

Graded Examinations in Spoken English (GESE)

Guide for summer school/short course teachers



2018 Edition

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Introduction to GESE

Welcome and thanks

Trinity is delighted that you have chosen to use the Graded Examinations in Spoken English (GESE) during your summer school or short course.

This quick guide in combination with the *GESE Exam Information Booklet* and free resources available on Trinity's website will set you on the right path to success for your students and your school.

How GESE exams fit with short courses

GESE exams are well suited to summer schools and short courses because everyone has the opportunity to be successful at the level right for them. Every student can potentially go home with an internationally recognised certificate and a feeling of accomplishment as well as making teachers and parents happy!

As a teacher, exams may not be the most important thing on your mind for your summer school course, but they are extremely valuable in the eyes of your students and their parents who have paid for the course. A Trinity certificate is tangible proof that attending your summer school or short course has been worthwhile.

The two, three or four weeks of a short course is not a lot of time to make a huge difference to your students' English. However, your teaching, their exposure to the language in everyday life, along with the Trinity GESE exam can help to consolidate what the students already can do in English and build their confidence in speaking and understanding the language.

The Trinity Approach

The GESE exams are designed with several core values at their heart.

- They are communicative
- They are motivational
- They are learner-centred
- They are inclusive - the 12 levels means there is an exam suitable for every ability
- They encourage learners to progress through small manageable steps
- They are performance based and candidates are assessed on what they can do
- They test ability through authentic, unscripted interaction
- They promote and complement communicative classroom teaching

The learner-centred approach

The exams are learner-centred in several ways. The Topic discussion task allows candidates to choose what to talk about and encourages them to bring their interests and ideas into the exam room. The exam requires candidates to take increasing responsibility and control of the interaction as they move up the grades which is empowering.

Also key is the 12 levels. These allow each candidate to take an exam appropriate for his or her level of English. The Trinity approach enables learners to progress at their own pace. Trinity discourages entering all students from one class at the same grade. In any one English class, you will most likely have students of varying abilities and therefore each should be entered at a grade for which they are ready and able to succeed. Remember the good teaching philosophy: 'a level for every student **not** every student for one level!'

You may be wondering how you, the teacher, can possibly prepare students for different grades when they are all studying in the same class. This is an understandable question and this guide will help to relieve the pressure of preparing students at different grades.

Exams that complement classroom teaching

Some summer school teachers worry that the Trinity exam could get in the way of their own teaching if they have to 'teach for the test' throughout the course. Others are concerned that the Trinity exam might get in the way of planned activities such as excursions and sporting events.

The good news is that the Trinity exams are designed to fit in with what you are already teaching - not to dictate to you what you should be teaching. If you are teaching communicatively and helping your students to communicate in English, you are already preparing them for their exams which are based around authentic, unscripted interaction.

Fun outings can also be easily incorporated into the Trinity exam, providing excellent conversation material from an event that took place in an English speaking environment.

GESE exams: the basics

- GESE exams test English speaking and listening skills
- They take the form of a one-to-one interview with a visiting Trinity examiner
- There are 12 Levels from beginner to proficiency (CEFR pre-A1 to C2)
- The 12 levels are divided into 4 stages: Initial, Elementary, Intermediate & Advanced
- Each grade builds on the last and the demands of the exam increase as learners progress through the stages with increased:
 - Exam length
 - Number of tasks
 - Linguistic requirements
 - Communicative requirements
 - Independence in their use of language

Table 1 – GESE Summary table

Shows the exam lengths and tasks for each grade and their corresponding CEFR* levels

CEFR*	GESE Grade	GESE Stage	Number of tasks	How many minutes?
Pre-A1	Grade 1	Initial stage	<u>1 Task:</u> Conversation	5 minutes
A1	Grade 2			6 minutes
A2.1	Grade 3			7 minutes
A2.2	Grade 4	Elementary stage	<u>2 Tasks:</u> Topic discussion Conversation	10 minutes
B1.1	Grade 5			
B1.2	Grade 6			
B2.1	Grade 7	Intermediate stage	<u>3 tasks:</u> Topic discussion, Interactive, Conversation	15 minutes
B2.2	Grade 8			
B2.3	Grade 9			
C1.1	Grade 10	Advanced stage	<u>5 tasks:</u> Topic presentation, Topic discussion, Interactive task, Listening task, Conversation	25 minutes
C1.2	Grade 11			
C2	Grade 12			

(* CEFR: Council of Europe's Common European Framework of Reference)

GESE exams: the tasks

GESE exams are made up of various tasks. The number of tasks and the task demands increase as you move through the GESE stages. Table 2 shows the order, number and name of the tasks at each GESE stage.

