

## Exam Information: Integrated Skills in English – ISE IV

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Specifications | Guide for Teachers | Regulations

This qualification in English for speakers of other languages  
is mapped to Level C2 in the Common European Framework of Reference

Trinity College London  
[trinitycollege.com](http://trinitycollege.com)

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## **Foreword**

Welcome to this Exam Information booklet for Trinity's ISE IV (C2) exam. It is a working document for teachers and learners.

Guidance for teachers is provided within this booklet. Further support materials can be found on our website [trinitycollege.com](http://trinitycollege.com)

If you wish to register as a centre for Trinity exams, please contact [language@trinitycollege.com](mailto:language@trinitycollege.com)

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### **General introduction**

#### **About Trinity College London**

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

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

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

#### **About Trinity's English language exams**

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

##### **International ESOL exams – available worldwide:**

- ▶ Integrated Skills in English (ISE) exams
- ▶ Graded Examinations in Spoken English (GESE).

##### **UK ESOL exams – available in the UK only:**

- ▶ ESOL Step 1 and Step 2 exams
- ▶ ESOL Skills for Life exams.

Trinity has been setting standards and testing English for Speakers of Other Languages (ESOL) for over 80 years. Our qualifications are accepted by universities and employers worldwide.

#### **About this booklet**

This booklet contains information about the ISE IV exam only. Please note ISE IV has a different format to ISE Foundation, ISE I, ISE II and ISE III.

This booklet:

- ▶ describes the three components of the ISE IV exam
- ▶ provides some sample ISE IV tasks
- ▶ offers guidance on preparing students for the ISE IV exam
- ▶ outlines the language requirements for ISE IV
- ▶ explains how ISE IV is assessed
- ▶ states the exam regulations.

For further support materials to help prepare your students for ISE IV see [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV)

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

### Introduction

Trinity's Integrated Skills in English (ISE) exams assess all four language skills – Speaking, Writing, Listening and Reading. In the ISE exam, all four skills are tested in an integrated way, reflecting how skills are used in real-life situations.

ISE assesses students' ability to interact in English in an authentic and meaningful way through the use of integrated reading and writing tasks and integrated speaking and listening tasks. Preparing for ISE builds real-life English skills and transferable skills required for academic study and employability.

ISE has been designed for young people and adults – typically at school, college or university. It is also suitable for teachers who require a respected English language qualification.

### The five levels

ISE is available at five levels from A2 to C2 on the Common European Framework of Reference (CEFR).

- ▶ ISE Foundation is mapped to level A2 of the CEFR
- ▶ ISE I is mapped to level B1 of the CEFR
- ▶ ISE II is mapped to level B2 of the CEFR
- ▶ ISE III is mapped to level C1 of the CEFR
- ▶ ISE IV is mapped to level C2 of the CEFR.

Please note ISE IV (C2) has a different format to ISE at CEFR levels A2-C1. Please see [trinitycollege.com](http://trinitycollege.com) for details on ISE Foundation, ISE I, ISE II and ISE III.

## About ISE IV

### C2 CEFR

#### Candidate profile

Exams 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 on matters of major importance in today's world.

#### A candidate who passes ISE IV can:

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

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

#### ISE IV exam structure

The ISE IV exam assesses integrated language skills across three exam components.

Component	Number of tasks	Range of skills involved	Skills assessed
<b>The Portfolio:</b> A portfolio of a candidate's written work put together during class time or individual study.	3 tasks	Writing with reading	Writing
<b>The Controlled Written exam:</b> A reading and writing exam taken under controlled conditions.	3 tasks	Writing with reading	Reading and writing
<b>The Interview:</b> An oral interview (including a discussion of the portfolio) between a candidate and an examiner.	5 tasks	Writing with reading with speaking and listening	Speaking and listening

ISE IV (C2) has a different format to ISE at CEFR levels A2-C1. Please see [trinitycollege.com](http://trinitycollege.com) for details on ISE Foundation, ISE I, ISE II and ISE III.

## The Portfolio

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

### Overview

Written portfolios provide the opportunity for candidates to present to Trinity examiners the best work they can produce. ISE IV 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 time. In the Portfolio, candidates are expected to display their ability to use the functional, grammatical and lexical items specified for ISE IV and the preceding levels.

