

## Integrated Skills in English (ISE) examinations

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### Syllabus – from 1 February 2010

These qualifications in English for speakers of other languages are mapped to Levels A2, B1, B2, C1 and C2 in the Common European Framework of Reference

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## **Foreword**

Welcome to this revised edition of the syllabus for Trinity's Integrated Skills in English examinations for speakers of other languages. It applies to all examinations undertaken from 1 February 2010 until 31 January 2013 and replaces all previous versions.

This syllabus is a working document which is widely used in the classroom as well as in the examination. It is a very important document for teachers and learners.

Guidance for teachers is provided within this syllabus. Further support and sample interviews can be found on our website and in books available through a range of publishers. A DVD showing samples of the Interview component at all levels with accompanying notes is available to Registered Centres.

This syllabus and the ISE portfolio tasks can be downloaded from the Trinity website at [www.trinitycollege.co.uk/esol](http://www.trinitycollege.co.uk/esol)

If you wish to register as a centre for Trinity examinations, please contact [esol@trinitycollege.co.uk](mailto:esol@trinitycollege.co.uk)

## General introduction

### About Trinity College London

Trinity College London is an international examinations board, fully accredited in the United Kingdom as an independent awarding body. Trinity provides accredited qualifications in the English language, music and the performing and creative arts throughout the world.

Trinity has been conducting examinations since 1877 and now over half a million people take one of our examinations every year.

Trinity College London is a charity registered with the Charity Commission for England and Wales.

### About Trinity's English language examinations

Trinity's examinations in English for Speakers of Other Languages (ESOL) are organised into six suites. These share a common philosophy, but provide different learners with the opportunity to choose a qualification which most suits their individual needs.

#### International ESOL examinations – available worldwide:

- ▶ Integrated Skills in English (ISE) examinations (this syllabus)
- ▶ Graded Examinations in Spoken English (GESE)
- ▶ Spoken English for Work (SEW) examinations.

#### UK ESOL examinations – available in the UK only:

- ▶ ESOL Step 1 and Step 2 examinations
- ▶ ESOL Skills for Life examinations
- ▶ ESOL for Work examinations.

Trinity has been setting standards and testing English for Speakers of Other Languages (ESOL) for more than 70 years. Our certificates are accepted by universities and employers worldwide.

### About the Integrated Skills in English (ISE) examinations

#### Introduction

Trinity's Integrated Skills in English (ISE) examinations assess all four language skills – reading, writing, speaking and listening – interacting with each other as they do in the real world.

An ISE examination forms a natural part of any course of English study, undertaken in a group or individually. The examinations include a portfolio approach. By assessing classroom work as well as tasks carried out under examination conditions, a wide and varied sample of learner work is taken into account.

ISE brings the assessment of language skills into the era of computer-assisted writing. It offers candidates the opportunity to word-process part of their assessed work. It provides candidates and teachers with a contemporary learner-centred examination in tune with the learner-centred classroom and with global trends in the use of English.

ISE has been designed for all English language learners, young or adult, who wish to record their achievements in reading, writing, speaking and listening.

#### A four-skill examination

Language skills do not operate in isolation and in most real circumstances, in education and work, a language user is likely to use all four language skills in combination. In the classroom a student may be listening to the group, giving an opinion, reading a textbook, downloading from the internet or writing down some new vocabulary, all in the space of half an hour. In the work environment a language user may be reading from a computer screen, listening and speaking on the telephone and simultaneously taking notes. This is why the ISE examinations assess **integrated** language skills across a range of examination components.

Component	Range of skills involved	Skills assessed
A <b>portfolio</b> of a candidate's written work put together during class time or individual study	Writing with reading	Writing
A <b>reading and writing examination</b> taken under controlled conditions	Writing with reading	Writing and reading
An <b>oral interview</b> (including a discussion of the portfolio) between a candidate and an examiner who is a native speaker of English	Writing with reading with speaking and listening	Speaking and listening

#### Framework

ISE examinations are available at five key levels which are mapped to the Common European Framework of Reference (CEFR). They are also linked to Trinity's Graded Examinations in Spoken English (GESE), and each of the five ISE levels represents an integrated skills alternative to GESE.

Trinity's decision to provide ISE at five levels of the CEFR – A2, B1, B2, C1 and C2 – is based on our understanding of the certification needs of language learners throughout the world. Within many educational systems, these levels mark typical transition points: from junior school to middle school, from middle school to secondary school, from secondary school to senior school and specialist study, and from there to college, university and finally postgraduate study. Within the world of work, these are the levels that are often appropriate to initial appointment and to progress. They define the increasing ability to apply individual skills in English for authentic occupational and professional purposes.

### The five levels

- ▶ ISE 0 is at level A2, the second stage of the Basic User level of the CEFR
- ▶ ISE I is at level B1, the first stage of the Independent User level of the CEFR
- ▶ ISE II is at level B2, the second stage of the Independent User level of the CEFR
- ▶ ISE III is at level C1, the first stage of the Proficient User level of the CEFR
- ▶ ISE IV is at level C2, the second stage of the Proficient User level of the CEFR.

Candidates who obtain a pass at ISE 0 will normally need a further year of continuous English language study before proceeding to ISE I. Candidates who pass ISE I will normally need to study for a further 18 months to two years before proceeding to ISE II. Candidates who pass ISE II will normally need to study for a further two years before reaching the standard required at ISE III. Candidates who pass ISE III will normally need to study for at least two more years before proceeding to ISE IV.

### About the components

#### Introduction

Each ISE examination in the five-level suite has the same overall structure consisting of **three components**.

ISE level	Portfolio component	Controlled Written examination component	Interview component
ISE 0	3 tasks	2 tasks	2 tasks
ISE I	3 tasks	2 tasks	2 tasks
ISE II	3 tasks	2 tasks	3 tasks
ISE III	3 tasks	3 tasks	5 tasks
ISE IV	3 tasks	3 tasks	5 tasks

#### The Portfolio component

The Portfolio is a collection of a candidate's best written work.

#### Overview

Trinity College London favours the use of written portfolios in language assessment for a number of reasons, but principally because they provide the opportunity for candidates to present to Trinity examiners the best work they can produce, rather than the best they can produce on a single occasion in the examination room.

ISE portfolios are learner-led. Candidates are able to draw on a wide range of resources, they can use different media and they are less limited by the factor of time.

In the portfolio, candidates are expected to display their ability to use the functional, grammatical and lexical items specified for the level and the preceding levels.

#### Structure

In all five ISE examinations, the completed portfolio contains three pieces of the candidate's written work. Each piece of work is called a task.

From a published list of 15 tasks for each ISE level, candidates select the three portfolio tasks that they wish to present. Portfolio tasks must be taken from the list published on the **Trinity website** for the current examination year (January-December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

The 15 tasks from which candidates must make their selection are divided into three sections, with five tasks in each section. The candidate must present **one task** from **each section**. Thus, while candidates are able to choose their own tasks, they are required to display their ability to deal with different types of writing.

**The three sections for ISE 0, I, II and III are:**

#### **Section 1 – Correspondence, e.g. memo, note, postcard, letter, email**

The above are examples of personal correspondence conducted in English. ISE looks for the ability to produce such correspondence using the language styles and conventions appropriate to each type of writing.

#### **Section 2 – Factual writing, e.g. instructions, directions, report, article, review**

The tasks require candidates to convey information and/or ideas clearly. At higher levels, this may include writing texts of the type that might appear in an English language newspaper or magazine.

### Section 3 – Creative/descriptive writing, e.g. story, diary, description

The tasks require candidates to use language imaginatively.

ISE O, I, II and III portfolio tasks are chosen to be relevant to a range of learners and appropriate in a variety of cultural contexts. The portfolio tasks are based on the subject areas listed for each level.

The three sections for ISE IV are:

#### Section 1 – Correspondence, e.g. letter, email, blog

The tasks require candidates to produce a clear smoothly flowing written interaction, allowing for the demonstration of mastery of writing with different degrees of formality and in an appropriate and effective style. Candidates are required to write a blog (a series of chronological texts between two or more participants) or two related letters and/or emails.

#### Section 2 – Factual writing, e.g. report, article, review, proposal

The tasks require candidates to write factual texts on a wide range of subjects. Information and ideas should be conveyed precisely, with an effective logical structure to help the reader find significant points.

#### Section 3 – Critical/analytical writing, e.g. discursive essay

The tasks require candidates to respond to a quotation and then present a case with an effective logical structure in a way that will inform and engage the target reader.

ISE IV portfolio tasks are chosen to be relevant to a range of learners. However, candidates will be mature and experienced enough to handle abstract concepts and matters of major importance in today's world.

### Word length ranges for the portfolio tasks

Candidates must adhere to the maximum stated word length range. Any additional text will not be assessed by the Trinity examiner and will affect the grade awarded.

Level	Section 1	Section 2	Section 3
ISE O	40-60 words	80-100 words	80-100 words
ISE I	70-80 words	110-130 words	110-130 words
ISE II	120-150 words	170-200 words	170-200 words
ISE III	180-210 words	220-250 words	220-250 words
ISE IV	300-350 words	300-350 words	300-350 words

Please note addresses, dates, customised email prompts, abbreviations, titles, headings, quotations and provided story prompts are not included in the final word count.

### Preparing for the portfolio

- Portfolio tasks **must** be selected from the published list provided on the **Trinity website** for the current examination year (January-December). This is determined by the year in which the final Interview component takes place. No other tasks can be used. Candidates must select their tasks from the appropriate ISE level; they must not mix levels.
- For each ISE level there are 15 portfolio tasks. These tasks are divided into three sections with five tasks in each section. Candidates must submit **three** portfolio tasks in total, **one task from each section**. Candidates are strongly advised to attempt more than three portfolio tasks, so that the best piece of work from each section can be selected for the final submission. However, candidates must not include more than three portfolio tasks in their final portfolio.
- The portfolio must contain the candidate's work and no one else's. They may quote other work within it, but this must be clearly referred to as a quotation and attributed to its author. Candidates must not copy a piece of written text from any other source and present it as their own. Candidates who do so will score **zero** in the assessment of that task.

## About the components

- ▶ Trinity strongly encourages learners to use all the resources available in order to present the **best quality work** they can. Candidates should use dictionaries, encyclopaedias, grammar reference books, online resources, and, if possible, a word-processor and all the referencing and formatting facilities that this provides. Please note a **high level of accuracy** is expected in the portfolio.
- ▶ In the portfolio, candidates should take the opportunity to display their ability to use the functional, grammatical and lexical items specified for the level and the preceding levels.
- ▶ Nobody except the candidate personally should correct, add to or take anything out of the task he or she presents. Teachers **must not** correct their students' work.
- ▶ Teachers may give guidance during the preparation of the portfolio, but candidates should clearly understand what guidance teachers are and are not allowed to provide. Teachers are allowed to give **one** piece of feedback per task only. **The Student portfolio feedback form** (Appendix 2) will help teachers to provide focused and appropriate feedback and this must be the only form of feedback given.
- ▶ Candidates are strongly advised to re-draft, edit and revise their tasks until they feel satisfied that they are presenting the best work they can. Drafts should not be included in the final portfolio.
- ▶ Accurate word counts must be provided for each task and clearly stated on the **Portfolio cover sheet** (Appendix 1). Acceptable word length ranges are provided for each task on page 9. Candidates **must** pay close attention to the word length ranges. Please note any text over the stated maximum word length range will not be marked by the examiner and will affect the grade awarded.
- ▶ Candidates may take as much time as they have available in the preparation of their portfolio. Trinity recommends that candidates should work on it over **6-12 weeks**, but the overall time it takes will depend on other demands upon their time. For example, if they are studying English full-time, they will be able to progress more quickly.
- ▶ Trinity provides colour-coded wallets in which candidates must present their final portfolio along with the Portfolio cover sheet (Appendix 1) and the three Student portfolio feedback forms (Appendix 2). It is imperative that the tasks are presented in section order, i.e. Section 1, Section 2, Section 3.
- ▶ The completed portfolio must be ready for submission no later than one day before the visit of the Trinity examiner.

### The Controlled Written examination component

The Controlled Written examination is a test of a candidate's reading and writing skills taken under examination conditions.

#### Overview

The Controlled Written examination is taken under examination conditions at a Trinity Registered Centre. The papers are available on fixed dates. Current dates are published on the Trinity website. The examination must start at **10.00am** (local time). The start time must be strictly adhered to.

The Controlled Written examination is carried out without the support of external resources. The use of dictionaries and other language aids is not permitted. Candidates may not use correction fluid and must write in blue or black pen.

ISE Controlled Written tasks are chosen to be relevant to a range of learners and appropriate in a variety of cultural contexts. The Controlled Written tasks are based on the subject areas listed for each level.

In the Controlled Written examination, candidates are expected to display their ability to use the functional, grammatical and lexical items specified for the level and the preceding levels.

### Structure

ISE 0 has two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given.

#### Task 1 – Reading into writing task

Candidates are given a text or texts to read and then asked to complete a written task using the information provided. Texts at this level are short and straightforward and reflect the type of text the candidate is likely to come across in his or her everyday life. The task requires candidates to produce a letter, email, postcard, note, instructions, directions, or to complete a form.

#### Task 2 – Writing task

The task is similar to the portfolio tasks at this level. Candidates are required to describe places, people or things, or relate simple facts about present and past activities. The task requires candidates to produce a letter, email, postcard, note, instructions, directions, description or story.

ISE I has two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given.

#### Task 1 – Reading into writing task

Candidates are given a text or texts to read and then must complete a written task using the information provided. The task tests the ability of candidates to read and understand an authentic text and then respond to its content. The task requires candidates to produce a letter, email, report, article or review.

#### Task 2 – Writing task

The task is similar to the portfolio tasks at this level. Candidates are required to write a simple connected text on a range of familiar subjects. The task requires candidates to produce a letter, email, report, article, review or a piece of creative or descriptive writing.

ISE II has two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given.

#### Task 1 – Reading into writing task

Candidates are required to evaluate information and arguments from an authentic text or texts and then systematically develop a written argument based on the information provided. The task requires candidates to produce a report or article.

#### Task 2 – Writing task

The task is similar to the portfolio tasks at this level. At ISE II, candidates are required to show sensitivity to the needs of certain readers and choose an appropriate register. The task requires candidates to produce a letter, email, report, article, review or a piece of creative or descriptive writing.

ISE III has three tasks that have equal weighting. Candidates must complete all tasks. There is no choice given.

#### Task 1 – Reading into writing task

Candidates are asked to synthesise information from a variety of different text types and from a number of different sources and then complete a written task using the information provided. Texts at this level are complex and in addition to a written text, information is presented in different formats such as graphs, tables and diagrams. The task requires candidates to produce a report or article.

#### Task 2 – Correspondence task

Candidates are required to write a formal or semi-formal letter in order to present a point of view, criticise and/or request action or redress.

#### Task 3 – Creative writing task

Candidates are required to display the ability to use language imaginatively to convey emotion and personal perspectives.

## About the components

ISE IV has three tasks that have equal weighting. Candidates must complete all tasks. There is no choice given.

### Task 1 – Reading into writing task – text synthesis

Candidates are required to synthesise information from a wide variety of abstract, structurally complex or highly colloquial texts and then must produce a clear, smoothly flowing written exposition of this information. Texts at this level are complex and in addition to a written text, information is presented in different formats such as graphs, tables and diagrams. The task requires candidates to produce a report or article.

### Task 2 – Reading into writing task – text transformation

Candidates are required to understand and interpret a wide variety of complex and highly colloquial texts in order to produce a piece of writing in a different format or genre, thus showing an appreciation of subtle distinctions of style and register as well as implicit and explicit meaning. The task requires candidates to produce a report, article, review, proposal, letter, email or blog.

### Task 3 – Critical/analytical writing task

Candidates are required to respond to a quotation and then present a case with an effective logical structure in a way that will inform and engage the target reader. The task requires candidates to produce a discursive, critical and/or analytical essay.

### Word lengths for the Controlled Written examination

In the Controlled Written examination, a 10% tolerance above and below the stated word length range is applied.

Level	Task 1	Task 2	Task 3
ISE 0	75 words	75 words	n/a
ISE I	150 words	150 words	n/a
ISE II	250 words	250 words	n/a
ISE III	300 words	250 words	250 words
ISE IV	350 words	300 words	250 words

### Controlled Written examination timings

ISE 0	ISE I	ISE II	ISE III	ISE IV
45 minutes	1 hour 30 minutes	2 hours	2 hours 30 minutes	3 hours

Managing the time available during the Controlled Written examination is the responsibility of the candidate. However, the table below offers some guidance in the time required for each task.

Level	Total time available	Task 1	Task 2	Task 3
ISE 0	45 minutes	25 minutes	20 minutes	n/a
ISE I	1 hour 30 minutes	45 minutes	45 minutes	n/a
ISE II	2 hours	60 minutes	60 minutes	n/a
ISE III	2 hours 30 minutes	70 minutes	40 minutes	40 minutes
ISE IV	3 hours	75 minutes	60 minutes	45 minutes

Candidates should be aware of the need, within the time available, to organise their thinking and writing as well as to meet the formal expectations of the examination in terms of grammar, vocabulary, spelling, punctuation and a legible and well-formatted presentation.

## The Interview component

The Interview is a one-to-one, face-to-face interview between a candidate and a Trinity examiner.

### Overview

The third and final component of every ISE examination is an oral interview with a Trinity examiner.

The ISE Interviews, with increasing demands at each level, replicate real-life exchanges in which the candidate and the examiner pass on information, share ideas and opinions and debate topical issues.

The ISE Interview includes a discussion of the portfolio where the candidate and examiner discuss the content and/or process of writing the candidate's portfolio.

In the Interview, candidates are expected to display their ability to use the functional, grammatical, lexical and phonological items specified for the level and the preceding levels.

### Structure

The different phases of the Interview per level are outlined in the table below.

ISE 0	ISE I	ISE II	ISE III	ISE IV
			Formal Topic presentation	Formal Topic presentation
			Topic discussion	Topic discussion
		Candidate-led discussion of topic	Interactive task	Interactive task
Topic discussion	Topic discussion	Interactive task	Listening task	Listening task
Discussion of portfolio and conversation	Discussion of portfolio and conversation	Discussion of portfolio and conversation	Discussion of portfolio and conversation	Discussion of portfolio and conversation

### Interview timings

ISE 0	ISE I	ISE II	ISE III	ISE IV
8 minutes	8 minutes	12 minutes	20 minutes	25 minutes

For further information and guidance on the ISE examination components, please refer to the individual level pages.

### About the assessment

#### Introduction

It is an essential characteristic of Trinity examinations wherever they are conducted that grading is carried out by a qualified Trinity examiner trained, standardised and monitored regularly to ensure impartiality and consistency of assessment.

During the examiner's visit to a centre, the examiner will assess the three tasks in the candidate's portfolio and conduct and assess the Interview.

The Controlled Written examination is marked by Trinity examiners in the UK.

In the assessment of the written components of the examination, standard American or British spelling conventions are both acceptable but they must be used consistently.

In every examination, the examiner assesses the use made of the language of the particular ISE level and that of all preceding levels.

**Performance descriptors** used when assessing all three components are available on the Trinity website.

#### The Portfolio

The candidate's writing skills are assessed in the Portfolio. The visiting examiner will assess the portfolios before the Interviews take place using a five-point scale (A-E). There is one overall assessment criterion for all portfolio tasks, Task fulfilment.

The assessment of each **Task fulfilment** criterion is based on the following factors:

- ▶ overall achievement of communicative aim
- ▶ text organisation
- ▶ appropriacy of format, style and register
- ▶ accuracy and range of language functions, grammatical structures and lexis
- ▶ effect on reader.

When assessing the portfolio, examiners take into account that candidates are presenting work which they consider to be their best effort. Having had the benefit of the use of spell-checks, dictionaries and of drafting and correcting, candidates are expected to produce a very high degree of accuracy at all levels.

