

# Integrated Skills in English examinations 0, I, II, III and IV

2008-2010

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 for Languages: Learning, teaching, assessment*

Trinity College London  
89 Albert Embankment  
London SE1 7TP UK  
T +44 (0)20 7820 6100  
F +44 (0)20 7820 6161  
E [esol@trinitycollege.co.uk](mailto:esol@trinitycollege.co.uk)  
[www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

**Patron** HRH The Duke of Kent KG

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## **Foreword**

Welcome to this revised edition of the syllabus for Trinity Integrated Skills in English examinations for speakers of other languages. It will apply to all examinations undertaken from 1 April 2008 until 31 March 2010 and replaces all previous versions.

This latest revision has been undertaken to introduce a new Integrated Skills in English level, ISE IV, mapped at level C2 of the Common European Framework of Reference.

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

Guidance to teachers is provided within this syllabus and in the individual level sections which provide advice about preparation for the examination and how it will be conducted. Further support can be found on our website and in books available through a range of publishers.

This syllabus and the portfolio tasks can be downloaded in full from the Trinity website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk). A separate syllabus is also available online for Trinity Graded Examinations in Spoken English.

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

### General introduction

Trinity College London has been conducting examinations internationally since the 1880s. Trinity is accredited by the Qualifications and Curriculum Authority in the United Kingdom as an independent award-giving body.

#### English language examinations and qualifications

Trinity examinations in English for speakers of other languages (ESOL) are organised into five interrelated suites. These share a common philosophy, but provide different learners with the opportunity to choose a qualification which most suits their individual needs.

- **Integrated Skills in English examinations (this syllabus)**
- **Graded Examinations in Spoken English (see our separate syllabus)**
- **ESOL Step 1 and Step 2 examinations for students living in the UK**
- **ESOL Skills for Life examinations for adult students living in the UK**
- **ESOL for Work examinations for adult students living in the UK**

Entry for the first three examination suites is open to anyone aged seven years and over whose first language is not English. There is no upper age limit. Candidates do not have to be following a course of study, but must enter the examinations at a Trinity Registered Centre.

Trinity also provides teaching qualifications. The Trinity Certificate in TESOL is an initial qualification for those wishing to enter the profession, while the Licentiate Diploma in TESOL is for practising teachers who wish to further their career.

### About ISE

#### Introduction

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

An ISE examination forms a natural part of any course of English language 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. Preparation for the examination supports the programme of work chosen by the teacher and learner, rather than interfering with it.

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

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 their teachers with a contemporary learner-centred examination in tune with the learner-centred classroom and with global trends in the use of English.

The ISE examinations can be taken at a local centre, usually at the candidate's own place of learning. Every examination includes a one-to-one interview with a highly qualified UK-based examiner. Feedback on performance in the Interview is immediate, and final results and certificates are issued by Trinity College London.

#### A four-skill examination

Language skills do not operate in isolation and in most real circumstances, in work and in education, a language user is likely to use all four skills in combination. In the work environment, you may be reading from a computer screen, listening and speaking on the telephone, and simultaneously taking notes down on paper. Or in the classroom a student may be working on a project with others – listening to the group, giving an opinion, telling a joke, reading from a textbook, downloading from the internet, maybe writing a caption to a diagram, all in the space of half an hour.

This is why ISE assesses **integrated** language skills across a range of examination components and phases:

Component/phase	Range of skills involved	Skills assessed
A portfolio of a candidate's written work put together during class time or individual study	Writing with reading for a range of purposes	Writing
A reading and writing examination taken under controlled conditions	Writing with reading	Writing and reading
Topic presentation and/or topic discussion with a visiting Trinity examiner of an own-choice topic	Speaking with listening	Speaking and listening
Discussion of the portfolio with a visiting Trinity examiner	Writing with reading with speaking and listening	Speaking and listening
Conversation with the examiner on a selected subject area	Listening with speaking	Listening and speaking
A candidate-controlled interactive task (ISE II, III and IV only)	Listening with speaking	Listening and speaking
Listening task (ISE III and IV only)	Listening with speaking	Listening

### **Framework**

ISE examinations are available at five key levels which are linked to the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment*. They are also linked to Trinity Graded Examinations in Spoken English, and at each of the five chosen levels they represent an integrated skills alternative to the Graded Examinations in Spoken English.

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 not normally proceed to ISE I until they have undergone a further year of continuous English language study. Likewise a candidate who passes ISE I will normally study for a further year before proceeding to ISE II. A candidate who passes ISE II will normally need to study for a further eighteen months to two years before reaching the standard required at ISE III. A candidate who passes ISE III will normally need to study for a further two years before reaching the standard required at ISE IV.

## About the components

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### About the components

Each examination in the five-level suite has the same overall structure.

There are three components to the ISE examinations:

Level	Portfolio	Controlled Written examination	Interview
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

#### Overview

The portfolio is a collection of a candidate's written work. Trinity favours the use of written portfolios in language assessment for a number of reasons, but principally because they provide an important 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. Traditional written examinations tend to be limited by time, resources and in the questions and tasks that are presented to candidates.

#### Structure

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

From a published list of fifteen 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 component (Interview) takes place. No other tasks are acceptable. It is strongly recommended that candidates prepare more than three tasks and then select their best three pieces of work for inclusion in the portfolio.

The fifteen tasks from which candidates make their selection are divided into three sections and there are five tasks in each section. The candidate must select **one** task from **each** section. Thus, while they are able to choose their own tasks, candidates do have to display in their portfolio the ability to deal with different types of writing.

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

**1. Correspondence, e.g. memo, note, form, 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.

**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.

**3. Creative and descriptive writing, e.g. story, diary, personal essay**

The tasks require candidates to use language imaginatively.

ISE 0, I, II and III portfolio tasks have been chosen which are relevant to a range of learners and appropriate in a variety of cultural contexts. The portfolio tasks are based on the subject areas given for each level and candidates are expected to demonstrate their control over a range of the functional, grammatical and lexical items specified for each level.

The three sections for ISE IV only are:

**1. Correspondence, e.g. letter, email, blog**

The tasks require candidates to produce a clear smooth-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.

**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/or ideas should be conveyed precisely, with an effective logical structure to help the reader to find significant points.

**3. Critical and analytical writing, e.g. discursive essay**

The tasks require candidates to respond to a prompt or 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 have been chosen which are 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. Candidates are expected to demonstrate their control over a range of the functional, grammatical and lexical items specified for ISE IV and the preceding levels.

**Word length ranges for the portfolio tasks**

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.

Level	Correspondence	Factual writing	Creative and descriptive writing
ISE 0	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

Level	Correspondence	Factual writing	Critical and analytical writing
ISE IV	300-350 words	300-350 words	300-350 words

**Preparing the portfolio**

Portfolio tasks **must** be selected from the list provided on the **Trinity website** for the current examination year (January–December). This is determined by the year in which the final component (Interview) takes place. No other tasks can be used. Candidates **must** select their portfolio tasks from the appropriate ISE level; they must not mix levels.

For each ISE level there are fifteen portfolio tasks. These tasks are divided into three sections and there are five tasks in each section. Candidates must submit three portfolio tasks in total, one from each section. Candidates are 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 tasks in their final portfolio.

The portfolio must contain the candidate's own work and no one else's. They may quote other work within it, but this must clearly be referred to as a quotation, it must be attributed to its author, and it cannot be counted as part of the word total for the task. 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.

Trinity encourages learners to use all the resources available in order to present the best quality work they can. Candidates should use dictionaries, encyclopedias, grammar reference books, online resources, and, if they wish to do so, a word-processor and all the referencing and formatting facilities that this provides.

## **About the components**

Nobody except the candidate personally should correct, add to or take anything out of the task he or she presents. Teachers are not allowed to correct their learners' work. However, 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.

Candidates may draft and re-draft their tasks until they feel satisfied that they are presenting the best work they can. Drafts should not be included in the portfolio – only the final version for assessment should be included.

Word counts must be provided for each task and clearly stated on the accompanying Portfolio cover sheet (Appendix 1). Acceptable word length ranges are provided for each task in the table 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. It is recommended that candidates should work on it over 6-12 weeks alongside the other things they have to do, 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 move more quickly.

Trinity provides colour-coded plastic wallets in which candidates must present their portfolios along with the Portfolio cover sheet (Appendix 1) and the Student portfolio feedback forms (Appendix 2). Due to task weightings and in order to facilitate correct procedures for marking and entering marks, 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 less than one day before the visit of the Trinity examiner.

### **The Controlled Written examination**

#### **Overview**

This component of the ISE 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 use of dictionaries and other language aids is not permitted during the Controlled Written examination. Candidates may not use correction fluid and must write in blue or black pen.

Tasks have been chosen which are relevant and appropriate to a range of learners in a variety of cultural contexts. The Controlled Written tasks are based on the subject areas given for each level and candidates are expected to demonstrate their control over a range of the functional, grammatical and lexical items specified for each level. The Controlled Written examination is carried out without the support of external resources such as reference materials, dictionaries, encyclopedias, word-processing or other software, or online resources.

#### **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 in the text/s. 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, description 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 in the text/s. The tasks test the ability of candidates to read and understand an authentic text and then respond to its content – in other words, the information, the ideas and the opinions of the author. 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. Candidates may be asked to synthesise information from a variety of text types. 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 must 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. At ISE III, candidates are required to identify finer points of detail including attitudes and implied as well as stated opinions. 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.

**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, smooth-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. At ISE IV, candidates are required to present a case with an effective logical structure which helps the reader to find significant points. 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 formal or informal report, article, review, proposal, letter, email or blog.

## About the components

### 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 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

### Examination timings

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

Managing the time available during the Controlled Written examination is the responsibility of each candidate. He or she must make sure that enough time is available to do each task adequately. 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	1.5 hours	45 minutes	45 minutes	n/a
ISE II	2 hours	60 minutes	60 minutes	n/a
ISE III	2.5 hours	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 more formal expectations of the examination in terms of grammar, vocabulary, punctuation, spelling and a legible and well-formatted presentation.

## **The Interview**

### **Overview**

The third component of every ISE examination is an interview with a Trinity examiner. For candidates already familiar with Trinity Graded Examinations in Spoken English, much of the procedure will be known. An additional element is the discussion of the portfolio.

### **Structure**

The different phases of the Interview per level are as follows:

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<b>ISE 0</b> <b>8 minutes</b>	<ul style="list-style-type: none"><li>• Discussion of a topic prepared by the candidate</li><li>• Conversation with the examiner including discussion of the portfolio and one subject area selected by the examiner</li></ul>
<b>ISE I</b> <b>8 minutes</b>	<ul style="list-style-type: none"><li>• Discussion of a topic prepared by the candidate</li><li>• Conversation with the examiner including discussion of the portfolio and one subject area selected by the examiner</li></ul>
<b>ISE II</b> <b>12 minutes</b>	<ul style="list-style-type: none"><li>• Candidate-led discussion of a topic prepared by the candidate</li><li>• A candidate-controlled interaction – Interactive task</li><li>• Conversation with the examiner including discussion of the portfolio and one subject area selected by the examiner</li></ul>
<b>ISE III</b> <b>20 minutes</b>	<ul style="list-style-type: none"><li>• Formal presentation of a topic prepared by the candidate</li><li>• Discussion of the topic presentation with the examiner</li><li>• A candidate-controlled interaction – Interactive task</li><li>• Listening comprehension task</li><li>• Conversation including discussion of the portfolio and one subject area selected by the examiner</li></ul>
<b>ISE IV</b> <b>25 minutes</b>	<ul style="list-style-type: none"><li>• Formal presentation of a topic prepared by the candidate</li><li>• Discussion of the topic presentation with the examiner</li><li>• A candidate-controlled interaction – Interactive task</li><li>• Listening comprehension task</li><li>• Conversation including discussion of the portfolio and one subject area selected by the examiner</li></ul>

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### About the assessment

#### General

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

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

The Interview is a face-to-face interaction with the same Trinity examiner who has marked and graded the candidate's portfolio. The candidate's speaking and listening skills are assessed during this Interview. The basic format is one candidate and one examiner. Normally, no other person is permitted to be present in the examination room. Special arrangements apply in cases where facilitators for special needs candidates may be necessary.