### Structure

The completed ISE IV Portfolio contains three pieces of the candidate's written work. Each piece of work is called a task. From a published list of 15 ISE IV tasks, 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 exam year (January to December). This is determined by the year in which the final Interview component takes place. No other tasks are acceptable. The 15 tasks from which candidates must make their selection are divided into three sections, with five tasks in each section. The candidate must present one task from each section. Thus, while candidates are able to choose their own tasks, they are required to display their ability to deal with different types of writing.

The three sections for ISE IV are:

Section 1 – Correspondence, eg letter, email, blog	Section 2 – Factual writing, eg report, article, review, proposal	Section 3 – Critical/analytical writing, eg discursive essay
The tasks require candidates to produce a clear, smoothly flowing written interaction, allowing for the demonstration of mastery of writing with different degrees of formality and in an appropriate and effective style. Candidates are required to write a blog (a series of chronological texts between two or more participants) or two related letters and/or emails.	The tasks require candidates to write factual texts on a wide range of subjects. Information and ideas should be conveyed precisely, with an effective logical structure to help the reader find significant points.	The tasks require candidates to respond to a quotation and then present a case with an effective logical structure in a way that will inform and engage the target reader.

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

### Word length ranges for the ISE IV portfolio tasks

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

Section 1	Section 2	Section 3
300-350 words	300-350 words	300-350 words

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

### Sample portfolio tasks

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

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

Please see [trinitycollege.com](http://trinitycollege.com) for the full list of the current ISE IV portfolio tasks.

### Guidance for the Portfolio

- ▶ ISE IV portfolio tasks must be selected from the published list provided on the Trinity website for the current exam year (January to December). This is determined by the year in which the final Interview component takes place. No other tasks can be used.
- ▶ There are 15 portfolio tasks. These tasks are divided into three sections with five tasks in each section. Candidates must submit three portfolio tasks in total, one task from each section. Candidates are strongly advised to attempt more than three portfolio tasks, so that the best piece of work from each section can be selected for the final submission. However, candidates must not include more than three portfolio tasks in their final portfolio.
- ▶ The Portfolio must contain the candidate's work and no one else's. They may quote other work within it, but this must be clearly referred to as a quotation and attributed to its author. Candidates must not copy a piece of written text from any other source and present it as their own. Candidates who do so will score zero in the assessment of that task.
- ▶ Trinity strongly encourages learners to use all the resources available in order to present the best quality work they can. Candidates should use dictionaries, encyclopaedias, grammar reference books, online resources, and, if possible, a word-processor and all the referencing and formatting facilities that this provides. Please note a high level of accuracy is expected in the Portfolio.



- ▶ In the Portfolio, candidates should take the opportunity to display their ability to use the functional, grammatical and lexical items specified for ISE IV as well as the preceding levels.
- ▶ Nobody except the candidate personally should correct, add to or take anything out of the task he or she presents. Teachers must not correct their students' work.
- ▶ Teachers may give guidance during the preparation of the Portfolio, but candidates should clearly understand what guidance teachers are and are not allowed to provide. Teachers are allowed to give one piece of feedback per task only. The Student portfolio feedback form (Appendix 2) will help teachers to provide focused and appropriate feedback and this must be the only form of feedback given.
- ▶ Candidates are strongly advised to re-draft, edit and revise their tasks until they feel satisfied that they are presenting the best work they can. Drafts should not be included in the final Portfolio.
- ▶ Accurate word counts must be provided for each task and clearly stated on the Portfolio cover sheet (Appendix 1). Acceptable word length ranges are provided for each task on page 7. Candidates must pay close attention to the word length ranges. Please note any text over the stated maximum word length range will not be marked by the examiner and will affect the grade awarded.
- ▶ Candidates may take as much time as they have available in the preparation of their portfolio. Trinity recommends that candidates should work on it over 6-12 weeks, but the overall time it takes will depend on other demands upon their time. For example, if they are studying English full-time, they will be able to progress more quickly.
- ▶ Trinity must present their final portfolio with the Portfolio cover sheet (Appendix 1) and the three Student portfolio feedback forms (Appendix 2). It is imperative that the tasks are presented in section order, ie Section 1, Section 2 and Section 3.
- ▶ The completed Portfolio must be ready for submission no later than one day before the visit of the Trinity examiner.