Candidates must adhere to the maximum stated word length range. Any additional text will not be marked by the examiner and will affect the grade awarded.

The assessment is recorded on the composite marksheet. Individual Examination report forms for the Portfolio component are not provided and candidates are not informed of their portfolio results on the day of the Interview. The results for this component are provided on the Results summary slip.

Any piece of work in the portfolio considered to be the result of copying, cheating, plagiarism or not the candidate's own work for any other reason will be indicated as 'Ungraded' (U) and no marks will be awarded for this section. Photocopies of all ungraded tasks will be sent to Trinity's Head Office.

Where a portfolio is deemed 'problematic' (when an examiner is unable to award a mark to a portfolio because, for example, the candidate has selected the wrong tasks) the result will be indicated as 'Not assessed' (N) and no marks will be awarded for this section. A photocopy of the portfolio will be sent to Trinity's Head Office.

Examiners will photocopy a 10% sample of the portfolios and return these to Trinity's Head Office for quality assurance purposes.

The tasks in the Portfolio component do not have equal weighting. (See table on page 17.)

### The Controlled Written examination

The candidate's reading and writing skills are assessed in the Controlled Written examination. Two assessment criteria are applied in the Controlled Written examination, Task fulfilment and Accuracy and Range. For each task candidates are awarded two letter grades using a five-point scale (A-E).

**Task fulfilment** is based on the following factors:

- ▶ overall achievement of communicative aim
- ▶ text organisation
- ▶ appropriacy of format, style and register
- ▶ effect on reader.

**Accuracy and Range:**

- ▶ of the specified functional, grammatical and lexical requirements of the level and accuracy of spelling and punctuation.

When assessing Controlled Written examination tasks, a 10% tolerance above and below the stated word length is applied.

In the Reading into writing tasks candidates should base their answers on the information provided in the text. However, candidates must use their own words as far as possible. No marks are awarded for answers copied from the reading texts.

At ISE III and IV, where information is presented in different formats, candidates must make reference to both the text(s) and graphic information in their answers.

No Examination report form is issued for the Controlled Written examination. Results for this component are provided on the Results summary slip.

The tasks in the Controlled Written examination have equal weighting. (See table on page 17.)

### The Interview

The candidate's speaking and listening skills are assessed in the Interview. The candidate's performance is measured by means of one overall criterion, Task fulfilment. This is assessed in each phase of the Interview using a four-point scale (A-D).

The assessment of each **Task fulfilment** criterion is based on the following factors:

- ▶ coverage of the communicative skills listed
- ▶ coverage of the language functions listed
- ▶ coverage of the grammatical, lexical and phonological items listed
- ▶ accuracy in use of the grammatical, lexical and phonological items listed
- ▶ appropriacy of the grammatical, lexical and phonological items used
- ▶ fluency and promptness of response appropriate for the level.

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade, A, B, C or D. In simple terms, these levels can be classified as follows:

- ▶ A – Distinction (reflects an excellent performance)
- ▶ B – Merit (reflects a good performance)
- ▶ C – Pass (reflects a satisfactory performance)
- ▶ D – Fail (reflects an unsatisfactory performance).

All phases of the Interview at each level are given equal weighting. (See table on page 17.)

## About the assessment

### Examination report forms

An individual Examination report form is completed by the examiner immediately after the Interview has taken place and before the next candidate enters the examination room.

The **Examination report form** provides the following information:

- ▶ an assessment of the candidate's overall performance in each phase of the Interview under the Task fulfilment criterion
- ▶ an indication of the key areas where the candidate could make improvements
- ▶ an indication of the overall result of the Interview component of the examination stated simply as Pass or Fail.

The Examination report form only provides an indication of the result of the Interview component of the examination. This is not a confirmed result and centres should await the arrival of the Results summary slips before making any claims about the overall result of the examination. Claims of achievement should not be based on the information contained on the Examination report form. The results are subject to quality assurance checks at Trinity's Head Office and may be moderated.

The Examination report forms for all the candidates are given to the Centre Representative at the end of the examination session. In the case of examination sessions lasting more than one day, the Examination report forms are not issued until all candidates in that session have been examined.

A sample Examination report form for the ISE II Interview is provided as Appendix 5.

### Marksheets

In addition to the individual Examination report forms for the Interview, the examiner also completes a composite marksheet with the assessments for each candidate in the Portfolio and Interview components.

A composite marksheet is also completed for the Controlled Written examination component by Trinity examiners in the UK.

Marksheets are for internal Trinity College London use only and cannot be issued to centres for reasons of data protection. Marksheets are returned to Trinity's Head Office and the results are entered onto Trinity Online.

### Calculation of overall result

After all results are entered onto Trinity Online the overall result is calculated and checked.

The table opposite summarises the different weightings which are applied to the individual tasks and components at all five levels.

**Summary of calculation of overall result**

ISE 0	Task	Task weighting	Component weighting
Portfolio	Correspondence	20%	20%
	Factual writing	40%	
	Creative/descriptive writing	40%	
Controlled Written examination	Task 1	50%	30%
	Task 2	50%	
Interview	Topic	50%	50%
	Discussion of portfolio and conversation	50%	
ISE I	Task	Task weighting	Component weighting
Portfolio	Correspondence	20%	20%
	Factual writing	40%	
	Creative/descriptive writing	40%	
Controlled Written examination	Task 1	50%	30%
	Task 2	50%	
Interview	Topic	50%	50%
	Discussion of portfolio and conversation	50%	
ISE II	Task	Task weighting	Component weighting
Portfolio	Correspondence	20%	20%
	Factual writing	40%	
	Creative/descriptive writing	40%	
Controlled Written examination	Task 1	50%	30%
	Task 2	50%	
Interview	Topic	33.33%	50%
	Interactive task	33.33%	
	Discussion of portfolio and conversation	33.33%	
ISE III	Task	Task weighting	Component weighting
Portfolio	Correspondence	20%	20%
	Factual writing	40%	
	Creative/descriptive writing	40%	
Controlled Written examination	Task 1	33.33%	30%
	Task 2	33.33%	
	Task 3	33.33%	
Interview	Formal topic presentation	20%	50%
	Topic discussion	20%	
	Interactive task	20%	
	Listening task	20%	
	Discussion of portfolio and conversation	20%	
ISE IV	Task	Task weighting	Component weighting
Portfolio	Correspondence	20%	20%
	Factual writing	40%	
	Critical/analytical writing	40%	
Controlled Written examination	Task 1	33.33%	30%
	Task 2	33.33%	
	Task 3	33.33%	
Interview	Formal topic presentation	20%	50%
	Topic discussion	20%	
	Interactive task	20%	
	Listening task	20%	
	Discussion of portfolio and conversation	20%	

## About the assessment

### Results summary slips

Each ISE candidate receives a Results summary slip via their centre confirming the provisional results of the Interview component and giving details of the overall marks achieved in the Portfolio and the Controlled Written examination components. These are sent with the certificates.

To be awarded an overall pass grade, candidates must achieve a pass grade in both:

- i) the Controlled Written examination and Portfolio
- ii) the Interview.

There are three levels of pass as follows:

- ▶ Pass with Distinction
- ▶ Pass with Merit
- ▶ Pass.

The Results summary slip informs the candidate of the level of pass in the two sections (i and ii above) of the examination. Candidates who are not successful in one or more components are informed of their results via the Results summary slip.

### Certificates

Successful candidates receive a certificate via their centre showing their name as communicated by the Registered Centre, the qualification they have achieved at what level, the name of their teacher or school (if indicated at the time of entry) and the level of pass achieved in both sections of the examination, i.e. the Portfolio and Controlled Written combined and the Interview. This is stated as one of the following for both parts:

- ▶ Pass with Distinction
- ▶ Pass with Merit
- ▶ Pass.

Certificates are sent to centres for distribution and normally arrive within six to eight weeks of the completion of all components.

## About this syllabus

This syllabus is divided into the five ISE levels. At the beginning of each level there is a candidate profile which outlines what is expected. These profiles relate to the reference levels in the Common European Framework of Reference. Examination regulations are from page 62. Finally, the appendices contain supporting documentation to assist candidates and those preparing them for the examinations.

### Layout

The contents of this syllabus are organised as below.

#### Individual level pages:

- ▶ **Candidate profile** – describes what a candidate who passes each level can do
- ▶ **The Portfolio** – gives details of word length, task types and sample tasks
- ▶ **The Controlled Written examination** – gives details of examination timings, word lengths and sample tasks
- ▶ **The Interview** – gives details of the Interview phases and timings, required communicative skills, interview procedure and offers advice on preparation for this component
- ▶ **Language requirements** – describes the language functions and language items the candidate is expected to demonstrate. The subject areas for the Portfolio, Controlled Written examination and the Conversation phase of the Interview are also given.
- ▶ **General skills** – describes the skills required in speaking, listening, reading and writing.

#### Regulations:

- ▶ These give information on **entry requirements**, the **appeals procedure** and arrangements for candidates with **special educational needs/disabilities**. In entering candidates for the Integrated Skills in English examinations, centres agree to abide by Trinity's regulations and, therefore, they must ensure that they and the candidates are completely familiar with the regulations set out in this syllabus.

#### Appendices:

- ▶ **Appendix 1** – Portfolio cover sheet
- ▶ **Appendix 2** – Student portfolio feedback form
- ▶ **Appendix 3** – Completed Topic form for ISE 0
- ▶ **Appendix 4** – Completed Topic form for ISE I
- ▶ **Appendix 5** – Completed Examination report form for ISE II
- ▶ **Appendix 6** – Sample Results summary slip for ISE III
- ▶ **Appendix 7** – The Common European Framework of Reference and Trinity College London International ESOL examinations
- ▶ **Appendix 8** – Summary of language requirements for each ISE level.

# ISE 0

A2 CEFR

## Candidate profile

A candidate who passes ISE 0 can:

- ▶ understand and use a series of frequently used phrases, sentences and expressions that they hear or read on familiar topics or matters of most immediate need, for example, the family, local geography or hobbies
- ▶ communicate in simple and routine tasks that require a direct exchange of information on familiar and routine matters and can participate in very short social exchanges
- ▶ describe in simple terms aspects of his or her background, immediate environment and matters in areas of immediate need
- ▶ read, respond to and write very simple texts in English relating to matters in areas of immediate need including personal letters, notes, forms, memos and stories.

This profile is based on the second stage of the level Basic User (A2), in the Common European Framework of Reference.

## The Portfolio

Trinity publishes a full list of the portfolio task options on its [website](#). Candidates **must** select their portfolio tasks from the ISE 0 task list for the current examination year (January–December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

Here are some examples of the three portfolio task types at ISE 0:

Portfolio section	Example text output types	Example task
Correspondence	Memo/note/postcard/ letter/email	You are on holiday with your family in the mountains. Write a postcard to a friend telling him where you are, what the weather is like and what you are doing. (40-60 words)
Factual writing	Instructions/directions	You are going on a camping trip with a group of friends. Write some instructions for your friends saying what clothes, food and equipment to bring. (80-100 words)
Creative/descriptive writing	Story/diary/description	Write a description of your favourite hobby for a family magazine. Say when you started it, how often you do it and what special equipment you use. (80-100 words)

A full list of the current ISE 0 portfolio tasks and sample portfolio answers written by ISE 0 candidates can be found on the Trinity website.

## The Controlled Written examination

The ISE 0 Controlled Written examination consists of two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given. The time allowed is **45 minutes**.

### Examination format

- ▶ **Task 1** – Reading into writing task: approximately **75 words**
- ▶ **Task 2** – Writing task: approximately **75 words**

For further information about the ISE 0 Controlled Written examination tasks please see pages 10-12.

## Sample of the Controlled Written paper for ISE O

Time allowed: 45 minutes

This examination paper contains two tasks. You must complete both tasks.

### Task 1 – Reading into writing task

You read this notice in a magazine about a summer camp in England. In **your own words**, write a letter (approximately 75 words) to the camp leader and say you want to come to the camp. Tell him:

- i) when you are going to come **and**
- ii) which activities you want to do.

## Summer camp in England

Learn English and make new friends at the Windermere summer camp!

Dates:

5<sup>th</sup>-19<sup>th</sup> July

20<sup>th</sup> July-4<sup>th</sup> August

5<sup>th</sup>-19<sup>th</sup> August

Every morning there are English classes with native speaker teachers.



In the afternoon you can choose two activities from the following list:

Sailing

Walking

Football

Swimming

Tennis

Cooking

Painting

Volleyball

Athletics

For more information or to reserve a place at the camp, please contact the camp leader, Bill Buckingham, at:

36 Chester Street, Crawthorne, Cumbria WE5 9RN, England.

*Use your own words as far as possible. No marks for answers copied from the reading texts.*

### Task 2 – Writing task

An English visitor is staying with you and he wants to visit an interesting museum in your area. Write some directions (approximately 75 words):

- i) telling him how to find the museum from your house **and**
- ii) saying what he can see and do there.

## The Interview

### Interview format

Total Interview time: 8 minutes

#### The Interview at ISE O consists of two assessed phases:

- ▶ Discussion of a topic prepared by the candidate (up to 4 minutes)
- ▶ Conversation with the examiner including a discussion of the portfolio and one subject area selected by the examiner (up to 4 minutes).

### Communicative skills for the Interview

The candidate is expected to demonstrate the following communicative skills during the Interview.

#### Communicative skills for the Interview

##### In the Topic phase

- ▶ Give information about the prepared topic in a series of limited long turns under the four discussion points on the Topic form
- ▶ Answer questions on the prepared topic and participate in informal discussion, during which the examiner might request more information, facts or details
- ▶ Ask the examiner at least one question about the topic area
- ▶ Take the opportunity provided to include samples of the language functions and language items listed for ISE O, where appropriate

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Make appropriate contributions with short statements
- ▶ Communicate limited information in simple and direct exchanges
- ▶ Discuss the contents of the portfolio

### Interview procedure

- ▶ The examiner begins by greeting the candidate and trying to set him or her at ease.
- ▶ The examiner asks the candidate for the **Topic form** and the candidate tells the examiner what he or she is going to talk about.
- ▶ During the **Topic phase**, the examiner randomly selects one of the discussion points on the Topic form and asks the candidate questions and makes comments to facilitate a spontaneous discussion about the prepared topic. This continues until all four points on the Topic form have been covered. During the Topic phase, the candidate asks the examiner at least one question related to the topic. This phase lasts up to four minutes.
- ▶ The examiner then closes this phase of the Interview and moves on to the portfolio discussion and conversation.
- ▶ During the **Conversation phase**, the examiner spends approximately two minutes asking the candidate about the contents of his or her portfolio. The examiner then selects one of the subject areas listed for ISE O and engages the candidate in genuine conversation for a further two minutes. During the conversation, the candidate gives information, makes statements and responds as appropriate. This phase last up to four minutes.
- ▶ The examiner brings the Conversation phase and the Interview to an end.

Sample ISE O Interviews can be found on the Trinity website. A DVD showing examples of ISE Interviews at all levels is also available to Registered Centres.

## Guidance for the Interview

### Discussion of a prepared topic

The purpose of the Topic phase is to give candidates the opportunity to display their command of the language of the level while talking about self-selected and personally relevant topics.

- ▶ When **choosing the topic** for discussion, candidates should prepare their topic on a subject they are personally interested in, knowledgeable about and able to talk about.
- ▶ Please note the topic should **not** be chosen **directly** from the list of ISE O subject areas for the Conversation phase or linked to any of the tasks in the portfolio. Instead, candidates should be strongly encouraged to prepare a **personalised** topic. This is to enable candidates to show a wide range of language throughout the Interview.
- ▶ The personal aspect is an important feature of all Trinity examinations. Therefore, candidates should be discouraged from selecting the same topic as their peers. Teachers should ensure that if groups of learners do decide to use the same topic, e.g. *football*, every effort is made to personalise the content.
- ▶ The topic should provide candidates with the opportunity to demonstrate the language requirements of the level. Therefore, candidates should be encouraged to incorporate language items of the level into their contributions.
- ▶ When **preparing the topic**, candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to four minutes, but not more.
- ▶ Candidates **must not** prepare their topic as a written script, as this will inevitably lead to a memorised recitation and result in the candidate not being prepared to use spontaneous spoken English.
- ▶ In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples and clarifications as requested by the examiner.
- ▶ Before the Interview, the candidate must complete the **Topic form** and bring it to the examination room. The Topic form is designed to help promote a spontaneous discussion which **must not** include or rely on a memorised recitation.
- ▶ The candidate must complete the Topic form with four points for discussion. One sentence will suffice for each point. An example of a completed ISE O Topic form is provided as Appendix 3.
- ▶ The examiner will refer to the points on the **Topic form** in no particular order until all four discussion points have been covered. Therefore, the topic should be prepared as a unified whole. All of the points should be thematic and provide an opportunity for discussing different aspects of the topic. Topic forms must not include such general points as *'Introduction'*, or *'What I did next...'*
- ▶ The Topic form can be written by a person other than the candidate as written skills in English are not assessed in the Interview. However, the content of the form should have originated from the candidate.
- ▶ As the Topic form is crucial for the execution of this phase, the phase will not take place if the information contained on the form is not made available to the examiner.
- ▶ It is a requirement of the Interview that candidates ask the examiner relevant and appropriate questions throughout the Topic phase. At ISE O, the candidate must ask the examiner at least one question about the topic.
- ▶ Candidates may bring pictures, photos, diagrams, or other useful objects into the examination room to illustrate the topic and aid the discussion with the examiner. However, live animals or dangerous objects such as knives must not be brought into the examination room.
- ▶ Please note a candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase. The phase will be voided and this will result in a fail being awarded for the examination as a whole.

### The Conversation phase

The purpose of the Conversation phase is to give candidates the opportunity to discuss their portfolio and to participate in a genuine and interesting exchange of information and ideas, while demonstrating their ability to use the language of the level.

- ▶ In the **discussion of the portfolio** candidates must be ready to discuss points of detail arising out of their portfolio and to give further examples and clarifications as requested by the examiner. The portfolio itself will be in the possession of the examiner, who will have already studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate.

- ▶ The next section of this phase consists of a **discussion of one subject area** as selected by the examiner from the list provided. Although the examiner will only select one subject area, candidates need to be prepared to talk about all of them. The examiner may introduce everyday objects or pictures to facilitate the conversation.
- ▶ In this phase, candidates are encouraged to contribute as much as they can to the conversation and make every effort to show the examiner the range and quality of the language required.
- ▶ Candidates **must not** memorise or recite responses to the examiner's questions as this will lead to the candidate being unable to take part in a genuine conversation with the examiner.

## Language requirements for ISE O

The candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Exchanging greetings and leave-taking
- ▶ Giving personal information
- ▶ Describing people, objects and places
- ▶ Describing daily routines and times
- ▶ Giving dates
- ▶ Expressing ability and inability
- ▶ Giving simple directions and instructions
- ▶ Describing present events and current activities
- ▶ Asking simple questions about everyday life
- ▶ Describing past events
- ▶ Describing future plans and intentions
- ▶ Expressing simple comparisons
- ▶ Expressing likes and dislikes
- ▶ Describing manner and frequency

#### Grammar

- ▶ Present simple tense
- ▶ Present continuous tense
- ▶ Past simple tense of regular and common irregular verbs
- ▶ *Going to* future
- ▶ Nouns (singular and plural, regular and irregular, countable and uncountable)
- ▶ Pronouns (including possessives)
- ▶ Adjectives (including comparatives and superlatives)
- ▶ Adverbs of manner and frequency
- ▶ Prepositions of place, movement and time
- ▶ Imperatives
- ▶ Demonstratives
- ▶ Determiners
- ▶ *Can* and *can't*
- ▶ *There is/are* and *has/have got/have you got?*
- ▶ Link words *and, and then, but*
- ▶ Like + gerund/infinitive, e.g. *I like shopping, I like to read books*
- ▶ Formation of questions and the use of question words

#### Lexis

- ▶ Vocabulary specific to the subject and topic areas
- ▶ Cardinal and ordinal (up to 31<sup>st</sup>) numbers
- ▶ Adverbs and adverbial phrases of frequency, e.g. *sometimes, never, every day, once a week*
- ▶ Expressions of past time, e.g. *yesterday, last night*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of words specific to the topic and subject areas
- ▶ The use of contractions where appropriate
- ▶ Appropriate stress and intonation patterns for words, short sentences and simple questions
- ▶ Appropriate weak forms and intonation in connected speech
- ▶ Three different ways of pronouncing 'ed' past tense endings, e.g. *played, walked, wanted*
- ▶ Avoidance of speech patterns of recitation

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Holidays
- ▶ Shopping
- ▶ School and work
- ▶ Hobbies and sports
- ▶ Food
- ▶ Weekend and seasonal activities

Please note ISE O candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 23).

