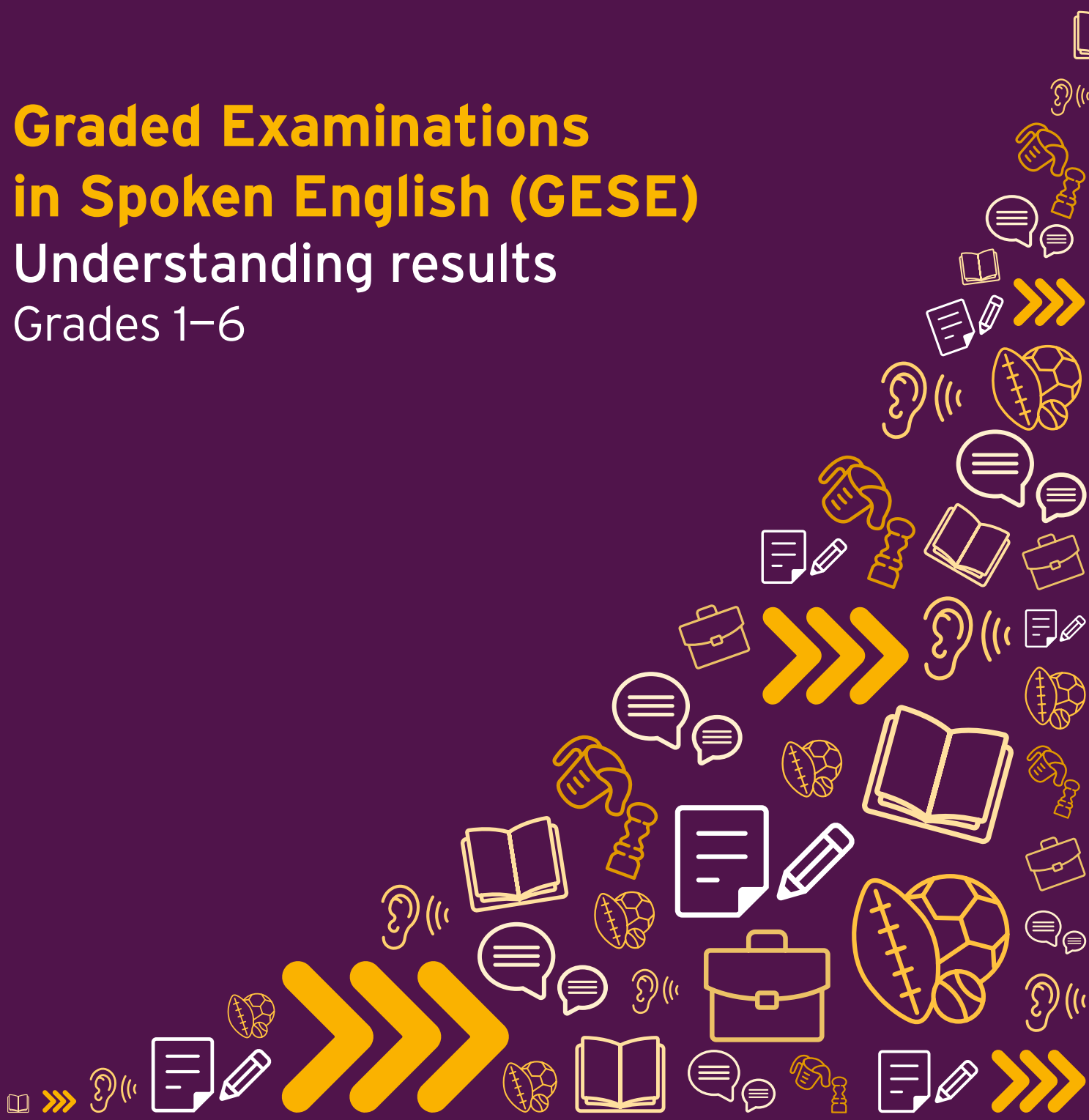


Graded Examinations in Spoken English (GESE)

Understanding results

Grades 1–6



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Introduction

The candidate's performance is assessed in terms of one overall criterion, task fulfillment. This is assessed in each phase of the exam using **performance descriptors** and with reference to the requirements of the grade at which the candidate is being assessed.

