

ISE IV Portfolio

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

A group of students from your college wants to take part in an environmental competition with a project to fight climate change. However, the principal of the college is a climate change sceptic and has refused permission for the group to enter the competition.

Write a formal letter to the principal affirming the importance of the students entering the competition and diplomatically suggesting that action on climate change is necessary.

AND

Write an informal email to the group of students proposing a measured course of action to put pressure on the principal to change his/her mind.

Formal letter

Jose Gonzalez
12 Arlington Road
London SW1 4PT

Principal John Smith
Imperial College London
Gower Street
London WC1E 5BT

24th June 2020

Subject: Permission to enter the competition.

Dear Mr. Smith,

I am writing to express my deepest disappointed with the denial of permission for our group of students to enter the environmental competition and to ask you to reconsider your decision.

I would like to highlight that this activity is of paramount importance not only to our students but also to the college community. Taking part in the competition implies the teaching of great values such a respect for animals, plants and wildlife in general. Students must be aware of the fragile balance of the planet and that all actions have an impact on the environment. Thus, developing a project to fight climate change is very helpful for educating our students who will become adults one day, and that day they must be active and responsible citizens.

Needless to say, the planet is suffering from pollution and negative human action. It is scientifically proved that climate change is a fact, and humans are responsible for it, so we must fight together before it is too late. Therefore, taking part in this event would be a good start for our pupils to become aware of the measures that we can take in order to look after the planet but it would also help the college to build a reputation and earn prestige if our students were to win the competition.

Sir, your position is one of both power and responsibility and you have the opportunity to shape the destiny of the entire youth of our town.

Thank you very much for your time and consideration.

Jose Gonzalez

Informal email

To: deborahdupratt@gmail.com

From: students.stloyolascollege@gmail.com

Subject: principal.stloyolascollege@gmail.com

Dear students,

As you may all know, the principle has decided not to allow students to take part in the environmental competition. It is now the moment for all of you to learn that life consists on fighting too. We need to put pressure on the principle to make him change his mind. It is important that we show everyone how important this is to us.

I would like to ask all of you to write a short letter to the principle asking for permission making clear the need to adopt measures against climate change. In addition, I would like to propose meeting at the main door 10 minutes before the class starts.

Best Regards,

Jose Gonzalez

Word count: 363

Rationale for ISE IV Portfolio Assessment (Section 1 – Correspondence)
Grade: C
Overall achievement of the communicative aim
<p>This is a satisfactory execution of task. The main points are covered. In part 1, the candidate successfully affirms the importance of students entering the competition, ie teaching values such as respect for wildlife and plants. There is little expansion of the second sub-task as the candidate only briefly addresses that point in the final paragraph. However, the conclusion of the letter is effective. The email to students (part 2) proposes a course of action. However, the candidate has misinterpreted the meaning of 'a <i>measured</i> course of action' – and has incorrectly used it to signify 'amounts of action' '...measures of action...' and 'take action' '...adopt measures...'. 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 trinitycollege.com/ISE-IV-Portfolio</p>
Text organisation
<p>Most ideas are presented clearly and organised into appropriate paragraphs with effective use of cohesive devices, eg 'I am writing to...', 'Thus...', 'Needless to say...', 'As you may all know'. Points are logically developed.</p>
Appropriacy of format, style and register
<p>Format, style and register are usually appropriate. In part 1, there are addresses and a date, and appropriate opening and closing. Part 2 is set out like an email, with a subject line. However, the style in part 1 for sub-task 2 is not completely appropriate as the candidate is stating, rather than diplomatically suggesting, that action is needed. The email in part 2 is too formal in parts, eg 'I would like all of you to write...' 'Best regards'.</p>
Accuracy and range of the grammatical, functional and lexical items of the level
<p>There is a satisfactory range of functions of the language along with grammatical and lexical items relating to the task. Errors such as 'my deepest disappointed', 'scientifically proved', 'life consists on fighting', 'asking permission making clear the...' are non-impeding. Because the candidate does not expand on action to eliminate climate change, the lexis is somewhat restricted.</p>
Spelling and punctuation
<p>Spelling is good. Punctuation is satisfactory. However, in part 1, commas are missing in several sentences.</p>
Effect on the reader
<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.

Never the twain

It's often said that elderly and the young have nothing in common. But is this really true? You might think so. But let me tell you all about a project which was run recently here in our community. Thanks to an initiative proposed in the local secondary school, one of the classes spent a few hours each week with the residents of a care home for the elderly. The results were surprising, to say the least.

The whole idea behind the project stemmed from the indifference towards the elderly that one of the school's teachers saw in her students – an indifference that was bordering on enmity in some cases. She found this a little worrying, and came up with the idea that her pupils could spend some time with elderly people. She canvassed the residents of the care home, who themselves felt detached from the younger generations. Although some were apprehensive about being with teens, they agreed to take part in the project.

