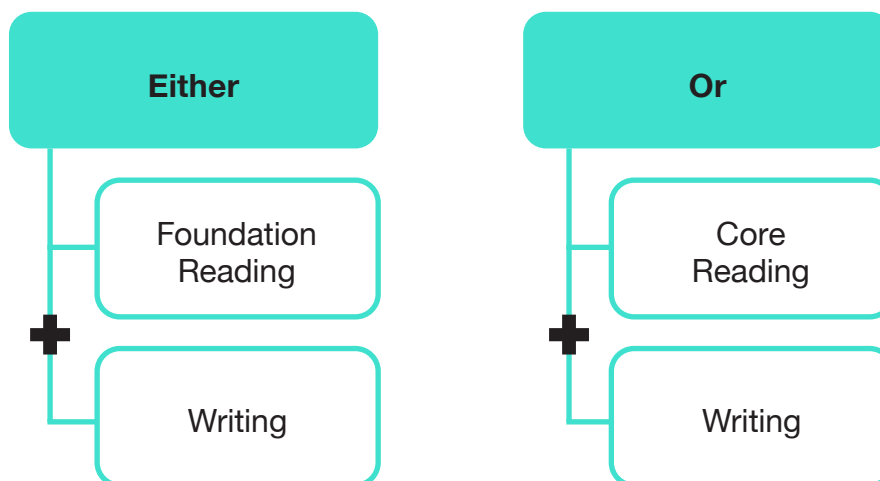
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| <b>AO3</b> | read substantial passages unaided and give independent written responses to questions requiring a range of comprehension skills. |
| <b>AO4</b> | show evidence of independent literary interpretation with an unprepared text.  |
| <b>AO5</b> | show evidence of original creative work in the form of their choice within the limitation of a timed examination.                |

### SUMMATIVE ASSESSMENT

Candidates may take **EITHER** the Foundation Reading paper **OR** Core Reading paper.

**ALL** candidates take the Writing paper.

CE at 13+		Marks	
<b>Either</b>	Foundation Reading	50	1 hour 10 minutes
<b>Or</b>	Core Reading	50	1 hour 10 minutes
<b>Plus</b>	Writing	50	1 hour 15 minutes





### Foundation Reading

This paper assesses understanding of an unseen prose passage.

		Marks
<b>Section A</b>	eight multiple choice questions, to direct candidates' understanding of the text: questions test information selection, command of more complex meanings, grammar, vocabulary and idiom.	15
<b>Section B</b>	questions invite a more developed response to the meanings of the text and effects of language.	25
<b>Section C</b>	a directed writing question inviting candidates to respond empathically and imaginatively to the passage, while testing their command and use of the information available.	10

### Core Reading

This paper assesses understanding of an unseen text, which may be prose, poetry or drama.

		Marks
<b>Section A</b>	eight multiple choice questions, testing command of grammatical meaning, vocabulary, idiom and the selection of information.	15
<b>Section B</b>	questions of graded difficulty, designed to test deeper understanding: inference, response to the effects of language, imagery and form, and command of meaning in context. Candidates should respond in full sentences, selecting quotation and giving explanation to support their ideas, where indicated.	25
<b>Section C</b>	continuing directly from Section B: a 10-mark question requiring an extended written response to the whole text. This should be clearly structured and developed across three paragraphs of argument, using a model such as 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.	10

## Writing

The paper provides opportunity for all candidates to demonstrate their writing skills.

Candidates choose **TWO** options from a choice of four, which may include: narrative writing; a descriptive piece or report on a journey, event or person; a persuasive speech; a letter discussing an issue and making recommendations to the reader. (See Appendix II for mark scheme.)

		Marks
<b>Response</b>	clear use of prompts effective organisation and structuring of ideas use of features appropriate to purpose and form appropriate use of perspective, voice and register.	30
<b>Language</b>	spelling sentence punctuation variety of sentence structures use of expression and vocabulary: imaginative, precise, idiomatic and controlled consistent use of tense.	20

## SCHOLARSHIP (CASE)

Scholarship papers are designed to challenge the most able students in close analysis and imaginative interpretation of literary texts. These may be drawn from any genre or period and will be accessible to students of this level. There are no set texts.

Common Academic Scholarship		Marks	
<b>CASE</b>	Response to two or more passages	100	1 hour 45 minutes

The Common Academic Scholarship Examination (1 hour 45 minutes) provides an opportunity for the most able candidates to explore two or more unseen passages, with questions on content, style and structure. While inviting in-depth discussion of the ideas and meanings of the texts and close analysis of language and form, questions will be sufficiently open-ended to encourage an imaginative and personal response. The paper will also provide an opportunity for expressive writing.

## ISEB READING CERTIFICATE (*optional*)

The ISEB Reading Certificate is designed to encourage good habits of sustained wider reading in Years 7 and 8. It makes formal acknowledgment of commitment to reading across a range of cultures, periods and literary forms, and is designed to extend pupils' experience of different genres. Pupils are encouraged to read a text under each heading, to complement and enrich their habitual reading programme. (see *Appendix I*)

On negotiation with their teacher, pupils complete a task to show that they have read the text and to engage in a thoughtful, imaginative response. This might take the form of a written review, a letter from one character to another, a podcast or short video about the novel, a missing chapter, a map of settings labelled with quotations, or a spoken presentation to the class, for example.

The ISEB Reading Certificate provides a celebration of achievement in wider reading that can be shared with Senior Schools.



**APPENDIX I**

	<b>Title and Author</b>	<b>Candidate's Response (details of presentation/ written work)</b>	<b>Teacher comment and signature</b>
<b>Free choice</b>			
<b>A fantasy or science-fiction novel</b>			
<b>A detective novel</b>			
<b>A text from another culture</b>			
<b>An autobiography</b>			
<b>A non-fiction book, discussing a contemporary or historical issue</b>			
<b>A classic</b>			



## APPENDIX II

### WRITING MARK SCHEME

#### Ideas, structure, form and voice

15 marks per task [Total 30]

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

(Mark scheme continues on next page)

**SPAG and expression**

**10 marks per task [Total 20]**

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