

## MISSION STATEMENT TRINITY COLLEGE LONDON

TRINITY COLLEGE LONDON MISSION IS **TO ADVANCE THE ARTS, SCIENCES AND SKILLS OF ENGLISH LANGUAGE**, MUSIC AND PERFORMING ARTS, THROUGHOUT THE UNITED KINGDOM AND OVERSEAS, BY THE PROVISION OF EXAMINATIONS IN EACH OF THESE SUBJECTS. **TO PROMOTE EDUCATION AND INSTRUCTION IN THE STUDY AND APPRECIATION OF ENGLISH LANGUAGE**, MUSIC AND PERFORMING ARTS BY THE PROVISION OF TEACHING QUALIFICATIONS IN EACH OF THESE SUBJECTS.

This project, which we call Rewarding Excellence, is perfectly in line with Trinity's educational mission, and arises from the need following years of successful work carried out with a great number of Italian scholastic institutions to contribute further to the raising of levels of competence in the practical and communicative use of the English language among Italian students and citizens.

Ten years ago external certification was introduced into Italian schools, first by means of a communication from the Ministry of Education (the CM 347 of 1999), and the following year through the Progetto Lingue 2000.

Over this period of time Trinity has certified hundreds of thousands of students and has contributed, by means of its own training events, to raising the level of awareness of teachers concerning the importance of assessment, both as a motivational instrument and as a means of assessing communicative competence.

The data gathered from surveys carried out between 2004 and 2008 shows that Trinity exams have become part of the language training programme in many schools and that they are offered by centres externally as a quality service. These surveys have also clearly demonstrated the need to be able to offer more personalised courses of instruction based on the practical application of continuity as students move between scholastic institutions and proceed along their learning paths.

This need obviously is also perceived by the Ministry of Education, which is why a comprehensive school system has been created, together with documents such as that which illustrates the concept of the cultural 'axis' that draws together learning experiences, the reform of the primary school system, and the recent project, Innovadidattica, which promotes greater flexibility, continuity, assessment and a transversal approach to learning within the school system.

## CONTINUITY AND PERSONALISATION

As centres have been able to see in the letter accompanying the pack sent at the beginning of the school year, we believe that continuity is indispensable if motivation is to be maintained in the long run, not only for the students but also for their teachers, and so as to achieve levels of competence which are acceptable when matched with the number or hours of language teaching and study provided during a school cycle.

If Italian students are to keep up with their European counterparts learning paths must be personalised in order to avoid students having to start all over again when they move from one level of schooling to another.

As far as the English language is concerned Trinity can be used as a means of planning continuity, both in terms of personalised learning paths, and of the didactic programming required as students move up from year to year and from class to class. Some comprehensive institutions already use our exams for this purpose.

We have drawn up three possible paths, although of course there may be others since there are so many variables linked to the teaching and learning of a foreign language that it is impossible to process them all.

These three paths identify differing initial and final levels, and they are not mutually exclusive in that any class will include students with a range of learning styles and abilities. Personalisation provides precisely the possibility of progressing on the basis of individual ability.

In order to start thinking in terms of continuity, didactic and structural innovation has to first be set in place.

Trinity will continue to offer support through its training events to teachers and schools using its examinations in order to guarantee continuity and personalisation.

Table with examples of the three paths using Trinity examinations to guarantee and support continuity and the personalisation of individual learning paths:

<b>TYPE OF SCHOOL AND YEAR</b>	<b>PATH 1 TARGET B1</b>	<b>PATH 2 TARGET B2</b>	<b>PATH 3 TARGET C1</b>
Primary Year 1			
Primary Year 2			GESE GRADE 1
Primary Year 3		GESE GRADE 1	GESE GRADE 2
Primary Year 4	GESE GRADE 1	GESE GRADE 2	GESE GRADE 3
Primary Year 5	GESE GRADE 2	GESE GRADE 3	GESE GRADE 4
Secondary Middle School Year 1			ISE 0
Secondary Middle School Year 2	GESE GRADE 3	GESE GRADE 4	GESE GRADE 5
Secondary Middle School Year 3	GESE GRADE 4	ISE 0	ISE I
Secondary Upper School Year 1			GESE GRADE 7
Secondary Upper School Year 2	ISE 0	GESE GRADE 5	GESE GRADE 8
Secondary Upper School Year 3		ISE I	ISE II
Secondary Upper School Year 4	GESE GRADE 5	GESE GRADE 7	GRADE GRADE 10
Secondary Upper School Year 5 Training institutes alternating school and work experience	ISE I SEW 1	ISE II SEW 2 o SEW 3	ISE III SEW 4
Permanent education Adults University students	ISE II SEW 2 SEW 3	ISE III SEW 4	ISE IV GESE GRADE 12

## REWARDING EXCELLENCE & HONOURING ACHIEVEMENT

The motto **HONOURING ACHIEVEMENT** is found on Trinity's coat of arms, which is reproduced on the certificates, and it is at the basis of Trinity's work.

Trinity recognises both the effort required to teach/learn and communicate effectively in a foreign language, as well as the courage needed to 'put oneself to the test' by taking an exam which assesses one's performance.

This is why it pays homage to each candidate's individual achievement in the English language, whether it is at level pre-A1 or at level C2 of the Common European Framework of Reference.

Through a system of graded and progressive examinations Trinity offers all candidates the possibility of succeeding. The range of levels available provides the possibility of differentiating within the same class group, without penalising anyone, while at the same time facilitating the personalisation of learning paths.