The visiting examiner will leave a Report form at the end of the examination session. This provides a profile of the candidate's performance in the Interview only. Final marks are calculated at Trinity's Head Office based on the candidate's performance profile, using the stated weightings and taking into account any reports from supervisors/invisitors of irregular behaviour or circumstances.

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. Non-adherence to the stated word lengths will affect the marks awarded for Task fulfilment.

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 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 grammatical structures, lexis and language functions
- spelling and punctuation
- 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 drafting and correcting, a very high degree of accuracy is expected 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 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 Controlled Written examination is marked by Trinity examiners in the UK.

Two assessment criteria are applied in the Controlled Written examination: Task fulfilment and Accuracy and range.

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

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

**ii) Accuracy and range** of the specified grammatical, lexical and functional requirements of the level and accuracy of spelling and punctuation.

For each task candidates are awarded two letter grades using a five point scale (A-E).

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

In the Reading and 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 Report form is issued for the Controlled Written examination. Results for this component are provided on the Results summary slip. All candidates, whether successful or not, are issued with a Results summary slip.

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

### The Interview

The candidate's performance in the Interview is measured by means of one overall criterion, Task fulfilment. This is assessed in each phase of the Interview.

The assessment of each Task fulfilment criterion is based on the following factors (as listed within this syllabus):

- coverage of the communicative skills listed, including the language functions
- 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 – reflects an excellent performance

B – reflects a good performance

C – reflects a satisfactory performance

D – reflects an unsatisfactory performance

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

## **About the assessment**

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### **Report forms**

An individual Report form is completed by the examiner immediately after the Interview has taken place and before the next candidate enters the examination room. The 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 Report form 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 Report form. The results are subject to quality assurance checks at Trinity's Head Office and may be moderated.

The 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 Report forms are not issued until all candidates at that session have been examined.

**A sample Report form for the ISE II Interview is provided as Appendix 5.**

### **Composite marksheets**

In addition to the individual 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 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 the Trinity Online database.

### **Calculation of overall result**

After all results are received at Trinity's Head Office the marks are entered onto Trinity Online and the overall result is calculated.

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**

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

## **About the assessment**

### **Results summary slip**

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 components. These are sent with the certificates.

Centres are able, using Trinity Online, to see the breakdown of the total marks in each of the three components.

**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 6-8 weeks of the completion of all components.

### About this syllabus

#### Layout

This syllabus is divided into the five levels: ISE 0, I, II, III and IV. At the beginning of each level there is a candidate profile which outlines what is expected. These profiles relate to the common reference levels in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (Council of Europe, 2001).

The contents of each level are organised as follows:

**Candidate profile** – describes what a candidate who passes at 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, expected word lengths, task types and sample tasks

#### The Interview

- **Format** – gives Interview phases and timings
- **Communicative skills** – describes the communicative skills required for each phase of the Interview
- **Examiner and candidate language** – gives examples of the kind of language that might be used by the candidate and examiner in the Interview
- **Procedure** – describes the way in which the Interview will be conducted
- **Guidance** – offers advice on preparation for the Interview

#### Language requirements

- Grammar, lexis, phonology, language functions
- Subject areas for the conversation phase of the Interview
- Subject areas for the Portfolio and Controlled Written examination
- General skills required in speaking, listening, reading and writing

#### Regulations

These give advice on entry requirements, the appeals procedure and arrangements for candidates with special needs. In entering candidates for Trinity 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 Interview
- **Appendix 4** – Completed Topic form for ISE I Interview
- **Appendix 5** – Sample Report form for ISE II Interview
- **Appendix 6** – Sample Results summary slip for ISE III
- **Appendix 7** – Common European Framework of Reference and Trinity College London examinations
- **Appendix 8** – Summary of language items for each ISE level

# ISE O

## Candidate profile

ISE O is at level A2, the second stage of the 'Basic User' level. According to the CEFR (2001), A2 language users 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.

## The Portfolio

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

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

Portfolio section	Example text types	Example task
Correspondence	Memo/note/form/ postcard/letter/email	Write a postcard to a friend telling him or her where you are, what the weather is like and what you are doing. (40-60 words)
Factual writing	Instruction/direction	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 and descriptive writing	Story/diary/ descriptive paragraph	Write a paragraph describing what you did last weekend. (80-100 words)

## The Controlled Written examination

The 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**.

### Word length

Task 1 – Reading into writing task: approximately **75 words**

Task 2 – Writing task: approximately **75 words**

For further information on the structure of ISE O Controlled Written examination tasks please see page 10.

## Sample of the Controlled Written paper for ISE O

Time allowed: 45 minutes

This examination paper contains two tasks. 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 important building in your area. Write some directions (approximately 75 words):

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

## **The Interview**

### **Format**

Total 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 discussion of the portfolio and on one subject area selected by the examiner (up to 4 minutes).

### **Communicative skills**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills.

In the **Topic phase**:

- give information about the prepared topic in a series of limited long turns under the four headings 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 opportunities provided to include samples of ISE O functions, 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
- ask the examiner at least one question about the subject area and one question related to the portfolio
- discuss the contents of the portfolio.

### **Examiner and candidate language**

The sample exchanges show some ways in which examiners and candidates might express themselves during the Interview. It is stressed that these are only examples.

<b>Examiner</b>	<b>Candidate</b>
<i>Can I have your Topic form, please?</i>	<i>Yes, here you are. I'm going to talk about New York.</i>
	<i>Do you know New York?</i>
<i>What are these people going to do?</i>	<i>They're going to get on the plane.</i>
<i>Where did you go for your holiday last year?</i>	<i>I went to Benidorm.</i>
<i>What do you like doing on the beach?</i>	<i>I like lying in the sun and I like swimming but my parents don't like swimming very much.</i>
<i>When did you buy your jacket?</i>	<i>I bought it six months ago.</i>
<i>How often do you play tennis?</i>	<i>About once a month.</i>
<i>Tell me what you did last weekend.</i>	<i>I went to my grandmother's house.</i>
<i>What are some of the differences between London and Barcelona?</i>	<i>London's bigger than Barcelona. The best thing about London is the London Eye.</i>

**Procedure**

The examiner begins by greeting the candidate and trying to set him or her at ease and then asks the candidate for the Topic form. The candidate tells the examiner what he or she is going to talk about. The examiner randomly selects one of the points on the Topic form and asks the candidate to talk about it. The candidate responds with a very limited long turn (two or three sentences). The examiner may ask questions about each point. This continues until all the points on the Topic form have been covered. This phase lasts no more than four minutes. During the topic phase, the candidate asks the examiner at least one question related to the topic.

The examiner will then close this phase of the examination and move on to the portfolio discussion and general conversation.

The examiner spends approximately two minutes asking the candidate about his or her portfolio; the candidate must also ask the examiner at least one question related to the portfolio. The examiner will then select one of the listed subject areas and engage the candidate in 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, including discussion of the portfolio and one of the subject areas, lasts no more than four minutes.

The examiner brings the phase and the Interview to an end.

**Guidance****i) Discussion of the prepared topic**

Before the examination the candidate must complete the Topic form and bring it to the examination. An example of a completed form for ISE O is provided as Appendix 3. The candidate must complete the form with four points for discussion. A few words will suffice for each point. The candidate should prepare enough material about these points to sustain a discussion of up to four minutes. Although the examiner refers to the points in no particular order, the topic should be prepared as a unified whole. All the points should be thematic and should provide an opportunity for discussing different aspects of the topic. The purpose of the Topic form is to help promote a spontaneous discussion which must not include or rely on a memorised recitation. Topic forms should not include such general points as 'Introduction' and 'Conclusion'. In preparing the topic, candidates should be actively discouraged from producing a written text as this will result in the candidate not being prepared to use spontaneous spoken English.

N.B. A person other than the candidate can write up the Topic form, as written skills in English are not being assessed in this component of the examination. However, the content of the form should have originated from the candidate.

The prepared topic may be any theme the candidate is interested in, knowledgeable about and able to talk readily about. It should also provide the candidate with the opportunity to demonstrate the language requirements of the level. Candidates are advised not to select a topic from the list of subject areas for the conversation phase.

The purpose of the 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. This personal aspect is an important feature of Trinity examinations, and therefore learners should be discouraged from selecting the same topic as their peers and encouraged to choose an individual topic for discussion. Teachers should ensure that if groups of learners decide to use the same topic, e.g. football, every effort is made to personalise the content and vary the topic by talking about different aspects of the sport.

Candidates can bring into the examination one or more pictures, photos, diagrams, models or other suitable objects to illustrate the prepared topic and aid the discussion with the examiner. However, birds, insects, reptiles or other live animals must not be brought into the examination room. Dangerous objects such as knives are not allowed into the examination room.

## ISE 0

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 presentation of up to four minutes, but not more.

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.

It is a requirement of the examination that the candidate asks the examiner at least one question about the topic area.

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 as is stated on the form.

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.

### **ii) Conversation**

#### **a) Discussion of the portfolio**

The portfolio itself will be in possession of the examiner, who will already have studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. Candidates must be ready to discuss points of detail arising from the portfolio. 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, i.e. 'Did you like my letter?' and questions of this nature are not acceptable.

#### **b) Discussion of one subject area selected by the examiner**

This section consists of a discussion of one of the ISE 0 subject areas for the conversation phase as listed opposite. The examiner may sometimes introduce everyday objects or pictures to facilitate the conversation. The overall aim is to set up as genuinely interesting and relaxed an exchange as the candidate's interests and abilities permit. The candidate must ask the examiner at least one question in this section.

