

## **ISE IV Portfolio**

**Section 1 – Correspondence** (word length range: 300-350 words)

**A new music venue recently opened in your area and some local residents have complained to the authorities about noise pollution and anti-social behaviour.**

Write a formal letter to your local authority challenging the assertions made by these residents and implying that they are exaggerating.

**AND**

Write an informal email to the manager of the music venue gently proposing a range of strategies to improve relations with the disgruntled residents.

### **Formal letter**

To whom it may concern,

I am writing in order to challenge the assertions made by the residents regarding the noise pollution caused by the new music venue.

Even though, it is understandable that sometimes music may be annoying, especially when not requested, and it is essential that the organization respects the right of neighbourhood for quietness, complaining by claiming that some music, only for a few days, might be considered as public nuisance, is a little bit exaggerated.

Moreover, as the music venue is aware of the problem, they are trying to keep the volume as low as possible, in an attempt to avoid what has been labeled as "anti-social" behavior. In addition, I would like to argue in favor of this new music event, whose closing time is just after midnight, which means that the residents have to bear the music just for a few hours.

So, to conclude, I hope you will understand how unfair those complaints are and I hope to hear from you soon. Thank you in anticipation.

Yours faithfully,

Marina

### **Informal email**

Dear manager,

I hope you won't mind me writing in order to find a solution to the problem of the complaints made by the residents and suggest you a range of strategies.

First of all, I would recommend you to throw a party and invite all the residents in order to let them know that you are open to call a truce and that you want to find a compromise. There you can also ask them what's wrong with the music event and how you can find a solution, that would satisfy you all, without damaging your activity.

You could give away free tickets for the residents who live in the nearest houses to the place where the event will be held, or involve kids by allowing them to meet the artists who will take part in the event. Moreover, local activities could become official sponsors of the event, increasing their earnings through a greater number of customers.

However, I hope they'll understand and they will let you work in peace and whatever you choose in the end, make sure you'll find a way.

Write back soon and let me know if my suggestions were useful.

*Marina*

**Word count: 365**

<b>Rationale for ISE IV Portfolio Assessment (Section 1 – Correspondence) Grade: C</b>
<b>Overall achievement of the communicative aim</b>
<p>This is a satisfactory execution of task. In part 1, the main points are covered: the candidate challenges assertions, implies exaggeration and proposes a range of strategies in part 2. There are no omissions, although there are some irrelevant details, ie the first half of the second paragraph. Although the stated aim of the letter is to challenge the assertions, this is only partially achieved, eg 'music may be annoying...', 'residents have to bear the music for just a few hours'. There is mention of 'anti-social behaviour' but only with regard to noise levels and not behaviour.</p> <p>The response exceeds the word count limit. It is important to know what is and what is not included in the word count and to adhere to the limit. Please read point 6 in the 'Tips for preparing the ISE IV Portfolio' document at <a href="http://trinitycollege.com/ISE-IV-Portfolio">trinitycollege.com/ISE-IV-Portfolio</a></p>
<b>Text organisation</b>
<p>Most ideas are presented clearly and organised into appropriate paragraphs. Arguments are comprehensible, although the second paragraph (part 1) is one long sentence and would benefit from being divided.</p>
<b>Appropriacy of format, style and register</b>
<p>Appropriate format, style and register is realised in most of part 1, although there is no address or date as would be expected for a formal letter. Occasionally, the register in part 2 is a little too formal, eg 'I hope you won't mind me writing...', '...I would recommend you...', as well as some inconsistent use of contractions.</p>
<b>Accuracy and range of the grammatical, functional and lexical items of the level</b>
<p>There is a satisfactory range of functions of the language along with grammatical and lexical items relating to the task, eg implying, downplaying. There are occasional awkward phrases, eg 'you are open to call a truce...', 'local activities could become sponsors...', although these do not impede understanding.</p>
<b>Spelling and punctuation</b>
<p>Spelling is good. Punctuation is acceptable.</p>
<b>Effect on the reader</b>
<p>Desired effect on the reader mostly achieved.</p>

**Section 2 – Factual writing** (word length range: 300-350 words)

**There has recently been a project in your area in which a group of teenagers and a group of elderly people regularly got together to share knowledge and skills.**

Write an article about this project for a community website outlining the attitudes held by the two groups of people towards each other before the project started. Assess the value of what the young people taught the elderly people and affirm what the young people gained from the project.

**Youngsters meet with aged**

The youngest and the oldest ones always have their differences. Our town has finally set a project where both age groups seize understanding between them. But is it possible to obtain that goal with all the stereotypes existing?

Young people are usually considered as lazy, immature, careless and reckless members of society, who ignore their surroundings and act in a selfish way. Because of this, elderly people assume they must give them day-to-day lessons and not take them seriously in important decisions. Consequently, younger generations do not engage with them because they feel judged. But they are not saints either, they think that seniors are not productive, effective and active. They believe that they are incapable of learning about the latest technologies and new lifestyles, because their physical and mental capacities are rusty. Due to these thoughts, before the program, both were grumpy and unpleasant towards each other.

The attitude they used to irradiate gave up the high hopes of the organisers. The initiative had a bumpy road until a group of ten people started to meet every week. As it was equally distributed, it was not long until great results were seen and loads of newcomers arrived.

Seniors finally understand how does modern society work. They are starting to use gadgets and some even post pictures on Instagram! They have seen how unselfish, caring and wise juveniles are. Also, they have started to feel like the learners of society, instead of teachers.