Table 2 – The order, timings and names of the tasks in GESE exams

	Task 1	Task 2	Task 3	Task 4	Task 5
Initial (Grades 1-3)	Conversation (5-7mins)				
Elementary (Grades 4-6)	Topic discussion (5mins)	Conversation (5mins)			
Intermediate (Grades 7-9)	Topic discussion (5mins)	Interactive (4mins)	Conversation (5mins)		
Advanced (Grades 10-12)	Topic presentation (5mins)	Topic discussion (5mins)	Interactive (5mins)	Listening (3mins)	Conversation (6mins)

Conversation

This task is part of all exams from Grade 1 to 12. The candidate and examiner discuss some grade-appropriate subject areas that are published in the GESE exam information booklet.

Topic discussion/presentation

This task is part of the exams from Grade 4 to 12. In advance of the exam, the candidate prepares to introduce and discuss a topic of personal interest to them with the examiner (Topic discussion task). They have a free choice of topic. At the Advanced grades candidates first give a presentation of their chosen topic (Task 1) and then discuss the topic with examiner (Task 2).

Interactive task

This task is part of the exams from Grade 7 to 12. Here the candidate is presented with unseen material and is required to use language spontaneously to discuss a situation introduced by the examiner. The candidate is expected to take control of the discussion by asking questions and making comments.

Listening task

This task is part of the exams from Grade 10 to 12. Here the examiner reads aloud three short passages. At the end of each passage, the candidate must either suggest an appropriate ending to the passage or answer a question about such things as the context, people involved or opinion of the speaker.

GESE exams: the linguistic requirements

Each GESE grade tests different communicative skills and language items. The items are divided into the following five categories:

- Communicative skills
- Language functions
- Grammar
- Lexis
- Phonology

The **GESE Exam Information Booklet** lists in full the communicative and linguistic items assessed at each grade.

For example, the requirements for Grade 4 are given on pages 24-25 and include:

- Communicative skills: Give information about a prepared topic
- Language functions: Expressing likes and dislikes
- Grammar: Past simple tense of regular and common irregular verbs
- Lexis: Adverbs of frequency, eg *sometimes, often, never*
- Phonology: Avoidance of speech patterns of recitation

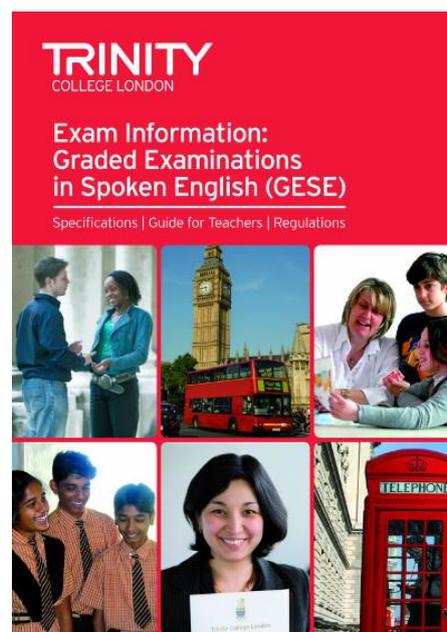
The **GESE Exam Information Booklet** is an essential reference tool for the teacher because, not only does it list all the exam requirements, it also includes information about what the student will do during each task. It contains helpful guidance notes for teachers on how to help candidates prepare so they can get the best possible result and experience from their exam.

You can also get a clear idea of what is expected at each GESE grade by watching **sample videos** available on the Trinity website at <http://www.trinitycollege.co.uk/site/?id=2091>

- go to the specific grade pages to view the videos for the relevant levels.

<http://www.trinitycollege.co.uk/site/?id=2091>

Please note you should always view the videos together with the 'Marks and rationales' document. This contains the marks awarded to each candidate and explains the reasons for awarding the marks. Marks and rationales for each exam stage are available to download from the relevant grade pages of the website.



Choosing the correct GESE grade

Placing students at an appropriate GESE grade

So, how do you decide which grade each student should take? This is an important responsibility and must usually be made within the first few days of a short course.

Bear in mind that it can be de-motivating to go in for an exam which is far too difficult. The learner can end up feeling disappointed by the experience and their result, and it will not help his/her enthusiasm for learning English. Sometimes it may be better not to do the exam, if someone is insisting on a grade which is too high. Equally a grade too low is a missed opportunity for a student to gain recognition of their true level of ability.

Selecting the appropriate grade can seem difficult but don't panic! You can use our Step by Step guide for placing students (see pages 10-12) or use one or more of these possible placement strategies to help:

1) Previously recommended grade

Some students come to their courses with their Trinity exam grades already decided by their regular teachers back home. You may want to take a fresh look at this recommendation to see if you agree. You might find you disagree and have the chance to put forward your point of view - that is your choice.

2) Previous exam history

Some students may have taken one or more GESE exams before. You can use their exam history to inform the decision of what grade they might be ready for now. For example, if they got a Distinction at Grade 4 two years ago, they might be ready to take Grade 5, 6 or even 7 now.

3) Doing the same grade again

Some students come to summer school having recently taken a Trinity exam in their school. They may or may not be ready to do the next higher grade. If you don't feel that they are yet ready for the next grade, they could do the same grade again, hoping to improve their mark to a Merit or Distinction. Of course, there might be resistance to taking the same grade again.