### Subject areas for the Portfolio and Controlled Written examination

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Jobs
- ▶ Places in the local area
- ▶ Place of study
- ▶ Home life
- ▶ Weather
- ▶ Free time
- ▶ Times and dates

## General skills for ISE O (A2 CEFR)

### Speaking

#### Overall spoken production

Can use a series of phrases and sentences to describe in simple terms a variety of subjects within his or her immediate field of interest.

#### Overall spoken interaction

Can communicate in simple and routine tasks that involve a basic and direct exchange of information on familiar topics.

Can enter into short social exchanges, although is normally unable to maintain a conversation independently.

### Listening

#### Overall listening comprehension

Can understand what is said clearly, slowly and directly to him or her in simple everyday conversations.

Can understand enough to manage simple, routine exchanges without undue effort.

#### Understanding a native speaker

Can show understanding by responding appropriately to simple questions and requests, although will sometimes have to ask for repetition of particular words and/or phrases.

### Reading

#### Overall reading comprehension

Can read very short, simple texts.

Can find specific and predictable information in simple everyday material.

Can understand short simple letters.

### Writing

#### Overall written production

Can produce a series of simple phrases and sentences with simple connectors (e.g. *and*, *but*) relating to areas that are of immediate need and personal relevance.

#### Correspondence

Can write very short and simple personal letters, emails, notes or messages relating to matters that are of immediate need. For example, expressing thanks or apologising.

#### Factual writing

Can produce a series of linked, simple phrases, sentences or a list of points about areas of personal interest, immediate need and/or everyday aspects of his or her environment, e.g. family, present or most recent job.

#### Creative/descriptive writing

Can write short, simple, imaginary descriptions of people or places.

Can write basic very short descriptions of events, past activities and personal experiences.

ISE O communicative skills, language requirements and general skills have been mapped to A2 in the CEFR.

# ISE I

B1 CEFR

## Candidate profile

A candidate who passes ISE I can:

- ▶ understand the main points of clear standard English that they hear or read on familiar matters regularly encountered in work, school, leisure, etc.
- ▶ deal with most everyday situations likely to arise while travelling in an English-speaking country
- ▶ describe experiences and events
- ▶ give brief reasons and explanations for his or her plans and opinions
- ▶ read, respond to and write simple, connected texts on topics that are familiar or of personal interest.

This profile is based on the first stage of the level Independent User (B1), in the Common European Framework of Reference.

## The Portfolio

Trinity publishes a full list of the portfolio task options on its **website**. Candidates **must** select their portfolio tasks from the ISE I task list for the current examination year (January–December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

Here are some examples of the three portfolio task types at ISE I:

Portfolio section	Example text output types	Example task
Correspondence	Letter/email	You have decided to join a new fitness centre. Write a letter to the manager explaining why you want to join. Give details of your present level of fitness and describe what physical activities you have done in the past. (70–80 words)
Factual writing	Report/article/review	Write an article for a teenage magazine about next season's fashions. Describe what clothes will be fashionable for teenage boys and girls next season and give your opinion on the new styles. (110–130 words)
Creative/descriptive writing	Story/diary/description	Write your diary entry for the best day of your life. Describe what happened and explain why it was so special. (110–130 words)

A full list of the current ISE I portfolio tasks and sample portfolio answers written by ISE I candidates can be found on the Trinity website.

## The Controlled Written examination

The ISE I Controlled Written examination consists of two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given. The time allowed is **1 hour 30 minutes**.

### Examination format

- ▶ **Task 1** – Reading into writing task: approximately **150 words**
- ▶ **Task 2** – Writing task: approximately **150 words**

For further information about the structure of ISE I Controlled Written examination tasks please see pages 10–12.

### Sample of the Controlled Written paper for ISE I

Time allowed: 1 hour 30 minutes

This examination paper contains two tasks. You must complete both tasks.

#### Task 1 – Reading into writing task

Read the text below and then, **in your own words**, write an article (approximately 150 words) for a health magazine:

- i) telling readers what they need to do if they want to feel good in the morning
- ii) saying which of the things below you do personally **and**
- iii) explaining how it helps you start the day.

#### Start the day in a positive way

If you start the morning feeling refreshed and calm, you will enjoy the rest of your day. Here are some healthy lifestyle habits to incorporate into your morning routine.

- Move the alarm clock so you have to stretch to reach it. Then lie still in bed and see how you feel about the day. Try to be positive. Each day is a new start and another chance for good things to happen.
- Don't have tea or coffee. Try a lemon drink or a glass of freshly squeezed orange or grapefruit juice.
- Get some fresh air! Breathe slowly by an open window, on a balcony or in a garden. If you can, do your breathing while you look at some green things – parks and gardens, trees and plants. This will help to make you feel good about the day.
- Put on some music! Listening to music as you get ready will create positive energy and a sense of peace (or a sense of fun if you play party music).
- If you are a morning person and feel like exercising before work or school, that's great. A morning walk can get you ready for the day, reduce stress and help you sleep better at night.
- Breakfast is the most important meal of the day, so make sure you eat plenty of protein and fruit in the morning and avoid sugary foods.

(Source: Adapted from *Muller Vitality – Feel Good* leaflet)

*Use your own words as far as possible. No marks for answers copied from the reading texts.*

#### Task 2 – Writing task

You've just won a big prize in a competition. Write an email (approximately 150 words) to a friend:

- i) explaining what you had to do in the competition
- ii) describing what you have won **and**
- iii) telling your friend how you are planning to celebrate tonight.

Past Controlled Written examination papers and sample answers written by ISE I candidates can be found on the Trinity website.

## The Interview

### Interview format

Total Interview time: 8 minutes

#### The Interview at ISE I consists of two assessed phases:

- ▶ Discussion of a topic prepared by the candidate (up to 4 minutes)
- ▶ Conversation with the examiner including a discussion of the portfolio and one subject area selected by the examiner (up to 4 minutes).

### Communicative skills for the Interview

The candidate is expected to demonstrate the following communicative skills during the Interview.

#### Communicative skills for the Interview

##### In the Topic phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Give information about the prepared topic in a series of sustained turns under the four discussion points on the Topic form
- ▶ Make the sequence of events clear by referring back to previous events and forward to forthcoming events
- ▶ Answer questions on the prepared topic, and participate in informal discussion of the topic, responding to the examiner's requests for more information, facts or details
- ▶ Ask the examiner at least one question about the topic area
- ▶ Take the opportunity provided to include samples of the language functions and language items listed for ISE I, where appropriate

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Provide information and offer opinions where appropriate
- ▶ Start to play a limited part in initiating and maintaining the conversation
- ▶ Ask the examiner at least one question related to the portfolio and at least one question about the subject area
- ▶ Discuss the contents of the portfolio

### Interview procedure

- ▶ The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.
- ▶ The examiner asks the candidate for the **Topic form** and the candidate tells the examiner what he or she is going to talk about.
- ▶ During the **Topic phase**, the examiner randomly selects one of the discussion points on the Topic form and asks the candidate questions and makes comments to facilitate a spontaneous discussion about the prepared topic. This continues until all four points on the Topic form have been covered. During the Topic phase, the candidate asks the examiner at least one question related to the topic. This phase lasts up to four minutes.
- ▶ The examiner then closes this phase of the examination and moves on to the portfolio discussion and conversation.
- ▶ During the **Conversation phase**, the examiner spends approximately two minutes asking the candidate about the contents of his or her portfolio. The candidate must ask the examiner at least one question related to the portfolio. The examiner then selects one of the subject areas listed for ISE I and engages the candidate in genuine conversation for a further two minutes. During the conversation, the candidate gives information, makes statements and responds as appropriate. In addition, the candidate must ask the examiner at least one question related to the subject area being discussed. This phase last up to four minutes.
- ▶ The examiner brings the Conversation phase and the Interview to an end.

Sample ISE I Interviews can be found on the Trinity website. A DVD showing examples of ISE Interviews at all levels is also available to Registered Centres.

## Guidance for the Interview

### Discussion of a prepared topic

The purpose of the Topic phase is to give candidates the opportunity to display his or her command of the language of the level while talking about self-selected and personally relevant topics.

- ▶ When **choosing the topic** for discussion, candidates should prepare the topic on a subject they are personally interested in, knowledgeable about and able to talk about.
- ▶ Please note the topic should **not** be chosen **directly** from the list of ISE I subject areas for the Conversation phase or linked to any of the tasks in the portfolio. Instead, candidates should be strongly encouraged to prepare a **personalised topic**. This is to enable candidates to show a wide range of language throughout the Interview.
- ▶ The personal aspect is an important feature of all Trinity examinations. Therefore, candidates should be discouraged from selecting the same topic as their peers. Teachers should ensure that if groups of learners do decide to use the same topic, e.g. *football*, every effort is made to personalise the content.
- ▶ The topic should provide candidates with the opportunity to demonstrate the language requirements of the level. Therefore, candidates should be encouraged to incorporate language items of the level into their contributions.
- ▶ When **preparing the topic**, candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to four minutes, but not more.
- ▶ Candidates **must not** prepare their topic as a written script, as this will inevitably lead to a memorised recitation and result in the candidate not being prepared to use spontaneous spoken English.
- ▶ In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner.
- ▶ Before the Interview, the candidate must complete the **Topic form** and bring it to the examination room. The Topic form is designed to help promote a spontaneous discussion which must not include or rely on a memorised recitation.
- ▶ The candidate must complete the Topic form with four points for discussion. One sentence will suffice for each point. An example of a completed ISE I Topic form is provided as Appendix 4.
- ▶ The examiner will refer to the points on the Topic form in no particular order until all four discussion points have been covered. Therefore, the topic should be prepared as a unified whole. All of the points should be thematic and provide an opportunity for discussing different aspects of the topic. Topic forms must not include such general points as '*Introduction*', or '*What I did next...*'
- ▶ The Topic form can be written by a person other than the candidate as written skills in English are not assessed in the Interview. However, the content of the form should have originated from the candidate.
- ▶ As the Topic form is crucial for the execution of this phase, the phase will not take place if the information contained on the form is not made available to the examiner.
- ▶ It is a requirement of the Interview that candidates ask the examiner relevant and appropriate questions throughout the Topic phase. At ISE I, the candidate must ask the examiner at least one question about the topic.
- ▶ Candidates may bring pictures, photos, diagrams, or other useful objects into the examination room to illustrate the topic and aid the discussion with the examiner. However, live animals or dangerous objects such as knives must not be brought into the examination room.
- ▶ Please note a candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase. The phase will be voided and this will result in a fail being awarded for the examination as a whole.

### The Conversation phase

The purpose of the Conversation phase is to give candidates the opportunity to discuss their portfolio and to participate in a genuine and interesting exchange of information, ideas and opinions while demonstrating their ability to use the language of the level.

- ▶ In the **discussion of the portfolio** candidates must be ready to discuss points of detail arising out of their portfolio and to give further examples and clarifications as requested by the examiner. The portfolio itself will be in the possession of the examiner, who will have already studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. The candidate must ask the examiner at least one question about their portfolio. This must relate to the content of the portfolio and must not include questions designed to find out the examiner's opinion of the work.
- ▶ The next section of this phase consists of a **discussion of one subject area** as selected by the examiner from the list provided. Although the examiner will only select one subject area, candidates need to be prepared to talk about all of them. The examiner may introduce everyday objects or pictures to facilitate the conversation. The candidate must ask the examiner at least one question about the subject area in this section.
- ▶ In this phase, candidates are encouraged to contribute as much as they can to the conversation and make every effort to show the examiner the range and quality of the language required.
- ▶ Candidates must not memorise or recite responses to the examiner's questions as this will lead to the candidate being unable to take part in a genuine conversation with the examiner.

## Language requirements for ISE I

In addition to the items specified for ISE 0, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Describing the future – informing and predicting
- ▶ Expressing preferences
- ▶ Describing events in the indefinite and recent past
- ▶ Giving reasons
- ▶ Stating the duration of events
- ▶ Quantifying
- ▶ Expressing and requesting opinions and impressions
- ▶ Expressing intention and purpose
- ▶ Expressing obligation and necessity
- ▶ Expressing certainty and uncertainty
- ▶ Describing past actions over a period of time

#### Grammar

- ▶ Present perfect tense including use with *for*, *since*, *ever*, *never*, *just*
- ▶ Connecting clauses using *because*
- ▶ *Will* referring to the future for informing and predicting
- ▶ Adjectives and adverbials of quantity, e.g. *a lot (of)*, *not very much*, *many*
- ▶ Expressions of preference, e.g. *I prefer*, *I'd rather*
- ▶ Zero and first conditionals, using *if* and *when*
- ▶ Present continuous tense for future use
- ▶ Past continuous tense
- ▶ Modals connected to the functions listed above, e.g. *must*, *need to*, *might*, *don't have to*
- ▶ Infinitive of purpose

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ Further expressions relating to the past, e.g. *two days ago*, *the day before yesterday*
- ▶ Expressions relating to future time, e.g. *the day after tomorrow*, *in the future*
- ▶ Common phrasal verbs
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ The combination of weak forms and contractions, e.g. *I've been to...*
- ▶ Sentence stress to clarify meaning
- ▶ Basic intonation and features of connected speech at sentence level
- ▶ The intonation patterns of more complex questions
- ▶ Avoidance of speech patterns of recitation

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Travel
- ▶ Money
- ▶ Fashion
- ▶ Rules and regulations
- ▶ Health and fitness
- ▶ Learning a foreign language

Please note ISE I candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 30).

### Subject areas for the Portfolio and Controlled Written examination

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Festivals
- ▶ Means of transport
- ▶ Special occasions, e.g. birthday celebrations
- ▶ Entertainment, e.g. cinema, television, clubs
- ▶ Music
- ▶ Recent personal experiences

## General skills for ISE I (B1 CEFR)

### Speaking

#### Overall spoken production

Can connect sentences in a simple way in order to describe experiences and events.

#### Overall spoken interaction

Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

### Listening

#### Overall listening comprehension

Can understand straightforward factual information about common everyday topics, identifying both general messages and specific detail, provided speech is clearly articulated.

#### Understanding a native speaker

Can generally follow clearly articulated speech, although may have to ask for repetition of particular words and phrases.

### Reading

#### Overall reading comprehension

Can read straightforward factual texts on subjects related to his or her field of interest with a satisfactory level of comprehension.

#### Processing written text

Can collate short pieces of information from different sources and summarise them.

Can paraphrase short written passages in a simple way.

### Writing

#### Overall written production

Can write straightforward connected text on a range of familiar subjects within his or her field of interest by linking a series of shorter discrete elements into a linear sequence.

#### Correspondence

Can write personal letters or emails giving news and expressing his or her thoughts, ideas and opinions.

Can write personal letters or emails describing experiences and events in some detail.

#### Factual writing

Can write short simple essays on topics of interest.

Can summarise, report and give his or her opinion about factual information matters within his or her field of interest.

#### Creative/descriptive writing

Can write straightforward detailed descriptions on a range of familiar subjects.

Can write accounts of experiences in a simple connected text.

Can write a description of an event – real or imagined, e.g. a recent trip.

ISE I communicative skills, language requirements and general skills have been mapped to B1 in the CEFR.

# ISE II

B2 CEFR

## Candidate profile

A candidate who passes ISE II can:

- ▶ understand the main ideas of complex spoken and written English on both concrete and abstract topics
- ▶ use active and passive vocabularies sufficient to cover a wide range of subjects, including technical topics within their field of specialisation
- ▶ interact with a degree of fluency and spontaneity that makes regular interaction with native speakers of English quite possible without strain for either party. Language production is spontaneous and natural
- ▶ explain his or her viewpoint on a topical issue, giving the advantages and disadvantages of various options
- ▶ read, respond to and write clear, detailed texts on a wide range of subjects.

This profile is based on the second stage of the level Independent User (B2), in the Common European Framework of Reference.

## The Portfolio

Trinity publishes a full list of the portfolio task options on its **website**. Candidates **must** select their portfolio tasks from the ISE II task list for the current examination year (January-December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

Here are some examples of the three portfolio task types at ISE II:

Portfolio section	Example text output types	Example task
Correspondence	Letter/email	You have received an email from a friend who has moved to a new city and is very homesick. Reply to your friend and give her some advice on how she can make new friends and settle into her new surroundings. (120-150 words)
Factual writing	Report/article/ review	Write an article for a local newspaper describing how the region where you live has changed since you were born. Describe how life used to be different, with examples from your own experience and comment on whether or not life has changed for the better. (170-200 words)
Creative/ descriptive writing	Story/diary/ description	If you were stranded on a desert island and could only bring three things, what would they be? Describe the three items and explain why you wouldn't want to be without them. (170-200 words)

A full list of the current ISE II portfolio tasks and sample portfolio answers written by ISE II candidates can be found on the Trinity website.

## The Controlled Written examination

The ISE II Controlled Written examination consists of two tasks that have equal weighting. Candidates must complete both tasks. There is no choice given. The time allowed is **2 hours**.

### Examination format

- ▶ **Task 1** – Reading into writing task: approximately **250 words**
- ▶ **Task 2** – Writing task: approximately **250 words**

For further information about the ISE II Controlled Written examination tasks please see pages 10-12.

## Sample of the Controlled Written paper for ISE II

Time allowed: 2 hours

This examination paper contains two tasks. You must complete both tasks.

### Task 1 – Reading into writing task

Read the text below and then, **in your own words**, write an article (approximately 250 words) for a social affairs publication:

- i) saying why the writer decided to have the party and what the results were **and**
- ii) giving your own views on what you think it means to be a good neighbour.

### The night I met my neighbours

I have been living in the same West London street for eight years, and the number of people I know in that street could be counted on the fingers of one hand. I simply haven't got to know the neighbours. It therefore came as no surprise when a recent survey revealed that the majority of people in England have very little contact with their neighbours. The survey aroused a certain curiosity. If the reasons for not knowing the neighbours are mostly of my own making, then I should be able to reverse the situation by actively doing something about it. So I decided to have a party.

After much thought, a dozen invitations seemed like the right amount. The invitations were pushed through letter boxes by hand and more or less at random. The drinks party would commence at 6.30pm and eventually people did start to arrive. Women came with small children, single men turned up with bottles which I tried not to accept. There were couples and young teenagers from across the road. As dusk began to fall, we had around 30 people, including children. Within a couple of hours, I had met two accountants, a photographer, a builder, a teacher, a fitness instructor, a charity worker, an advertising executive and someone in oil.

I asked everyone the same question, which was how many people they knew in the street. Most knew only a couple of others, usually their next-door neighbours. They were also in agreement about something else – they all liked being invited to a drinks party.

This is the truth of it: we don't socialise in the street any more like they used to do in the old days, though we are as sociable as we ever were, just a little more cautious.

(Source: Adapted from the *Evening Standard* newspaper)

*Use your own words as far as possible. No marks for answers copied from the reading texts.*

### Task 2 – Writing task

Write a description (approximately 250 words) for a general interest magazine of your favourite national customs. Describe the origin and history of these customs and say if you think they will continue in the future.