### The Controlled Written exam

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

#### Overview

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

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

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

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

## About ISE IV

### Structure

The ISE IV Controlled Written exam consists of three tasks that have equal weighting. Candidates must complete all tasks. There is no choice given.

<b>Task 1 – Reading into writing task – text synthesis</b>	Candidates are required to synthesise information from a wide variety of abstract, structurally complex or highly colloquial texts and then must produce a clear, smoothly flowing written exposition of this information. Texts at this level are complex and in addition to a written text, information is presented in different formats such as graphs, tables and diagrams. The task requires candidates to produce a report or article.
<b>Task 2 – Reading into writing task – text transformation</b>	Candidates are required to understand and interpret a wide variety of complex and highly colloquial texts in order to produce a piece of writing in a different format or genre, thus showing an appreciation of subtle distinctions of style and register as well as implicit and explicit meaning. The task requires candidates to produce a report, article, review, proposal, letter, email or blog.
<b>Task 3 – Critical/ analytical writing task</b>	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 exam

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

Level	Task 1	Task 2	Task 3
ISE IV	350 words	300 words	250 words

### Controlled Written exam timing

The time allowed for the ISE IV Controlled Written exam is 3 hours.

Managing the time available during the Reading and Writing exam is the responsibility of the candidate. However, the table below offers some guidance in the time required for each task.

Level	Total time available	Task 1	Task 2	Task 3
ISE IV	3 hours	75 minutes	60 minutes	45 minutes

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

**Sample of the ISE IV Controlled Written exam**

Time allowed: 3 hours

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

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

Read the text below and look at the graphs. Then, **in your own words**, write a report (approximately 350 words) for a group of people who rely heavily on the use of a variety of electronic gadgets:

- i) summarising the concerns that arise from the common habit of multitasking with a range of technological devices **and**
- ii) discussing ways to deal with this new phenomenon and assessing how far the problem at work is the responsibility of the employer or of the individual.

### As gadgets take over, focus falters

When one of the most important email messages of his life landed in his inbox a few years ago, Kord Campbell managed to overlook it, not just for a day or two, but 12 days. He finally saw it while sifting through old messages: a big company wanted to buy his Internet start-up. The message had slipped by him amid an electronic flood: two computer screens alive with email, instant messages, online chats, a web browser and the computer code he was writing.

While he managed to salvage the \$1.3 million deal after apologising to his benefactor, Mr Campbell continues to struggle with the effects of the deluge of data. Even after he unplugs, he craves the stimulation he gets from his electronic gadgets. He forgets things like dinner plans and he has trouble focusing on his family.

Scientists say juggling email, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information which play to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement that researchers say can be addictive. In its absence, people feel bored.

While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress. Even after the multitasking ends, fractured thinking and lack of focus persist.

Mr Campbell, 43, came of age with the personal computer and he is a heavier user of technology than most. But researchers say the habits and struggles of Mr Campbell and his family typify what many experience – and what many more will, if trends continue. For him, the tensions feel increasingly acute, and the effects harder to get rid of.

For better or worse, the consumption of media has exploded. In 2008, people consumed three times as much information each day as they did in 1960. The nonstop interactivity is one of the most significant shifts ever in the human environment, said Adam Gazzaley, a neuroscientist at the University of California.

'We are exposing our brains to an environment and asking them to do things we weren't necessarily evolved to do, and we know already there are consequences.' It remains to be seen what the impact will be.

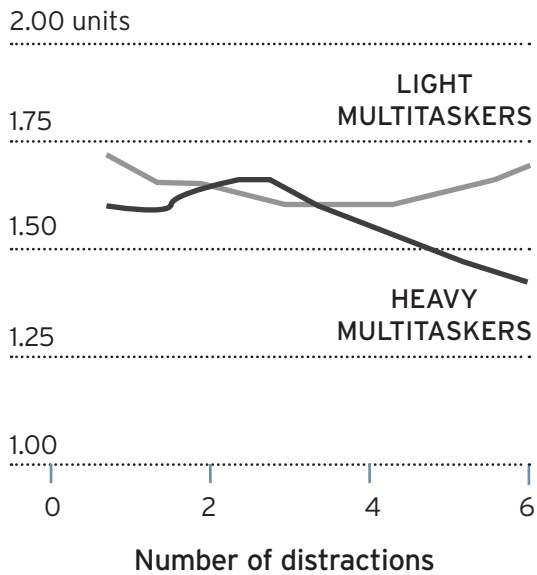
## About ISE IV

### The cost of multitasking

Heavy multitaskers don't perform as well as light multitaskers when faced with distractions.