The examiner assesses the candidate's performance in each phase of the exam by awarding a letter grade – A, B, C or D. In simple terms, these levels can be classified as follows:

- ▶ **A** – Distinction (reflects an excellent performance)
- ▶ **B** – Merit (reflects a good performance)
- ▶ **C** – Pass (reflects a satisfactory performance)
- ▶ **D** – Fail (reflects an unsatisfactory performance).

The descriptions on the following pages illustrate features of typical candidate performances and are to be considered in combination with the requirements of the respective grade.

Grade 1

Conversation phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade

A typical candidate may:

Greet the examiner confidently and respond to greetings with appropriate phrases like <i>'Hello'</i> or <i>'Good morning'</i> .	Greet the examiner and respond appropriately, although occasionally with slight hesitation.	Greet the examiner with one-word answers or gestures and respond to questions after repetition or rephrasing.	Struggle to greet or respond appropriately, often relying on gestures or silence instead of speech.
Answer questions about personal information (eg name, age) and everyday items using accurate grammar and vocabulary (eg <i>'I am six,' 'My shoes are blue'</i>).	Provide mostly correct answers to questions about personal details or familiar items (eg <i>'My shirt is red'</i>), although they may occasionally pause to think.	Answer basic questions using very short responses (eg <i>'blue'</i> or <i>'dog'</i>), although speech may lack clarity or contain frequent grammatical errors.	Either provide little or no verbal response to questions about personal information or familiar items or provide responses that are clearly incorrect (eg <i>'What colour is this?' – 'shirt'</i>).
Use key language functions, such as naming colours, describing objects and identifying items, with high accuracy and fluency.	Use a basic range of vocabulary (eg colours, everyday objects) and sentence structures with some minor errors, such as inconsistent use of articles (<i>'a'</i> or <i>'the'</i>).	Use limited vocabulary and demonstrate partial understanding of basic grammar (eg <i>'I is six.'</i> or <i>'It green.'</i>).	Show minimal use of vocabulary and grammar, with frequent inaccuracies that prevent communication.
Pronounce words clearly, including basic vocabulary like numbers, body parts and colours, making their speech easy to understand.	Pronounce words understandably, although some mispronunciations may occur, particularly with less familiar words.	Struggle with pronunciation of some common words, which may occasionally affect understanding.	Pronounce words unclearly, with errors that prevent understanding.
Understand and follow simple instructions, such as <i>'show me the green pen'</i> , and respond promptly with correct actions.	Follow simple instructions with minimal prompting, such as pointing to objects when asked or performing actions like <i>'stand up'</i> .	Understand simple instructions (eg <i>'point to the door'</i>) but may need repeated prompts to perform the action correctly.	Fail to understand or follow simple instructions, even with repetition (eg unable to point to objects when asked).



Grade 2

Conversation phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade
A typical candidate may:			
Communicate confidently and naturally with the examiner, showing ease in beginning the interaction.	Communicate well with the examiner.	Respond to the examiner's questions, although answers may be short or require prompting.	Struggle to communicate and respond to questions, often relying on silence or gestures.
Ask either a basic, accurate open question using questions words (eg 'Where do you live?') or a closed question using the appropriate form (eg 'Do you have a sister?') to elicit personal information.	Attempt to ask a simple question, although this may lack grammatical accuracy or fluency.	Struggle to ask a question without significant support, with attempts lacking clarity or relevance.	Be unable to ask a question, even with examiner support.
Demonstrate good control of grammatical structures, such as present simple and 'there is/are' (eg 'There is a dog.' 'I haven't got a sister.'). Use a wide range of vocabulary relevant to the grade (eg family, home and days of the week) with minimal errors.	Use a good range of vocabulary and basic grammar structures, although minor errors may occur (eg 'He have a toy.').	Use limited vocabulary and grammatical structures (eg 'My room is bed, table and chair.'). Often relying on memorised phrases or making frequent errors.	Demonstrate very limited vocabulary and grammar, with frequent errors that prevent communication (eg 'My bed is in the table.').
Pronounce words clearly, with correct intonation and stress as well as appropriate contractions, demonstrating understanding of conversational flow and making speech easy to follow.	Pronounce most words clearly, with only minor issues that do not impede understanding, responding appropriately with occasional hesitation.	Pronounce words understandably although errors in stress or intonation may make some speech harder to follow.	Pronounce words unclearly, with frequent mispronunciations that prevent understanding.
Understand and respond to short, simple questions and instructions (eg 'Where is your bag?') with prompt, clear and accurate answers.	Follow instructions and answer questions about familiar topics (eg possessions, family and friends) with mostly correct and relevant responses.	Understand simple instructions and provide basic answers, sometimes with pauses or repetition.	Fail to follow instructions or provide meaningful answers, even after repetition or simplification.