Past Controlled Written examination papers and sample answers written by ISE II candidates can be found on the Trinity website.

## The Interview

### Interview format

Total Interview time: 12 minutes

#### The Interview at ISE II consists of three assessed phases:

- ▶ Candidate-led discussion of a topic prepared by the candidate (up to 4 minutes)
- ▶ Interactive task (up to 4 minutes)
- ▶ Conversation with the examiner including a discussion of the portfolio and one subject area selected by the examiner (up to 4 minutes).

### Communicative skills for the Interview

The candidate is expected to demonstrate the following communicative skills during the Interview.

#### Communicative skills for the Interview

##### In the Topic phase

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across a series of extended turns
- ▶ Maintain coherence and cohesion throughout the phase by organising discourse
- ▶ Handle interruptions by using recovery strategies
- ▶ Engage the examiner in discussion of the topic
- ▶ Be prepared to ask and answer questions about the content of and views about the topic and respond to requests for further information, clarifications and further explanations

##### In the Interactive phase

- ▶ Take control of the interaction
- ▶ Maintain the discourse by asking for information and commenting on the responses obtained
- ▶ Help the discussion along by encouraging comment and opinion from the examiner
- ▶ Take, give up and offer turns when appropriate to do so
- ▶ Take the opportunity to use the language functions listed for ISE II, as appropriate to the individual task

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Take more responsibility for the maintenance of the interaction with the examiner
- ▶ Follow up on comments from the examiner in order to develop the conversation
- ▶ In case of a breakdown in communication, take steps to repair it
- ▶ Discuss both the process of writing the portfolio and its contents

### Interview procedure

- ▶ The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.
- ▶ The candidate is invited to introduce the topic and initiate the discussion by presenting information on the topic. During the **Topic phase**, the discussion is led by the candidate who provides most of the input. This is in the form of sustained long turns. This phase lasts no more than four minutes.
- ▶ The examiner brings the Topic phase to a close and introduces the **Interactive phase** by informing the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes the responsibility for maintaining the interaction. The phase lasts up to four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes.

- ▶ The examiner then introduces the **Conversation phase**. Firstly, the candidate's portfolio is discussed, with the candidate sharing the responsibility of maintaining the conversation with the examiner. Following this the examiner initiates a conversation on one of the ISE II subject areas. This phase lasts no more than four minutes.
- ▶ The examiner indicates the end of the Conversation phase and Interview.

Sample ISE II Interviews can be found on the Trinity website. A DVD showing examples of ISE Interviews at all levels is also available to Registered Centres.

## Guidance for the Interview

### Candidate-led discussion of topic

The purpose of the Topic phase is to give candidates the opportunity to display their command of the language of the level while talking about self-selected and personally relevant topics.

- ▶ When **choosing the topic**, candidates should select a topic of their own choice and plan the areas of the topic which they would like to inform the examiner about and discuss. Candidates should prepare the topic on a subject they are personally interested in, knowledgeable about and able to talk about.
- ▶ Please note the topic should not be chosen directly from the list of ISE II subject areas for the Conversation phase or linked to any of the tasks in the portfolio. Instead, candidates should be strongly encouraged to prepare a **personalised** topic. This is to enable candidates to show a wide range of language throughout the Interview.
- ▶ The topic should provide candidates with the opportunity to demonstrate the language requirements of the level. Therefore, candidates should be strongly encouraged to incorporate language items of the level into their contributions.
- ▶ When **preparing the topic**, candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to four minutes, but not more.
- ▶ One of the main objectives of the Topic phase is to allow the candidate and examiner to have a spontaneous discussion about a subject that interests the candidate. Therefore, candidates must not prepare their topic as a written script as this inevitably results in a memorised recital which prevents the candidate from demonstrating the necessary communicative skills.
- ▶ In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner.
- ▶ Candidates are not required to complete a Topic form. However, candidates are strongly encouraged to produce some **brief notes, mind maps or diagrams** to help them remember what they want to discuss in the Interview. These notes should be brought into the examination room and a copy given to the examiner. They will facilitate the discussion of the topic and allow the examiner to make relevant contributions. Notes, diagrams, etc. do not form part of the assessment.
- ▶ At ISE II, the candidate is responsible for engaging the examiner in discussion of the topic and must be prepared to ask and answer questions, handle interruptions and respond to requests for clarification.
- ▶ Please note a candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase, and this may result in a fail being awarded for the examination as a whole.

### The Interactive phase

The purpose of the Interactive phase is for candidates to demonstrate their ability to initiate, take control over and maintain the interaction while expressing the language functions of the level.

- ▶ In the Interactive phase, the emphasis is placed upon the candidate's ability to use functional language rather than upon the accurate use of the grammatical structures listed for the level.
- ▶ In addition to general functions such as requesting information, some of the language functions listed for the level should arise naturally from each task prompt. Therefore, candidates must be able to understand and use the language functions of the level to take a full part in the exchange.
- ▶ It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction by asking questions and commenting on the examiner's responses. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.

- ▶ In some cases the interaction may involve role play but the examiner and candidate are free to 'be themselves' so as to create as authentic an exchange as possible.
- ▶ In the Interactive phase, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or to maintain the interaction of this phase, the examiner will not intervene and take control. In such a case, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.
- ▶ Candidates may ask the examiner to repeat the initial oral prompt if necessary.

**Those responsible for preparing candidates for the Interactive phase are strongly advised to help them practise:**

- ▶ question formations using the grammatical structures of the level and preceding levels
- ▶ expressing the functions of the specific ISE level in a variety of ways
- ▶ holding conversations which naturally result in the use of the language functions of the specific ISE level
- ▶ strategies to maintain the flow of conversation
- ▶ taking the initiative and controlling the direction of the conversation.

Sample interactive prompts for ISE II can be found on the Trinity website.

### **The Conversation phase**

The purpose of the Conversation phase is to give candidates the opportunity to discuss their portfolio and to participate in a genuine and interesting exchange of information, ideas and opinions while demonstrating their ability to use the language of the level.

- ▶ In the **discussion of the portfolio** candidates must be ready to discuss points of detail arising out of their portfolio and to explain why they chose to do particular tasks and how they completed them. Candidates may, if they wish, bring to the Interview other material which contributed to the portfolio, particularly if this helps to illustrate how the portfolio tasks were completed. The portfolio itself will be in the possession of the examiner, who will have already studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. The candidate must ask the examiner at least one question about their portfolio. This must relate to the content of the portfolio and must not include questions designed to find out the examiner's opinion of the work.
- ▶ The next section of this phase consists of a **discussion of one subject area** as selected by the examiner from the list provided for ISE II. Although the examiner will only select one subject area, candidates need to be prepared to talk about all of them.
- ▶ At ISE II, candidates will be capable of initiating and sustaining the conversation.

**Although candidates' interests may still limit the scope and direction of the conversation, they will be expected to:**

- ▶ take more responsibility for the content
- ▶ contribute opinions and ideas as well as information on the subject areas listed for the level
- ▶ maintain the flow of the exchange
- ▶ demonstrate to the examiner the range and quality of the language of the level at their command.

## Language requirements for ISE II

In addition to the items specified for ISE 0 and ISE I, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Giving advice and highlighting advantages and disadvantages
- ▶ Making suggestions
- ▶ Describing past habits
- ▶ Expressing possibility and uncertainty
- ▶ Eliciting further information and expansion of ideas and opinions
- ▶ Expressing agreement and disagreement
- ▶ Expressing feelings and emotions
- ▶ Expressing impossibility
- ▶ Reporting the conversation of others
- ▶ Speculating
- ▶ Persuading and discouraging

#### Grammar

- ▶ Second and third conditionals
- ▶ Simple passive
- ▶ *Used to*
- ▶ Relative clauses
- ▶ Modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could, you'd better*
- ▶ Modals and phrases used to express possibility and uncertainty *may, might, I'm not sure*
- ▶ Discourse connectors *because of, due to*
- ▶ Present perfect continuous tense
- ▶ Past perfect tense
- ▶ Reported speech
- ▶ Linking expressions, e.g. *even though, in spite of, although*
- ▶ Cohesive devices, e.g. *so to continue, in other words, for example*

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *Really? Oh dear! Did you?*
- ▶ Simple fillers to give time for thought, e.g. *well... um...*
- ▶ Reporting verbs, e.g. *say, tell, ask, report, advise, promise*
- ▶ Appropriate words and expressions to encourage further participation, e.g. *what about you?*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising intonation to indicate interest and surprise as appropriate
- ▶ Intonation and features of connected speech beyond sentence level
- ▶ Rising and falling intonation to indicate giving up and offering turns
- ▶ Stress and intonation to indicate emotion
- ▶ Stress, intonation and pitch relevant to the language functions listed above

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Society and living standards
- ▶ Personal values and ideals
- ▶ The world of work
- ▶ Unexplained phenomena and events
- ▶ National environmental concerns
- ▶ Public figures past and present

Please note ISE II candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 37).

### Subject areas for the Portfolio and Controlled Written examination

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Education
- ▶ National customs
- ▶ Village and city life
- ▶ National and local produce and products
- ▶ Early memories
- ▶ Pollution and recycling

## General skills for ISE II (B2 CEFR)

### Speaking

#### Overall spoken production

Can give clear, detailed descriptions and presentations on a wide range of subjects related to his or her field of interest, expanding and supporting ideas with relevant examples.

#### Overall spoken interaction

Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party.

### Listening

#### Overall listening comprehension

Can understand standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.

#### Understanding a native speaker

Can understand in detail what is said to them in standard spoken English.

### Reading

#### Overall reading comprehension

Can read with a large degree of independence. Has a broad active reading vocabulary but may experience some difficulty with low frequency idioms.

Can understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints.

Can obtain information, ideas and opinions from sources within his or her field of interest.

#### Processing written text

Can summarise a wide range of texts, commenting on and discussing contrasting points of view and the main themes.

### Writing

#### Overall written production

Can write clear, detailed texts on a variety of subjects related to his or her field of interest and evaluate information and arguments from a number of sources.

#### Correspondence

Can write personal letters or emails conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

#### Factual writing

Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

Can evaluate different ideas or solutions to a problem.

Can write an essay or report which develops an argument, giving reasons for or against the support of a particular point of view.

#### Creative/descriptive writing

Can write clear, detailed descriptions of real or imaginary events, marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.

ISE II communicative skills, language requirements and general skills have been mapped to B2 in the CEFR.

# ISE III

C1 CEFR

## Candidate profile

A candidate who passes ISE III can:

- ▶ express themselves fluently and spontaneously, almost effortlessly
- ▶ express themselves using a wide range of complex language structures, vocabulary and functions
- ▶ recognise a wide range of idiomatic expressions and colloquialisms
- ▶ use language flexibly and effectively for social, academic and professional purposes
- ▶ recognise and appreciate different registers and degrees of formality
- ▶ read and respond to a wide range of demanding, longer texts
- ▶ produce clear, well-structured, detailed texts on a wide range of subjects, underlining the relevant salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples.

This profile is based on the first stage of the level Proficient User (C1), in the Common European Framework of Reference.

## The Portfolio

Trinity publishes a full list of the portfolio task options on its [website](#). Candidates **must** select their portfolio tasks from the ISE III task list for the current examination year (January–December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

Here are some examples of the three portfolio task types at ISE III:

Portfolio section	Example text output types	Example task
Correspondence	Letter/email	One of your relatives wants to leave school at 16 and get a job instead of going to college or university. Write an email to him explaining that while you understand his need for independence, you are worried that he will regret his decision in the future. Try to gently encourage him to reconsider. (180-210 words)
Factual writing	Report/article/ review	A national survey has predicted that water will become increasingly precious in the coming years. Despite this, water usage continues to soar. Write a report for an environmental committee discussing the reasons behind the current situation and advising on ways that citizens can reduce their water consumption. (220-250 words)
Creative/ descriptive writing	Description/ play/diary/story	Choose an important historical figure and write a series of diary entries, written over a period of many years, documenting some of the key events in his or her life. (220-250 words)

A full list of the current ISE III portfolio tasks and sample portfolio answers written by ISE III candidates can be found on the Trinity website.

## The Controlled Written examination

The ISE III Controlled Written examination consists of three tasks that have equal weighting. Candidates must complete all tasks. There is no choice given. The time allowed is **2 hours 30 minutes**.

### Examination format

- ▶ **Task 1** – Reading into writing task: approximately **300 words**
- ▶ **Task 2** – Correspondence task: approximately **250 words**
- ▶ **Task 3** – Creative writing task: approximately **250 words**

For further information about the ISE III Controlled Written examination tasks please see pages 10-12.

### Sample of the Controlled Written paper for ISE III

**Time allowed:** 2 hours 30 minutes

**This examination paper contains three tasks. You must complete all tasks.**

#### Task 1 – Reading into writing task

Read the texts and look at the graph. Then, **in your own words**, write a report (approximately 300 words) for an equal opportunities committee:

- i) summarising the information given about the division of household chores, discussing the most relevant information **and**
- ii) giving your opinion on the survey and stating what you think the reasons behind the survey's findings might be.

#### Men still leave the housework to women

Men pay lip service to equal rights in the home while letting women do three quarters of the household chores, new research suggests.

However, women who are earning more do substantially less housework than women in lower paid work. Mee-yee Kan at Oxford University found that women did on average more than 18 hours a week, compared to 6 hours for men. The survey looked at unpaid household work such as cooking, cleaning and shopping, but did not include childcare. Ms Kan found that men were not much more prepared to help if their partners worked long hours.

Being able to buy household goods did not make a difference. 'Most studies show that more technology does not reduce the workload. If you have a washing machine you tend to wash more than once a week. Higher efficiency means higher expectations.'

The factors that did make a difference included women's earning power, education and age. Ms Kan suggested better educated couples and younger couples had a more equal attitude to housework. The survey revealed that educated women worked two hours less than women who left school at 16. Ms Kan concludes to say that as attitudes are changing men are more prepared to help around the house, but women are still left with the greater share.

The writer Fay Weldon said that such studies missed the fact that housework could be fun. 'Women like doing housework more than men. Men don't care what the house looks like. Women who are better off simply employ other women to do the housework, they need more time to make money. The idea is that housework is a terrible chore, but it is just something you do to make your house look nice.'

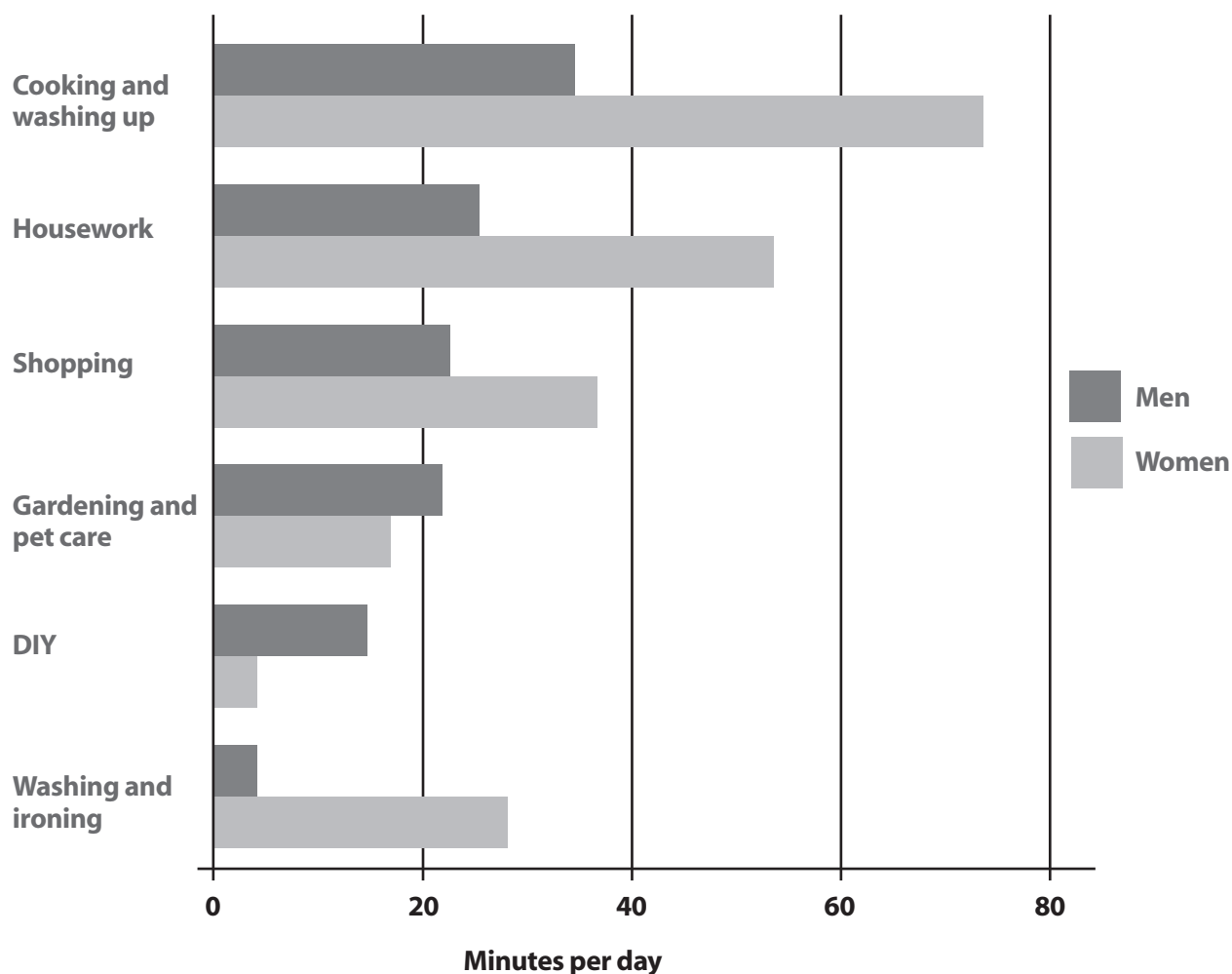
(Source: Adapted from the *Guardian*)

#### Fact file

- Women in the UK spend more than twice as long as men dealing with household tasks, even though 12.9 million British women still have day jobs.
- The amount of time women spend on housework is equivalent to a yearly salary of up to £7,500.
- The number of women employing au pairs, window cleaners and gardeners has increased by 7.9% in the past five years.

(Source: Adapted from [www.bbc.co.uk](http://www.bbc.co.uk))

### Division of household chores



(Source: Adapted from [www.national.statistics.co.uk](http://www.national.statistics.co.uk))

*Use your own words as far as possible. No marks for answers copied from the reading texts.  
You must make reference to both the text and the graphic information in your answer.*

#### Task 2 – Correspondence task

You have just heard that your local library may have to close due to lack of support. Although you know that people spend a lot of time on the internet and watching television nowadays, you think it is essential that the public library is maintained.

Write a formal letter (approximately 250 words) to your local council expressing your views on the proposed closure and asking for the plans to be reconsidered.

#### Task 3 – Creative writing task

Write a story (true or imaginary) for a writing competition of approximately 250 words about a group of people who meet for the first time in unusual circumstances and share an experience which changes their lives forever.

## The Interview

### Interview format

Total Interview time: 20 minutes

#### The Interview at ISE III consists of five assessed phases:

- ▶ Formal presentation of a topic prepared by the candidate (up to 4 minutes)
- ▶ Discussion of the topic presentation (up to 4 minutes)
- ▶ Interactive task (up to 4 minutes)
- ▶ Listening task (up to 3 minutes)
- ▶ Conversation with the examiner including a discussion of the portfolio and one subject area selected by the examiner (up to 5 minutes).

### Communicative skills for the Interview

The candidate is expected to demonstrate the following communicative skills during the Interview.