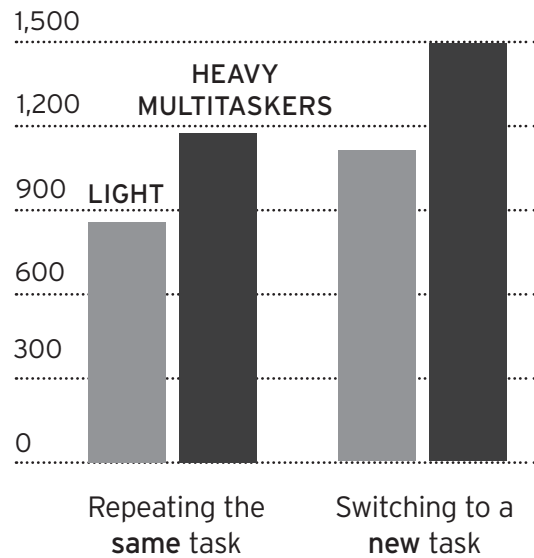
Heavy multitaskers are also significantly slower than light multitaskers when switching between tasks.

### Task performance with and without distractions



### Time to perform

in milliseconds



(Source: Adapted from *The New York Times*, 13 June 2010)

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## 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 Europe while at the same time exporting their own crop.

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

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

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

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

(Source: Adapted from *The Times*)

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

## Task 3 – Critical/analytical writing task

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

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

Please see [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV) for past Controlled Written exam papers.

## About ISE IV

### Guidance for the Controlled Written exam

- ▶ Candidates should develop their reading skills before the exam. ISE IV reading texts are long and complex. Therefore, candidates are advised to familiarise themselves with a wide range of literary and non-literary texts.
- ▶ At ISE IV, candidates are expected to present a clear, smoothly flowing text with an appropriate style and an effective logical structure.
- ▶ Candidates should read the task instructions carefully and answer all parts of the question fully. Failure to do so will have a negative impact on the grade awarded.
- ▶ Candidates should pay close attention to the word lengths. Please note any text which is 10% over the stated word length range will not be marked by the examiner and will affect the grade awarded.
- ▶ Candidates are advised to plan their answers before writing. Please note planning notes are not assessed.
- ▶ In task 1 and task 2, candidates are required to show understanding of the source material. However, they must avoid copying sentences from the texts as no marks are given for answers copied from the reading texts.
- ▶ It is important that candidates demonstrate their ability to use a wide range of ISE IV language.
- ▶ Before the end of the test, candidates are advised to check their writing for mistakes and missing information.

### The Interview

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

#### Overview

The third and final component of the ISE IV exam is an oral interview with a Trinity examiner.

The ISE IV Interview replicates real-life exchanges in which the candidate and the examiner pass on information, share ideas and opinions and debate topical issues.

In the Interview the candidate is expected to display their ability to use the functional, grammatical, lexical and phonological items specified for ISE IV and the preceding levels.

#### Structure

The ISE IV Interview consists of five assessed phases.

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

Formal presentation of a topic prepared by the candidate	Up to 5 minutes
Discussion of the topic presentation with the examiner	Up to 5 minutes
Interactive task	Up to 5 minutes
Listening task	Up to 3 minutes
Conversation with the examiner including a discussion of the Portfolio and one subject area selected by the examiner	Up to 6 minutes

#### Interview format

Total Interview time: 25 minutes.

## Communicative skills for the Interview

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

### Communicative skills for the Interview

#### In the Formal topic presentation

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

#### In the Topic discussion

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

#### In the Interactive task

- ▶ 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 task

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

#### In the Conversation task

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

## Interview procedure

- ▶ The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.
- ▶ The examiner invites the candidate to deliver his or her formal topic presentation. The candidate provides the examiner with a written outline of the topic in note form.
- ▶ The candidate then gives a formal oral presentation of the prepared topic. This is in the form of a well-structured presentation with an effective logical structure which helps the examiner to notice and remember significant points. The examiner makes notes during the presentation to facilitate the following discussion. The examiner does not interact with the candidate in this phase of the Interview. This phase lasts up to five minutes.
- ▶ After bringing the Formal topic presentation to a logical conclusion, the candidate initiates the **discussion of the topic presentation** by inviting questions and comments from the examiner. During this phase, the candidate and examiner participate in an authentic discussion of the ideas and opinions raised in the presentation. This phase lasts up to five minutes.