So how did it all pan out? The teens went into the care home and spent time chatting with the residents, showed them their phones and tablets, and gave them some basic notions about social networks. Even though it was a bit beyond some of the more elderly residents, most of them took it all on board. Some even talked later about joining Instagram and uploading photos for their grandchildren to see (although I think they'd need a bit more coaching for that!)

And what did the youngsters get out of it? Well, basically, the chance to realise that they need to talk to others. Many of the teens commented that they'd had really rewarding experiences talking to the elderly people, and they'd learnt that it's good to stop looking at phones and just have chat, about anything.

So, was the project a success? Of course – it brought together two sets of people who would otherwise not have any contact. And what's more, they were all the better for the experience.

Word count: 334

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

This is a good execution of the task. All parts are covered and, although there is adequate expansion of points, there could be more detail regarding the attitudes of both groups before the project started, as the candidate only mentions a sense of indifference towards the elderly and detachment from the younger generation. There are some irrelevant details, ie how the teacher set up the project. Otherwise, the main requirements of the task are generally satisfied.

Text organisation

The text is well-organised into appropriate paragraphs. There is a clear presentation and logical development of ideas, and an effective use of cohesive devices – although there is a repetition of 'But' in the first paragraph. Questions at the beginning of the response, and in the body of some paragraphs, are engaging. Both introduction and conclusion are effective, ending on a positive note.

Appropriacy of format, style and register

The response reads very well as an article for a community website. The title is very clever and draws the reader in straight away. The candidate addresses the reader directly, not only with questions but also with phrases such as 'You might think so.' 'Let me tell you about...'. The semi-formal register is appropriate for the task.

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

The candidate demonstrates the functions of the level ie affirming, asserting and implying, and there is a good range of grammatical and lexical items – '...the whole idea stemmed from...', 'How did it all pan out?'.

Spelling and punctuation

Spelling is very good throughout. There is a minor punctuation error at the end of the fourth paragraph – '...just have a chat, about anything.'

Effect on the reader

The effect on the reader is positive.

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

'Talent hits a target no one else can hit. Genius hits a target no one else can see.'

(Arthur Schopenhauer, philosopher, 1788-1860)

Write an essay giving your own interpretation of Schopenhauer's statement and assessing how accurate you believe it is. Provide relevant examples to support your arguments.

ESSAY ABOUT SCHOPENHAUER'S IDEA OF TALENT AND GENIUS

There is no doubt that if we took the necessary time to think about the above statement by this nineteenth century German philosopher, we would be able to see that hardly had we found such a brilliant way to describe the difference that there is between talent and genius.

In order to better comprehend this quote, the first thing that should be done is to discern between the different meanings that underlie these two words. For one thing, if we talk about talent, we are considering a special aptitude that someone has in a certain field or activity. For another thing, the word genius implies an extraordinary intellectual power as manifested in the creative activity. Thereby, it is creativity that differentiates talent from genius, and I am convinced this is the sense of Schopenhauer's quotation. As I see it, geniuses create something that nobody has imagined before (the target nobody can see), whilst talented people are better than the rest at doing something (the target no one else can hit). Nevertheless, it should be noted that the things talent is good at were created before by geniuses.

Throughout history we can find several examples of this in many different areas. A key example in science is Max Planck, who was a German physicist. Of course, he had a talent for physics, and so had many others at that time, but what made him a genius is the fact he created something completely new, in his case, the revolutionary quantum theory. In music, a good illustration of this are The Beatles. Although they have never been known for having a special talent as musicians, they changed the way popular music was conceived, thus creating a new style of music which has been imitated by many others.

On balance, I believe that Schopenhauer's intention was to clarify that despite there always existing people who are exceptionally good at something, this fact does not necessarily mean they are geniuses, since this is a privilege reserved for those who have the ability to see something nobody has ever imagined before.

Word count: 344

Rationale for ISE IV Portfolio Assessment (Section 3 – Critical and analytical writing) Grade: B
Overall achievement of the communicative aim
This is a good fulfilment of the task. The candidate interprets the statement, assesses how accurate they believe it to be and provides clear examples to support their points. The candidate makes a very clear distinction between talent and genius and also draws from various aspects such as science, ie Max Planck, and music, ie The Beatles.
Text organisation
The candidate's ideas and arguments are presented clearly and precisely with adequate expansion. There is good use of cohesive devices, eg 'As I see it,...', 'On balance,...'. The second paragraph would benefit from being divided, beginning with 'As I see it,...'.
Appropriacy of format, style and register
Appropriate format, style and register are used consistently throughout.
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. However, there is some awkwardness in the first paragraph, ie '...we would be able to see that hardly had we found such a brilliant way...' where the inversion is not followed up, the end of the sentence or idea is missing and this causes some confusion. Additionally, the reader may be confused at the end of the second paragraph, ie '...the things talent is good at...', when the candidate possibly means 'the things talented people are good at...'. However, there is otherwise a good level of language control demonstrated when expressing some complex ideas.
Spelling and punctuation
Spelling and punctuation are good.
Effect on the reader
The overall effect is positive.

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