4) Generic labels for classes

You may be referring to your classes as post-beginner, elementary, intermediate, advanced and so on which can be used as a rough guide as to where the students fall within the Trinity scale.

5) CEFR levels

Your students may know roughly what level their English is in terms of CEFR level through having passed other English language exams. You can use this information to help you decide what grade is appropriate as all GESE exams have been officially mapped to the CEFR.

6) Other teachers' opinions

If other teachers are also teaching your group, ask their opinion.

7) Student's opinion

If your students are familiar with the GESE exams, do ask them what level they would be comfortable taking. They will feel empowered and it will increase their buy-in to the exam process.

Step by step placement guide

For those students with no previous Trinity experience, you, the teacher, have to decide which grade is appropriate for their exam. There are a few important points that you need to know when placing a student within a grade:

Trinity exams are individual - you should not enter the whole class for the same grade simply because this is more convenient. Please remember: **A grade for every student, not every student for a grade.**

- Always think of the exam in terms of the individual student, the demands of the tasks involved and the overall length of the exam.
- Although 12 grades might seem a bit overwhelming, you are not actually choosing 1 of 12 grades. You will never confuse a beginner at Grade 2 or 3 with an advanced student at Grade 12.

The challenge comes when you have to decide either:

- within a stage — e.g. which is more suitable, Grade 4, 5 or 6?, or:
- between stages e.g. I know the student can handle Grade 6 but by the end of the course, could he/she possibly do Grade 7 = different stage, extra task, longer exam and higher demands.

What resources you need

To help accurately place your students, you will need:

- The basic exam information already introduced in this guide
- GESE Exam information booklet
- Sample GESE Exam videos

The steps

Step 1: Identify the correct stage

As a starting point, can you roughly estimate which Stage is suitable for the student based on your knowledge and observations – Initial, Elementary, Intermediate or Advanced? To help you estimate, read the candidate profiles for each stage in the Exam information booklet (eg the candidate profile for the Elementary stage is on page 20).

Step 2: Exam time

Can the student sustain a one-to-one interaction with an examiner for required length of time? The higher the grade, the more responsibility the student has for initiating and maintaining the interaction. If you are not confident that a student can sustain the performance over the time required, consider the stage below.

Step 3: Exam tasks

Can the student carry out the tasks within the Stage as defined in the Exam information booklet (eg for Elementary stage, these are described on page 20-22)? Bear in mind that although some of the tasks remain the same over the grades, increasingly difficult linguistic and communicative skills are required. If you are not confident that the student can perform the required tasks, consider the stage below.

Step 4: Exam requirements

Each GESE grade tests different communicative skills and language items. These are listed in the Exam information booklet (eg for Grade 4 they are on pages 24-25). The items are divided into the following five categories:

- Communicative skills
- Language functions
- Grammar
- Lexis
- Phonology

For each grade within the stage, study the requirements closely. Which of the communicative skills and language items can the consistently and confidently demonstrate?

Step 5: Exam videos

View the sample exam videos at the relevant grades, in conjunction with the exam requirements and accompanying Trinity marks. Whilst watching notice the following:

- a. The length of the exam by grade
- b. The type and number of tasks required for the grade and stage
- c. The expected level of understanding the examiner by the candidate
- d. The nature of the interaction between the examiner and candidate
- e. The responsibility of the candidate not only to fulfil the requirements of the tasks but also to demonstrate his/her use of the appropriate language for the grade.

The best fit

You are now in a position where you can choose the grade you feel is the 'best fit', student by student, taking into consideration the steps above.

Table 3 – Step-by-step placement

Summarises the steps to follow in placing a student at their appropriate GESE grade

Step 1	Identify the stage	Initial (Grades 1-3)	Elementary (Grades 4-6)	Intermediate (Grades 7-9)	Advanced (Grades 10-12)
Step 2	Exam timings	5, 6, 7 minutes	10 minutes	15 minutes	25 minutes
Step 3	Exam tasks	<u>1 Task:</u> Conversation	<u>2 Tasks:</u> Topic discussion, Conversation	<u>3 tasks:</u> Topic discussion, Interactive task, Conversation	<u>5 tasks:</u> Topic presentation, Topic discussion, Interactive task, Listening task, Conversation
Step 4	Exam reqs	Pages 11-19 GESE Exam info booklet	Pages 20-29 GESE Exam info booklet	Pages 30-39 GESE Exam info booklet	Pages 40-51 GESE Exam info booklet
Step 5	Exam videos	Grade 1 – Michail Grade 2 – Dhatri Grade 3 - Rossitsa	Grade 4 – Alessia Grade 4 – Penka Grade 5 – Serafim Grade 5 – Srija Grade 6 – Danail Grade 6 - Daniel	Grade 7 – Giovanni Grade 7 – Zhan Grade 8 – Radoslav Grade 8 – Velizar Grade 9 – Sindhura Grade 9 - Tsevtelina	Grade 10 – Havisha Grade 11 – Saprina Grade 12 - Zoe

Preparation for GESE

Teaching tips

Once each student has been placed in a grade, there are a few teaching points that could help you to better prepare your students for the exam.