Even though youngsters were reluctant at first, engaging with the elderly has helped them to be more accepting and patient. Consequently, their communication with relatives and peers has drastically improved. With the life stories of the elderly, they have assimilated that time must be spent in the most delightful and fulfilling way.

Although the program had a dull start, it has gained its peak. Participants are now more open minded and devoted towards joining the community. As the old proverb says, when there is a will, there is a way.

**Word count: 333**

**Rationale for ISE IV Portfolio Assessment (Section 2 – Factual writing)****Grade: C****Overall achievement of the communicative aim**

This is a good achievement of the communicative aim. The main points are covered and expanded upon: the candidate outlines the attitudes held by the two groups before the project started, and effectively links how both groups' attitudes changed as they started learning from each other.

**Text organisation**

Most ideas are presented clearly and organised into appropriate paragraphs. There is some effective use of cohesive devices, eg 'Because of this...', 'Consequently...', although some are a little awkward, eg 'Due to these thoughts,...'. Many sentences are short. There is an effective, logical structure with a good conclusion.

**Appropriacy of format, style and register**

Format, style and register are usually appropriate, although the style is a little abrupt in parts, eg the introduction, which does not immediately engage the reader. There is a relevant title for the article.

**Accuracy and range of the grammatical, functional and lexical items of the level**

There is a satisfactory level of accuracy of the grammatical, lexical and functional language items in most of the response. However, range is restricted and the language used lacks complexity, and this is reflected in the overall mark awarded. Some phrases are quite awkward and cause the reader to pause, eg '...seize understanding between them', 'the attitude they used to irradiate gave up the high hopes of the organisers', '...they have assimilated that...', 'the programme...has gained its peak', but the overall message is understood. Any errors, eg '...seniors finally understand how does modern society work...', do not impede understanding.

**Spelling and punctuation**

Spelling is good and punctuation is mostly consistent.

**Effect on the reader**

The desired effect on the reader is mostly achieved.

### **Section 3 – Critical and analytical writing (300-350 words)**

**‘You cannot get through a single day without having an impact on the world around you. What you do makes a difference and you have to decide what kind of difference you want to make.’**

(Jane Goodall, anthropologist, born 1934)

Write an essay interpreting the meaning of this statement in relation to our responsibility towards nature. Discuss in what ways humans can have a positive impact on the natural world, supporting your ideas with relevant examples.

#### **HELPING NATURE**

One might think that our fleeting presence on the Earth would mean that our impact on nature should be negligible. However, even as individuals we can have an effect on the natural world around us. And contrary to what we might expect, this effect can be positive as well as negative.

On a practical level, our smallest actions will have repercussions on our environment. The mere fact of leaving the car parked in the garage, and walking to work or school can bring about a marked improvement in the air quality around us, provided of course that this is an action adopted by many. It is clearly up to us to try to make a difference in this way.

Education also plays a key role in our ability to protect the living world. It is in schools that Goodall’s message can be transmitted to the younger generations, and it is these younger generations that can be the difference that nature needs. Today’s children will be tomorrow’s decision makers, and they therefore need to be taught how to create a positive impact on the natural world.

Hence, teaching children to protect the environment through activities and projects which they can engage with is extremely valuable. At a young age, children can develop a strong conscience of the need to leave a positive mark on the world around them, which they can take into later life. Something as simple as planting fruit and vegetables in a school allotment can sow the seeds of environmental awareness in children.

But perhaps the most significant contribution that we can make is in changing the mindset of the general public in relation to the responsibility that we all have towards nature. We must look at the example that Goodall gave us; she devoted her life’s work to studying and caring for the gorillas of Central Africa. Although we may not be willing – or able – to make a sacrifice on this scale, we can all do our part individually to leave a positive impression on the world.

**Word count: 340**

**Rationale for ISE IV Portfolio Assessment (Section 3 – Critical and analytical writing)****Grade: C****Overall achievement of the communicative aim**

This is a satisfactory execution of the task. Although the main points are covered, the response is slightly off task in places and there are some minor omissions. The candidate interprets the meaning of the statement, although the suggestions put forward in paragraph two are concerned with the environment, ie air quality, rather than our responsibility towards nature. Additionally, the examples provided in paragraph four are quite general, and there is little expansion as only one idea is supported with a relevant example, ie 'Something as simple as planting fruit and vegetables...'. The candidate returns to Goodall in the final paragraph which is effective in demonstrating good understanding of the statement and who Jane Goodall was.

**Text organisation**

The response is well organised into appropriate paragraphs and there is good use of cohesive devices, eg 'On a practical level, ...', 'Hence...'. However, some are out of place and too simple for the level, eg 'And contrary...' (first paragraph), 'But perhaps...' (final paragraph). There is an effective conclusion.

**Appropriacy of format, style and register**

Appropriate format, style and register are realised. The response reads well as an essay and engages the reader.

**Accuracy and range of the grammatical, functional and lexical items of the level**

There is good coverage of the grammatical, lexical and functional language items of the level and relating to the task. Language is used with a high level of accuracy and there is good control demonstrated when more complex language is used, eg 'The mere fact of leaving a car...can bring about...', 'Something as simple as planting... can sow the seeds of...'.

**Spelling and punctuation**

Spelling and punctuation are very good.

**Effect on the reader**

The desired effect on the reader is mostly achieved.

**Disclaimer:** The above materials have been provided to *assist* with the preparation of learners for the Trinity ISE IV exams. Please make sure you consult the *ISE IV Exam Information booklet* at [trinitycollege.com/ISE-IV-exam-information](http://trinitycollege.com/ISE-IV-exam-information) for all requirements of the exams. Trinity will not accept appeals which cite the use of exam materials in support of the appeal.