## Language requirements for ISE 0

The candidate is expected to demonstrate the ability to use the items listed below:

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### Grammar

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- Present simple tense
- Present continuous tense (including verbs not normally used in continuous form)
- Past simple tense (regular and irregular verbs)
- *Going to* future
- Nouns (singular & plural, regular & irregular, countable & uncountable)
- Pronouns (including possessives)
- Adjectives (comparatives and superlatives)
- Adverbs of manner and frequency
- Prepositions of place, movement and time
- Auxiliary verbs
- Imperative forms
- Articles
- Demonstratives
- Link words (e.g. *and*, *then* and *but*)
- Formation of questions and the use of question words
- *Can/can't*
- *There is/are*
- *Has/have got/have you got?*
- *Some* and *any*

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### Lexis

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- Vocabulary specific to the subject and topic areas
- Adverbs/adverbial phrases of frequency, e.g. *sometimes*, *often*, *never*, *once a week*, *twice a month*
- Expression of past time, e.g. *yesterday*, *last night*
- Ordinal and cardinal numbers

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### Phonology

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- The correct pronunciation of vocabulary specific to the subject and topic areas
- Contractions, e.g. *I've*, *he's*, *I'm*
- Basic stress and intonation patterns of words and simple sentences
- Appropriate stress for short form answers, e.g. *Yes*, *I do*
- Appropriate weak forms in connected speech
- The three different ways of pronouncing *ed* in past tense endings

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### Language functions

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- Exchanging greetings
- Giving personal information
- Leave-taking
- Stating simple facts
- Describing manner and frequency
- Describing people and objects
- Giving directions
- Talking about dates and times
- Talking about possessions
- Talking about daily routines, events and weather
- Talking about present events and current activities
- Talking about past events
- Talking about future plans and intentions
- Expressing simple comparisons
- Expressing likes and dislikes
- Expressing ability and inability

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

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- Food
- Hobbies/sports
- Holidays
- Weekend/seasonal activities
- Shops

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

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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 (A2 – CEFR, 2001)**

**Speaking**

**Overall spoken production**

Can use a series of phrases and sentences to describe in simple terms a variety of subjects within their 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, though 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 such as advertisements, menus and timetables. 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, living conditions, 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 I

## Candidate profile

ISE I is at level B1, the first stage of the 'Independent User' level. According to the CEFR (2001), B1 language users 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 their plans and opinions
- read, respond to and write simple, connected texts on topics that are familiar or of personal interest.

## 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 component (Interview) takes place. No other tasks are acceptable.

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

Portfolio section	Example text 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. <b>(70-80 words)</b>
Factual writing	Report/article/review	Write an article for a teen 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. <b>(110-130 words)</b>
Creative and 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. <b>(110-130 words)</b>

## The Controlled Written examination

The 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**.

### Word length

Task 1 – Reading into writing task: approximately **150 words**

Task 2 – Writing task: approximately **150 words**

For further information on the structure of ISE I Controlled Written examination tasks please see page 11.

A sample ISE I Controlled Written examination paper can be found overleaf.

**Sample of the Controlled Written examination at ISE I**

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**Time allowed:** 1 hour 30 minutes

**This examination paper contains two tasks. 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 much 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.
-

**The Interview**

**Format**

Total 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 discussion of the portfolio and on one subject area selected by the examiner (up to 4 minutes).

**Communicative skills**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills.

In the **Topic phase**:

- show understanding of the examiner by responding appropriately to questions
- give information and opinions about the prepared topic in a series of sustained turns under the four headings on the Topic form
- make a 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 opportunities provided to include samples of the functions listed at ISE I level, 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 conversation
- ask the examiner at least one question about the subject area and one question related to the portfolio
- discuss the contents of the portfolio.

**Examiner and candidate language**

The sample exchanges show some ways in which examiners and candidates might express themselves during the Interview. It is stressed that these are only examples.

Examiner	Candidate
<i>Can I have your Topic form, please?</i>	<i>Yes, here you are. I'm talking about 'Ancient Egypt' for my topic.</i>
<i>I went to Cairo last year.</i>	<i>What did you think of the pyramids?</i>
<i>If I come to your country, can I get health treatment?</i>	<i>If you are a foreigner and you come to my country, you can have free health treatment.</i>
<i>What do you intend to see when you travel to Scandinavia?</i>	<i>I want to go to the north to see the midnight sun.</i>
<i>What are the regulations about smoking on trains here?</i>	<i>If you want to smoke, you have to sit in a special carriage. Do office-workers have to go outside to smoke in England?</i>
<i>What was your family doing while you were shopping for clothes?</i>	<i>They were waiting for me in a café.</i>

<b>Examiner</b>	<b>Candidate</b>
<i>What do you think of boys' fashions today?</i>	<i>I don't think there's a lot of choice for boys. What do you think?</i>
<i>Do you have to help your mother in the house?</i>	<i>No but if I don't, she doesn't give me any pocket money.</i>
<i>And what do you spend it on?</i>	<i>I use it to buy clothes and magazines.</i>
<i>Have prices gone up a lot recently?</i>	<i>Yes, since the introduction of the Euro a lot of shopkeepers have put up their prices.</i>
<i>So if Britain joins the Euro, what do you think will happen?</i>	<i>We have to wait and see but probably prices will rise. Is that what you think?</i>

**Procedure**

The examiner begins by greeting the candidate and trying to set him or her at ease and then asks the candidate for the Topic form. The candidate tells the examiner what he or she is going to talk about.

The candidate responds with a limited long turn (three or four sentences). The examiner may ask questions about each point. This continues until all the points on the Topic form have been covered. This phase lasts no more than four minutes. During the topic phase, the candidate asks the examiner at least one question related to the topic.

The examiner will then close this phase of the examination and move on to the portfolio discussion and general conversation.

The examiner spends approximately two minutes asking the candidate about his or her portfolio; the candidate must also ask the examiner at least one question related to the portfolio. The examiner will then select one of the listed subject areas and engage the candidate in 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, including discussion of the portfolio and one of the subject areas, lasts no more than four minutes.

The examiner brings the phase and the Interview to an end.

**Guidance****i) Discussion of the prepared topic**

Before the examination the candidate must complete the Topic form and bring it to the examination. An example of a completed form for ISE I is provided as Appendix 4. The candidate must complete the form with four points for discussion. One sentence will suffice for each point. The candidate should prepare enough material about these points to sustain a discussion of up to four minutes. Although the examiner will refer to the points in no particular order, the topic should be prepared as a unified whole. All the points should be thematic and should provide an opportunity for discussing different aspects of the topic.

N.B. A person other than the candidate can write up the Topic form, as written skills in English are not being assessed in this component of the examination. However, the content of the form should have originated from the candidate.

The purpose of the Topic form is to help promote a spontaneous discussion which must not include or rely on a memorised recitation. Topic forms should not include such general points as 'Introduction to topic' and 'Conclusion to topic'. In preparing the topic, candidates should be actively discouraged from producing a written text as this will result in the candidate not being prepared to use spontaneous spoken English.

The prepared topic may be any theme the candidate is interested in, knowledgeable about and able to talk readily about. It should also provide the candidate with the opportunity to demonstrate the language requirements of the level. Candidates are advised not to select a topic from the list of subject areas for the conversation phase.

The purpose of the 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. This personal aspect is an important feature of Trinity examinations, and therefore learners should be discouraged from selecting the same topic as their peers and encouraged to choose an individual topic for discussion. Teachers should ensure that if groups of learners decide to use the same topic, e.g. football, every effort is made to personalise the content and vary the topic by talking about different aspects of the sport.

Candidates can bring into the examination one or more pictures, photos, diagrams, models or other suitable objects to illustrate the prepared topic and aid the discussion with the examiner. However, birds, insects, reptiles or other live animals must not be brought into the examination room. Dangerous objects such as knives are not allowed into the examination room.

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 presentation of up to four minutes, but not more. 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.

It is a requirement of the examination that the candidate asks the examiner at least one question about the topic area.

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 as is stated on the form.

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.

## **ii) Conversation**

### **a) Discussion of the portfolio**

The portfolio itself will be in possession of the examiner, who will already have studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. Candidates must be ready to discuss points of detail arising from the portfolio. 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, i.e. 'Did you like my restaurant review?' and questions of this nature are not acceptable.

### **b) Discussion of one subject area selected by the examiner**

This section consists of a discussion of one of the ISE I subject areas for the conversation phase as listed overleaf. The examiner may sometimes introduce everyday objects or pictures to facilitate the conversation. The overall aim is to set up as genuinely interesting and relaxed an exchange as the candidate's interests and abilities permit. The candidate must ask the examiner at least one question in this section.

## 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 items listed below:

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### Grammar

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- Present continuous for future
- Past continuous
- Present perfect including use with *for*, *since*, *ever*, *never* and *just*
- *Will* referring to the future for informing or predicting
- Modals connected to functions listed below, e.g. *must*, *have to*, *might*, *need to*
- Infinitive of purpose
- Open and first conditional sentences using *if*, *when* and *unless*
- Connecting clauses using *because*
- Common phrasal verbs
- Adjectives and adverbials of quantity and quantifiers, e.g. *a lot of*, *not very much*, *many*, *some*, *a few*

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### Lexis

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- 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*

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### Phonology

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- 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...*
- The intonation patterns of questions
- Sentence stress to clarify meaning
- Basic intonation and features of connected speech at sentence level

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### Language functions

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- Talking about the future – informing and predicting
- Talking about events in the indefinite and recent past
- Expressing preferences
- Expressing and requesting opinions and impressions
- Expressing intention and purpose
- Expressing obligation and necessity
- Expressing certainty and uncertainty
- Giving reasons
- Stating the duration of events
- Quantifying

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

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- Health and fitness
- Money
- Shopping
- Fashion
- Travel
- Rules and regulations

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

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

- Festivals
  - Cars and bicycles
  - Special occasions, e.g. birthday celebrations
  - Entertainment, e.g. cinema, television, clubs
  - Music
  - Recent personal events
-

**General skills (B1 – CEFR, 2001)**

<b>Speaking</b>	<b>Overall spoken production</b> Can connect sentences in a simple way in order to describe experiences and events.
	<b>Overall spoken interaction</b> 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 (e.g. family, hobbies, work and current events).
<b>Listening</b>	<b>Overall listening comprehension</b> Can understand straightforward factual information about common everyday topics, identifying both general messages and specific detail, provided speech is clearly articulated.
	<b>Understanding a native speaker</b> Can generally follow clearly articulated speech in a standard dialect, though may have to ask for repetition of particular words and phrases.
<b>Reading</b>	<b>Overall reading comprehension</b> Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
	<b>Processing written text</b> Can collate short pieces of information from different sources and summarise them. Can paraphrase short written passages in a simple way.
<b>Writing</b>	<b>Overall written production</b> 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.
	<b>Correspondence</b> Can write personal letters or emails giving news and expressing their thoughts about abstract or cultural topics, e.g. music, films, etc. Can write personal letters or emails describing experiences and events in some detail.
	<b>Factual writing</b> Can write short simple essays on topics of interest. Can summarise, report and give his or her opinion about factual information matters within his/her field of interest.
	<b>Creative/descriptive writing</b> 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. Can narrate a story.

# ISE II

## Candidate profile

ISE II is at level B2, the second stage for the 'Independent User' level. According to the CEFR (2001), B2 language users:

- can understand the main ideas of complex spoken and written English on both concrete and abstract topics
- have active and passive vocabularies sufficient to cover a wide range of subjects, including technical topics within their field of specialisation
- can 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
- can explain their viewpoint on a topical issue, giving the advantages and disadvantages of various options
- can read, respond to and write clear, detailed texts on a wide range of subjects.

## 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 component (Interview) takes place. No other tasks are acceptable.

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

Portfolio section	Example text 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 life has changed for the better or not. (170-200 words)
Creative and 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)

## The Controlled Written examination

The 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**.

### Word length

Task 1 – Reading into writing task: approximately **250 words**

Task 2 – Writing task: approximately **250 words**

For further information on the structure of ISE II Controlled Written examination tasks please see page 11.

**Sample of the Controlled Written examination at ISE II**

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Time allowed: 2 hours.

This examination paper contains two tasks. 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 lifestyle magazine:

- i) summarising 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 fellows from across the road. As dusk began to fall, we had around 30 people, including kids. 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 hang out 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 an article (approximately 250 words) for a magazine which discusses country and city life, comparing the kinds of people who generally live in the country with those who would rather live in the city.