1. Carry on teaching what you are already teaching — if it is communicative and encourages your students to speak and participate, you are doing well to prepare them.
2. Understand the demands of the grades and stages your students are to enter by reading the relevant pages of the Exam information booklet.
3. Read the guidance for teachers in the Exam information booklet on how to prepare your students.
4. Make sure your students know the format of the exam what tasks are required at their stage.
5. Make sure your students are fully prepared for each task in terms of the communicative skills and language requirements set out in the Exam Information Booklet.
6. Encourage group and individual work in class.
7. Continue to use whatever course books, newspapers, media, TV, radio broadcasts, videos, short stories, magazines and anything else your teaching programme demands.
8. Show your students the sample exam videos appropriate to their level to reassure them that they can do as well, if not better. Encourage them to comment on what they see.
9. Use the same task types in your lessons as they will do in their exam. You will not simply be practising for the exams — you will also be helping to prepare them for real life communication situations.

Resources to help with preparation

Trinity provides lots of free support materials and resources which are available to view and/or download from the Trinity website at <http://www.trinitycollege.co.uk/site/?id=2091>

You will find:

- The GESE Exam Information Booklet
- Sample exam videos + accompanying notes
- The GESE assessment criteria
- Teachers guides for Grades 1-6
- Sample lesson plans for Grades 1-9
- Sample Interactive task prompts for Grades 7-12
- Sample Listening task prompts for Grades 10-12

These can all be accessed on the following dedicated pages:

- [Initial](#)
- [Elementary](#)
- [Intermediate](#)
- [Advanced](#)

Initial stage (Grades 1, 2, 3)

Overview

For complete information refer to the GESE Exam Information Booklet pages 11-19 and view the sample videos at <http://www.trinitycollege.com/site/?id=3106>.

Levels	Time	Tasks
Grades 1,2,3	5,6,7 mins	1. Conversation

Suggested preparation
<ul style="list-style-type: none">• Practise the grade requirements in the GESE Exam Information Booklet (pages 11-19).• Watch the sample exam videos• Use the Teacher guide and Lesson plans for tips and sample classroom activities
Resources
<p>http://www.trinitycollege.com/site/?id=3106</p> <ul style="list-style-type: none">• The GESE Exam Information Booklet, pages 11-19• Sample exam videos + accompanying notes• The GESE assessment criteria• Teachers guides for Grades 1-3• Sample lesson plans for Grades 1-3
On the exam day
Documentation needed: <ul style="list-style-type: none">• Photographic ID (Grade 2 and above)

Summary – Conversation phase at Initial stage

Grades 1, 2 and 3 last 5, 6 and 7 minutes respectively. You will see that there is only one task – the general conversation. These grades test basic language such as meeting and greeting, numbers, colours, rooms in the home, possessions, jobs, everyday life and activities, expressing ability/inability, question words.

Elementary stage (Grades 4, 5, 6)

Overview

For complete information refer to the GESE Exam Information Booklet pages 20-29 and view the sample videos: <http://www.trinitycollege.com/site/?id=3107>.

Levels	Time	Tasks
Grades 4,5,6	10 mins	1. Topic discussion (5 mins) 2. Conversation (5 mins)

Suggested preparation

- Practise the grade requirements in the GESE Exam Information Booklet (pages 20-29).
- Watch the sample exam videos
- Use the Teacher guide and Lesson plans for tips and sample classroom activities
- Ensure each candidate prepares a personalised topic which exploits language of the grade
- See GESE Exam Information Booklet pages 56 and 57 for sample Topic Forms – make sure each candidate prepares one of these
- Ensure candidates able to talk about all the subjects areas for the conversation phase (GESE Exam information booklet pages 25, 27 and 29 for Grades 4, 5 and 6 respectively)

Resources

<http://www.trinitycollege.com/site/?id=3107>

- The GESE Exam Information Booklet
- Sample exam videos + accompanying notes
- The GESE assessment criteria
- Teachers guides for Grades 4-6
- Sample lesson plans for Grades 4-6

On the exam day

Documentation needed:

- Completed Topic form
- Photographic ID

All grades in this stage last 10 minutes. Notice that for these grades there are two tasks: a Topic and a Conversation.

Topic preparation before the exam

The Topic is the first step in the learner taking responsibility in the communication with the examiner. The Topic is now a task at every grade from Grade 4 through to Grade 12 with the language requirements and complexity increasing accordingly.

Before the exam, each student decides on a topic that s/he would like to tell the examiner about. This phase of the exam only lasts 5 minutes so students should not prepare too much information – nor should they learn their material by heart as it will not sound natural.

