

Feedback Guidance for Practice Exam – GESE Grade 9

Teachers, you can use this table to help give your students feedback after their one-to-one practice exam with you in lesson 1 and 2 in week two. You could copy this and give each student a record of their practice performance, or simply use it to guide your feedback and to check what the whole class needs to work on before the exam day. There may not be time to practise all the phases below.

| Exam requirements | ✓ | Suggestions for improvements |
|---|----------|-------------------------------------|
| Topic phase | | |
| Show understanding of the examiner by responding appropriately | | |
| Communicate facts, ideas, opinions and attitudes about a chosen topic sustained across a series of extended turns | | |
| Maintain coherence and cohesion throughout the phase by organising the discourse | | |
| Highlight significant points | | |
| Paraphrase where necessary in order to maintain the discourse | | |
| Engage the examiner in discussion of the topic | | |
| Handle interruptions without undue effort by recapping and recovering | | |
| Interactive phase | | |
| Take control over the interaction | | |
| Maintain the discourse by asking for information and expanding on the responses obtained | | |
| Develop the discussion by encouraging comment and opinion from the examiner | | |
| Take, keep, give up and offer turns when appropriate to do so | | |
| Where appropriate to the individual task, include exponents of the language functions of the Grade | | |

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|---|---|------------------------------|
| Conversation phase | | |
| Show understanding of the examiner by responding appropriately | | |
| Share responsibility for the maintenance of the interaction with the examiner | | |
| Follow up on comments from the examiner in order to develop the conversation | | |
| In case of a breakdown in communication, use paraphrasing and circumlocution | | |
| General | | |
| Was able to have an <i>informal discussion</i> and was not memorising or reciting | | |
| Did the practice exam feel similar to a real conversation? | | |
| Did the student ask for clarification if they didn't understand? | | |
| Was the exam enjoyable? | | |