- ▶ The **Interactive task** is then introduced by the examiner who informs the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes full responsibility for maintaining the interaction. This phase lasts up to five minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full five minutes and the candidate's performance will not be rated highly.
- ▶ The examiner then introduces the **Listening task** and informs the candidate of the requirements for the two different task types. The examiner orally presents three short pieces of discourse. The candidate is required to suggest possible endings for the first two texts, and to identify participants, contexts or settings related to the third text. Only short verbal responses from the candidate are required. This phase lasts up to three minutes.
- ▶ The examiner then introduces the **Conversation task**. Firstly, the candidate's portfolio is discussed and the candidate should take full responsibility for maintaining the interaction and engaging the examiner. Following this the examiner initiates a conversation on one subject area he or she deems appropriate for the individual candidate. There are no specified subject areas for this level. This phase lasts up to six minutes.
- ▶ The examiner indicates the end of the Conversation phase and Interview.

### Guidance for the Interview

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

### Formal topic presentation

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

- ▶ At this level candidates are required to deliver a formal presentation on a topic of their own choice. Candidates are advised to select their topic carefully. The topic should be **discursive** in nature and allow the candidate to demonstrate the communicative skills, language functions and language items of the level. Actual knowledge is not assessed in this phase of the Interview.
- ▶ Please note the topic should **not** be chosen **directly** from the lists of subject areas for the Conversation phase or linked to any of the tasks in the Portfolio. Instead, candidates should prepare a **personalised** topic. This is to enable candidates to show a wide range of language throughout the Interview.
- ▶ As this is a **formal** presentation, it should have an effective and identifiable structure which engages and maintains the examiner's interest. Therefore, candidates are required to introduce the topic, highlight and develop particular points and bring the presentation to an appropriate conclusion.
- ▶ Adherence to the timing of this phase is very important. Candidates are strongly advised to ensure the presentation lasts up to but no longer than four minutes. Candidates are responsible for concluding the presentation within the stated timing. Presentations which extend beyond the time allocated will be stopped and the candidate's performance will not be rated highly.
- ▶ The candidate is required to produce brief notes in the form of a **handout** for the examiner to facilitate the presentation. These should be given to the examiner before the start of the presentation. These notes will not be taken into account in the assessment. The candidate will have produced their own brief notes for personal use and these do not have to be shown to the examiner. As the presentation is oral, the use of complete written scripts in the presentation is not allowed. Recitation of a memorised script will have a negative effect on the assessment of this phase.
- ▶ During the presentation, the examiner will make notes for the following discussion on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Please note the examiner is not collecting examples of the candidate's language



for assessment purposes.

- ▶ The presentation may be supported by technological aids (eg OHP/Powerpoint). Examiners must be notified at the beginning of the exam session if such aids are to be used. All such aids must be set up prior to the Interview and be ready for immediate use at the beginning of the Interview. There is no time allowed for the setting up or removal of such aids in the actual Interview. Candidates who choose to use such aids are advised to have back-up material in case of power or equipment failure. Skill in the technical preparation and use of such aids will not form part of the assessment.
- ▶ At the end of the Formal topic presentation, candidates are required to initiate the Topic discussion phase by asking if the examiner has any questions and inviting comment.

### **Topic discussion**

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

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

### **The Interactive task**

The purpose of the Interactive task is for candidates to demonstrate their ability to initiate, take control over and maintain the interaction while demonstrating their ability to use the language functions and grammatical items of ISE IV and the preceding ISE levels.

- ▶ In addition to general functions such as requesting information, some of the language functions listed for the level should arise naturally from each task prompt. Therefore, candidates must be able to understand and use the language functions of the level to take a full part in the exchange.
- ▶ It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction by asking questions and commenting on the examiner's responses. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.
- ▶ In some cases the interaction may involve role play but the examiner and candidate are free to 'be themselves' so as to create as authentic an exchange as possible.
- ▶ In the Interactive task, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or to maintain the interaction of this phase, the examiner will not intervene and take control. In such a case, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.
- ▶ Candidates may ask the examiner to repeat the initial oral prompt if necessary.