#### Communicative skills for the Interview

##### In the Formal topic presentation phase

- ▶ Give a formal presentation, discursive in nature, on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices and showing controlled use of organisational patterns
- ▶ Introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, and integrate sub-themes fluently
- ▶ Bring the presentation to an appropriate conclusion by inviting questions and comments from the examiner

##### In the Topic discussion phase

- ▶ Initiate the discussion and encourage the examiner to comment and give his/her opinion on the ideas etc. provided in the presentation
- ▶ Take responsibility for the maintenance of the discussion
- ▶ Be prepared to justify the ideas and opinions given in the presentation
- ▶ Respond to challenges made by the examiner spontaneously and appropriately

##### In the Interactive phase

- ▶ Take full responsibility for maintaining the flow of conversation by changing the direction of the conversation when a particular line of questioning dries up
- ▶ Negotiate towards a successful conclusion to the interaction
- ▶ Where appropriate to the individual task, make use of the language functions listed for ISE III

##### In the Listening phase

- ▶ Understand inferences and pick up on phonological clues
- ▶ Demonstrate the ability to recognise a range of idiomatic expressions and colloquialisms

##### In the Conversation phase

- ▶ Take responsibility for the maintenance of the conversation
- ▶ Anticipate the direction of the conversation and cope with topic shifts
- ▶ Demonstrate the ability to infer and extract meaning from vague or imprecise language
- ▶ Evaluate and challenge statements and arguments made by the examiner
- ▶ Discuss fully not only the content of the portfolio but also the process of writing it

## Interview procedure

- ▶ The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.
- ▶ The examiner invites the candidate to deliver his or her formal topic presentation. The candidate provides the examiner with a written outline of the topic in note form.
- ▶ The candidate then gives a **formal oral presentation** of the prepared topic. This is in the form of a well-structured presentation with an effective logical structure which helps the examiner to notice and remember significant points. The examiner makes notes during the presentation to facilitate the following discussion. The examiner does not interact with the candidate in this phase of the Interview. This phase lasts up to four minutes.
- ▶ After bringing the formal topic presentation to a logical conclusion, the candidate initiates the **discussion of the topic presentation** by inviting questions and comments from the examiner. During this phase, the candidate and examiner participate in an authentic discussion of the ideas and opinions raised in the presentation. This phase lasts up to four minutes.
- ▶ The **Interactive phase** is then introduced by the examiner who informs the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes full responsibility for maintaining the interaction. This phase lasts up to four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes.
- ▶ The examiner then introduces the **Listening phase** and informs the candidate of the requirements for the two different task types. The examiner orally presents three short pieces of discourse. The candidate is required to suggest possible endings for the first two texts, and to identify participants, contexts or settings related to the third text. Only short verbal responses from the candidate are required. This phase lasts up to three minutes.
- ▶ The examiner then introduces the **Conversation phase**. Firstly, the candidate's portfolio is discussed and the candidate should take responsibility for maintaining the interaction and engaging the examiner. Following this the examiner initiates a conversation on one of the ISE III subject areas from the lists provided for discussion. This phase lasts up to five minutes.
- ▶ The examiner indicates the end of the conversation and Interview.

Sample ISE III Interviews can be found on the Trinity website. A DVD showing examples of ISE Interviews at all levels is also available to Registered Centres.

## Guidance for the Interview

Interviews at this level demand a high level of language proficiency and conversational ability. Candidates will be well motivated and have particular reasons for wanting to be fluent in English. Normally, candidates will be mature and experienced enough to handle abstract concepts and to contribute to discussions on matters of major importance in today's world.

### Formal topic presentation

The purpose of this phase is to give candidates the opportunity to display their command of the language of the level while delivering a formal oral presentation on self-selected and personally relevant topics.

- ▶ At this level, candidates are required to deliver a formal presentation on a topic of their own choice. Candidates are advised to select their topics carefully. The topic should be **discursive** in nature and allow the candidate to demonstrate the communicative skills, language functions and language items of the level. Actual knowledge is not assessed in this phase of the Interview.
- ▶ Please note the topic should **not** be chosen **directly** from the lists of subject areas for the Conversation phase or linked to any of the tasks in the portfolio. Instead, candidates should prepare a **personalised** topic. This is to enable candidates to show a wide range of language throughout the Interview.
- ▶ As this is a **formal** presentation, it should have an effective and identifiable structure which engages and maintains the examiner's interest. Therefore, candidates are required to introduce the topic, highlight and develop particular points and bring the presentation to an appropriate conclusion.

- ▶ Adherence to the timing of this phase is very important. Candidates are strongly advised to ensure the presentation lasts up to but no longer than four minutes. Candidates are responsible for concluding the presentation within the stated timing. Presentations which extend beyond the time allocated will be stopped and the candidate's performance will not be rated highly.
- ▶ The candidate is required to produce brief notes in the form of a **handout** for the examiner to facilitate the presentation. These should be given to the examiner before the start of the presentation. These notes will not be taken into account in the assessment. The candidate will have produced their own brief notes for personal use and these do not have to be shown to the examiner. As the presentation is oral, the use of complete written scripts in the presentation is not allowed.
- ▶ During the presentation, the examiner will make notes for the following discussion on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Please note the examiner is not collecting examples of the candidate's language for assessment purposes.
- ▶ The presentation may be supported by technological aids (e.g. OHP/Powerpoint). Examiners must be notified at the beginning of the examination session if such aids are to be used. All such aids must be set up prior to the Interview and be ready for immediate use at the beginning of the Interview. There is no time allowed for the setting up or removal of such aids in the actual Interview. Candidates who choose to use such aids are advised to have back-up material in case of power or equipment failure. Skill in the technical preparation and use of such aids will not form part of the assessment.
- ▶ At the end of the formal topic presentation, candidates are required to initiate the Topic discussion phase by asking if the examiner has any questions and inviting comment.

### **Discussion of topic presentation**

The purpose of the Topic discussion phase is for the candidate and examiner to have an authentic discussion on the ideas and opinions given in the formal topic presentation.

- ▶ When preparing for the topic discussion, candidates should try to anticipate the contributions of the examiner and think of ways of expanding and developing the topic beyond the limitations of the formal presentation.
- ▶ The topic discussion is intended to be a genuine discussion with both parties having equal responsibility for maintaining the flow. There should be a real exchange of ideas and opinions with the candidate being able to challenge the examiner and respond to his or her contributions. Candidates must also be ready to justify, exemplify and elaborate on the ideas and opinions given in the presentation.
- ▶ The topic discussion is intended to be about the actual presentation rather than on the general theme of the topic.
- ▶ The candidate is expected to be proactive in the discussion and not simply respond to the contributions of the examiner. Therefore, candidates are required to invite questions and comments from the examiner at the end of the formal topic presentation and throughout the Topic discussion phase.
- ▶ A candidate who fails to prepare a formal topic presentation cannot be assessed for Task fulfilment for the above two phases. The phases will be voided and this will result in a fail being awarded for the examination as a whole.

### **The Interactive phase**

The purpose of the Interactive phase is for candidates to demonstrate their ability to take control of and maintain the interaction while demonstrating their ability to use the language functions and grammatical items of the level.

- ▶ The guidance for this phase is the same as that given for ISE II on pages 37 and 38.
- ▶ At ISE III, in addition to expressing the language functions of the level, candidates are also required to demonstrate their control of the grammatical items listed for the level and the previous levels.

Sample interactive prompts for ISE III can be found on the Trinity website.

### The Listening phase

The purpose of the Listening phase is for candidates to demonstrate high level listening skills such as prediction, deduction and inference. The candidate needs to show recognition of the context, participants and register.

**There are two types of listening tasks which require different responses from the candidate:**

- ▶ **Type 1** – require the candidate to provide a suitable ending
- ▶ **Type 2** – require the candidate to identify participants, contexts or settings.

- ▶ Candidates are presented with three listening tasks – two of Type 1 and one of Type 2.
- ▶ Candidates are expected to respond with very short, precise responses and should not give lengthy replies.
- ▶ The listening tasks are not related to any of the given subject areas for the Conversation phase. This is to provide an unknown element which candidates at this level are expected to be able to handle.
- ▶ Candidates are not required to read or write anything in this phase, and the taking of notes is unnecessary given the nature of the task.
- ▶ Please note **the listening texts will not be repeated** by the examiner even if they are requested to do so.

Sample listening tasks for ISE III can be found on the Trinity website.

### The Conversation phase

The purpose of the Conversation phase is to give candidates the opportunity to discuss their portfolio and to participate in a genuine and interesting exchange of information, ideas and opinions while demonstrating their ability to use the language of the level.

- ▶ In the **discussion of the portfolio** candidates must be ready to discuss points of detail arising out of their portfolio and to explain why they chose to do particular tasks and how they completed them. Candidates may, if they wish, bring to the Interview other material that has contributed to the portfolio, particularly if this helps to illustrate how the portfolio tasks were completed. The portfolio itself will be in the possession of the examiner, who will have already studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. The candidate must ask the examiner at least one question about their portfolio. This must relate to the content of the portfolio and must not include questions designed to find out the examiner's opinion of the work.
- ▶ The next section of this phase consists of a detailed **discussion of one subject area** as selected by the examiner from the lists provided for ISE III. The subject areas at ISE III are provided in two different lists and are designed to take into account different levels of maturity. Centres should decide which list is most appropriate for their candidates and provide practice in discussing the subject areas **EITHER** from List A (for teenagers/less mature candidates) **OR** from List B (for adults/more mature candidates). The centre should inform the examiner prior to the start of the examination session which list has been prepared. If the centre does not do this, the examiner will use his or her discretion.

**In the Conversation phase, ISE III candidates will be expected to:**

- ▶ engage the examiner in a meaningful discussion on complex and abstract topics
- ▶ influence the direction of the exchange
- ▶ maintain the flow of the exchange
- ▶ demonstrate their ability to use a range of complex language flexibly and effectively.

## Language requirements for ISE III

In addition to the items listed for ISE 0 to ISE II, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Expressing abstract ideas
- ▶ Expressing regrets, wishes and hopes
- ▶ Expressing assumptions
- ▶ Paraphrasing
- ▶ Evaluating options
- ▶ Hypothesising
- ▶ Evaluating past actions or course of events
- ▶ Developing an argument
- ▶ Defending a point of view
- ▶ Expressing beliefs
- ▶ Expressing opinions tentatively
- ▶ Summarising information, ideas and arguments
- ▶ Deducing
- ▶ Justifying an argument
- ▶ Inferring
- ▶ Expressing caution
- ▶ Expressing empathy and sympathy
- ▶ Challenging arguments and opinions
- ▶ Evaluating different standpoints
- ▶ Expressing reservations

#### Grammar

- ▶ A high degree of grammatical accuracy, errors are rare and difficult to identify
- ▶ A broad range of complex structures, used flexibly and effectively in combination and contrast, including:
  - Mixed conditionals
  - *Should/must/might/could* + perfect infinitive
  - Correct verb patterns after *wish* and *hope*
  - Verbs followed by gerund and/or infinitive, e.g. *forget, stop, go on, remember*
  - More complex forms of the passive with modals

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ A good range of idiomatic expressions and colloquialisms
- ▶ Cohesive devices to recap and recover, e.g. *as I was saying, anyway...*
- ▶ Hesitation fillers, e.g. *I mean, you know*
- ▶ Stock phrases to gain time for thought and keep the turn, e.g. *well, let me think...*
- ▶ Modifying words, e.g. *basically, quite, certainly*
- ▶ Intensifiers, e.g. *absolutely, completely, totally*
- ▶ Tentative expressions, e.g. *I may be wrong but... Don't you think it might be...*
- ▶ Signposting words and expressions, e.g. *firstly, conversely, to conclude*
- ▶ Vague and imprecise language, e.g. *a bit more, a hundred people or so*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of topic and subject area specific vocabulary
- ▶ A wide range of stress, rhythm, intonation patterns, pitch and volume in order to engage and maintain the examiner's interest, signal the provision of new information, indicate discourse structure, emphasise main points/ ideas and convey subtle shifts in meaning and attitude
- ▶ Various features of pronunciation which only occasionally deviate from an internationally intelligible model
- ▶ Rising and falling intonation for keeping, giving up and offering turns

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the lists below. The centre should inform the examiner which list has been prepared by the candidate (see page 47).

#### LIST A

- ▶ Independence
- ▶ Ambitions
- ▶ Stereotypes
- ▶ Role models
- ▶ Competitiveness
- ▶ Young people's rights

OR

#### LIST B

- ▶ The media
- ▶ Advertising
- ▶ Lifestyles
- ▶ The arts
- ▶ The rights of the individual
- ▶ Economic issues

Please note ISE III candidates should not select their topic from the list of subject areas above (see guidance notes on page 45).

### Subject areas for the Portfolio and Controlled Written examination

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Roles in the family
- ▶ Communication
- ▶ The school curriculum
- ▶ Youth behaviour
- ▶ Use of the internet
- ▶ Designer goods
- ▶ International events
- ▶ Equal opportunities
- ▶ Social issues
- ▶ The future of the planet
- ▶ Scientific developments
- ▶ Stress management

## General skills for ISE III (C1 CEFR)

### Speaking

#### Overall spoken production

Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and providing an appropriate conclusion.

#### Overall spoken interaction

Can express himself or herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject may hinder a natural, smooth flow of language.

### Listening

#### Overall listening comprehension

Can understand extended speech on abstract and complex topics beyond his or her own field, although they may need to confirm occasional details.

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

#### Understanding a native speaker

Can understand in detail speech on abstract and complex topics of a specialist nature beyond their own field, although they may need to confirm occasional details, especially if the accent of the interlocutor is unfamiliar.

### Reading

#### Overall reading comprehension

Can understand in detail lengthy, complex texts, appreciating distinctions of style, whether or not they relate to his or her own area of speciality.

#### Processing written text

Can summarise long, demanding texts.

### Writing

#### Overall written production

Can write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Can select a style appropriate to the reader in mind.

#### Correspondence

Can express himself or herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.

#### Factual writing

Can write clear, detailed, well-structured and developed texts underlining the relevant salient issues.

Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.

#### Creative/descriptive writing

Can write clear, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

ISE III communicative skills, language requirements and general skills have been mapped to C1 in the CEFR.

# ISE IV

C2 CEFR

## Candidate profile

Examinations at this level demand an extremely high level of language proficiency and conversational ability. Candidates will be well motivated and have specific social, academic or professional reasons for wanting to be fluent in English. Candidates will be mature and experienced enough to handle abstract concepts and to contribute to discussion of matters of major importance in today's world.

### A candidate who passes ISE IV can:

- ▶ express themselves spontaneously, very fluently and precisely differentiating finer shades of meaning, even in more complex situations
- ▶ exploit a comprehensive and reliable mastery of a very wide range of complex language structures, vocabulary and functions
- ▶ express themselves using idiomatic expressions and colloquialisms
- ▶ use language effortlessly and appropriately for social, academic and professional purposes
- ▶ control the direction of a spoken interaction and maintain its flow with ease, relating skilfully to the contributions of the listener
- ▶ understand the main points, arguments, inferences, changes in register and emphasis in complex and sometimes unstructured speech, even when delivered at fast native speed
- ▶ read and respond to virtually all forms of the written language including abstract, structurally or linguistically complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning
- ▶ write clear, smoothly flowing complex texts on a wide range of subjects in an appropriate style and with an effective logical structure.

This profile is based on the second stage of the level Proficient User (C2), in the Common European Framework of Reference.

## The Portfolio

Trinity publishes a full list of the portfolio task options on its **website**. Candidates **must** select their portfolio tasks from the ISE IV task list for the current examination year (January–December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable.

Here are some examples of the three portfolio task types at ISE IV:

Portfolio section	Example text output types	Example task
Correspondence	Letter/email/blog	<p><b>Your university or college is offering a bursary award for a student research project. They are inviting applications.</b></p> <p>Write a formal letter to the Head of Faculty outlining your proposed research project and justifying why you strongly believe you should be considered for the grant.</p> <p><b>And</b></p> <p>Your application has not been accepted. Write an email to a close friend detailing the grounds for rejection and giving your personal reaction to them. (300–350 words in total for both the letter and email)</p>
Factual writing	Report/article/review/proposal	<p><b>A recent survey has revealed that two-thirds of consumers are happy buying fake goods. Another report has discovered that two out of three of us regularly commit offences against the government and employers – ranging from taking stationery to inflating health insurance claims.</b></p> <p>Write an article for a sociology journal discussing whether this is a refreshing dose of frankness over relatively trivial matters, or is there a more troubling shift in our notions of right and wrong? (300–350 words)</p>
Critical/analytical writing	Essay	<p><b><i>'Success in business requires training and discipline and hard work. But if you're not frightened by these things, the opportunities are just as great today as they ever were.'</i> (David Rockefeller)</b></p> <p>Write an essay commenting on the validity of Rockefeller's viewpoint. Discuss the qualities you believe are intrinsic in a successful business person, illustrating your viewpoints with relevant examples. (300–350 words)</p>

A full list of the current ISE IV portfolio tasks and sample portfolio answers written by ISE IV candidates can be found on the Trinity website.

## The Controlled Written examination

The ISE IV Controlled Written examination consists of three tasks that have equal weighting. Candidates must complete all tasks. There is no choice given. The time allowed is **3 hours**.

### Examination format

- ▶ **Task 1** – Reading into writing task – text synthesis: approximately **350 words**
- ▶ **Task 2** – Reading into writing task – text transformation: approximately **300 words**
- ▶ **Task 3** – Critical/analytical writing task: approximately **250 words**

For further information about the ISE IV Controlled Written examination tasks please see pages 10–12.

## Sample of the Controlled Written paper for ISE IV

Time allowed: 3 hours

This examination paper contains three tasks. You must complete all tasks.

### Task 1 – Reading into writing task – text synthesis

Read the information below. Then, **in your own words**, write an article (approximately 350 words) for a sociology journal:

- i) summarising the information given about the growth of social networking, discussing its impact on different generations **and**
- ii) discussing the potential implications of personal information being easily accessible.

### Social networking on the move

The success of social networking sites such as Facebook, Bebo and even YouTube could represent the next boom for the mobile phone operators.

Revenues from putting so-called user-generated content – meaning content such as videos and blogs created by consumers rather than media organisations – onto mobile phones is expected to rise more than tenfold over the next five years, according to a recent study.

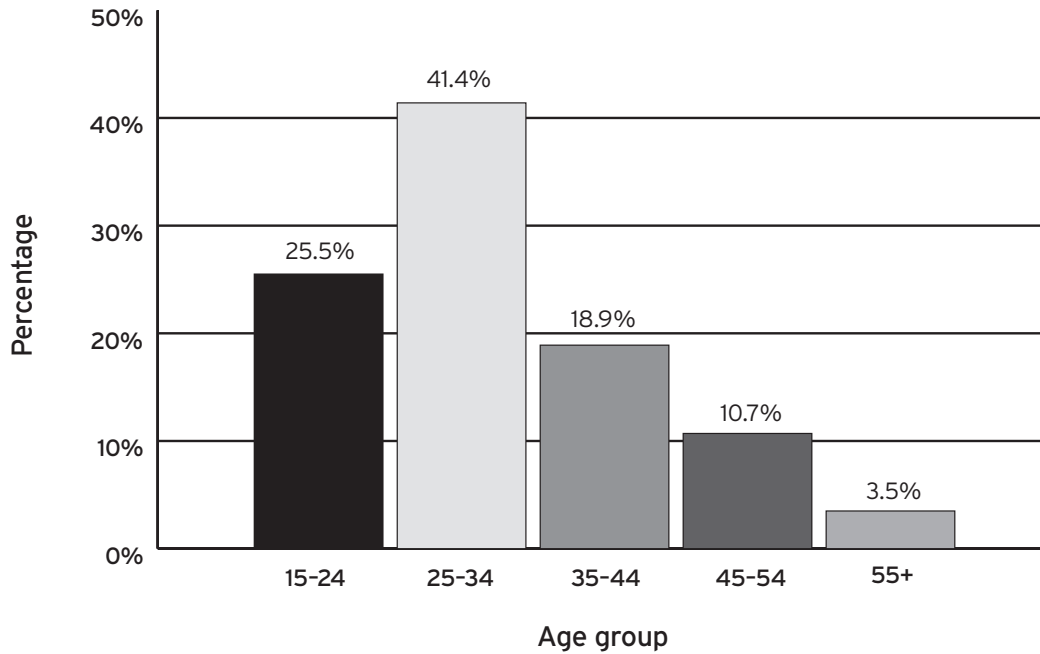
Allowing the legion of bloggers, posters and comedy clip makers to upload and view each other's every movement on their mobile phone could be worth \$5.74bn by 2012, from just \$576m this year. 'One of the most attractive elements of social networking on a mobile phone is that it's universally accessible so people can look up their friends, update their status or whatever on the move, which for the young demographic is particularly appealing,' says the study's author, Dr Holden.

