

Integrated Skills in English

ISE II



Reading & Writing exam

Sample paper 2

Your full name:.....
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

Time allowed: 2 hours

Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

For examiner use only

Examiner initials	Examiner number

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 maths skills and answer the 15 questions on page 3.

The importance of maths skills

Paragraph 1

A new charity called National Numeracy (NN) claims that millions of adults across the country have such poor mathematical skills that they are unable to carry out many of the basic numerical tasks in everyday life that many of us do naturally. These include understanding travel timetables, pay slips, household bills and even checking our change in shops. The charity is keen to argue against the myth that maths at school is boring and not really important to us once we get out of school and start to live in the real world. According to NN, nothing could be further from the truth. It is estimated that poor numeracy skills amongst adults cost the nation billions each year.

Paragraph 2

In addition, poor numeracy skills not only contribute to personal disadvantage to individuals who are unable to carry out the most basic tasks, but they can also be linked to a number of other social and personal ills. People without a basic understanding of maths are more likely to be unemployed, more likely to suffer from depression and more likely to suffer from a number of negative social circumstances we would all like to avoid, such as poor housing, poor health and related problems. In short, it pays to possess at least some basic numeracy skills in order to develop one's identity and wellbeing in a difficult world.

Paragraph 3

Whilst adult literacy has been improving, thanks to a number of government policies which have provided money for practical support and solutions, adult numeracy has at the same time got worse. The fact of the matter is that many people simply don't like maths and don't see any point to it. Furthermore, maths isn't cool. It's apparently OK to say 'I'm no good at maths' whilst there is much more reluctance to admitting to being unable to read. To many people, maths is simply another inconvenient school subject for which there is no need to make much of an effort because you won't need it once you leave school.

Paragraph 4

Unfortunately, the problem seems to be passed down the generations. Parents who tell their children they were no good at maths at school are likely to find the same attitude amongst their own children and will be unable to help them with their maths homework. Even today, with interesting and practical new approaches to maths which have replaced simply learning things by heart, maths is still one of those subjects that many kids hate.

Paragraph 5

Perhaps it's the way it's taught in schools, or the way teachers are trained to teach it, or the failure of the teaching profession to attract gifted teachers of maths. There is obviously a need to present maths as a way of solving practical problems and working with others in a stimulating way and of making people see its practical uses in everyday life, rather than treating it as a waste of time and something one has to do until the end of school.

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 Why numeracy is not regarded as being as important as literacy
- B How attitudes towards maths are handed down
- C How maths skills are related to other skills
- D Possible causes of poor attitude to maths
- E The results of poor maths skills in daily life
- F Social and mental problems because of poor maths skills

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 The charity is trying to make maths at school more interesting.
- B The writer feels the government is trying to deal with the issue.
- C According to NN, adult numeracy is at its lowest ever point.
- D People with poor maths skills often have other problems too.
- E Maths is regarded as a subject which one has to put up with until the end of school.
- F There are now more interesting approaches to maths than there used to be.
- G Many people feel very bad about admitting their poor maths skills.
- H According to NN, poor adult numeracy is a financial burden on the country.

Questions 11-15

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

11. The common belief that maths is not useful is a
12. As well as practical problems, having difficulty with basic maths can also affect one's
13. People are more likely to say they can't add up than to say they can't
14. In the writer's view, poor numeracy may be due to the fact that it's difficult to recruit of maths.
15. The writer argues that people need to see the of maths in daily life.

Turn over page

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. reports on an investigation into brain activity under different conditions?
17. describes how the brain computes external information in order to make memories?
18. recommends a specific technique for remembering vocabulary?
19. compares the impact of different activities on the process of remembering?
20. presents some surprising results with implications for teaching and learning?

Text A

Chris' blog - Study tips

December 10, 2014

Mnemonics are really cool tools to help you remember facts. They're techniques or strategies consciously used to improve your memory, and are especially useful if, like me, you often forget things. One of these strategies, which is specifically used for language learning, is called 'LinkWord Technique'. It uses a visualised image to link a word in one language with a word in another; for example, in Thai, the word khao means rice, so you would have to imagine a cow eating a bowl of rice! The funnier the image, the more memorable it is! But the system does have drawbacks – creating a scene for every new word you learn can take up a lot of time. You might also have problems finding similarities between the two languages. Still, give it a try!