You, the teacher, can help your students prepare for the Topic by doing some brain storming as a class exercise. It is more productive to do this exercise as a group and not send your students off to do it alone. Brainstorming alone will generate more creative ideas. You can use the ideas and activities in the Teacher guide and sample Lesson plans to help you.

The Topic form

Before the exam, the candidate must complete a topic form (which can either be a Trinity topic form or one the have made themselves) and bring this to the exam room. Each student must bring into the exam a completed Topic form which you can download from the Elementary page of the website: <http://www.trinitycollege.com/site/?id=3107>.

There are different Topic Forms for Grades 4, 5 and 6. At Grade 4 the student should be prepared to talk about up to 4 sub-points about the topic, at Grade 5 up to 5 sub-points and at Grade 6, up to 6 sub-points. The respective Topic forms have provision for the respective number of sub-points.

You can use the blank form to help with your brainstorming exercises but remember each student must bring a neatly completed Topic form, bearing the correct number of sub-points according to grade, so that the examiner can choose any of the points at random to talk about with your student.

Because the Topic is not discussed in simple chronological order – point 1, point 2 etc, it is counter-productive if your students ‘learn’ their topics by heart! Remember, your students can talk about any subject they wish but it is your job to guide them so that the language they need to use about their Topic is not above their own individual levels and to ensure that what they do say, demonstrates as many of the language requirements as possible for the grade.

As they develop their sub-points, they should make sure that the language they use demonstrates as much of the lexis, the grammar and functions for the grade set out in the GESE Exam Information Booklet. Your help as the teacher is essential in helping them to produce the language of the grade.

Conversation phase at Elementary stage

This is the second task in Grades 4, 5 and 6. You should make sure your students are prepared to talk about **any** of the 6 subject areas for conversation. These are not to be prepared as the first task – the Topic – but you should ensure they have some ideas to express about **any** of these subject areas for conversation, using the appropriate lexis for the subjects and again, using the appropriate language and functions of the grade.

The examiner will choose **any two subjects** for conversation at random. This is why your students should be prepared for **each** of the subjects. In this phase of the exam, no other materials are used.

Asking questions

Throughout the exam, in both the Topic and Conversation phases, your students should be prepared to ask questions of the examiner, as appropriate. In an exam, when candidates don't understand questions they not only put on a weaker performance, but they lose confidence. Practice question forms in class, in groups, with each other and with you – not least to get used to the idea that is acceptable to ask the examiner a relevant question.

Remember: Throughout the exam, your students should be using the language of the grade.

Intermediate stage (Grades 7, 8, 9)

Overview

For complete information refer to the GESE Exam Information Booklet pages 30-39 and view the sample videos: <http://www.trinitycollege.com/site/?id=3108>.

Levels	Time	Tasks
Grades 7,8,9	15 mins	1. Topic discussion (5 mins) 2. Interactive task (4 mins) 3. Conversation (5 mins)

Suggested preparation

- Practise the grade requirements in the GESE Exam Information Booklet (pages 30-39).
- Watch the sample exam videos
- Use the Lesson plans for tips and sample classroom activities
- Develop students' ability to lead a conversation and take shared responsibility for maintaining the interaction
- Ensure each candidate prepares a personalised topic which exploits the requirements of the grade
- Download sample interactive task prompts and give students practise of developing conversations using the prompts
- Ensure candidates able to talk about all the subjects areas for the conversation phase (GESE Exam information booklet pages 35, 37 and 39 for Grades 7, 8 and 9 respectively)

Resources

<http://www.trinitycollege.com/site/?id=3108>

- The GESE Exam Information Booklet
- Sample exam videos + accompanying notes
- The GESE assessment criteria
- Sample lesson plans for Grades 7-9
- Sample interactive task prompts

On the exam day

Documentation needed:

- Brief notes/diagrams for topic phase (optional)
- Photographic ID

Summary - Tasks at Intermediate stage

The Intermediate Stage comprises Grades 7, 8, 9. All grades last 15 minutes and there are 3 tasks. Two tasks, the Topic and Conversation you are already familiar with and you should read the notes above for Elementary Stage for tips on preparation, but bearing in mind the demands for Grades 7, 8, 9 are obviously higher. Note also that the Topic discussion phase for Grades 7, 8, 9 does NOT require a Topic form.

The Interactive phase

Beware: This is NOT another Topic phase and requires different interactional skills.

Important elements in the task are that the candidate has to ask questions to get more information from the examiner and it is the responsibility of the candidate to keep the conversation going. This is the expectation at the B2 level in the CEFR. Students should not rely on the examiner 'repairing' the conversation if it dries up. The student should ask for more information, clarification and check understanding if necessary.

This task really tests the ability to engage with the examiner, rather than just talking about the subject. There are no definitive conversational exchanges that the examiner is looking for but again, the student should use the target language of the grade. The conversation can develop in any way the student wishes, as long as it keeps to the point of the initial prompt.