Social networking has become one of the fastest growing internet trends of the past two years. Facebook saw users increase 270% from last year. It now has more than 52 million users. MySpace registered lower growth of 72%, but still leads the market with 114 million users. Bebo, with a majority of users in Europe, grew 172% to more than 18 million users. The mobile phone companies reckon the people who are using sites like Facebook are exactly the sort of people likely to be interested in using the internet on a mobile phone. Further research shows that people who are already experimenting with the internet on a mobile phone are younger than users who access the web only on a computer.

While Europe is only now getting to grips with social networking on a mobile phone, users in South Korea have been producing their mobile phone pages for years. Cyworld, started in 1999, allows users to create their own mobile homepage, a 'minihompy' – essentially a room in cyberspace where users can create digital versions of themselves. They can be created free of charge, but users have to pay for embellishments such as wallpaper and background music. Users can upload pictures, keep a blog and contact other users through an instant messaging service. Users who become friends can swap items such as photos. More than 90% of Koreans in their 20s already have a minihompy and a quarter of the country's population is signed up to the service.

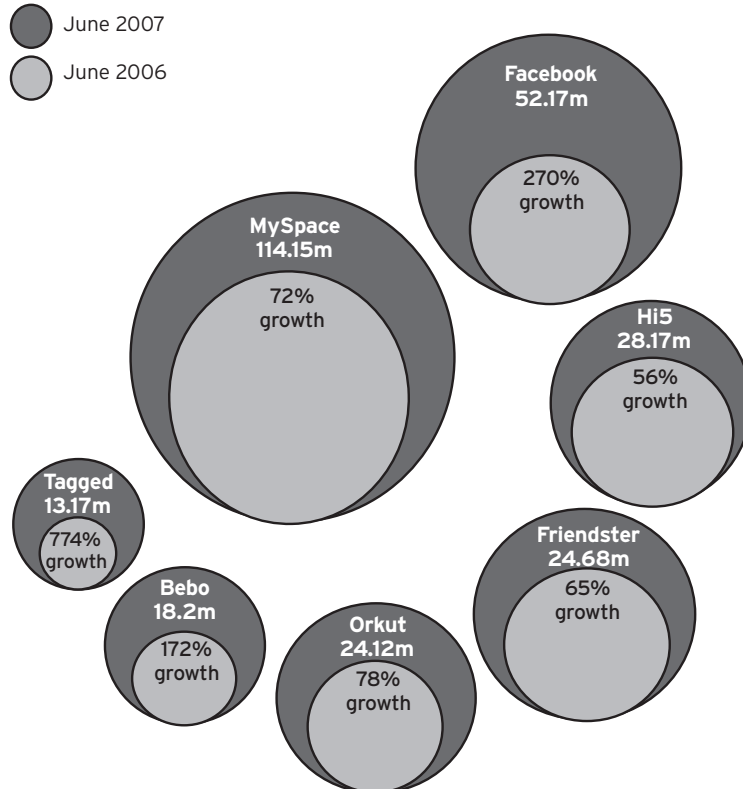
(Source: Adapted from the *Guardian*)

Mobile web users by age group



Worldwide growth of selected social networking sites

Total unique visitors in June 2007, showing growth since June 2006



(Source: Adapted from the *Guardian*)

Use your own words as far as possible. No marks for answers copied from the reading texts.  
You must make reference to both the text and the graphic information in your answer.

## Task 2 – Reading into writing task – text transformation

Read the text below. Then, **in your own words**, present the information given in the text as a blog with two or more contributors (approximately 300 words) debating the validity and practicality of adopting a 'locavore' lifestyle.

### Locavores

A 'locavore' means someone who always tries to eat food grown in their local community. Some locavores give themselves a 100km radius and others go no further than their back garden. What 'locavores' have in common is that their eating and shopping habits are very right-on and very now.

The term 'locavore' is said to have been created by puzzled Californians in 2005 who wondered why they were eating strawberries from one part of America while at the same time exporting their own crop.

Bill McKibben's book *Deep Economy* is about climate change and creating an economy which cares more about quality than quantity. His book explains how he and his family became pioneering locavores in Vermont for several months. 'The real pleasure is not just the delicious food, but the abundance of new relationships that are formed, the growing knowledge of where I live,' said McKibben.

Locavores make their own rules. Some are pedants, some compromisers. Barbara Kingsolver has written *Animal, Vegetable, Miracle: Our Year of Seasonal Eating*. Her family moved to a farm, grew their own food, and shopped at local markets. However, they allowed themselves far-flung Fair-trade chocolate and coffee.

McKibben follows the 'Marco Polo' exception: his dinner must be local but can contain anything a 13th-century explorer might have brought back in his saddlebag – spices, ginger, etc. Few people can be complete locavores, but every bit helps. Kingsolver's husband calculated that if Americans ate one weekly meal of locally sourced organic meat and produce, the country would save more than a million barrels of oil a week.

Of course, what no one likes to mention is the scurvy. Well, there's no actual scurvy, but if you love orange juice, it's February, and the only fruit around is a shrivelled apple, you do tend to suffer seasonal affective dining disorder. On the whole though, food is the one area where making an ethical choice generally tastes good, so why resist it?

(Source: Adapted from *The Times*)

*Use your own words as far as possible. No marks for answers copied from the reading texts.*

## Task 3 – Critical/analytical writing task

'Education has produced a vast population able to read, but unable to distinguish what is worth reading.' (George Macaulay Trevelyan, Historian, 1942)

Write an essay (approximately 250 words) commenting on the relevance of Trevelyan's statement in today's society. Balance your own opinions with alternative points of view.

Past Controlled Written examination papers and sample answers written by ISE IV candidates can be found on the Trinity website.

## The Interview

### Interview format

Total Interview time: 25 minutes

#### The Interview at ISE IV consists of five assessed phases:

- ▶ Formal presentation of a topic prepared by the candidate (up to 5 minutes)
- ▶ Discussion of the topic presentation with the examiner (up to 5 minutes)
- ▶ Interactive task (up to 5 minutes)
- ▶ Listening task (up to 3 minutes)
- ▶ Conversation with the examiner including a discussion of the portfolio and one subject area selected by the examiner (up to 6 minutes).

### Communicative skills for the Interview

The candidate is expected to demonstrate the following communicative skills during the Interview.

#### Communicative skills for the Interview

##### In the Formal topic presentation phase

- ▶ Present a complex topic with a high degree of linguistic formality to the examiner, who will probably be unfamiliar with it
- ▶ Present a clear argument with an effective logical structure which helps the examiner to notice and remember significant points
- ▶ Bring the presentation to a logical conclusion by inviting questions and comments from the examiner

##### In the Topic discussion phase

- ▶ Initiate the discussion and actively seek ways in which to engage the examiner in meaningful exchange of ideas and opinions
- ▶ Take full responsibility for the maintenance of the discussion
- ▶ Be able to deal effectively with the examiner's input by responding to a variety of conversational gambits and handling in-depth questioning

##### In the Interactive phase

- ▶ Control and sustain the discussion at all times
- ▶ Actively encourage the examiner's collaboration in the task
- ▶ Direct the interaction towards a successful conclusion

##### In the Listening phase

- ▶ Understand texts on abstract and complex topics which may be of a specialist nature beyond his or her own field
- ▶ Understand virtually everything heard when delivered at natural native speaker speed
- ▶ Identify implicit meaning

##### In the Conversation phase

- ▶ Take full responsibility for the maintenance of the conversation
- ▶ Hold a discussion unconstrained by linguistic limitations, without showing signs of having to restrict what he or she wants to say
- ▶ Introduce his or her contribution into the joint discourse with natural turn-taking and referencing
- ▶ Demonstrate the ability to make an unobtrusive substitution for a word or expression he or she is unable to recall
- ▶ Discuss fully and precisely not only the content of the portfolio but also the process of writing it

## Interview procedure

- ▶ The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.
- ▶ The examiner invites the candidate to deliver his or her formal topic presentation. The candidate provides the examiner with a written outline of the topic in note form.
- ▶ The candidate then gives a **formal oral presentation** of the prepared topic. This is in the form of a well-structured presentation with an effective logical structure which helps the examiner to notice and remember significant points. The examiner makes notes during the presentation to facilitate the following discussion. The examiner does not interact with the candidate in this phase of the Interview. This phase lasts up to five minutes.
- ▶ After bringing the formal topic presentation to a logical conclusion, the candidate initiates the **discussion of the topic presentation** by inviting questions and comments from the examiner. During this phase, the candidate and examiner participate in an authentic discussion of the ideas and opinions raised in the presentation. This phase lasts up to five minutes.
- ▶ The **Interactive phase** is then introduced by the examiner who informs the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes full responsibility for maintaining the interaction. This phase lasts up to five minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full five minutes.
- ▶ The examiner then introduces the **Listening phase** and informs the candidate of the requirements for the two different task types. The examiner orally presents three short pieces of discourse. The candidate is required to suggest possible endings for the first two texts, and to identify participants, contexts or settings related to the third text. Only short verbal responses from the candidate are required. This phase lasts up to three minutes.
- ▶ The examiner then introduces the **Conversation phase**. Firstly, the candidate's portfolio is discussed and the candidate should take full responsibility for maintaining the interaction and engaging the examiner. Following this the examiner initiates a conversation on one subject area he or she deems appropriate for the individual candidate. There are no specified subject areas for this level. This phase lasts up to six minutes.
- ▶ The examiner indicates the end of the Conversation phase and Interview.

Sample ISE IV Interviews can be found on the Trinity website. A DVD showing examples of ISE Interviews at all levels is also available to Registered Centres.

## Guidance for the Interview

### Formal topic presentation

The guidance for this phase is the same as given for ISE III on pages 45 and 46.

At ISE IV, the candidate should prepare a formal presentation that lasts up to, but no longer than **five minutes**. The choice of the subject matter or theme is left to the individual candidate, but candidates should not select a topic directly from the list of conversation subject areas for the preceding ISE levels or link it to any of the tasks in the portfolio.

### Discussion of topic presentation

The guidance for this phase is the same as given for ISE III on page 46.

A candidate who fails to prepare a topic cannot be assessed for Task fulfilment in the above two phases, which will result in a fail being awarded for the Interview component and the examination as a whole.

### The Interactive phase

The guidance for this phase is the same as given for ISE II on pages 37 and 38.

At ISE IV, the interactive tasks have been designed to provide candidates with the opportunity of demonstrating not only their ability to express the functions of ISE IV but also their control of the grammatical items listed for all levels.

Sample interactive prompts for ISE IV can be found on the Trinity website.

### **The Listening phase**

The guidance for this phase is the same as given for ISE III on page 47.

Sample listening tasks for ISE IV can be found on the Trinity website.

### **The Conversation phase**

- ▶ The guidance for the **discussion of the portfolio** is the same as given for ISE III on page 47.
- ▶ At ISE IV, the candidate should be prepared to discuss any subject chosen by the examiner. The examiner will enter into a **discussion on one subject area** which he or she deems appropriate for the individual candidate. The candidate is responsible for the content, coherence and direction of the conversation.

## Language requirements for ISE IV

In addition to the language requirements listed for ISE 0 to ISE III, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Asserting
- ▶ Denying
- ▶ Softening and downplaying propositions
- ▶ Contradicting
- ▶ Implying
- ▶ Affirming

#### Grammar

- ▶ A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity
- ▶ Differing linguistic forms to reformulate ideas to convey finer shades of meaning
- ▶ Complete and consistent grammatical control of highly complex language at all times

#### Lexis

- ▶ A good command of a very broad lexical repertoire
- ▶ A wide range of idiomatic expressions and colloquialisms
- ▶ Phrases and expressions related to the language functions listed above

#### Phonology (Interview only)

- ▶ Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model
- ▶ Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility

### Subject areas for the Conversation phase of the Interview

**There are no specific subject areas for the ISE IV Interview.**

Candidates should be able to make use of a wide range of vocabulary items relating to all other previous subject areas as well as other subjects of general or topical interest.

At this level candidates are expected to be able to enter into discussion on any subject that the examiner deems appropriate for the individual candidate. The age of the candidate will be taken into account when the examiner makes his or her choice.

### Subject areas for the Portfolio and Controlled Written examination

**There are no specific subject areas for the ISE IV Portfolio and Controlled Written examination.**

Candidates should be able to make use of a wide range of vocabulary items relating to all other previous subject areas as well as other subjects of general or topical interest.

## General skills for ISE IV (C2 CEFR)

### Speaking

#### Overall spoken production

Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

#### Overall spoken interaction

Can take part effortlessly in any conversation or discussion and has a good command of idiomatic expressions and colloquialisms.

Can converse fluently and convey finer shades of meaning precisely.

Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

### Listening

#### Overall listening comprehension

Has no difficulty in understanding any kind of spoken language delivered at fast native speed.

#### Understanding a native speaker

Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature, given the opportunity to adjust to a non-standard accent or dialect.

### Reading

#### Overall reading comprehension

Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.

#### Processing written text

Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation.

### Writing

#### Overall written production

Can write clear, smoothly flowing complex texts in an appropriate and effective style and logical structure which helps the reader to find significant points.

Can summarise information from different written sources, reconstructing arguments and accounts.

#### Correspondence

Can produce clear, smoothly flowing complex letters which present a case.

Can provide an appropriate and effective logical structure which helps the reader to find significant points.

#### Factual writing

Can produce clear, smoothly flowing complex reports and articles which present a case.

Can provide an appropriate and effective logical structure which helps the reader to find significant points.

Can write summaries and reviews of professional or literary works.

#### Critical/analytical writing

Can produce clear, smoothly flowing complex essays which present a case or give a critical appreciation of a proposal.

Can provide an appropriate and effective logical structure which helps the reader to find significant points.

Please turn over for Regulations

### Regulations

#### Age and entry requirements

Trinity College London's Integrated Skills in English examinations are for learners whose native language is not English. There is no minimum age limit, although Trinity recommends that candidates are aged 10 years and above at the time of the examination. There is no upper age limit.

Candidates may enter at any level without having previously taken any other Trinity examination at a higher or lower level.

Applications for examination will be accepted by Trinity on the condition that candidates will be examined according to the requirements of the current syllabus. It is the responsibility of the centre to ensure that they and the candidate are following the current syllabus and regulations.

Candidates cannot enter for more than one level in the same examination session.

Once candidates have been submitted for an examination no changes to the entries are permitted. Should an exceptional circumstance arise after this time, for example a natural disaster, health issue or bereavement, please contact your National/Area Consultant or Trinity's Head Office. Written evidence may be required.

If a candidate does not reach the level required to pass and wishes to re-sit an examination, a minimum of one month must elapse before the candidate may enter again.

A minimum period of a month must elapse between a candidate attempting a Trinity ISE examination at one level and the same examination at another level. Failure to observe this rule may result in both examinations being voided with no refund payable.

There is no restriction on candidates entering for different levels of assessment in other Trinity examination suites, or on candidates entering for examinations of other boards.

Candidates must take the Controlled Written examination before the Interview takes place. The Interview must be taken no later than six weeks after the Controlled Written examination.

Candidates must enter through a Trinity Registered Centre, usually the candidate's own place of study. No applications should be made directly to Trinity's Head Office. Details of how to register candidates for examinations are available at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

Candidate entries received after the relevant closing date cannot be guaranteed and will be subject to a surcharge. These dates can be obtained from National/Area Consultants and Trinity's Head Office.

Trinity Online\* gives approved individuals and centres in the Trinity network worldwide direct access to their own candidate information held on Trinity's central database. It will make examination administration quicker and easier, and results can be viewed, analysed and printed out for quality assurance and reporting.

#### Results and certificates

An Examination report form is issued for the Interview component of the examination. Centres and teachers should share the Examination report form with the candidate and can use it to review an individual candidate's performance across the Interview tasks. Examiners are instructed to issue Examination report forms only to the teacher in charge or the Centre Representative. Examiners are not allowed to give details of results in any other way or to any other person.

Examination report forms are not issued for the Portfolio and Controlled Written examination components of the examination.

When all the results have been collated, each ISE candidate receives via their centre a Results summary slip confirming the provisional results of the Interview component and giving details of the overall marks achieved in the Portfolio and the Controlled Written examination components. The Results summary slips are sent out with the certificates.

To be awarded an overall pass grade, candidates must achieve a pass grade in both:

- i) the Controlled Written examination and Portfolio
- ii) the Interview.

There are three levels of pass as follows:

- ▶ Pass with Distinction
- ▶ Pass with Merit
- ▶ Pass.

The Results summary slip informs the candidate of the level of pass in the two sections (i and ii above) of the examination. Candidates who are not successful in any of the components are informed of their results via the Results summary slip.

Final marks will be calculated at Trinity's Head Office leading to the declaration of an overall result. Neither Trinity's Head Office staff nor their representatives are allowed to give examination results over the telephone or via email.

Successful candidates receive a certificate, via their centre, showing their name as communicated by the Registered Centre, the qualification they have achieved at what level, the name of their teacher or school if requested at the time of registration, and the level of pass achieved in both sections of the examination. After moderation of results, certificates are sent to centres for distribution and normally arrive within six to eight weeks of the completion of all components.

Replacement certificates are available, although an administration fee will be charged for replacing a certificate. All replacement certificates issued later than six months after the date of the examination will be marked 'Duplicate'. Exact candidate details must be provided prior to a certificate being replaced. The Trinity website contains more details on how to obtain a replacement certificate.

### **Candidates with special educational needs/disabilities**

Trinity welcomes entries from candidates with special needs and disabilities. Adjustments are implemented according to individuals' special needs/disabilities, reflecting their usual method of working, the assessment requirements and the guidelines stipulated by the regulatory authorities as well as the Joint Council for Qualifications.

The same standard of assessment applies to all candidates, regardless of any special need/disability, and allowances will only be made to the conduct of the examination if appropriate.

**The procedures below must be followed when requesting consideration of special needs/disabilities.**

#### **Enrolment on Trinity Online**

- ▶ Full details of the special needs/disabilities must be received on or before the closing date for the examination. The specific condition and request for special needs dispensation should be inputted on the candidate's record on Trinity Online and supporting medical documentation sent to the National/Area Consultant or Trinity's Head Office. Details of how to indicate special needs are explained in the candidate enrolment instructions available via Trinity Online. No alteration to the details of the candidate with special needs/disabilities can take place after registration.
- ▶ Owing to the extra preparation time required to provide individual tests for candidates with special needs/disabilities, late entries or entries which do not contain full details of the nature of the special needs/disabilities will not normally be accepted. If a late entry has been accepted but the examination cannot take place, the fee will be refunded (at the discretion of Trinity) but the surcharge will be retained to cover costs of administration of the late entry.
- ▶ In order to prepare Braille tests for candidates, centres are required to give a minimum of two months' notice.
- ▶ Braille materials and certificates are available for visually impaired candidates at no extra charge. Requests for Braille certificates should be made at the time of entry.