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### **The Interview**

#### **Format**

Total time: 12 minutes

The Interview at ISE II consists of three assessed phases which are:

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

#### **Communicative skills**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills.

In the **Topic phase**:

- show understanding of the examiner by responding appropriately
- communicate facts, ideas, opinions, and explain and account for these, about a chosen topic linked across a series of extended turns
- maintain coherence and cohesion throughout the phase by organising the 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 views and about the topic, and respond to requests for further information, clarifications and further explanations
- rephrase where necessary in order to maintain the discourse.

In the **Interactive task phase**:

- initiate the discourse
- maintain the discourse by asking for information
- help the discussion along by inviting comment from the examiner
- take and give up turns when appropriate to do so
- where appropriate to the individual task, make use of the functions listed for ISE II.

In the **Conversation phase**:

- show understanding of the examiner by responding appropriately
- be able to discuss both the process of writing the portfolio, and its contents
- clarify and offer further explanations when required
- offer personal opinion
- 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.

#### **Examiner and candidate language**

The sample exchanges opposite show some ways in which examiners and candidates might express themselves during the Interview. It is stressed that these are only examples.

<b>Examiner</b>	<b>Candidate</b>
<i>Have you been working in this company for long?</i>	<i>Yes, I have.</i>
<i>How long?</i>	<i>For about two years. I'd worked for a similar company before I came here but it's better here.</i>
<i>What if you hadn't got the job?</i>	<i>I'd have stayed where I was.</i>
<i>What did they ask you at the interview?</i>	<i>They asked me about my previous experience.</i>
<i>A nice woman offered to carry my bag for me.</i>	<i>What did you say to her?</i>
<i>We talked about some of the countries we'd visited.</i>	<i>Had you been to any of the same countries as each other?</i>
<i>Who is the most important public figure in your country at the moment?</i>	<i>Probably our President, unless you count pop stars and footballers. Most young people think they are more important than politicians.</i>
<i>Do you believe in ghosts?</i>	<i>No I don't, even though my friend is certain that she saw one. What about you?</i>
<i>Have living standards improved in this country in the last few years?</i>	<i>For most people yes, in spite of the country's economic problems.</i>

**Procedure**

After a short setting-at-ease phase, the candidate is invited to introduce the topic and initiate the discussion by presenting information on the topic. The discussion is led by the candidate who provides most of the input. This is in the form of more sustained long turns than at ISE I. The candidate is responsible for engaging the examiner in discussion of the topic and must be prepared to ask and answer questions or handle interruptions or requests for clarification throughout the discussion. This phase lasts no more than four minutes.

The examiner brings the topic phase to a close and then the interactive task is introduced by the examiner who informs the candidate of what he/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. Once the examiner has set up the situation, the candidate takes responsibility for maintaining the interaction. This phase lasts no more than four minutes.

The examiner then introduces the conversation phase. Firstly, the candidate's portfolio is discussed and the candidate should take the responsibility of maintaining the conversation. 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 and Interview.

**Guidance**

**i) Candidate-led discussion of topic**

Candidates select a topic and plan the areas of the topic that they would like to inform the examiner about and discuss. The candidate is not required to complete a Topic form. Candidates should prepare the topic on anything they are interested in, knowledgeable about and able to talk readily about. The topic chosen should also provide the candidate with the opportunity to demonstrate the language requirements of the level. Although the examiner will try to elicit the language items of the level where necessary, it is to the candidate's advantage for these to be incorporated into their own contributions. Candidates are advised not to select a topic from the list of subject areas listed for the level and it must not be directly linked to any of the items in the portfolio. This is to give the candidates an opportunity to display a wider range of language.

## ISE II

As one of the main objectives of the Topic phase is to allow the candidate and examiner to engage in a spontaneous discussion about a subject that the candidate has chosen and is interested in, candidates must not prepare their topic as a written script. This inevitably results in a memorised recital and this type of interaction will not meet the requirements stated under the Communicative skills heading. Candidates are strongly encouraged to use brief notes or diagrams to assist them and to make a copy of such notes available to the examiner at the start of the phase. The notes will facilitate the discussion of the topic and allow the examiner to make relevant contributions (but these notes do not form part of the assessment).

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 necessary to sustain a discussion of the topic for up to four minutes, but not more.

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, and personal opinions requested by the examiner.

Birds, insects or other live animals may not be brought into the examination room. Dangerous items such as knives are not allowed in the examination room.

A candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase.

### **ii) Interactive task**

This phase provides the opportunity for candidates to demonstrate their ability to initiate and take control of the interaction. In addition to general functions such as requesting information, the language functions listed for ISE II should arise naturally from each task prompt. In this 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.

The interaction takes the form of multiple turns with the examiner's turns being much shorter than those of the candidate. In some cases this may involve role-play, but the examiner and candidate are free to 'be themselves' so as to create as authentic an exchange as possible. The phase should last no more than four minutes.

In this 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.

Those responsible for preparing candidates should help them practise:

- question formations using the grammatical structures of the ISE level being taken and the 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.

An example of a prompt and the possible development of the interaction at ISE II is given opposite.

Examiner	Candidate
<i>One of my old school friends has been organising a party to meet up with all the people who were in our class at school. I'm not sure if I want to go.</i>	<i>Oh, really? That sounds a great idea! Why can't you make up your mind?</i>
<i>Well, of course it would be nice to see all my friends again after such a long time.</i>	<i>Yes, I'm sure it would be fascinating. If I were you, I'd be very keen to go. What do your family think?</i>
<i>They say I should go. But there's one person in particular I really don't want to meet again.</i>	<i>Who's that? And why don't you like this person?</i>
<i>His name is James. When we were at school together we were always fighting.</i>	<i>But in spite of that, don't you think that you would still enjoy the party?</i>
<i>I suppose I might. I went to a university reunion recently and that was fun.</i>	<i>So if you hadn't gone to the reunion, you would have missed a great evening. I really think you should go to the party and meet your old school mates. I'm sure you won't have to talk to the man you don't like.</i>
<i>All right, you've persuaded me. I'll take the chance and go.</i>	<i>That's great! I hope you have a marvellous time. Where is the party?</i>
<i>Conversation continues...</i>	

**iii) Conversation**

**a) Discussion of the portfolio**

The portfolio itself will be in possession of the examiner, who will already have studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. Candidates must be ready to discuss points of detail arising from the portfolio and explain why they chose to do particular tasks and how they completed the tasks. Candidates may, if they wish, bring to the interview other text material that has contributed to their portfolio, particularly if this helps to illustrate how the portfolio tasks were completed. 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, i.e. 'Did you think my report on the football match was well-written?' and questions of this nature are not acceptable.

**b) Discussion of one subject area selected by the examiner**

This section consists of a discussion of one of the ISE II subject areas as listed overleaf. The examiner may sometimes introduce pictures to facilitate the conversation. At this level, the candidate will be capable of initiating and sustaining more conversation than is expected at preceding levels. Although candidates' interests and abilities 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 ISE II
- maintain the flow of the exchange
- demonstrate to the examiner the range and quality of the language 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 items listed below:

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#### Grammar

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

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#### Lexis

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- Vocabulary specific to the topic and subject areas
- Expressions of agreement and disagreement
- 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. *and then? What about you?*

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#### Phonology

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- The correct pronunciation of vocabulary specific to the topic and subject areas
- Rising intonation to indicate surprise/interest and falling intonation to indicate the end of a turn
- Intonation and features of connected speech beyond sentence level
- Stress and intonation to indicate emotion
- Stress, intonation and pitch relevant to the functions listed below

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#### Language functions

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

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

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- The world of work
- Society and living standards
- National environmental concerns
- Public figures
- The supernatural
- Personal values and ideals

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

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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 (B2 – CEFR, 2001)**

<b>Speaking</b>	<b>Overall spoken production</b> Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with relevant examples.
	<b>Overall spoken interaction</b> 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.
<b>Listening</b>	<b>Overall listening comprehension</b> 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.
	<b>Understanding a native speaker</b> Can understand in detail what is said to them in standard spoken English.
<b>Reading</b>	<b>Overall reading comprehension</b> 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/her field of interest.
	<b>Processing written text</b> Can summarise a wide range of texts, commenting on and discussing contrasting points of view and the main themes.
<b>Writing</b>	<b>Overall written production</b> Can write clear, detailed texts on a variety of subjects related to his/her field of interest and evaluate information and arguments from a number of sources.
	<b>Correspondence</b> 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.
	<b>Factual writing</b> 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.
	<b>Creative/descriptive writing</b> 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 III

## Candidate profile

ISE III is at level C1, the first stage of the 'Proficient User' level. According to the CEFR (2001), C1 language users:

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

## 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 component (Interview) takes place. No other tasks are acceptable.

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

Portfolio section	Example text types	Example task
Correspondence	Letter/email	One of your relatives wants to leave school at sixteen 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. <b>(180–210 words)</b>
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. <b>(220–250 words)</b>
Creative/ descriptive writing	Description/novel/ 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. <b>(220–250 words)</b>

**The Controlled Written examination**

The 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**.

**Word length**

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 on the structure of the ISE III Controlled Written examination tasks please see page 11.

A sample ISE III Controlled Written examination paper can be found overleaf.

**Sample of the Controlled Written examination at ISE III**

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**Time allowed:** 2 hours 30 minutes

**This examination paper contains three tasks. 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.'

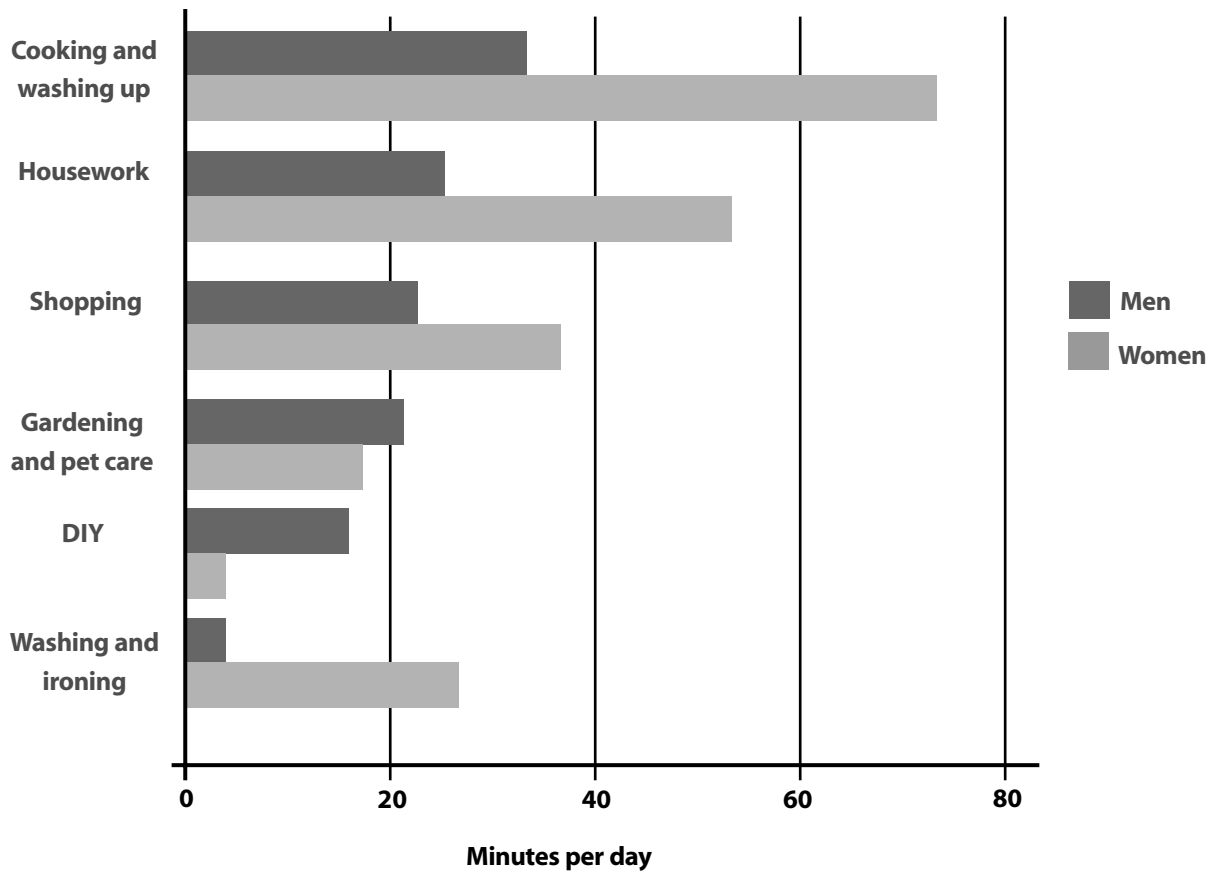
(Source: Adapted from the *Guardian*)