Grade 3

Conversation phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade
A typical candidate may:			
Initiate and respond fluently, demonstrating confidence and ease.	Communicate with the examiner fairly confidently, responding to questions appropriately with occasional hesitation.	Communicate with the examiner, although responses to questions may be short or hesitant.	Struggle to respond to questions, often relying on gestures or silence.
Form simple, accurate sentences to describe daily routines and ask questions (eg 'What do you do on Sundays?' or 'What do you do in your free time?').	Ask a simple question about everyday life (eg 'What is your job?').	Ask the examiner a question about everyday life but may need prompting and support from the listener (eg 'What is in your free time?').	Be unable to ask a relevant question even with examiner support, or the question may lack meaning (eg 'What is free time you?').
Use a wide range of Grade 3 vocabulary (eg weather, daily routines and places) and grammar, including the present continuous, past tense of 'to be' and prepositions of time and place.	Use a good range of vocabulary and grammatical structures to respond and ask questions, although occasional errors may occur (eg 'She is play football.' instead of 'She is playing football.').	Use limited vocabulary and grammatical structures to respond and ask questions, with frequent errors (eg 'I can swimming.').	Demonstrate very limited vocabulary and grammar when attempting to respond or ask questions, with frequent errors that prevent communication (eg 'My dad is job.').
Link ideas smoothly using basic connectors like 'and' or 'and then'.	Attempt to link ideas using simple connectors (eg 'and then'), although this may not always be smooth.	Struggle to link ideas or use connectors effectively, leading to disjointed speech.	Be unable to link ideas or maintain interaction, resulting in fragmented communication.
Demonstrate clear and accurate pronunciation, with natural intonation and minimal errors.	Pronounce words understandably, with minor mispronunciations that do not impede communication.	Pronounce common words understandably, although errors in stress or intonation may occasionally make speech harder to follow.	Pronounce words unclearly, with frequent errors that prevent understanding.
Show clear understanding of instructions and questions, responding promptly and appropriately.	Understand instructions and questions about daily life and routines, providing relevant answers.	Understand simple instructions and respond with basic, relevant answers, often requiring repetition or support.	Fail to follow instructions or provide meaningful answers, even with repetition or simplification.