This student-centred activity allows both parties to speak spontaneously in an unscripted way.

Communication is authentic and students are placed in an active role, leading the conversation rather than responding to questions from the examiner or teacher. Students are encouraged to listen to and think about speaker needs and respond appropriately. The successful conclusion of this task is reached with comments and questions from the student leading to a discussion of the situation posed. There are no right or wrong answers! The student is not trying to 'guess' what is in the examiner's head but to lead the conversation in any relevant direction with questions and comments along the way to reach a satisfactory conclusion or suggestion based on the evidence gained from the exchange.

Advanced stage (Grades 10, 11, 12)

Overview

For complete information refer to the GESE Exam Information Booklet pages 40-51 and view the sample videos: <http://www.trinitycollege.com/site/?id=3109>.

Levels	Time	Tasks
Grades 10, 11, 12	25 mins	<ol style="list-style-type: none">1. Topic presentation (5 mins)2. Topic discussion (5 mins)3. Interactive task (5 mins)4. Listening task (3 mins)5. Conversation (6 mins)

Suggested preparation

- Practise using the grade requirements in the GESE Exam Information Booklet (pages 40-51).
- Watch the sample exam videos
- Develop students' ability to lead a conversation and take full responsibility for maintaining the interaction
- Develop and allow students' to practise their debating skills – many of the language functions at advanced stage require candidates to discuss/evaluate/defend/ challenge an argument, idea or belief.
- Ensure each candidate prepares a topic which is discursive in nature rather than simply factual – this is to ensure that the candidate will naturally use the language functions of the grade in the topic phases.
- Practise and develop students' skills in formal presentation.
- Download sample interactive task prompts and give students practice of developing conversations using the prompts
- Download sample listening tasks prompts which you can read out to students in practice for the listening task
- Ensure candidates able to talk about the subject areas on either List A or List B for the G10 and G11 conversation phase (GESE Exam information booklet pages 47 for Grade 10 and 49 for Grade 11).
- There are no specified subject areas for Grade 12, candidates should be prepared to discuss any subject. It may be useful for candidates to consider topics of debate currently in the news in preparation for Grade 12.

Resources

<http://www.trinitycollege.com/site/?id=3109>

- The GESE Exam Information Booklet
- Sample exam videos + accompanying notes
- The GESE assessment criteria
- Sample interactive task prompts
- Sample listening task prompts

On the exam day

Documentation needed:

- Brief notes for the examiner for the topic phase
- Photographic ID

All grades at this stage last 25 minutes. Notice that for these grades there are five tasks. Please refer to the Intermediate stage notes regarding the Topic, Interactive and Conversation phases and also note the following.

Formal topic presentation

The Topic in this stage is in two phases: a presentation and a discussion. The Formal topic presentation is given as if to a small audience. Unlike the previous stages, the topic is not an informal discussion with the examiner. The candidate can choose to stand or remain sitting as s/he pleases, as long as the delivery style and use of language is of a formal kind. The candidate should produce brief notes on the chosen topic for the examiner.

During the formal presentation the candidate may use notes to prompt their presentation (but not a script), diagrams, charts, photos and so on. The use of a PowerPoint presentation is permitted however it is not advisable since technology notoriously fails at the wrong time and extra time is not permitted to deal with technology problems. The examiner will remain silent during the presentation, taking notes in order to ask questions during the next phase – the Topic discussion.

Topic discussion (candidate-led)

The second phase a discussion of the topic which should be initiated and led by the candidate. At the Advanced Stage the responsibility for leading the interaction during the whole exam has shifted mainly to the candidate from the examiner.

Interactive

The Interactive phase at Advanced stage lasts for up to five minutes. Please refer to the guidance for Intermediate stage which also applies to the Advanced stage.

Listening

Throughout all the grades the candidate has of course been listening and responding. However at Advanced stage Listening is a discrete phase or task.

The examiner will read a total of three short passages to the candidate. There are two types of passage:

Type 1 - Requires the candidate to provide a suitable ending. The candidate will hear **two** of this type of passage. These require a response of just a few words.

Type 2 - Requires the candidate to identify participants, contexts or settings. The candidate will hear **one** of this type. Examples of expected responses could be: 'what is the speaker's opinion on the issue?' or 'what impact has X had on the community?' etc.

The Listening task is a combination of listening for gist, making inferences, identifying mood, scenarios, locations or people. They require the candidate to listen carefully while gathering lexical, discourse, structural and contextual clues along the way to complete the passage or add a comment. The examiner will read the passage **once only**.

Conversation

The conversation at Advanced stage lasts for up to six minutes in which two subject areas are discussed.

At Grade 10 and 11 the subject areas are given in the GESE Exam Information Booklet. Each grade has two lists: List A List B. The subjects in List A are designed to be more accessible for younger candidates, but candidates may prepare whichever list they prefer.

There are no specified subject areas for Grade 12, candidates should be prepared to discuss any subject.