**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*)

### 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 recently read an article in a national newspaper concerning a rise in anti-social behaviour among young people, such as vandalism and petty crime. The article cited a lack of facilities for young people as the root of the problem.

Write a letter (approximately 250 words) to the Editor of the newspaper expressing your own views on the subject quoting evidence from your own experience and suggest some possible solutions to the problem.

#### 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**

#### **Format**

Total 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)
- An interactive task (up to 4 minutes)
- Listening task (3 minutes)
- Conversation with the examiner including discussion of the portfolio and on one subject area selected by the examiner (up to 5 minutes).

#### **Communicative skills**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills.

In the **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 organised patterns
- introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, integrate sub-themes and conclude.

In the **Topic discussion phase**:

- be prepared to justify the ideas and opinions given in the presentation
- encourage the examiner to comment and give his/her opinion on the ideas etc. provided in the presentation
- respond to challenges made by the examiner.

In the **Interactive task phase**:

- initiate the discourse
- maintain the discourse by asking for information
- help the discussion along by inviting comment from the examiner
- take and give up turns when appropriate to do so
- where appropriate to the individual task, make use of the functions listed for ISE III.

In the **Listening task 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**:

- be able to discuss fully not only the contents of the portfolio but also the process of writing it
- maintain the flow of conversation with ease, changing the direction as necessary
- 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.

**Examiner and candidate language**

The sample exchanges show some ways in which examiners and candidates might express themselves during the Interview. It is stressed that these are only examples.

Examiner	Candidate
	<i>So to sum up, all the results of the research I have done point to this being a growing and extremely serious problem for our society.</i>
<i>These two politicians obviously have diametrically opposed points of view. Which one do you find more convincing?</i>	<i>For my part, I tend to agree with the minister. The evidence overwhelmingly suggests that he's right about the increase in the level of violent crime since prison sentences were reduced.</i>
<i>What do you infer from the fact that this problem has increased by over 200% in the last five years?</i>	<i>It's quite difficult to be certain, but I would suspect that it means that the forces of law and order are much less effective than they used to be. That's probably as a result of...</i>
<i>Two months ago, it was advertised in the newspaper that there was a fantastic new opportunity in a television company. Admittedly, the advert was quite small so that perhaps should have implied something. Anyway, I applied for it.</i>	<i>So what kind of job did it turn out to be? And were you short-listed?</i>
<i>I'm fascinated by TV advertisements – sometimes I think they're more interesting than the programmes. And I don't understand the complaints about them persuading poor families to buy things they don't really need.</i>	<i>Oh really? Well, I can't say I entirely agree with you there. Specially at Christmas time, I think they put a lot of pressure on less well-off parents to buy their kids expensive presents just because they've seen them on the telly.</i>
<i>For me, the simple life is the best. I loathe having lots of unnecessary possessions. What about you?</i>	<i>Well, this is a very prosperous area with a lot of extremely rich families, so most people are quite exhibitionist – always looking out for some new acquisition to show off their affluence. But personally, I tend to agree with you...</i>
<i>How powerful would you say the media are in your country?</i>	<i>I would say the influence of television is quite strong. The state channels try to influence us politically but they don't succeed. And the independent channels take a more objective view...</i>

**Procedure**

After the initial greetings and introduction, the examiner invites the candidate to present his/her topic. The candidate provides the examiner with a written outline of the topic in note form. The candidate gives a formal oral presentation of the prepared topic. The examiner makes notes on the information content during the presentation. This phase lasts no more than four minutes.

After bringing the presentation to an end, the candidate initiates the discussion of the topic presentation by asking if the examiner has any questions about the talk. The development of the discussion will involve the candidate in justifying, exemplifying and elaborating on facts, ideas, opinions, and debating the issues raised in the talk. This phase lasts no more than four minutes.

The interactive task is then introduced by the examiner who informs the candidate of what he/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. Once the examiner has set up the situation, the candidate takes full responsibility for maintaining the interaction. This phase lasts no more than four minutes.

The examiner then introduces the listening task 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 setting related to the third text. Only short responses from the candidate are required. This phase lasts no more than three minutes.

The examiner then introduces a discussion of the candidate's portfolio. The examiner initiates the conversation, although the candidate should take full responsibility for maintaining the interaction and engaging the examiner. Following this, the examiner selects one of the subject areas from the lists provided for discussion. This phase lasts no more than five minutes.

The examiner indicates the end of the conversation and Interview.

### **Guidance**

Examinations at this level demand a significantly higher level of language proficiency and conversational ability than asked for at ISE II. Candidates will be well motivated and have particular 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.

#### **i) Topic presentation**

Before the examination, the candidate prepares a four-minute presentation of a topic of his or her choice. The choice of the subject matter or theme is left to the individual candidate, but candidates are advised to select their topics carefully. Actual knowledge is not being assessed in the examination, but the talk should be informative and presented in such a way as to engage and maintain the examiner's interest. Candidates are advised not to select a topic from the list of conversation subject areas.

Adherence to the timing of this phase is very important and so candidates are strongly advised to ensure that the presentation lasts up to, but no longer than four minutes. Presentations that extend beyond the time allocated will be stopped so as to ensure that all the other examination phases can proceed according to the stated requirements.

As this is a formal presentation, the candidate is expected to produce brief notes in the form of handouts for the examiner. These should be given to the examiner before the start of the presentation. These notes will not be taken into account in the assessment of this phase as it is the candidate's oral skills which are being assessed and not their writing skills. The candidate will have produced their own brief notes for personal use and these do not need to be shown to the examiner. As the presentation itself is oral, the use of complete written scripts in the presentation is not allowed and memorisation and recitation of the presentation is strongly discouraged.

During the presentation, the examiner will make notes on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Candidates need to be reassured that the examiner is not collecting examples of the candidate's language for assessment purposes.

The presentation can 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 aids must be set up prior to the examination and be ready for immediate use at the beginning of the examination. Candidates who choose to use such aids are advised to have back-up material in the case of power or equipment failure. As with the written handouts, skills in the technical preparation and use of such aids will not form part of the assessment.

**ii) Discussion of topic presentation**

When preparing the topic, the candidate should try to anticipate the contributions of the examiner and think of ways of developing the topic beyond the limitations of the formal presentation. The interaction is intended to be an authentic 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 on his or her opinions. The candidate must be ready to justify, exemplify and elaborate on the ideas and opinions given in the presentation.

The discussion is intended to be about the actual presentation rather than on the theme of the topic. The candidate is expected to be proactive in the discussion and not simply to respond to the contributions of the examiner.

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

**iii) Interactive task**

The guidance for this phase is the same as given for ISE II on page 38.

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

Sample prompt for ISE III:

*'A boy I know can't decide what job to do so he's thinking of joining the army for a year or two. His parents were asking me what I thought about it.'*

**iv) Listening task**

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

Type 1 – requires the candidate to provide a suitable ending

Type 2 – requires the candidate to identify participants, contexts or settings.

Candidates will be presented with three listening tasks; two examples of Type 1 and one example of Type 2.

The listening task texts are not related to any of the given subject areas for conversation. This is to provide an unknown element which candidates at this stage are expected to be able to handle. The tasks have been designed in such a way that Task fulfilment can be achieved by the provision of very short precise responses and, therefore, the candidate is strongly discouraged from giving lengthy irrelevant responses.

Candidates are not required to read or write anything, and the taking of notes is considered to be unnecessary given the length of the texts and nature of the tasks. The listening texts will not be repeated.

In this phase, the candidate is required to demonstrate his or her ability with regard to high level listening skills, such as prediction, deduction and inference. The candidate needs to show recognition of the context, participants and register. Examples are provided overleaf.

### Type 1 example

When she was little, Sophie had the most extraordinary eating habits. For a whole year, she refused to eat anything but pizza, followed by a banana. Her mother got so fed up with trying to tempt her to vary her diet that in the end she just gave up and served her the same meal every day. Then one day, while her mother was cooking dinner, Sophie suddenly asked for...

**Expected response: any meal OTHER than pizza and banana**

### Type 2 example

My father had inherited it from one of his distant relatives but had never liked it enough to put it up anywhere. It was pretty big, probably about one metre long and half a metre wide. The varnish had discoloured and cracked, making it hard to read the signature. There was a great chunk missing from the top of the frame and the gilt was peeling off. Personally, I wasn't too keen on the composition of the central figures, but I could appreciate the quality of the work.

**Question: What is the speaker talking about?**

**Answer: A painting**

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## v) Conversation

### a) Discussion of portfolio

The portfolio itself will be in the possession of the examiner, who will already have studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. Candidates must be ready to discuss points of detail arising from the portfolio and explain why they chose to do particular tasks and how they did them. Candidates may, if they wish, bring to the interview other text material that has contributed to their portfolio, particularly if this helps to illustrate how the portfolio tasks were completed. 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, i.e. 'Did you think my report on the environment was well-written?' and questions of this nature are not acceptable.

### b) Discussion of one subject area selected by the examiner

The conversation will include more detailed discussion of one of the given subject areas as listed for ISE III opposite. Examiner and candidate are responsible in approximately equal measure for the content, coherence and direction of the conversation.

The subject areas for ISE III are provided in two different lists and are designed to take account of 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 session which list has been prepared. If the centre does not do this, the examiner will use his or her own discretion.