Grade 4

Topic phase

Conversation phase >

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade
A typical candidate may:			
Speak confidently and fluently about their chosen topic, presenting clear, well-organised ideas and responding appropriately to examiner questions.	Give information about their topic clearly, although ideas may lack detail or fluency in parts, and they may not show full understanding of examiner questions.	Talk briefly about their chosen topic or may need to be stopped from reciting a memorised script as well as requiring support to answer questions appropriately.	Struggle to present their topic, with little or no meaningful speech, or completely rely on a memorised script and struggle to respond appropriately even with support from the examiner.
Ask the examiner at least one relevant and grammatically accurate question related to their topic (eg <i>'What sports do you like?'</i>).	Ask the examiner a relevant question about their topic, although it may lack fluency or precision.	Attempt to ask the examiner a question, although it may be unclear or incorrect.	Fail to ask a question.
Use a wide range of Grade 4 grammar, including past simple, <i>'going to'</i> future, comparatives and superlatives (eg <i>'I'm going to the park tomorrow.'</i> and <i>'London is bigger than my city.'</i>). Use precise vocabulary related to their chosen topic, making their ideas clear and engaging.	Use a good range of Grade 4 grammar, although occasional errors may occur (eg <i>'I am go to the park tomorrow.'</i>). Use appropriate vocabulary for the topic, although with occasional repetition or limitations.	Use limited vocabulary and basic grammar, often with frequent errors (eg <i>'Yesterday, I was go park.'</i>).	Fail to use appropriate vocabulary or grammar, relying on gestures or fragmented phrases (eg <i>'Me no like.'</i>).
Incorporate Grade 4 language functions, such as describing manner and frequency (eg <i>'I go swimming every Saturday.'</i> , <i>'I study very hard.'</i>), and expressing likes and dislikes (eg <i>'I don't like playing football on rainy days.'</i>).	Demonstrate Grade 4 language functions, such as talking about past events or future plans, with minor inaccuracies (eg <i>'I go shopping yesterday.'</i>).	Show partial control of Grade 4 language functions, such as describing frequency (eg <i>'I school every day.'</i>) and making comparisons (eg <i>'This is big than that.'</i>).	Show no evidence of Grade 4 language functions.
Pronounce words clearly, with accurate intonation and stress, ensuring easy comprehension (eg accurate pronunciation of -ed endings). There will be no signs of patterns of recited speech.	Pronounce most words understandably, with minor issues in stress or intonation. There will be minimal signs of patterns of recited speech.	Pronounce words understandably, but mispronunciations or monotone speech may make communication harder to follow. There may be some evidence of patterns of recited speech.	Pronounce words unclearly, with errors that prevent understanding. There may be noticeable reliance on patterns of recited speech.
Understand questions and engage in a spontaneous discussion based around their topic points.	Engage in a reasonably spontaneous discussion based on their topic points but may not fully understand the examiner questions.	Attempt to engage in a discussion but may provide incomplete or disorganised answers to questions.	Fail to engage in a discussion.



Grade 4

Conversation phase

< Topic phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade

A typical candidate may:

Engage in a fluent and confident discussion, providing extended spontaneous answers to questions about familiar topics such as holidays, hobbies and food.	Participate actively in a reasonably spontaneous discussion, although their responses may occasionally lack detail or fluency.	Answer questions about familiar topics with short, relevant responses, although their answers may lack detail or clarity. There may be some initial reliance on memorised answers.	Struggle to engage in the discussion, providing little or no meaningful speech, or completely rely on memorised responses.
Use a wide range of Grade 4 grammar accurately to ask and answer questions, including adverbs of frequency (eg ' <i>I always eat breakfast at 7.</i> '), and expressions of past and future time (eg ' <i>Last weekend, I visited my cousin.</i> '). Use varied and topic-specific vocabulary, making the conversation engaging and relevant.	Use a good range of Grade 4 grammar to ask and answer questions, with some minor errors that do not impede communication (eg ' <i>I like to go shopping yesterday.</i> '). Use sufficient vocabulary for the conversation topics, although they may rely on repetition.	Use basic grammar and vocabulary to ask and answer questions, with frequent errors (eg ' <i>I not like food yesterday.</i> ').	Fail to use appropriate grammar or vocabulary, with frequent errors that prevent understanding (eg ' <i>Me no eat food.</i> ').
Demonstrate Grade 4 language functions, such as describing past events, making comparisons and talking about plans (eg ' <i>Next summer, I'm going to visit my grandparents.</i> ').	Demonstrate Grade 4 language functions, such as expressing likes and dislikes and talking about plans, although these may lack complexity.	Demonstrate limited use of Grade 4 language functions, often relying on memorised phrases.	Be unable to demonstrate any Grade 4 language functions.
Speak with clear pronunciation, intonation and stress, ensuring their ideas are easy to follow with no patterns of recited speech.	Pronounce most words clearly, with minor mispronunciations or inconsistent intonation.	Pronounce words understandably, but with errors in stress or intonation that may make speech harder to follow.	Pronounce words unclearly, with errors that make communication impossible. There is likely to be strong evidence of speech patterns of recitation.
Respond to questions appropriately.	Respond to follow-up questions appropriately, although with occasional hesitation.	Respond hesitantly to follow-up questions, requiring repetition or rephrasing.	Struggle to respond to questions even with extensive support from the examiner.