Exam administration

Your school will have someone who is the main contact with Trinity – the Centre Representative - and you could have other colleagues who help coordinate exam administration. However, there may be some administrative tasks which fall under your responsibility as the candidates' teacher, so it is useful to know about the administrative requirements.

Before the exam day

Booking an exam session

GESE exams are offered on demand, subject to closing dates and minimum fees. The closing dates are 8 working days in the UK and 10 working days in Ireland. Exam time is booked in blocks of 3, 4, 5 or 6 hours and fees apply per block. All exams are booked using Trinity's online exam portal www.trinitycollege.com/portal. Full pictorial instructions are available from your Trinity coordinator.

Booking guidelines for Exam Officers/Centre Representatives

- Be aware of the closing dates for booking an exam session and ensure you submit your exam booking within the stated deadlines.
- Make sure all teachers, students and administrators are aware of the booking deadlines so they can submit their candidate numbers and levels to you in good time to enable you to book the correct amount of exam time.
- Agree your exam dates with colleagues bearing in mind class trips and activity commitments etc.
- If you have any candidates needing special provision, ensure that you inform Trinity as soon as possible. The usual deadline for special needs requests is four weeks. Although we cannot guarantee it, we may be able to process requests submitted closer to the exam date. Further information regarding how to request special provision is available on the Trinity website at: <http://www.trinitycollege.com/site/?id=2933>.

After making an exam booking you will receive an automated email confirming the booking, which will include the exam invoice.

Exam fees

Exam fees are payable at the time of booking and are paid per block of exam time.

- Make sure staff collect the appropriate exam fees if these are to be collected from students.
- Make sure that the total fee is sufficient to cover the minimum fee for the session.
- The invoice will be sent automatically to the person who made the exam booking via email.

Candidate enrolment

All candidates must be enrolled onto Trinity Online – Trinity’s online exam portal - by the latest of 3pm the day before the exam session. No enrolments can be made after 3pm the day before the exam.

- Log on and enrol all candidates - pictorial instructions are available from your Trinity co-ordinator.
- You will need to provide the candidates’ names, dates of birth, gender and exam level.
- Check all student details such as spellings of names are correct on each enrolment record as this information will be used to generate their certificates.

Information for candidates

Ensure students are fully informed about their forthcoming exam.

- Confirm to each of your students the date, time and individual grade for the exam. Once the exam timetable is created, appointment slips for each candidate will be available.
- Make sure each student entered for Grade 2 and above can provide photographic ID, as set out in Trinity’s Candidate ID policy available on the Trinity website at www.trinitycollege.com/Candidate ID Policy
- Make sure each student is fully informed about the format and requirements of their exam and knows exactly what tasks they will be expected to perform during the exam.
- Make sure students for Grades 4, 5, 6 have completed their Topic Form and have it ready to take it with them into the exam room.

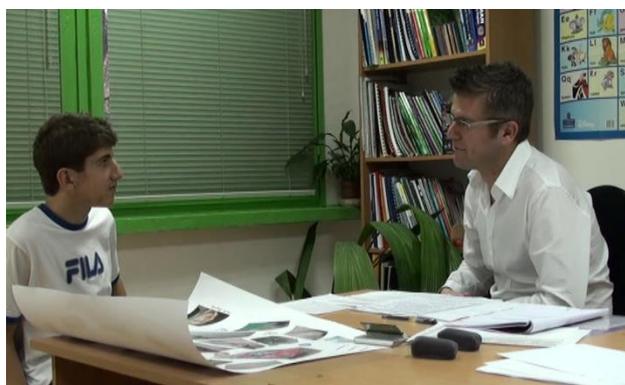
Exam personnel

One or more responsible adult members of staff must be appointed as steward(s) for the exam session.

Exam room

Source and book the use of appropriate rooms to act as the exam room and waiting room.

- Ensure the exam room has a chair and desk for the examiner and a chair for the candidate.
- Make sure the temperature in the room is comfortable and that the room is well lit.
- Provide a glass/jug/bottle of water for the examiner.



Exam materials

Once all the enrolments are finalised and timetables created, you need to print out the following exam materials from Trinity Online:

- Topic forms (Grades 4-6 only)
- Report forms
- Mark sheets

- Exam timetable/s

Timetabling

Centres must prepare an exam timetable for the examiner, this must be completed no later than 3pm the day before the exam.

- Candidates should be timetabled in ascending grade order with all Grade 1s first followed by all Grade 2s, then Grade 3s etc.
- The timings for each grade are as follows:

G1	G2	G3	G4-6	G7-9	G10-12
5 mins	6 mins	7 mins	10 mins	15 mins	25 mins

- Candidates should be timetabled to enter the exam room immediately after the previous candidate has left, leaving no gaps between candidates.
- Make sure the examining day, including the 30 minutes feedback session, does not exceed 6.5 hours. Hours do not include examiner rest breaks.
- Examiner breaks should be scheduled as follows:

Length of examining time*	Examiner breaks
Up to 2hrs 30mins	No break
Between 2hrs 30mins and 4hrs 30mins	1x 15mins break
Between 4 hrs 30mins and 5hrs 30mins	1x 15mins break 1x 60mins lunch
Between 5 hrs 30mins and 6hrs 30mins	1x 15mins AM break 1x 60mins lunch 1x 15mins PM break

* These are the *maximum* lengths of time an examiner can examine with no more than the breaks specified. Breaks can be scheduled earlier, eg the first break after 1hr 30mins, as convenient.