## Language requirements for ISE III

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

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### Grammar

- All the basic structures of ISE 0 and ISE I, exercising complete control
- All the structures of ISE II, with only very occasional lapses and in addition:
  - Correct verb patterns after *wish* and *hope*
  - More complex forms of the passive with modals
  - *Should/must/might/could* + present perfect tense
  - Verbs followed by gerund and/or infinitive, e.g. *forget, stop, go on, remember*

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### Lexis

- Vocabulary specific to the topic and subject areas
- Cohesive devices to recap and recover, e.g. *as I was saying, anyway...*
- Expressions for downplaying and softening, e.g. *If I could just ask...*
- Expressions used before challenging, e.g. *that's a point, but...*
- Hesitation fillers, e.g. *I mean, you know*
- Intensifiers, e.g. *absolutely, totally*
- Language of caution, e.g. *It seems as if...*
- Modifying words, e.g. *basically, quite*
- Signposting words and expressions, e.g. *firstly, finally, on the other hand*
- Stock phrases to gain time for thought and keep the turn, e.g. *well, let me think...*
- Tentative expressions, e.g. *I may be wrong but...*
- Vague and imprecise language, e.g. *a hundred people or so*

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### Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- 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, convey subtle shifts in meaning and attitude and to emphasise main points/ideas
- The production of sounds with minimal L1 transfer, so that pronunciation only occasionally deviates from an internationally intelligible model
- Rising and falling intonation for keeping, giving up and offering turns

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### Language functions

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

---

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

- |                         |           |                                |
|-------------------------|-----------|--------------------------------|
| <b>List A</b>           | <b>OR</b> | <b>List B</b>                  |
| • Role models           |           | • Economic issues              |
| • Stereotypes           |           | • The media                    |
| • Ambitions             |           | • Advertising                  |
| • Independence          |           | • Lifestyles                   |
| • Young people's rights |           | • The arts                     |
| • Competitiveness       |           | • The rights of the individual |

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### 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   | • Youth behaviour     | • International events | • The future of the planet |
| • Bullying              | • Use of the internet | • Equal opportunities  | • Scientific developments  |
| • The school curriculum | • Designer goods      | • Social issues        | • Stress management        |

### **General skills (C1 – CEFR, 2001)**

#### **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/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/her own field, though 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 themselves 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.

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# ISE IV

## 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.

ISE IV is at level C2, the second stage of the 'Proficient User' level. According to the CEFR (2001), C2 language users:

- can express themselves spontaneously, very fluently and precisely differentiating finer shades of meaning, even in more complex situations
- can exploit a comprehensive and reliable mastery of a very wide range of complex language structures, vocabulary and functions
- have a good command of idiomatic expressions and colloquialisms
- can use language effortlessly and appropriately for social, academic and professional purposes
- can control the direction of a spoken interaction and maintain its flow with ease, relating skillfully to the contributions of the listener
- can understand the main points, arguments, inferences, changes in register and emphasis in complex and sometimes unstructured speech, even when delivered at fast native speed
- can 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
- can 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 level Proficient User (C2), the council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

## ISE IV

### 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 component (Interview) takes place. No other tasks are acceptable.

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

Portfolio section	Example text types	Example task
Correspondence	Letter/email/blog	<p>Your university or college is offering a bursary award for a student research project. They are inviting applications.</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.</p> <p><b>(300-350 words in total for both the letter and email)</b></p>
Factual writing	Report/article/ review/proposal	<p>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.</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?</p> <p><b>(300-350 words)</b></p>
Critical/ analytical writing	Essay	<p><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)</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.</p> <p><b>(300-350 words)</b></p>

### **The Controlled Written examination**

The 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**.

#### **Word length**

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 and analytical writing task: approximately **250 words**

For further information on the structure of the ISE IV Controlled Written examination tasks please see pages 11-12.

A sample ISE IV Controlled Written examination paper can be found overleaf.

**Sample of the Controlled Written examination at ISE IV**

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**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.

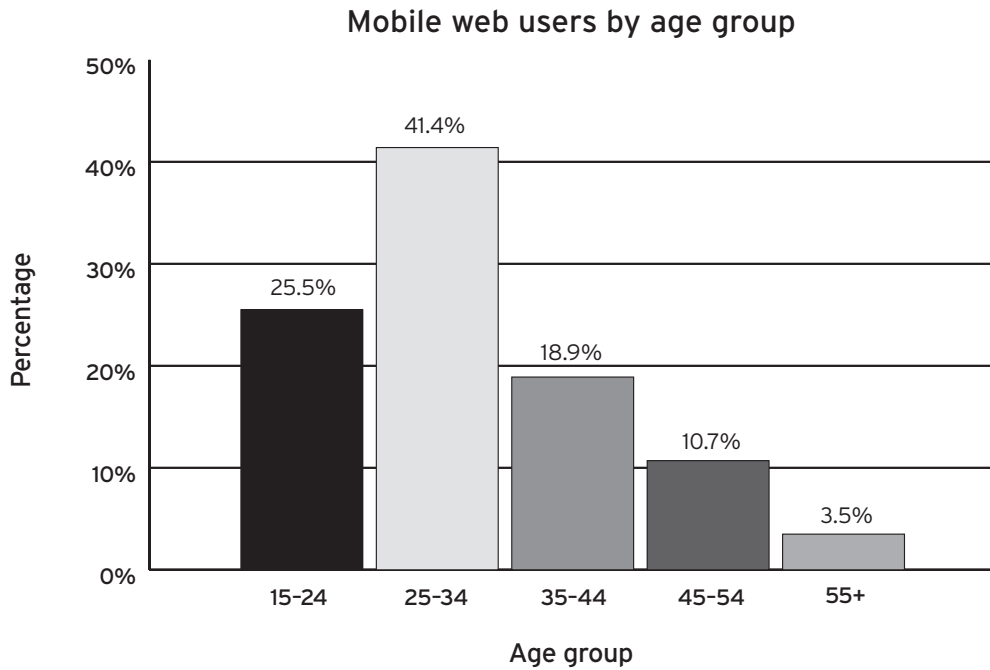
Revenues from putting so-called user-generated content – meaning content such as videos and blogs created by consumers rather than media organisations – onto mobile phones is expected to rise more than tenfold over the next five years, according to a recent study.

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.

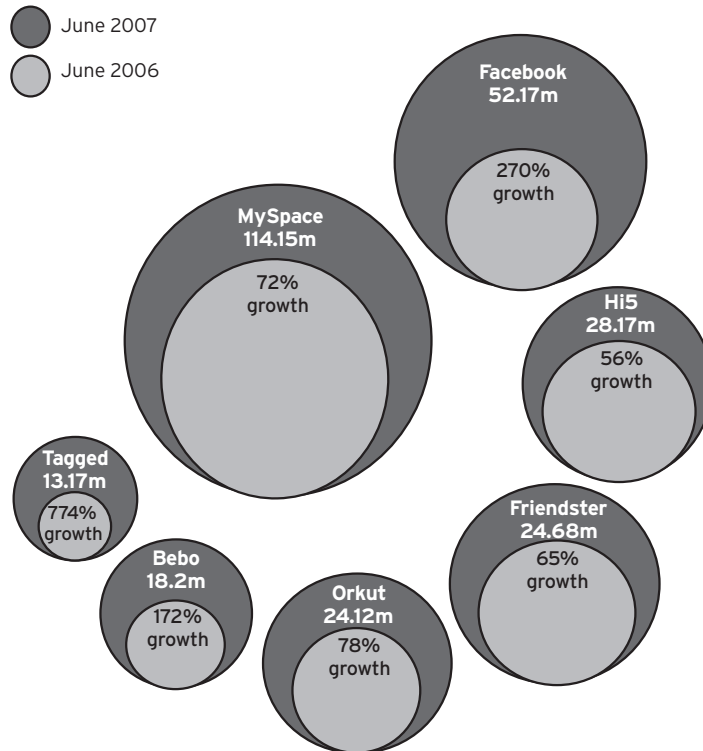
While Europe is only now getting to grips with social networking on a mobile phone, users in South Korea have been producing their mobile phone pages for years. Cyworld, started in 1999, allows users to create their own mobile homepage, a 'minihompy' – essentially a room in cyberspace where users can 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*)



### 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. 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 and 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.

## **The Interview**

### **Format**

Total 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 discussion of the portfolio and on one subject area selected by the examiner (up to 6 minutes)

### **Communicative skills**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills.

In the **Topic presentation phase**:

- present a complex topic with a high degree of formality to the examiner, who will probably be unfamiliar with it, structuring and adapting the talk flexibly to meet the examiner's needs
- present a clear argument with an effective logical structure which helps the examiner to notice and remember significant points.

In the **Topic discussion phase**:

- be able to deal effectively with the examiner's input by responding to a variety of conversational gambits and handling difficult questioning
- actively seek ways in which to engage the examiner in meaningful discussion.

In the **Interactive task 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 even when delivered at natural native speaker speed
- identify implicit meaning.

In the **Conversation phase**:

- be able to discuss fully and precisely not only the contents of the portfolio but also the process of writing it
- 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.

### Examiner and candidate language

The sample exchanges show some ways in which examiners and candidates might express themselves during the interview. It is stressed that these are only examples, not models to be learned.

Examiner	Candidate
	<i>Because it's a subject I've long been interested in, as well as being an extremely controversial one, I've decided to talk today about IVF (in vitro fertilization). I'll start by explaining what it entails, then look at its success rate and finally try to summarise its benefits for parents who would otherwise have been unable to have a family.</i>
<i>If you yourself happened to be in this situation would you be prepared to fork out the hefty sum they charge for this treatment?</i>	<i>I suppose that would depend entirely on my circumstances at the time and those of my partner. Ideally, of course, there wouldn't be any charge, so that anyone of any financial standing would be able to benefit from it.</i>
<i>A law has recently been passed which makes it illegal for people to use their mobile phones whilst driving but it's hardly been publicised at all.</i>	<i>I certainly think it's essential to have such a law. Why do you think they haven't publicised it widely?</i>
<i>Although eco-tourism seems to be gaining in popularity there's convincing evidence that mass travel is getting out of hand. What's your feeling on the issue?</i>	<i>I'm pretty alarmed at what's going on. As I told you, I spend a lot of my time commuting between the Far East and Europe on business and it seems that the tourist hordes are still increasing, with disastrous effects on local ecologies. To give you just one example...</i>
<i>I think it's hilarious how in Britain we now have more TV cookery programmes than ever before, and yet more and more people are buying ready made meals or eating out. It's weird, isn't it? Can you suggest any explanation?</i>	<i>Maybe it might have something to do with the fact that you work longer hours than any other country in Europe, so by the time you get home you're too exhausted to do anything but sit in front of the TV with a tray of fast food.</i>

### Procedure

After the initial greetings and introductions, the examiner invites the candidate to present his or her topic. The candidate provides the examiner with a written outline of the topic in note form. The candidate gives a formal oral **presentation of the prepared topic**. The examiner makes notes on the information content during the presentation. This phase lasts no more than five minutes.

After bringing the presentation to an end, the candidate initiates the **discussion of the topic presentation** by asking if the examiner has any questions about the talk. The development of the discussion phase will involve the candidate in justifying, exemplifying and elaborating on facts, ideas, opinions and debating the issues raised in the task. This phase lasts no more than 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 no more than five minutes. If the candidate fails to initiate or maintain the interaction, the phase will not extend to the full five minutes and the candidate's performance will not be rated highly.

The examiner then introduces the **listening phase** and informs the candidate of the requirements of the two different task types. The examiner orally presents three short pieces of discourse. The candidate is required to suggest two possible endings for the first two texts, and to identify participants, contexts or settings related to the third text. Only short responses are required. The listening texts are not repeated. This phase lasts no more than three minutes.

The examiner then introduces a discussion of the **candidate's portfolio**. The examiner initiates the conversation phase, although the candidate should take full responsibility for maintaining the interaction and engaging the examiner. Following this, the examiner selects one suitable **subject area for discussion**. This phase lasts no longer than six minutes. There are no specified subject areas for this level.