Grade 5

Topic phase

Conversation phase >

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade

A typical candidate may:

Talk confidently about their topic, using extended sentences and clear organisation.	Talk about their topic with some confidence, although parts may lack fluency or detail.	Talk about their topic briefly, although responses may lack organisation or detail.	Struggle to talk about their topic, with little or no meaningful speech.
Ask at least one clear and grammatically correct question related to their topic (eg 'What kind of sports do you enjoy?').	Ask a relevant question during the topic phase, although it may lack fluency or accuracy.	Attempt to ask a question, although it may be unclear or incorrect.	Be unable to ask a question.
Use a wide range of Grade 5 grammar, including the present perfect (eg 'I have lived here for five years. '), future with 'will' and expressions of preference (eg 'I prefer playing football to watching it. '). Use topic-specific vocabulary accurately and effectively to engage the examiner.	Use a good range of Grade 5 grammar, although with occasional minor errors (eg 'I have live here for five years. '). Use sufficient vocabulary for the topic, although there may be some repetition or limitations.	Use Grade 5 level grammar and vocabulary with frequent errors (eg 'I not have go to the park yesterday. ').	Fail to use appropriate Grade 5 vocabulary or grammar, relying on gestures or fragmented phrases.
Incorporate Grade 5 language functions, such as giving reasons (eg 'I like music because it makes me happy. ') and talking about recent past events (eg 'I have just finished reading a book. ').	Demonstrate Grade 5 language functions, such as quantifying and giving reasons, although these may lack complexity or precision.	Demonstrate limited control of Grade 5 language functions, such as expressing preferences (eg 'I prefer very much the car. ').	Show no evidence of Grade 5 language functions.
Speak fluently, with natural intonation, stress and minimal pauses. There will be no signs of patters of recited speech.	Speak clearly, with minor pronunciation or intonation issues that do not hinder understanding.	Pronounce words understandably but may have issues with stress or fluency, making speech harder to follow.	Pronounce words unclearly, with errors that prevent understanding.
Engage in a spontaneous discussion based around their topic points, consistently responding appropriately to examiner questions.	Engage in a reasonably spontaneous discussion based on their topic points, although they may not show full understanding of the examiner questions.	Answer some questions appropriately with examiner support and some initial reliance on memorised answers.	Be unable to respond to examiner questions appropriately even with extensive support and may rely on a memorised script.



Grade 5

Conversation phase

< Topic phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade

A typical candidate may:

Engage in fluent and confident spontaneous discussion about familiar topics, such as festivals, entertainment and recent experiences.	Participate actively in the discussion, although some responses may lack detail or fluency.	Answer questions about familiar topics briefly, although responses may lack detail or clarity.	Struggle to engage in the discussion, providing little or no meaningful speech.
Ask at least one clear and grammatically correct question related to a conversation subject area (eg 'How do you prefer to travel?').	Ask a relevant question, although it may lack fluency or accuracy.	Attempt to ask a question, although it may be unclear or incorrect.	Be unable to ask a relevant question even when prompted.
Use a wide range of Grade 5 grammar accurately, including the present perfect (eg 'I have seen that film twice.'), and expressions of preference (eg 'I would rather watch comedies than action movies.'). Use varied and topic-specific vocabulary, making the conversation engaging and relevant.	Use a good range of Grade 5 grammar, with minor errors that do not impede communication (eg 'I have just see that film.'). Use sufficient vocabulary for the topics, although some repetition or limitations may occur.	Use Grade 5 grammar and vocabulary with frequent errors that occasionally affect understanding (eg 'I no like the movie because boring.').	Fail to use Grade 5 appropriate grammar or vocabulary or make frequent errors that prevent understanding.
Demonstrate Grade 5 language functions, such as talking about the future and quantifying (eg 'I have many hobbies, but my favourite is drawing.').	Demonstrate Grade 5 language functions, such as giving reasons and stating the duration of events, although with occasional inaccuracies.	Demonstrate limited use of Grade 5 language functions, often relying on memorised phrases.	Be unable to demonstrate any Grade 5 language functions.
Speak with clear pronunciation, natural intonation and minimal hesitation.	Pronounce most words clearly, with minor issues in intonation or stress.	Pronounce words understandably, but with errors in stress or intonation that may make speech harder to follow.	Pronounce words unclearly, with errors that make communication impossible.
Understand and respond to follow-up questions naturally and without hesitation, providing additional details.	Understand and respond to follow-up questions mostly appropriately with minor hesitation.	Respond hesitantly to follow-up questions, requiring examiner repetition or rephrasing.	Struggle to respond to questions even with extensive support from the examiner.