- Don't forget to timetable 30 minutes at the end of the exam session for the Exam feedback session.

On the exam day

If you are assigned to assist in administering the exams on the day, there will be some tasks which could fall under your responsibility. You may have to perform some or all of these duties.

Liaising with the examiner

- Give the timetable, report forms and mark sheets to the examiner on his/her arrival.
- Keep the examiner informed of any late arrivals and absent students (NB no candidate substitutions, additions or grade changes are allowed on exam day).
- Be available during the exam session to answer any questions from the examiner.

Exam room

- Make sure the exam room is set up as described on page 25 and is as quiet as possible. 'Silence, exams in progress' posters (provided by Trinity) should be displayed at suitable locations in the proximity of the exam room.

Stewarding

- Ensure that all students are available for the exam at the right time – they should be ready in the waiting room at least 10 minutes before their scheduled time.
- Make sure students are supervised in the waiting room and excitement/exam nerves are managed. Noise should be kept to a minimum. Candidates who have taken their exam should not be allowed to return to the waiting room and discuss their exam with candidates who are yet to take their exam. Note: this is not so that students don't 'give away the answers' - remember each exam is unique. This is to ensure that the waiting students are not influenced by the mood or reaction of exiting candidates.
- Make sure each candidate is ready with the correct paperwork so that each candidate's exam can begin without delay. Candidates will need:
 - Completed Topic form (Grade 4-6 only)
 - Any accompanying notes/diagrams/pictures they have for their topic (Grade 4-12 only)
 - Photographic ID (Grade 2 and above)
- Be available during the exam session to answer any questions from candidates.

Candidate ID

All candidate's taking GESE Grade 2 and above are required to provide identification to the examiner at the beginning of their exam. For the list of accepted ID's please refer to Trinity's UK & Ireland Candidate ID Policy at www.trinitycollege.com/Candidate ID Policy

Exam feedback session

In most cases (unless your centre has 'opted out'), at the end of the exam session the examiner will spend 30 minutes giving feedback on the exams. The feedback session is open to teachers and other centre staff and its purpose is to:

- reinforce what the centre is doing correctly
- point out what aspects of the preparation and grading could be improved upon
- give teachers the opportunity to ask questions and gain clarification on exam procedures and content.

It is highly recommended that teachers attend these feedback sessions where possible. They are free and can provide a valuable contribution to CPD. If your teachers will prepare candidates for GESE exams in the future, the feedback will provide useful information about how preparation might be improved in the future. NB The examiner will only discuss the session in general terms, he/she will not discuss the performance of individual candidates.

Provisional results

After the end of the exam session the examiner will leave all completed paper report forms with the main contact at the centre, for distribution to your candidates. The report forms act as provisional on-the-day results. The examiner will also send results back to Trinity online direct from their Tablet, always within 24 hours of the exam. An email will then be sent to the main contact at the centre with a PDF containing a summary of exam results for the centre and individual report forms for each candidate.

After the exam day

Exam report forms

Official PDF Exam report forms will be emailed to the Centre Representative after the exam.

Certificates

Your certificates should arrive in 6-8 weeks at the address your centre provided on Trinity Online.

Understanding GESE results

You can find further information to help you understand GESE exam results on the Trinity website on the [Understanding your result](#) page.

Enquiries about results

We strive to ensure that all our candidates and centres have a positive exam experience. However, we recognise that things do not always run as smoothly as we would like. If you are unhappy with the exam procedures, examiner behaviour and/or the exam results, please see Trinity's website at [www.trinitycollege.com/Enquiries about results](http://www.trinitycollege.com/Enquiries_about_results) for Trinity's Enquiries about Results procedure.

Feedback

Trinity is always keen to gain feedback from its centres and candidates so we can improve our services. We need to know what we're doing well and what we could improve on. Following an exam session, all centres are sent an invitation to complete an online customer satisfaction survey. We would be grateful if you could take the time to complete this when requested to do so.

Trinity contacts

Need help? Have queries/questions?

If you have any queries regarding your GESE exam session which are not answered in Trinity's literature or on our website, please address them to your designated Exam Co-ordinator in the first instance.

Centre support team

Operational queries

Alex Stone

alex.stone@trinitycollege.co.uk

Rebecca Hughes

rebecca.hughes@trinitycollege.co.uk

Academic queries

Janet Golding

janet.golding@trinitycollege.co.uk