The examiner indicates the end of the conversation and Interview.

### Guidance

#### i) Formal presentation of a topic prepared by the candidate

The guidance for this phase is the same as given for ISE III on page 48.

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 are advised not to select a topic from the list of conversation subject areas for the preceding ISE levels.

#### ii) Discussion of topic presentation

The guidance for this phase is the same as given for ISE III on page 49.

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.

#### iii) Interactive task

The guidance for this phase is the same as given for ISE II on page 38.

At ISE IV, the actual 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 prompt for ISE IV:

*'People say that celebrities should accept the invasion of the paparazzi because it goes hand in hand with the line of work they're in. I've got my own views on this.'*

#### iv) Listening task

The guidance for this phase is the same as given for ISE III on page 49.

Examples of ISE IV listening texts are provided below:

#### Type 1 example

Janet is one of those people who is never late – but never early either. She always contrives to arrive less than two minutes before the appointed hour. When we used to work together, she would slip into the office just before nine and be at her desk nonchalantly opening letters when the boss came in a few moments later. If we ever met at the cinema, she'd come running up two minutes before the showing started. So imagine my amazement when on the day of her wedding, she turned up to the registry office...

**Expected response: any suitable time longer than two minutes early**

## ISE IV

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### **Type 2 example**

It was about two o'clock in the afternoon when we were instructed to retire to consider all that we'd heard over the past two months. We had been given strict instructions not to let our emotions influence our decision. The twelve of us had spent a lot of time together and knew how serious our responsibilities were. It was a particularly unpleasant case and the details revealed by both counsels had often been very difficult to listen to. Fortunately, we were able to reach a decision in a very short time and were able to return a unanimous verdict.

**Question: Who is the speaker and what is the context?**

**Answer: A juror in a court (of law)**

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### **v) Conversation**

#### **a) Discussion of portfolio**

The guidance for this phase is the same as given for ISE III on page 50.

#### **b) Discussion of one subject area selected by the examiner**

At ISE IV the candidate should be prepared to discuss any subject chosen by the examiner. The examiner will enter into a discussion on any subject which he or she deems appropriate for the individual candidate. Examiner and candidate are responsible in approximately equal measure for the content, coherence and direction of the conversation.

## **Language requirements for ISE IV**

In addition to the items specified for all levels up to and including ISE III, the candidate is expected to demonstrate the ability to use the items listed below:

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### **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 and to convey finer shades of meaning

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### **Lexis**

- A good command of a very broad repertoire
- A range of idiomatic expressions and colloquialisms
- Language of empathy and sympathy, e.g. *I see what you mean but... That must have been very difficult...*
- Expression used to introduce contradiction or assertion, e.g. *Well, I don't see it like that... That may be true for you but...*

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### **Phonology**

- 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

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### **Language functions**

- Asserting
- Denying
- Expressing empathy and sympathy
- Contradicting
- Implying
- Affirming

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### **Subject areas for the conversation phase of the Interview**

- There are no set subject areas for ISE IV. Candidates should be able to make use of a wide range of vocabulary items relating to all previous subject areas as well as any other subject which 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.

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

- There are no set subject areas for the ISE IV Portfolio and Controlled Written examination. Candidates will be able to make use of a wide range of vocabulary items relating to all previous subject areas as well as any other subjects related to matters of major importance in today's world.
-

### **General skills (C2 – CEFR, 2001)**

#### **Speaking**

##### **Overall spoken production**

Can produce clear, smooth-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 texts**

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

#### **Writing**

##### **Overall written production**

Can write clear, smooth-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 smooth-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 smooth-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 smooth-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.

## **Regulations**

### **Age and entry requirements**

Trinity's Integrated Skills in English examinations are for learners whose native language is not English. Anyone aged seven and above at the time of the examination is eligible. 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 session.

Candidates can be substituted under the following conditions:

- the substitution is at the same level
- the substitution does not involve a special needs candidate
- the candidates involved in the substitutions are new candidates to Trinity and have not performed any examinations with Trinity in the past
- the administration of the substitution is performed by the centre using Trinity's administration system, Trinity Online
- a photocopier is provided at the examination venue for the examiner to photocopy documentation after the examination session.

Candidates cannot enter for the Trinity ISE examinations at different levels in the same examination session. The requirements and specifications of a level presuppose a level of competence which encompasses the demands for lower levels. 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. 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.

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.

The closing dates for receipt of entries at Trinity in London are announced to centres either through the National or Area Consultants or by Trinity in London. The date of the Controlled Written examination must be chosen at the same time as entries for the Interview. Candidate entries received after the corresponding closing date cannot be guaranteed and will be subject to a surcharge.

Details of how to register candidates for examinations are available at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

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 your examination administration quicker and easier, and you can view, analyse and print out your results for quality assurance and reporting.

### **Results and certificates**

A Report form is issued for the Interview component of the examination. Centres and teachers should share the Interview component 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 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.

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

## **Regulations**

When all 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 components. Centres are able, using Trinity Online, to see the breakdown of marks per task in the Portfolio and 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 in the same way as successful candidates, via the Results summary slip.

Final marks will be calculated at Trinity in London 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 indicated at the time of entry, and the level of pass achieved in both sections of the examination, i.e. Portfolio and Controlled Written combined and Interview.

Centre representatives are recommended to require candidates to collect and sign for certificates in person.

Replacement certificates are available although an administration fee will be charged. All replacement certificates issued later than six months after the date of the examination will be marked 'Duplicate'. Accurate candidate details must be provided in order for a replacement to be issued. Candidates will be required to present proof of identity, in writing, to obtain a replacement certificate. The Certificate replacement form can be found in the ISE Centre Handbook, Appendix 5.

Certificates can be verified against records held at Trinity provided the examination was taken since 1997.

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

Trinity welcomes entries from candidates with special educational needs and disabilities. Adjustments are implemented according to individuals' 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 disability, and allowances will only be made to the conduct of the examination if appropriate.

The following procedures must be followed when requesting consideration of special needs.

### **Enrolment on Trinity Online**

Full details of the special needs 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. Details of how to indicate special needs are explained in the candidate enrolment instructions available via Trinity Online. No alteration to the special needs candidate's details can take place after registration.

Owing to the extra preparation time required to provide individual tests for disabled candidates, late entries

or entries which do not contain full details of the nature of the disability 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 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 education 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 (above the minimum age of seven years), racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide examinations for candidates with disabilities but owing to the nature of the examination, some 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 level 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, candidate 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.

### **Absence from examinations**

## **Regulations**

As the 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 component 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 component can be taken on any of the stated dates during the same calendar year
- if the Controlled Written component is not taken and the candidate wishes to take the Interview component as planned, a written request must be made to Trinity within 14 days of the date of the Controlled Written component to bank the Interview component assessment. Candidates who fail to notify Trinity of their reasons for not taking the Controlled Written component will not be allowed to take the Interview
- if the Controlled Written component is taken and the Interview not attended, requests to bank the Controlled Written component assessment must be made as soon as the absence is known and no later than 7 days after the date the Interview was scheduled
- 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 – 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.

Trinity reserves the right to award no marks for invalid parts of the exam.

When a candidate infringes examination regulations, the examination will continue without comment by the examiner so that candidate performance in other parts of the examination is unaffected, wherever possible. The 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 examination reports will be reported to the Centre Representative as soon as possible after the matter has been considered.

### **Examination monitoring**

Trinity reserves the right for Trinity monitors to be allowed into the examination room and to record examinations (audio or video) for monitoring purposes. 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.

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

### **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 or industrial disruption, natural disasters, widespread disruption of international travel, terrorist attacks or acts of war.

### 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 the Chief Executive shall be final.

### Allowable grounds for appeal

Appeals will not be accepted which simply question assessments made by an examiner or those which are based on any results of the pre-grading tests. 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 mis-match between the letter grades and the final result declared.

### First level of appeal

Appeals must be made on the official appeals procedure documentation available from National and 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 Report form(s) and Portfolio(s) should be sent by post. Appeals which are lodged by email are not acceptable. Appeals will not be considered until the Report form and Portfolio are provided. Delays in sending in the necessary documentation will increase the length of time needed to deal with the appeal.

First level appeals made in connection with the marking of the Controlled Written papers should be accompanied by a fee of £10 per candidate per paper. This is to cover administration costs and additional markers' fees.

Appeals must be postmarked not later than fourteen days after the issue of the Results slips to the centre.

Trinity will send an acknowledgment within seven days and the appeal will be referred to the examiner(s) for comment as appropriate.

The Head of International ESOL will reach a decision after considering the grounds and any report either oral or written provided by the examiner(s). The target time for resolving appeals is 20 working days from the date of receipt.

The outcome of a successful appeal may be a revision to the marks awarded or the opportunity of a free

## **Regulations**

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 re-examination will terminate the appeals procedure. In the case of a mis-match 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 fourteen days from the date of the previous decision. The further appeal will be handled in the same way as above.

Second-level appeals should be accompanied by a fee of £25 per candidate, made payable to Trinity College London. For appeals involving more than five candidates, a maximum fee of £125 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 fourteen days from the date of the previous decision. A fee of £50 per candidate (or £250 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 and without Trinity staff in attendance, and the Chief Executive is informed of any recommendations which he 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 very seriously any attempt on the part of individual candidates or centres to influence the outcome of examinations by unfair means.

### **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 there 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. Itinerant examiners 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
- plagiarising texts from a variety of sources including the internet
- cheating by copying another's work in written examination sessions
- cheating by using aids in the examination room such as notes
- 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 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 Examination Monitors
- Appeals documentation
- Reports from Controlled Written paper markers.

## **Regulations**

### **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
- Trinity College London 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 scripts which indicate improper behaviour, the script(s) are scrutinised by a second-marker, the Academic Manager and the Head of International ESOL
- 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 the use of 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 course examinations that they are consenting to:

- their teachers, colleges or examination centres collecting, processing, disclosing and transferring their personal data, and that:
- Trinity or specifically contracted third parties (such as data processors) process, transfer and disclose 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.

### **Rights of access to personal data**

Trinity employs the following procedure for individual candidate/centre/representative right of access to personal data records. Trinity will respond to requests from individuals for information to which they are entitled within forty days of receipt of written requests. Requests will only be considered from persons who can prove that they are/were:

- candidates, or
- have written authorisation to act for candidates.

Proof of candidate identity needs to be enclosed with a signed letter from the candidate/representative making the request. Trinity will only consider the forty-day deadline active once all requested data, both proof of identity and a signed letter, is received at Trinity's Head Office. Copies of Trinity's Data Protection policy and procedures are available on the Trinity website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

### **Publication of results**

Representatives of Trinity are required to ensure that candidates and their parents or guardians are made aware that examination results may be published in electronic and hard copy publications. Explicit consent is not required for the publication of examination results; however, candidates and their parents or guardians have the right to object to publication. Candidates must indicate whether they consent to the publication of their examination results, by ticking the box marked 'Yes' on the entry form. Ticking the box marked 'Yes' does not guarantee publication of examination results but will enable Trinity to proceed with the publication of examination results without further candidate consultation.

**Appendix 1**



**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.



## Student portfolio feedback form

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

Teacher's signature: ..... Date: .....