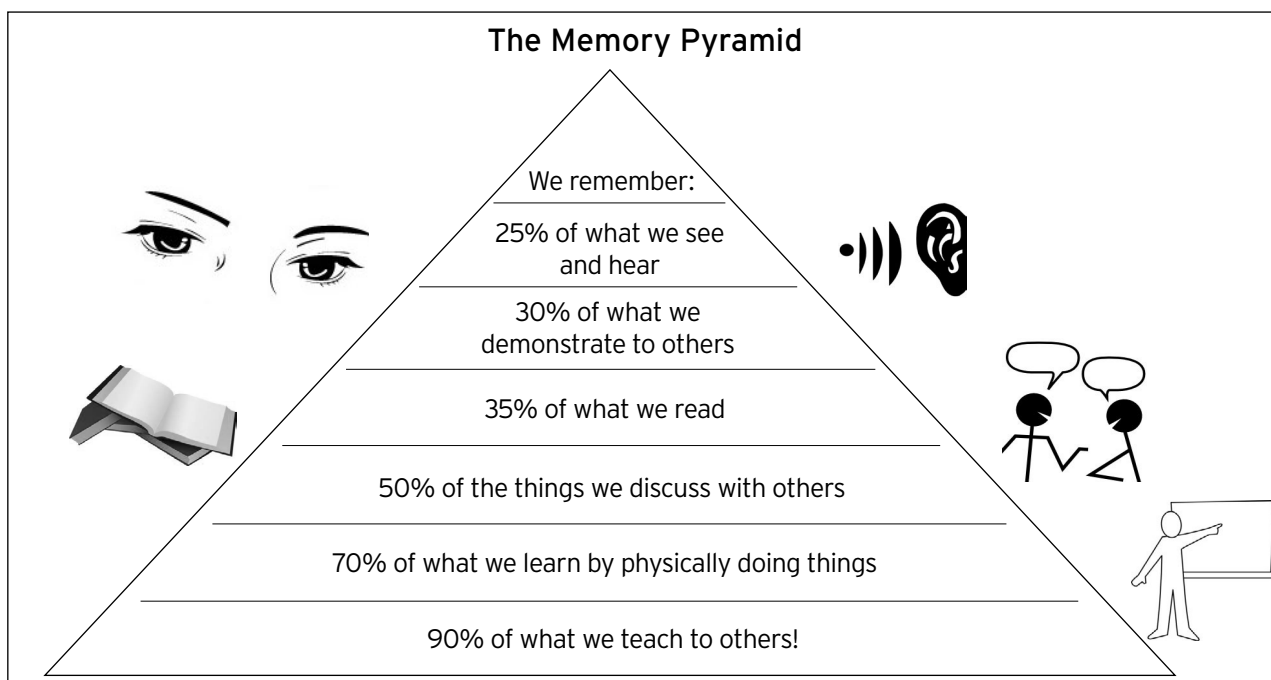
Text B

Memory

Our senses play an important part in memory creation, starting with a biological process known as encoding, which can involve all five. For example, when you first meet someone, your sense of sight will capture what they look like, while your ears will register the sound of their voice. Your sense of smell may pick up some perfume. Perhaps you shake hands, thus bringing in the sense of touch. Going for a coffee together could even mean that taste is involved.

Each of these separate sensations is immediately sent to a part of your brain called the hippocampus, which combines them into your experience, or memory, of that particular person. Whether or not that experience will be moved from your short-term to your long-term memory is also believed to depend on the hippocampus, which processes its importance and decides if it's worth remembering. Exactly how it does this is not yet understood, but its role is vital: if it did not discard most of our daily experiences, our memories would be too full to function.

Text C



Text D

New research from a leading US university has uncovered an unconscious form of memory which could mean that people are capable of learning while they're asleep. As researcher Vally Pugland told us: 'We've found evidence that the brain continues to process information without our knowing it, and this ability may aid our waking memory.'

Researchers played notes, then released certain scents, to sleeping participants. Later, the same notes were played to them without the accompanying

scents. The participants reacted by sniffing when they heard the notes, even though they couldn't have smelt anything this time. This happened both while they were asleep and awake. 'This would suggest that people can learn new information while they sleep', said Pugland, 'and that this can unconsciously affect their behaviour when they're awake. We now need to investigate whether this new "sleep memory" could improve classroom performance.'

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 Our memory would stop working if we remembered everything we saw and did.
- B Sight is the most important sense for the creation of memories.
- C The link between words is easier to recall if it is associated with an amusing scene.
- D The sniffing behaviour was only observed when the participants were sleeping.
- E There are both advantages and disadvantages to the LinkWord Technique.
- F Experiences that are important to us tend to generate long-term memories.
- G Research has shown that 'sleep memory' can lead to better exam results.
- H We generally remember more of what we do with others than what we do on our own.

Turn over page

Questions 26-30

The 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.

Notes**The power of memory**

- starts with a biological process: **(26.)**
- different senses can be involved
- area of the brain that processes physical sensations:
(27.)
- understanding of short-term memory versus long-term memory
- discovery of conscious versus unconscious forms of memory
- based on research recently undertaken at a **(28.)**
involving two particular senses: hearing and **(29.)**
- the memory pyramid – illustrates the relative effectiveness of different activities
- memory improvement strategies, eg **(30.)**

When you have finished your article, 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

ISE II Sample paper 2

Answers

Task 1 – Long reading

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

6-10 can appear in any order

6. A
7. D
8. E
9. F
10. H

11. myth
12. identity and wellbeing
13. read
14. gifted teachers
15. practical uses

Task 2 – Multi-text reading

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

21-25 can appear in any order

21. A
22. C
23. E
24. F
25. H

26. encoding
27. (the) hippocampus
28. (leading) US university
29. smell
30. LinkWord technique OR mnemonics