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

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

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

### The Listening task

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

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

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

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

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

### The Conversation task

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

- ▶ In the **discussion of the Portfolio** candidates must be ready to discuss points of detail arising out of their portfolio and to explain why they chose to do particular tasks and how they completed them. Candidates may, if they wish, bring to the Interview other material that has contributed to the Portfolio, particularly if this helps to illustrate how the portfolio tasks were completed. The Portfolio itself will be in the possession of the examiner, who will have already studied it for assessment purposes, and thus it will be available for reference by both examiner and candidate. The candidate must ask the examiner at least one question about their portfolio. This must relate to the content of the Portfolio and must not include questions designed to find out the examiner's opinion of the work.
- ▶ The next section of this phase consists of a **discussion on one subject area** that the examiner deems appropriate for the individual candidate. The candidate is responsible for the content, coherence and direction of the conversation.

## Language requirements for ISE IV

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

### Language requirements

#### Language functions

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

#### Grammar

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

#### Lexis

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

#### Phonology (Interview only)

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

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

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

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

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

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

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

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

## General skills for ISE IV (C2 CEFR)

### Speaking

#### Overall spoken production

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

#### Overall spoken interaction

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

Can converse fluently and convey finer shades of meaning precisely.

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

### Listening

#### Overall listening comprehension

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

#### Understanding a native speaker

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

### Reading

#### Overall reading comprehension

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

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

#### Processing written text

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

### Writing

#### Overall written production

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

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

#### Correspondence

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

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

#### Factual writing

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

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

Can write summaries and reviews of professional or literary works.

#### Critical/analytical writing

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

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

## About the assessment of ISE IV

### Introduction

Trinity ISE exams are graded by a qualified Trinity examiner who is trained, standardised and monitored regularly to ensure consistency of assessment.

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

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

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

In the ISE IV exam, the examiner assesses the use made of the language of ISE IV and that of all preceding levels.

**Performance descriptors** used when assessing ISE IV are available on the Trinity website.

### The Portfolio

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

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

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

When assessing the Portfolio, examiners take into account that candidates are presenting work which they consider to be their best effort. Having had the benefit of the use of spell-checks, dictionaries and of drafting and correcting, 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 have a negative effect on the grade awarded.

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 central 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 central office.

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

The tasks in the Portfolio component do not have equal weighting (see table on page 23).

## About the assessment of ISE IV

### The Controlled Written exam

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

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

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

**Accuracy and Range:**

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

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

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

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

The tasks in the Controlled Written exam have equal weighting (see table on page 23).

### The Interview

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

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

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

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

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

All phases of the Interview at each level are given equal weighting. (See table on page 23.)

### Calculation of overall results

The table below summarises the different weightings which are applied to the individual tasks and components of ISE IV.

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

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

- i) the Controlled Written exam and Portfolio
- ii) the Interview

There are three levels of pass as follows:

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

### Certificates

Successful candidates receive a certificate via their centre showing the level of pass achieved in both sections of the exam, ie the Portfolio and Controlled Written exam combined and the Interview. This is stated as one of the following for both parts:

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

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

# Regulations

### Age and entry requirements

Trinity College London's ISE IV exam is intended for candidates who have learnt English as a foreign, second or additional language. There is no minimum age limit, although Trinity recommends that candidates are aged 18 years and above at the time of the exam. There is no upper age limit.

Candidates may enter ISE IV without having previously taken any other Trinity exam at a lower level.

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

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

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

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

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

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

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

Candidates must enter through a Trinity Registered Exam Centre, usually the candidate's own place of study. No applications should be made directly to Trinity's central office. Details of how to register candidates for exams are available at [trinitycollege.com](http://trinitycollege.com)

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

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

### Results and certificates

An exam report form (either an electronic PDF or a paper copy) is issued for the Interview component of the exam. Centres and teachers should share the exam 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 exam 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.

Exam report forms are not issued for the Portfolio and Controlled Written exam.