### **Evidence to Trinity's Head Office**

- ▶ All provision for special needs candidates is adjusted to the particular needs of each candidate. To be most beneficial to candidates, as full an explanation as possible of the nature of the special needs and potential modification to the procedure of the examination is required.
- ▶ Appropriate **documentary evidence** of special assessment needs must be supplied at the time of enrolment. Special provision will not be given without this information. This must be a current medical certificate or, in the case of dyslexic candidates, a report from an educational psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an educational psychologist). Reports from psychologists of other disciplines (e.g. clinical) are not acceptable. Details of medical and psychological reports are not disclosed to anyone, including examiners.
- ▶ Trinity College London reserves the right to turn down requests for provision if sufficient information is not provided.
- ▶ Candidates who require wheelchair access to centres should notify the centre.

### **Equal opportunities policy for examination candidates**

Trinity is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide examinations for candidates with special needs/disabilities but owing to the nature of the examination, some special needs/disabilities, such as the inability to speak, will prevent the candidate from fulfilling the requirements of the examinations.

Trinity seeks to ensure that:

- ▶ the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified
- ▶ the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- ▶ its examiners and all associated with its examinations apply a fair and just process.

### **Candidate identification policy**

Candidates entered for the Integrated Skills in English examinations from ISE I and above are required to provide a photographic form of identification in both the Controlled Written examination and the Interview component.

In the Controlled Written examination, candidates must place their means of identification on their desks. The supervisor/invigilator must check each candidate's identity. If a candidate fails to provide satisfactory ID, the supervisor/invigilator must verify the candidate's identity with the candidate's own teacher at the end of the examination.

In the Interview, candidates will be asked by the examiner to provide ID at the start of the examination. Centre Representatives will be reminded of this policy by the examiner on their arrival. Where no ID has been provided, the examiner will inform the Centre Representative or teacher during the feedback session and subsequently notify Trinity's Head Office.

### **Absence from examinations**

As ISE is a complex examination of three components which are taken/prepared for in three separate time frames, it may happen that due to unforeseen circumstances candidates are unable to attend either the Controlled Written examination or the Interview. Permission to re-enter missed components may be granted. However, the following conditions apply:

- ▶ the missed component of the examination must be taken before December 31 of the year in which the other component was taken
- ▶ the Controlled Written examination can be taken on any of the stated dates during the same calendar year
- ▶ if the Controlled Written examination is not taken and the candidate wishes to take the Interview as planned, a written request must be made to Trinity within 14 days of the date of the Controlled Written examination to bank the Interview assessment. Candidates who fail to notify Trinity of their reasons for not taking the Controlled Written examination will not be allowed to take the Interview

- ▶ if the Controlled Written examination is taken and the Interview not attended, requests to bank the Controlled Written assessment must be made as soon as the absence is known and no later than seven days after the scheduled date of the Interview
- ▶ the re-scheduled Interview must be taken as part of a centre's normal session or at a mutually convenient open session.

There will be a fee on the following scale for the re-arranging of the missed component of the examination:

- ▶ Controlled Written examination – one third of total fee
- ▶ Interview – two thirds of total fee.

Half of the above fees will be payable on production of a doctor's certificate to Trinity.

Examiners are not allowed to accept notice of withdrawal, medical certificates or applications for special treatment.

Trinity reserves the right to consider other special cases for absence on their individual merits.

### **Exceptional circumstances**

All examinations are assessed on the basis of the performance given on the day of the examination without regard to any external circumstances.

When a candidate infringes examination regulations, wherever possible the examination will continue without comment by the examiner so that candidate performance in other parts of the examination is unaffected. The Examination report form will normally be returned by the examiner to Trinity at the end of the examination, rather than being issued to the Centre Representative, so that a decision can be taken about the validity of the examination. Trinity reserves the right to award no marks for invalid parts of an examination. The outcome of referred examinations will be reported to the Centre Representative as soon as possible after the matter has been considered.

### **Examination monitoring**

Trinity examiners will audio record oral examinations for monitoring and research purposes. All examinations are recorded unless stated otherwise. Trinity reserves the right to allow Trinity monitors into the examination room while the examination is in progress in order to observe the conduct of the examinations. Recordings of examinations are retained at Trinity's Head Office and not made available to centres or candidates.

These procedures are an essential feature of Trinity's commitment to the consistency of marking and administration by its examiners and are in no way detrimental to the candidate. Every effort will be made to give advance notice of such monitoring sessions and arrangements will be discussed with the Registered Centre involved wherever possible. Entrance for the Trinity examinations constitutes acceptance of all the quality assurance procedures.

In normal circumstances, no other person is permitted to be present in the examination room. Special arrangements apply, with prior authorisation, in cases where candidates with special needs/disabilities require assistance.

Candidate privacy and data are protected under the UK Data Protection Act 1998. Please see page 69 for more information.

### **Examination delivery**

Trinity works with the centre to ensure that the examination session is delivered at the mutual convenience of the centre and the examiner. During the planning process, the centre may be approached regarding alternative dates for delivery.

Trinity reserves the right not to conduct an examination session in the following circumstances:

- ▶ examination entries are not received prior to the specified closing dates. Closing dates are available from your National/Area Consultant or Trinity's Head Office
- ▶ examination fees are not paid in full by the closing date
- ▶ the minimum fee required by Trinity in order to cover the costs of an examiner visiting an examination venue is not met. Details of the minimum fee required can be obtained from your National/Area Consultant or Trinity's Head Office
- ▶ centres have not used the correct fees for their examination session.

Trinity takes every effort to ensure the delivery of its examinations on the dates and at the locations planned. However, there may on occasion be exceptional circumstances that mean we are not able to meet our commitment. This would include, for example, lack of examiner availability, national strikes, labour disputes, industrial disruption, natural disasters, widespread disruption of international travel, terrorist attacks, acts of war or pandemics.

### Appeals procedure

Entry for Trinity examinations constitutes acceptance of the professional judgement of the examiners.

Teachers, schools, parents and candidates who wish to question the outcome of Integrated Skills in English examinations should use the following procedure. In any other dispute concerning the conduct of any examination, the decision of Trinity's Chief Executive shall be final.

### Allowable grounds for appeal

Appeals will not be accepted which simply question assessments made by the examiner. The two broad categories of appeal which will be considered are:

- ▶ claims of irregular procedure on the part of the examiner which is believed to have disadvantaged the candidate
- ▶ a mismatch between the letter grades awarded and the final result declared.

### First level of appeal

- ▶ Appeals must be made on the official appeals procedure documents available from National/Area Consultants and Trinity's Head Office. These documents must be completed in English by the nominated academic representative and sent to the Head of International ESOL. An appeal can be made either on behalf of an individual candidate or a group of candidates. The grounds for appeal should be set out, and the original (not a photocopy) of the Examination Report form(s) and Portfolio(s) should be sent by post. Appeals lodged by email and fax are not acceptable.
- ▶ Please note from 1 February 2010 there will be a £25 fee per candidate for all first level appeals. For appeals involving more than five candidates, a maximum fee of £125 applies. Please consult your National/Area Consultant for information about methods of payment.
- ▶ Appeals will not be considered until the appropriate fee and all the required documentation are provided.
- ▶ Trinity will send an acknowledgement within seven days and the appeal will be referred to the examiner(s) for comment as appropriate.
- ▶ Appeals must be postmarked not later than 14 days after the issue of the results to the Centre Representative otherwise the appeal will not be accepted.
- ▶ The Head of International ESOL will reach a decision after a full investigation into the appeal has been conducted. The grounds for appeal, examiner report plus any other information relevant to the appeal will be considered. The target time for resolving appeals is 20 working days from the date of receipt.
- ▶ The outcome of a successful appeal may be the opportunity of a free re-examination, usually at the same centre. In the event of a re-examination being offered, a time limit will normally be prescribed in the interests of all concerned. Any such offer of a re-examination will terminate the appeals procedure. In the case of a mismatch between the letter grades awarded and the final result declared, there may be a revision to the letter grades awarded and/or the final result declared.

### Second level of appeal

- ▶ Those who are not satisfied with the decision of the Head of International ESOL and to whom a re-examination is not offered may proceed to a second level of appeal to the Director of Language Examinations. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decision. The original Examination report forms or portfolios are not required. The further appeal will be handled in the same way as above.
- ▶ Second level appeals should be accompanied by a fee of £50 per candidate.
- ▶ For appeals involving more than five candidates, a maximum fee of £250 applies.

**Third level of appeal**

- ▶ Those who are not satisfied with the decision of the Director of Language Examinations and to whom a re-examination is not offered may proceed to a third level of appeal to the Chief Executive. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decision. The original Examination report forms or portfolios are not required.
- ▶ A fee of £100 per candidate (or £500 for five or more candidates) should be enclosed with the further appeal, which will be handled by the Chief Executive in association with an independent member of the Review Board for Language Examinations in the same way as above.

**General notes**

- ▶ Trinity representatives are not permitted to act as agents of appeals.
- ▶ In the event that an appeal is upheld, the appeal fee will be returned; otherwise the fee will be retained by Trinity.

**Review Boards**

Trinity's independent Review Boards consider:

- ▶ academic standards in relation to other qualifications and learning available
- ▶ examiner training including reliability issues
- ▶ validity of the examination system
- ▶ the quality of current and new syllabuses
- ▶ relevance of Trinity's work to the needs of the sector.

The membership of Trinity's independent Review Boards, which meet on an annual basis or as requested by the independent Chair of each Board, is drawn from the professions concerned. Members of the Review Boards are invited to the Board for a fixed period of time by the Chief Executive in consultation with the Chair. The Chair of each Board is appointed by the Chief Executive, generally for a period of three years.

The aims and responsibilities of each Board are, in their defined area of expertise, to review the relevance, validity, reliability and efficient conduct of Trinity College London's assessments. This includes but is not restricted to issues of syllabus and examination design, panel membership, and monitoring of results. All meetings are minuted, are conducted with Trinity staff in attendance, and the Chief Executive is informed of any recommendations which she is expected to respond to and report back on.

**Customer service**

Trinity strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk). The website is also a source of general information about Trinity and its services. A Customer Service Statement is available on the website.

**Malpractice statement and policy**

Trinity takes any attempt on the part of individual candidates or centres to influence the outcome of examinations by unfair means very seriously.

**Note to centres**

Centres must agree to abide by the Code of Practice at all times. This means that they must implement all the measures described in order to ensure that all candidates at the centre and at all other centres around the world have an equal opportunity to demonstrate their abilities.

Examiners must be able to conduct the examinations without fear of pressure, coercion and recrimination. The examiner must not be placed in a position where the ability to deal with individual candidates equally and fairly is likely to be affected. Examiners on tour are vulnerable in that they are often staying away from home, in unknown places and the examination centre staff are their only point of contact. Centres must not take advantage of this fact.

Centres are deemed to be responsible for the conduct of the examination session and the behaviour of their candidates.

### Individual candidates

Examples of candidate behaviour which would be the subject of an investigation into malpractice are:

- infringement of the stated examination regulations and behaving in such a way that other candidates are disadvantaged
- impersonating another candidate
- providing a false form of identification
- plagiarising texts from another source including the internet
- cheating by copying another's work in written examination sessions
- cheating by using unauthorised aids such as notes in the examination room during written examinations
- attempting to obtain confidential examination material
- attempting to influence the examiner's assessment by offering incentives of any kind.

### Centres

Examples of centre behaviour which would be the subject of an investigation into malpractice are:

- infringement of the stated examination regulations and contravening any of the items in the Code of Practice
- altering official documentation such as Examination report forms, Individual marksheets and certificates
- attempting to influence the examiner's assessment by offering incentives of any kind or by using threatening behaviour either before or after the examination session
- knowingly introducing candidates to the examiner prior to the examination in order to gain an unfair advantage
- collecting confidential examination material and disseminating this to centre staff and other candidates
- knowingly allowing candidates to impersonate other candidates.

### Information collection

Trinity has various ways of collecting information regarding the conduct of an examination session, for example:

- centre report forms completed by examiners for each centre they visit. They are required to report any incidence of suspected malpractice
- supervisors' reports of written examination sessions including seating plans
- inspection visit reports supplied by Trinity Inspectors
- appeals documentation
- reports from written paper markers.

### Action taken by Trinity when notified of suspected malpractice

- The issue of results is suspended. This may be the results of an individual candidate or selected candidates or of the whole examination session at a particular centre.
- The relevant Academic Officer investigates the matter by collecting all information and data relevant to the case. This will include a request being sent usually to the Centre Representative or through them, more rarely, to an individual candidate for a written account of actions under investigation. The examiner or marker will also be asked for specific information about the session, candidate's work or behaviour where relevant. A case file is opened.
- If the case involves written papers which indicate improper behaviour, the paper(s) are scrutinised by a second marker, the Academic Officer and the Academic Manager.
- The Academic Manager presents the case to the Head of International ESOL and together a decision is reached.
- The centre is contacted with the decision and told of the action that will be taken by Trinity. In the case of there being a confirmation of malpractice the following action can be taken.

### Centres

- All results for the session in question can be voided and candidates given the opportunity to sit the examination again with the centre meeting the costs.
- The centre can be de-registered.

### Individual candidates

- Results will not be released. Certification will be withheld.

### Data protection

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. The Act requires that there should always be a legitimate basis for the processing of personal data and that the processing and collection of data be accurate, fair and lawful. Trinity is required to ensure that those to whom the data relate are aware of the purposes for which their data may be used, disclosed or transferred.

Trinity and its agents collect and process candidate/representative and centre data for the purpose of examination administration. This includes:

- ▶ the registration of candidate entries for examinations
- ▶ the management of examination schedules and itineraries and
- ▶ the collection, registration and distribution of examination results to both individual candidates and to centres and representatives.

Personal data is transferred to third parties for the purpose of registering candidate entries and the results of examinations onto Trinity's online registration system.

Trinity also collects and processes data to respond to requests for information from members of the general public. This is the sole purpose of the collection of this data. Additionally, Trinity collects and processes data on individuals who have consented to their names and addresses being retained for the purpose of providing them with Trinity event and examination information on a regular basis. Trinity will amend and update inaccurate personal data upon receipt of a hard copy written request to do so, with evidence of the individual's identity. Please write to Trinity's Head Office. The address to write to is 89 Albert Embankment, London SE1 7TP, UK.

Trinity retains personal data for statistical analysis and to replace certificates upon request from candidates. All candidate/representative and centre data is stored securely. Once candidate certificates are issued, candidate/representative and centre data is securely archived.

Trinity must also fulfil its obligation to provide candidate and centre information, including personal data, to Educational Authorities and Regulators worldwide.

### Use of candidates' personal data

Candidates who enter courses and take examinations based upon any Trinity College London syllabus should be aware that by attending and participating in courses and examinations they are consenting to:

- ▶ their teachers, colleges or examination centres collecting, processing, disclosing and transferring their personal data, and
- ▶ Trinity or specifically contracted third parties (such as data processors) processing, transferring and disclosing their personal data to fulfil Trinity's obligation to administer examinations.

Furthermore, Trinity communicates candidates' personal data back to colleges or examination centres for distribution to individual candidates once examinations are complete.



## Integrated Skills in English – Portfolio cover sheet

Candidate name: .....

Candidate number: .....

(Including centre number)

Level:    ISE 0             ISE I             ISE II             ISE III             ISE IV

Task Section	Task number	Task	Word count
Section 1 Correspondence			
Section 2 Factual writing			
Section 3 Creative/descriptive writing (ISE 0, I, II and III)  Critical/analytical writing (ISE IV only)			

Please ensure that these tasks are from the current portfolio task list.

**Declaration**

I declare to the best of my knowledge that the contents of this portfolio are the work of the candidate named above.

Signed by the candidate's teacher: .....

Date: .....

This form must be attached to your portfolio tasks.

# TRINITY

COLLEGE LONDON

## Student portfolio feedback form

Candidate name: ..... ISE 0  ISE I  ISE II  ISE III  ISE IV

Teacher name: ..... Date: .....

Task section: ..... Centre (name or number): .....

Teachers are strongly recommended to give candidates feedback in the preparation of their portfolios. Use this form only.

Teachers should complete just one copy of this sheet for each task presented by the candidate. It should be completed by ticking appropriate items in the right-hand column. This sheet must be the only form of feedback between teacher and candidate. When completed, this form should be handed to the candidate. The candidate must ensure that it is attached to the final version and included in the portfolio.

<b>Advice to the student</b>	✓
<b>Task fulfilment</b>	
Parts of the task have not been completed – look at the instructions again	
The task does not meet the requirements set – look at the instructions again	
This work does not appear to be entirely your own – you must choose a different task	
Your work contains some irrelevant details and/or repetition	
You should add some more ideas	
You should give more description	
The format, style and/or register are not appropriate to the task	
The task is too long/short – check the word length range	
<b>Organisation</b>	
Your presentation and/or layout need to be improved	
You should check and improve paragraphing	
You need to add an introduction	
You need to add a conclusion	
You need to rewrite the task with more legible handwriting or word-process your work	
<b>Grammar</b>	
You need to check and improve the grammar of your work	
You should use a greater range of grammatical structures	
You need to check your word order	
<b>Vocabulary</b>	
You should use a greater range of vocabulary	
You need to check you are using the correct words	
<b>Spelling/Punctuation</b>	
You should check the spellings of words in your work	
You should check and improve the punctuation in your work	

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# TRINITY

COLLEGE LONDON

## Integrated Skills in English Topic form – ISE 0

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### Any Name

ISE 0

Registration no: xxxxxx:xxxxxxxx

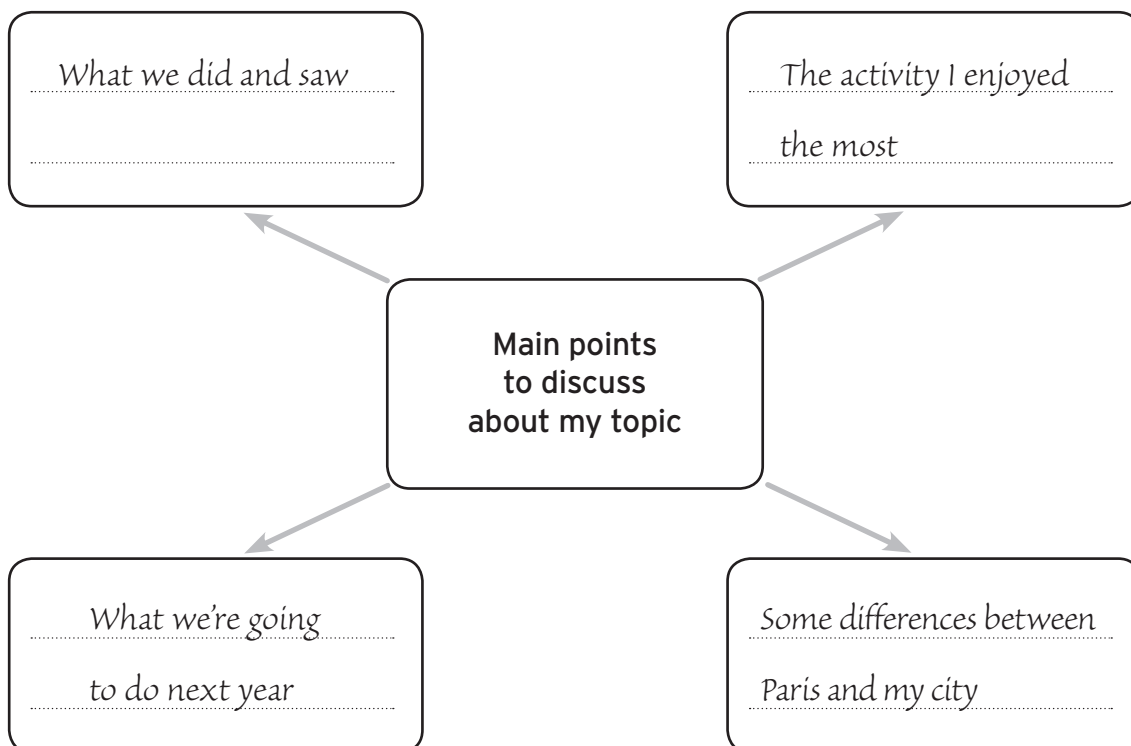
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *My school trip to Paris* .....