Task: ..... 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 again at the instructions	
The draft does not meet the requirements set – look again at the instructions	
This work does not appear to be entirely your own – you must choose a different task	
You should add some more ideas	
You should give more reasons/opinions	
You should give more description	
You need to rewrite the work with more legible handwriting	
The style/register of your language is not appropriate to the task	
The draft is too long/short – check the word length range	
<b>Organisation</b>	
Your presentation and/or layout need to be improved	
You should check your organisation and/or paragraphing	
You need to add an introduction	
You need to add a conclusion	
Your work contains a lot of repetition	
<b>Grammar</b>	
You need to check 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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## **Integrated Skills in English – Topic form ISE 0**

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### **Any Name**

ISE 0

Registration no: xxxxxx

Centre: Any Centre

Session: 5200X

Centre no: xxxxxx

Examination date: 19/05/200X

Title of topic: .... *My family holiday last year* .....

### **Main points for discussion**

1. .... *The journey there* .....
2. .... *Who I went with* .....
3. .... *What we did there* .....
4. .... *The best and worst part of my holiday* .....

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

Centre: Any Centre

Session: 5200X

Centre no: xxxxxx

Examination date: 19/08/200X

Title of topic: ..... *The Solar System* .....

### Main points for discussion

1. .... *How I became interested in the solar system* .....
2. .... *The planets* .....
3. .... *Looking at the sky at night* .....
4. .... *Is there life on Mars?* .....

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



## Examination Report

This is **not** a certificate

### Any Name

ISE II

Registration no: xxxxxx

Centre: Any Centre

Session: 5200X

### 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** fulfilment 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: Nov 200X



## Integrated Skills in English – Results summary slip

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### Any Name

Level: ISE III

Registration no: xxxxxx

Centre: Any Centre

Session: 5200X

#### 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**



## Common European Framework of Reference and Trinity College London examinations

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

Level	Grammar	Lexis	Phonology	Functions	Subject areas for the conversation phase of the Interview	Subject areas for the Portfolio and Controlled Written examination
<b>ISE 0</b>	<ul style="list-style-type: none"> <li>• Present simple tense</li> <li>• Present continuous tense (including verbs not normally used in continuous form)</li> <li>• Past simple tense (regular and irregular verbs)</li> <li>• <i>Going to</i> future</li> <li>• Nouns (singular &amp; plural, regular &amp; irregular, countable &amp; uncountable)</li> <li>• Pronouns (including possessives)</li> <li>• Adjectives (comparatives and superlatives)</li> <li>• Adverbs of manner and frequency</li> <li>• Prepositions of place, movement and time</li> <li>• Auxiliary verbs</li> <li>• Imperative forms</li> <li>• Articles</li> <li>• Demonstratives</li> <li>• Link words (e.g. <i>and, then</i> and <i>but</i>)</li> <li>• Formation of questions and the use of question words</li> <li>• <i>Can/can't</i></li> <li>• <i>There is/are</i></li> <li>• <i>Has/have got/have you got?</i></li> <li>• <i>Some</i> and <i>any</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the subject and topic areas</li> <li>• Adverbs/ adverbial phrases of frequency, e.g. <i>sometimes, often, never, once a week, twice a month</i></li> <li>• Expression of past time, e.g. <i>yesterday, last night</i></li> <li>• Ordinal and cardinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• The correct pronunciation of vocabulary specific to the subject and topic areas</li> <li>• Contractions, e.g. <i>I've, he's, I'm</i></li> <li>• Basic stress and intonation patterns of words and simple sentences</li> <li>• Appropriate stress for short form answers, e.g. <i>Yes, I do</i></li> <li>• Appropriate weak forms in connected speech</li> <li>• The three different ways of pronouncing <i>ed</i> in past tense endings</li> </ul>	<ul style="list-style-type: none"> <li>• Exchanging greetings</li> <li>• Giving personal information</li> <li>• Leave-taking</li> <li>• Stating simple facts</li> <li>• Describing manner and frequency</li> <li>• Describing people and objects</li> <li>• Giving directions</li> <li>• Talking about dates and times</li> <li>• Talking about possessions</li> <li>• Talking about daily routines, events and weather</li> <li>• Talking about present events and current activities</li> <li>• Talking about past events</li> <li>• Talking about future plans and intentions</li> <li>• Expressing simple comparisons</li> <li>• Expressing likes and dislikes</li> <li>• Expressing ability and inability</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Hobbies/sports</li> <li>• Holidays</li> <li>• Weekend/ seasonal activities</li> <li>• Shops</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	Grammar	Lexis	Phonology	Functions	Subject areas for the conversation phase of the Interview	Subject areas for the Portfolio and Controlled Written examination
<b>ISE I</b>	<ul style="list-style-type: none"> <li>• Present continuous for future</li> <li>• Past continuous</li> <li>• Present perfect including use with <i>for, since, ever, never</i> and <i>just</i></li> <li>• <i>Will</i> referring to the future for informing or predicting</li> <li>• Modals connected to functions listed below, e.g. <i>must, have to, might, need to</i></li> <li>• Infinitive of purpose</li> <li>• Open and first conditional sentences using <i>if, when</i> and <i>unless</i></li> <li>• Connecting clauses using <i>because</i></li> <li>• Common phrasal verbs</li> <li>• Adjectives and adverbials of quantity and quantifiers, e.g. <i>a lot of, not very much, many, some, a few</i></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> </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>• The intonation patterns of questions</li> <li>• Sentence stress to clarify meaning</li> <li>• Basic intonation and features of connected speech at sentence level</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the future – informing and predicting</li> <li>• Talking about events in the indefinite and recent past</li> <li>• Expressing preferences</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>• Giving reasons</li> <li>• Stating the duration of events</li> <li>• Quantifying</li> </ul>	<ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Money</li> <li>• Shopping</li> <li>• Fashion</li> <li>• Travel</li> <li>• Rules and regulations</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>• Cars and bicycles</li> <li>• Special occasions, e.g. birthday celebrations</li> <li>• Entertainment, e.g. cinema, television, clubs</li> <li>• Music</li> </ul>
<b>ISE II</b>	<ul style="list-style-type: none"> <li>• Simple passive constructions</li> <li>• Future perfect tense</li> <li>• Present perfect continuous tense</li> <li>• Past perfect tense</li> <li>• <i>Used to</i></li> <li>• Second and third conditional sentences</li> <li>• Reported speech</li> <li>• Relative clauses</li> <li>• Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i></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>• Linking expressions, e.g. <i>even though, in spite of, unless, although</i></li> <li>• Cohesive devices, e.g. <i>in other words, for example</i></li> <li>• Discourse connectors <i>because of, due to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic and subject areas</li> <li>• Expressions of agreement and disagreement</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>and then? What about you?</i></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 surprise/interest and falling intonation to indicate the end of a turn</li> <li>• Intonation and features of connected speech beyond sentence level</li> <li>• Stress and intonation to indicate emotion</li> <li>• Stress, intonation and pitch relevant to the functions</li> </ul>	<ul style="list-style-type: none"> <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>• Describing past habits</li> <li>• Giving advice and highlighting advantages and disadvantages</li> <li>• Making suggestions</li> <li>• Persuading and discouraging</li> <li>• Reporting the conversations of others</li> <li>• Speculating</li> </ul>	<ul style="list-style-type: none"> <li>• The world of work</li> <li>• Society and living standards</li> <li>• National environmental concerns</li> <li>• Public figures</li> <li>• The supernatural</li> <li>• Personal values and ideals</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	Grammar	Lexis	Phonology	Functions	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>All the basic structures of ISE 0 and ISE I, exercising complete control. All the structures of ISE II, with only very occasional lapses</li> <li>Correct verb patterns after <i>wish</i> and <i>hope</i></li> <li>More complex forms of the passive with modals</li> <li><i>Should/must/might/could</i> + present perfect tense</li> <li>Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic and subject areas</li> <li>Cohesive devices to recap and recover, e.g. <i>as I was saying, anyway...</i></li> <li>Expressions for downplaying and softening, e.g. <i>If I could just ask...</i></li> <li>Expressions used before challenging, e.g. <i>that's a point, but...</i></li> <li>Hesitation fillers, e.g. <i>I mean, you know</i></li> <li>Intensifiers, e.g. <i>absolutely, totally</i></li> <li>Language of caution, e.g. <i>It seems as if...</i></li> <li>Modifying words, e.g. <i>basically, quite</i></li> <li>Signposting words and expressions, e.g. <i>firstly, finally, on the other hand</i></li> <li>Stock phrases to gain time for thought and keep the turn, e.g. <i>well, let me think...</i></li> <li>Tentative expressions, e.g. <i>I may be wrong but...</i></li> <li>Vague and imprecise language, e.g. <i>a hundred people or so</i></li> </ul>	<ul style="list-style-type: none"> <li>The correct pronunciation of vocabulary specific to the topic and subject areas</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, convey subtle shifts in meaning and attitude and to emphasise main points/ideas</li> <li>The production of sounds with minimal L1 transfer, so that pronunciation only occasionally deviates from an internationally intelligible model</li> <li>Rising and falling intonation for keeping, giving up and offering turns</li> </ul>	<ul style="list-style-type: none"> <li>Challenging arguments and opinions</li> <li>Deducing</li> <li>Defending a point of view</li> <li>Developing an argument</li> <li>Evaluating different standpoints</li> <li>Evaluating options</li> <li>Evaluating past actions or course of events</li> <li>Expressing abstract ideas</li> <li>Expressing assumptions</li> <li>Expressing beliefs</li> <li>Expressing caution</li> <li>Expressing opinions tentatively</li> <li>Expressing regrets, wishes and hopes</li> <li>Expressing reservations</li> <li>Hypothesising</li> <li>Inferring</li> <li>Justifying an argument</li> <li>Paraphrasing</li> <li>Softening and downplaying propositions</li> <li>Summarising information, ideas and arguments</li> </ul>	<p><b>List A</b></p> <ul style="list-style-type: none"> <li>Role models</li> <li>Stereotypes</li> <li>Ambitions</li> <li>Independence</li> <li>Young people's rights</li> <li>Competitiveness</li> </ul> <p><b>OR</b></p> <p><b>List B</b></p> <ul style="list-style-type: none"> <li>Economic issues</li> <li>The media</li> <li>Advertising</li> <li>Lifestyles</li> <li>The arts</li> <li>The rights of the individual</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>Bullying</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>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 and to convey finer shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>A good command of a very broad repertoire</li> <li>A range of idiomatic expressions and colloquialisms</li> <li>Language of empathy and sympathy, e.g. <i>I see what you mean but... That must have been very difficult...</i></li> <li>Expression used to introduce contradiction or assertion, e.g. <i>Well, I don't see it like that... That may be true for you but...</i></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>	<ul style="list-style-type: none"> <li>Asserting</li> <li>Denying</li> <li>Expressing empathy and sympathy</li> <li>Contradicting</li> <li>Implying</li> <li>Affirming</li> </ul>	<p>There are no set subject areas for ISE IV. Candidates should be able to make use of a wide range of vocabulary items relating to all previous subject areas as well as any other subject which the examiners deems appropriate for the individual candidate. The age of the candidate will be taken into account when the examiner makes his or her choice.</p>	<p>There are no set subject areas for the ISE IV Portfolio and Controlled Written examination. Candidates will be able to make use of a wide range of vocabulary items relating to all previous subject areas as well as any other subjects related to matters of major importance in today's world.</p>