Statistics gathered over the past 10 years, together with surveys carried out in hundreds of schools, highlight the fact that, notwithstanding an undeniable improvement in the general level, there is still the tendency to choose a single level of examination for the class and not for the individual, or even to have students take an examination which is beneath their real level of competence.

While on the one hand this cautious behaviour is understandable on the part of the teachers, on the other hand it does not provide the possibility of rewarding excellence. The element underlying this cautiousness is that of wishing to avoid anxiety and problems that may arise as a result of failure.

Following careful reflection we have decided to 'alleviate' in part this anxiety by providing a second opportunity to those who undertake to try for Path 2 or 3 described in the table above. This opportunity allows a candidate to take the exam again more or less at Trinity's expense, given that only a symbolic sum is requested in lieu of payment. Obviously this opportunity is linked to two fundamental elements: the level/type of exam and the age of the candidate. In other words: if a child takes Grade 3 or 4 in the fifth year of primary school and does not pass, s(he) has the opportunity of taking the same exam again later upon payment of a symbolic sum. If, on the other hand the child takes Grade 1 or 2 the fifth year of primary school, s(he) will not have this opportunity. This case applied to the primary school is merely an example, since the scheme applies to all types of schools where paths 2 or 3 in the grid above are attempted.

The aim, we repeat, is that of at least partly reducing the level of anxiety due to possible failure, which both students and their teachers experience, and therefore provide the possibility of allowing excellence to emerge. We are convinced that teachers' professionalism will be encouraged by this project and we count on their awareness of the need to very carefully identify the higher levels aimed for. In the hope that the project will be greeted positively, we invite you to examine the following regulations.

### REGULATIONS FOR THE PROJECT 'REWARDING EXCELLENCE'

The opportunity of again taking the same examination when not passed is provided ONLY to those students who have taken an examination as in learning paths 2 and 3 in the table published on our site: . This opportunity is unavailable to those wishing to change level, and is applicable only in Italy. Application must be made by filling out the relative form within 30 days of the date of oral examination taken (for GESE exams) and within 30 days of receiving the results of the ISE examination. The form must be filled in by each student applying and sent by post to:

UFFICIO DI COORDINAMENTO NAZIONALE  
Via Roma, 8 - 59100 Prato

Together with:

- the original report form for oral exams (please make sure a photocopy is kept)
- a copy of the result summary slip for ISE examinations
- proof of payment made to cover administration as in the table below

Common European Framework of Reference (CEFR)	GRADED EXAMINATIONS IN SPOKEN ENGLISH GESE	EUROS	INTEGRATED SKILLS EXAMINATIONS IN ENGLISH ISE	EUROS	SPOKEN ENGLISH FOR WORK SEW	EUROS
	GESE Grade 1	8,00				
A1	GESE Grade 2	8,00				
A2.1	GESE Grade 3	10,00	ISE 0	20,00		
A2.2	GESE Grade 4	12,00				
B1.1	GESE Grade 5	12,00	ISE I	30,00	SEW 1	17,00
B1.2	GESE Grade 6	12,00				
B2.1	GESE Grade 7	15,00	ISE II ISE II Ca' Foscari	30,00	SEW 2 SEW 3	20,00
B2.2	GESE Grade 8	15,00				
B2.3	GESE Grade 9	15,00				
C1.1	GESE Grade 10	22,00	ISE III ISE III Ca' Foscari	40,00	SEW 4	27,00
C1.2	GESE Grade 11	22,00				
C2	GESE Grade 12	22,00	ISE IV	40,00		

Once the relative forms with the requested documentation have been received a re-sit permit will be issued to each student applying, and this will be sent to the centre from which application has been made.  
Re-sit permits issued in 2011 must be used before July 30<sup>th</sup> 2012, following which they will expire.  
No reimbursements will be made.

## HOW TO PAY

Payment must be made into the Italian current account of Trinity College London, details of which the centre already holds. Enrolments which are not accompanied by proof of payment will **not** be accepted. Should there be more than one candidate applying from the centre a global payment must be made from the centre to cover all candidates.

Mandates for payment without the bank's stamp and the date of payment will not be accepted as proof of payment.

NB: in the form used to make payment, and in the mandate, the following information must appear:

The words ' Re-sit REX', centre number and the name(s) of the candidate(s).

## HOW AND WHEN THE EXAMINATION CAN BE TAKEN AGAIN

The student must declare in the form that s(he) is willing to:

- a. travel anywhere in Italy in order to take the re-sit, or
- b. travel only within the borders of the region where the original examination was taken, or
- c. wait for the next session to be organised by the centre where the original examination was taken.

Should **a.** or **b.** be indicated the centre rep will receive a relative communication listing available sessions from Trinity.

The centre must undertake to not allow the re-sit permit to expire (see below).

## HOW TO USE THE RE-SIT PERMIT

Once the forms have been received, together with relative documentation and a valid proof of payment, the Trinity Italy National Office in Prato will issue a re-sit permit, and this will be sent to the centre from which application has been made.

Should option **c.** be selected, it will be sufficient to attach the re-sit permit to other enrolments for the following centre session.

Students using their re-sit permits must be grouped together in the Summary of Entries, and they must be listed separately or, should enrolment be made through Trinity Online, a separate batch must be created for them.

Should candidates wishing to re-sit select options **a.** or **b.**, the centre must first receive a communication regarding possible examination sessions BEFORE sending in the enrolment. Once this communication has been received enrolment can be made as indicated above.

## EXPIRY

Re-sit permits for exams taken in 2011 must be used before July 30<sup>th</sup> 2012, following which they will expire.