When all the results have been collated, each ISE candidate receives, via their centre, a results summary slip confirming the provisional results of the Interview component and giving details of the overall marks achieved in the Portfolio and the Controlled Written exam. 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:

- ▶ the Controlled Written exam and Portfolio
- ▶ 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 of the exam. Candidates who are not successful in any of the components are informed of their results via the results summary slip.

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

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

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

### **Candidates with special needs**

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from [trinitycollege.com/language-csn](http://trinitycollege.com/language-csn). For enquiries please contact [language-csn@trinitycollege.com](mailto:language-csn@trinitycollege.com)

### **Child protection**

Trinity College London is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

### **Equal opportunities**

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

### **Candidate identification Policy**

Candidates entered for the Integrated Skills in English exams at ISE IV are required to provide a photographic form of identification in both the Controlled Written exam and the Interview component.

In the Controlled Written exam, 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 exam.

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

### Absence from exams

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

- ▶ the missed component of the exam must be taken before 31 December of the year in which the other component was taken
- ▶ the Controlled Written exam can be taken on any of the stated dates during the same calendar year
- ▶ if the Controlled Written exam is not taken and the candidate wishes to take the Interview as planned, a written request must be made to Trinity within 14 days of the date of the Controlled Written exam to bank the Interview assessment. Candidates who fail to notify Trinity of their reasons for not taking the Controlled Written exam will not be allowed to take the Interview
- ▶ if the Controlled Written exam is taken and the Interview not attended, requests to bank the Reading and Writing assessment must be made as soon as the absence is known and no later than seven days after the scheduled date of the Interview
- ▶ the re-scheduled Interview must be taken as part of a centre's normal session or at a mutually convenient open session.

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

- ▶ Controlled Written exam – 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 exams are assessed on the basis of the performance given on the day of the exam without regard to any external circumstances.

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

### Exam monitoring

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

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

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

### Exam delivery

Trinity works with the centre to ensure that the exam 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 exam session in the following circumstances:

- ▶ exam entries are not received prior to the specified closing dates. Closing dates are available from your National/Area Representative or Trinity's central office
- ▶ exam 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 exam venue is not met. Details of the minimum fee required can be obtained from your National/Area Representative or Trinity's central office
- ▶ centres have not used the correct fees for their exam session.

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

### Results review and appeals procedure

Anyone who wishes to question the outcome of their exam result should refer to [trinitycollege.com/results-enquiry](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

### Customer service

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at [trinitycollege.com/customer-service](http://trinitycollege.com/customer-service)

### Malpractice Policy

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

### Data protection

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see [trinitycollege.com/data-protection](http://trinitycollege.com/data-protection) for the most up-to-date information about Trinity's data protection procedures and policies.



## Integrated Skills in English – ISE IV Portfolio cover sheet

Candidate name: .....

Candidate number: .....

Centre name and number: .....

Task section	Task number	Task	Word count
Section 1 Correspondence			
Section 2 Factual writing			
Section 3 Critical/analytical writing			

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.

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## Integrated Skills in English – ISE IV Student portfolio feedback form

Candidate name: .....

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

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

Teachers are strongly recommended to give candidates feedback in the preparation of their ISE IV 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 included in their final Portfolio.

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

Common European Framework of Reference (CEFR)	Integrated Skills in English (ISE) exams	Graded Examinations in Spoken English (GESE)
–	–	Grade 1
A1	–	Grade 2
A2	ISE Foundation	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 10 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, exams and qualifications, thus contributing to easier international educational and vocational mobility.

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

## Summary of language requirements for ISE IV

Level	Language Functions	Grammar	Lexis	Phonology (Interview only)
<b>ISE IV</b>	<ul style="list-style-type: none"> <li>▶ Asserting</li> <li>▶ Denying</li> <li>▶ Softening and downplaying propositions</li> <li>▶ Contradicting</li> <li>▶ Implying</li> <li>▶ Affirming</li> </ul>	<ul style="list-style-type: none"> <li>▶ A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity</li> <li>▶ Differing linguistic forms to reformulate ideas to convey finer shades of meaning</li> <li>▶ Complete and consistent grammatical control of highly complex language at all times</li> </ul>	<ul style="list-style-type: none"> <li>▶ A good command of a very broad lexical repertoire</li> <li>▶ A wide range of idiomatic expressions and colloquialisms</li> <li>▶ Phrases and expressions related to the language functions listed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model</li> <li>▶ Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility</li> </ul>