The information on this form must be presented to the examiner during the examination.

**Integrated Skills in English Topic form – ISE I**

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**Any Name**

ISE I

Registration no: xxxxxx:xxxxxxxx

Centre: Any Centre

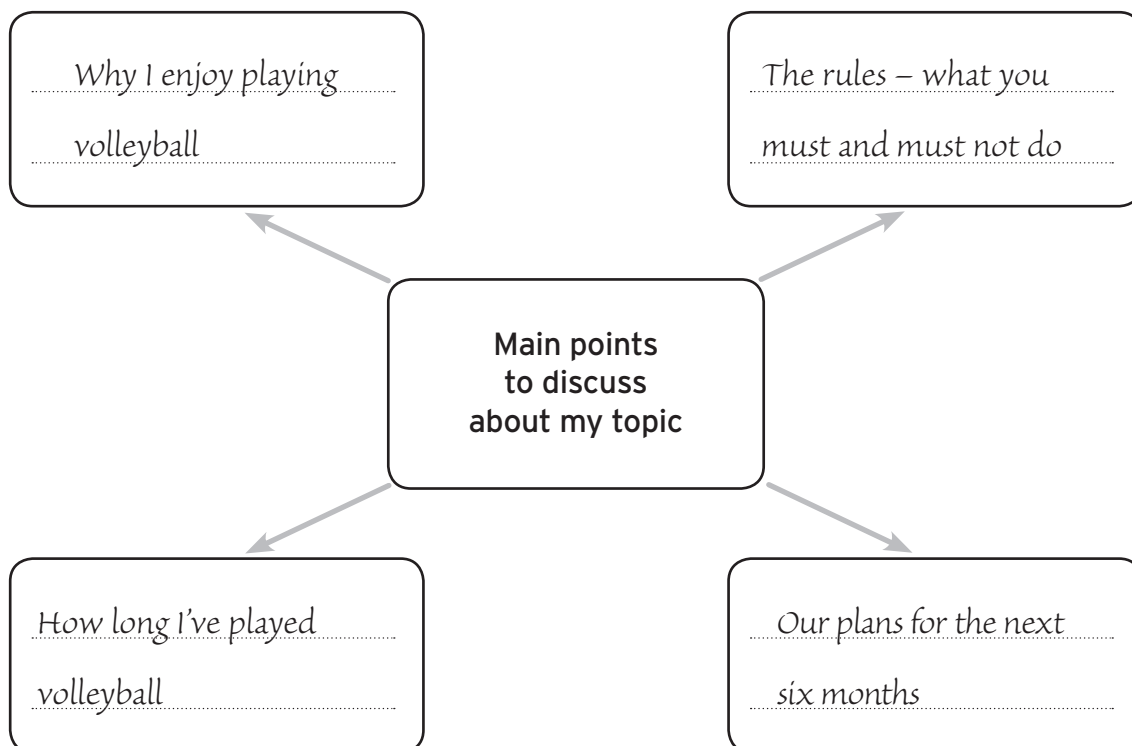
Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *My volleyball club*

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The information on this form must be presented to the examiner during the examination.

# TRINITY

COLLEGE LONDON

## Examination report – ISE II

(This is not a certificate)

### Any Name

ISE II

Registration no: xxxxxx:xxxxxxxx

Centre: Any Centre

Session: 52010

### Integrated Skills in English examinations – Interview component

#### Task fulfilment

Topic	A	<del>B</del>	C	D
Interactive task	A	<del>B</del>	C	D
Portfolio discussion and conversation	A	B	<del>C</del>	D

The above profile would indicate the following overall result for the Interview component: Pass

#### Key areas for improvement

Topic	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Interactive task	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Portfolio discussion and conversation	CS <input type="checkbox"/>	G <input checked="" type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS = Communicative skills; G = Grammar; L = Lexis; P = Phonology

The result of the Interview component on this examination report is **provisional** and is **partial** fulfillment of the examination. Upon completion of all three components of the examination, a certificate will be issued (or otherwise).

Candidate ID seen: Yes  No

Examiner's signature: D. Brown Date: 21 November 2010



## Integrated Skills in English – Results summary slip

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### Any Name

ISE III

Registration no: xxxxxx:xxxxxxxx

Centre: Any Centre

Session: 52010

### Marks allocated

Controlled Written: **24** (Pass mark: 16 Total possible marks: 27)

Portfolio: **16** (Pass mark: 11 Total possible marks: 19)

Interview: **90** (Pass mark: 65 Total possible marks: 100)

### Overall result

Controlled Written + Portfolio: **Pass with Merit**

Interview: **Pass with Distinction**

# TRINITY

COLLEGE LONDON

## The Common European Framework of Reference and Trinity College London International ESOL examinations

Common European Framework of Reference (CEFR)	Integrated Skills in English (ISE) examinations	Graded Examinations in Spoken English (GESE)	Spoken English for Work (SEW) examinations
–	–	Grade 1	–
A1	–	Grade 2	–
A2	ISE 0	Grade 3	–
		Grade 4	
B1	ISE I	Grade 5	SEW 1
		Grade 6	
B2	ISE II	Grade 7	SEW 2
		Grade 8	
		Grade 9	SEW 3
C1	ISE III	Grade 10	SEW 4
		Grade 11	
C2	ISE IV	Grade 12	–

The CEFR is the result of over ten years' research by a number of leading applied linguists and pedagogical specialists from the Council of Europe. It provides a detailed model for describing and scaling language use and the different kinds of knowledge and skills required.

The framework is intended to stimulate reflection on objectives and methods, to facilitate communication and to provide a common basis for curriculum development, the elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational and vocational mobility.

*(Common European Framework of Reference for Languages: Learning, teaching, assessment, Council of Europe, 2001)*

## Summary of language requirements for each ISE level

Below is a summary of the language requirements for each level. The subject areas for the Portfolio, Controlled Written examination and Conversation phase of the Interview are also given. For full details of the requirements of each level, please refer to the individual level pages.

Level	Language functions	Grammar	Lexis	Phonology (Interview only)	Subject areas for the Conversation phase of the Interview	Subject areas for the Portfolio and Controlled Written examination
ISE 0	<ul style="list-style-type: none"> <li>▸ Exchanging greetings and leave-taking</li> <li>▸ Giving personal information</li> <li>▸ Describing people, objects and places</li> <li>▸ Describing daily routines and times</li> <li>▸ Giving dates</li> <li>▸ Expressing ability and inability</li> <li>▸ Giving simple directions and instructions</li> <li>▸ Describing present events and current activities</li> <li>▸ Asking simple questions about everyday life</li> <li>▸ Describing past events</li> <li>▸ Describing future plans and intentions</li> <li>▸ Expressing simple comparisons</li> <li>▸ Expressing likes and dislikes</li> <li>▸ Describing manner and frequency</li> </ul>	<ul style="list-style-type: none"> <li>▸ Present simple tense</li> <li>▸ Present continuous tense</li> <li>▸ Past simple tense of regular and common irregular verbs</li> <li>▸ <i>Going to</i> future</li> <li>▸ Nouns (singular and plural, regular and irregular, countable and uncountable)</li> <li>▸ Pronouns (including possessives)</li> <li>▸ Adjectives (including comparatives and superlatives)</li> <li>▸ Adverbs of manner and frequency</li> <li>▸ Prepositions of place, movement and time</li> <li>▸ Imperatives</li> <li>▸ Demonstratives</li> <li>▸ Determiners</li> <li>▸ <i>Can</i> and <i>can't</i></li> <li>▸ <i>There is/are</i> and <i>has/have got/have you got?</i></li> <li>▸ Link words <i>and, and then, but</i></li> <li>▸ Like + gerund/ infinitive, e.g. <i>I like shopping, I like to read books</i></li> <li>▸ Formation of questions and the use of question words</li> </ul>	<ul style="list-style-type: none"> <li>▸ Vocabulary specific to the subject and topic areas</li> <li>▸ Cardinal and ordinal (up to 31<sup>st</sup>) numbers</li> <li>▸ Adverbs and adverbial phrases of frequency, e.g. <i>sometimes, never, every day, once a week</i></li> <li>▸ Expressions of past time, e.g. <i>yesterday, last night</i></li> <li>▸ Phrases and expressions relating to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▸ The correct pronunciation of words specific to the topic and subject areas</li> <li>▸ The use of contractions where appropriate</li> <li>▸ Appropriate stress and intonation patterns for words, short sentences and simple questions</li> <li>▸ Appropriate weak forms and intonation in connected speech</li> <li>▸ Three different ways of pronouncing 'ed' past tense endings, e.g. <i>played, walked, wanted</i></li> <li>▸ Avoidance of speech patterns of recitation</li> </ul>	<ul style="list-style-type: none"> <li>▸ Holidays</li> <li>▸ Shopping</li> <li>▸ School and work</li> <li>▸ Hobbies and sports</li> <li>▸ Food</li> <li>▸ Weekend and seasonal activities</li> </ul>	<p>In addition to the subject areas listed for the Conversation phase of the Interview:</p> <ul style="list-style-type: none"> <li>▸ Jobs</li> <li>▸ Places in the local area</li> <li>▸ Place of study</li> <li>▸ Home life</li> <li>▸ Weather</li> <li>▸ Free time</li> <li>▸ Times and dates</li> </ul>

## Appendix 8

Level	Language functions	Grammar	Lexis	Phonology (Interview only)	Subject areas for the Conversation phase of the Interview	Subject areas for the Portfolio and Controlled Written examination
ISE I	<ul style="list-style-type: none"> <li>▸ Describing the future – informing and predicting</li> <li>▸ Expressing preferences</li> <li>▸ Describing events in the indefinite and recent past</li> <li>▸ Giving reasons</li> <li>▸ Stating the duration of events</li> <li>▸ Quantifying</li> <li>▸ Expressing and requesting opinions and impressions</li> <li>▸ Expressing intention and purpose</li> <li>▸ Expressing obligation and necessity</li> <li>▸ Expressing certainty and uncertainty</li> <li>▸ Describing past actions over a period of time</li> </ul>	<ul style="list-style-type: none"> <li>▸ Present perfect tense including use with <i>for, since, ever, never, just</i></li> <li>▸ Connecting clauses using <i>because</i></li> <li>▸ <i>Will</i> referring to the future for informing and predicting</li> <li>▸ Adjectives and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i></li> <li>▸ Expressions of preference, e.g. <i>I prefer, I'd rather</i></li> <li>▸ Zero and first conditionals, using <i>if</i> and <i>when</i></li> <li>▸ Present continuous tense for future use</li> <li>▸ Past continuous tense</li> <li>▸ Modals connected to the functions listed, e.g. <i>must, need to, might, don't have to</i></li> <li>▸ Infinitive of purpose</li> </ul>	<ul style="list-style-type: none"> <li>▸ Vocabulary specific to the topic and subject areas</li> <li>▸ Further expressions relating to the past, e.g. <i>two days ago, the day before yesterday</i></li> <li>▸ Expressions relating to future time, e.g. <i>the day after tomorrow, in the future</i></li> <li>▸ Common phrasal verbs</li> <li>▸ Phrases and expressions relating to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▸ The correct pronunciation of vocabulary specific to the topic and subject areas</li> <li>▸ The combination of weak forms and contractions, e.g. <i>I've been to...</i></li> <li>▸ Sentence stress to clarify meaning</li> <li>▸ Basic intonation and features of connected speech at sentence level</li> <li>▸ The intonation patterns of more complex questions</li> <li>▸ Avoidance of speech patterns of recitation</li> </ul>	<ul style="list-style-type: none"> <li>▸ Travel</li> <li>▸ Money</li> <li>▸ Fashion</li> <li>▸ Rules and regulations</li> <li>▸ Health and fitness</li> <li>▸ Learning a foreign language</li> </ul>	<p>In addition to the subject areas listed for the Conversation phase of the Interview:</p> <ul style="list-style-type: none"> <li>▸ Festivals</li> <li>▸ Means of transport</li> <li>▸ Special occasions, e.g. birthday celebrations</li> <li>▸ Entertainment, e.g. cinema, television, clubs</li> <li>▸ Music</li> <li>▸ Recent personal experiences</li> </ul>
ISE II	<ul style="list-style-type: none"> <li>▸ Giving advice and highlighting advantages and disadvantages</li> <li>▸ Making suggestions</li> <li>▸ Describing past habits</li> <li>▸ Expressing possibility and uncertainty</li> <li>▸ Eliciting further information and expansion of ideas and opinions</li> <li>▸ Expressing agreement and disagreement</li> <li>▸ Expressing feelings and emotions</li> <li>▸ Expressing impossibility</li> <li>▸ Reporting the conversation of others</li> <li>▸ Speculating</li> <li>▸ Persuading and discouraging</li> </ul>	<ul style="list-style-type: none"> <li>▸ Second and third conditionals</li> <li>▸ Simple passive</li> <li>▸ <i>Used to</i></li> <li>▸ Relative clauses</li> <li>▸ Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i></li> <li>▸ Modals and phrases used to express possibility and uncertainty <i>may, might, I'm not sure</i></li> <li>▸ Discourse connectors <i>because of, due to</i></li> <li>▸ Present perfect continuous tense</li> <li>▸ Past perfect tense</li> <li>▸ Reported speech</li> <li>▸ Linking expressions, e.g. <i>even though, in spite of, although</i></li> <li>▸ Cohesive devices, e.g. <i>so to continue, in other words, for example</i></li> </ul>	<ul style="list-style-type: none"> <li>▸ Vocabulary specific to the topic and subject areas</li> <li>▸ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? Oh dear! Did you?</i></li> <li>▸ Simple fillers to give time for thought, e.g. <i>well... um...</i></li> <li>▸ Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i></li> <li>▸ Appropriate words and expressions to encourage further participation, e.g. <i>what about you?</i></li> <li>▸ Phrases and expressions relating to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▸ The correct pronunciation of vocabulary specific to the topic and subject areas</li> <li>▸ Rising intonation to indicate interest and surprise as appropriate</li> <li>▸ Intonation and features of connected speech beyond sentence level</li> <li>▸ Rising and falling intonation to indicate giving up and offering turns</li> <li>▸ Stress and intonation to indicate emotion</li> <li>▸ Stress, intonation and pitch relevant to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▸ Society and living standards</li> <li>▸ Personal values and ideals</li> <li>▸ The world of work</li> <li>▸ Unexplained phenomena and events</li> <li>▸ National environmental concerns</li> <li>▸ Public figures past and present</li> </ul>	<p>In addition to the subject areas listed for the Conversation phase of the Interview:</p> <ul style="list-style-type: none"> <li>▸ Education</li> <li>▸ National customs</li> <li>▸ Village and city life</li> <li>▸ National and local produce and products</li> <li>▸ Early memories</li> <li>▸ Pollution and recycling</li> </ul>

Level	Language functions	Grammar	Lexis	Phonology (Interview only)	Subject areas for the Conversation phase of the Interview	Subject areas for the Portfolio and Controlled Written examination
<b>ISE III</b>	<ul style="list-style-type: none"> <li>▶ Expressing abstract ideas</li> <li>▶ Expressing regrets, wishes and hopes</li> <li>▶ Expressing assumptions</li> <li>▶ Paraphrasing</li> <li>▶ Evaluating options</li> <li>▶ Hypothesising</li> <li>▶ Evaluating past actions or course of events</li> <li>▶ Developing an argument</li> <li>▶ Defending a point of view</li> <li>▶ Expressing beliefs</li> <li>▶ Expressing opinions tentatively</li> <li>▶ Summarising information, ideas and arguments</li> <li>▶ Deducing</li> <li>▶ Justifying an argument</li> <li>▶ Inferring</li> <li>▶ Expressing caution</li> <li>▶ Expressing empathy and sympathy</li> <li>▶ Challenging arguments and opinions</li> <li>▶ Evaluating different standpoints</li> <li>▶ Expressing reservations</li> </ul>	<ul style="list-style-type: none"> <li>▶ A high degree of grammatical accuracy, errors are rare and difficult to identify</li> <li>▶ A broad range of complex structures, used flexibly and effectively in combination and contrast, including:               <ul style="list-style-type: none"> <li>- Mixed conditionals</li> <li>- <i>Should/must/might/could</i> + perfect infinitive</li> <li>- Correct verb patterns after <i>wish</i> and <i>hope</i></li> <li>- Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i></li> <li>- More complex forms of the passive with modals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Vocabulary specific to the topic and subject areas</li> <li>▶ A good range of idiomatic expressions and colloquialisms</li> <li>▶ Cohesive devices to recap and recover, e.g. <i>as I was saying, anyway...</i></li> <li>▶ Hesitation fillers, e.g. <i>I mean, you know</i></li> <li>▶ Stock phrases to gain time for thought and keep the turn, e.g. <i>well, let me think...</i></li> <li>▶ Modifying words, e.g. <i>basically, quite, certainly</i></li> <li>▶ Intensifiers, e.g. <i>absolutely, completely, totally</i></li> <li>▶ Tentative expressions, e.g. <i>I may be wrong but... Don't you think it might be...</i></li> <li>▶ Signposting words and expressions, e.g. <i>firstly, conversely, to conclude</i></li> <li>▶ Vague and imprecise language, e.g. <i>a bit more, a hundred people or so</i></li> <li>▶ Phrases and expressions relating to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▶ The correct pronunciation of topic and subject area specific vocabulary</li> <li>▶ A wide range of stress, rhythm, intonation patterns, pitch and volume in order to engage and maintain the examiner's interest, signal the provision of new information, indicate discourse structure, emphasise main points/ideas and convey subtle shifts in meaning and attitude</li> <li>▶ Various features of pronunciation which only occasionally deviate from an internationally intelligible model</li> <li>▶ Rising and falling intonation for keeping, giving up and offering turns</li> </ul>	<p><b>LIST A</b></p> <ul style="list-style-type: none"> <li>▶ Independence</li> <li>▶ Ambitions</li> <li>▶ Stereotypes</li> <li>▶ Role models</li> <li>▶ Competitiveness</li> <li>▶ Young people's rights</li> </ul> <p><b>OR</b></p> <p><b>LIST B</b></p> <ul style="list-style-type: none"> <li>▶ The media</li> <li>▶ Advertising</li> <li>▶ Lifestyles</li> <li>▶ The arts</li> <li>▶ The rights of the individual</li> <li>▶ Economic issues</li> </ul>	<p>In addition to the subject areas listed for the Conversation phase of the Interview:</p> <ul style="list-style-type: none"> <li>▶ Roles in the family</li> <li>▶ Communication</li> <li>▶ The school curriculum</li> <li>▶ Youth behaviour</li> <li>▶ Use of the internet</li> <li>▶ Designer goods</li> <li>▶ International events</li> <li>▶ Equal opportunities</li> <li>▶ Social issues</li> <li>▶ The future of the planet</li> <li>▶ Scientific developments</li> <li>▶ Stress management</li> </ul>
<b>ISE IV</b>	<ul style="list-style-type: none"> <li>▶ Asserting</li> <li>▶ Denying</li> <li>▶ Softening and downplaying propositions</li> <li>▶ Contradicting</li> <li>▶ Implying</li> <li>▶ Affirming</li> </ul>	<ul style="list-style-type: none"> <li>▶ A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity</li> <li>▶ Differing linguistic forms to reformulate ideas to convey finer shades of meaning</li> <li>▶ Complete and consistent grammatical control of highly complex language at all times</li> </ul>	<ul style="list-style-type: none"> <li>▶ A good command of a very broad lexical repertoire</li> <li>▶ A wide range of idiomatic expressions and colloquialisms</li> <li>▶ Phrases and expressions related to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model</li> <li>▶ Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility</li> </ul>	<p>There are no specific subject areas for the ISE IV Interview.</p>	<p>There are no specific subject areas for the ISE IV Portfolio and Controlled Written examination.</p>

## Notes