Grade 6

Topic phase

Conversation phase >

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade
A typical candidate may:			
Confidently talk about a well-prepared topic using extended, coherent speech.	Talk about their topic with some confidence, although parts may lack fluency or detail.	Talk briefly about their topic, although some utterances may be short or incomplete.	Struggle to give information on their topic, with little or no meaningful speech.
Ask at least one grammatically accurate question eliciting opinions or impressions related to their topic (eg <i>'What do you think about this hobby?'</i>).	Ask at least one question eliciting opinions or impressions, although this may lack fluency or accuracy.	Attempt to ask a question eliciting opinions or impressions, although this may be unclear or incorrect.	Be unable to ask a question eliciting opinions or impressions.
Use a wide range of Grade 6 grammatical structures, including first conditional (eg <i>'If I go away in summer, I will go to the beach.'</i>), modal verbs for obligation and necessity (eg <i>'I must finish my homework.'</i>), and expressions of intention (eg <i>'I am planning to visit Paris next year.'</i>). Use precise and topic-specific vocabulary effectively to convey ideas.	Use a good range of Grade 6 grammar, with occasional errors (eg <i>'If I will go again, I visit New York.'</i>). Use appropriate vocabulary for the topic, although some repetition or limitations may occur.	Use limited Grade 6 grammar, with frequent errors (eg <i>'I was lived in Madrid.'</i>). Use limited Grade 6 vocabulary.	Fail to use appropriate Grade 6 grammatical structures. Fail to use Grade 6 vocabulary.
Demonstrate Grade 6 language functions, such as expressing opinions, offering impressions, and expressing uncertainty (eg <i>'It might be more difficult to find a job if I study art.'</i>).	Demonstrate Grade 6 language functions, such as expressing intention and expressing certainty and uncertainty, although these may lack complexity or precision.	Demonstrate partial control of Grade 6 language functions, often relying on memorised phrases.	Show no evidence of Grade 6 language functions.
Speak fluently with clear pronunciation, natural intonation and minimal hesitation.	Speak clearly, with minor pronunciation or intonation issues that do not hinder understanding.	Pronounce words understandably but may have issues with stress or fluency, making speech harder to follow.	Pronounce words unclearly, with errors that prevent understanding.
Engage in a spontaneous discussion based around their topic points, showing full understanding of examiner questions and requests for more information, facts and details.	Engage in a reasonably spontaneous discussion based around their topic points despite not showing full understanding of some examiner questions.	Respond appropriately to examiner questions with some support and some attempt to rely on a memorised script.	Be unable to respond to the examiner appropriately and rely on a memorised script.



Grade 6

Conversation phase

< Topic phase

Band A	Band B	Band C	Band D
Distinction	Merit	Pass	Fail
Candidates who demonstrate excellent ability	Candidates who perform well	Candidates who meet the requirements of the grade	Candidates who do not meet the requirements of the grade

A typical candidate may:

Engage fluently and confidently in spontaneous discussions about familiar topics such as travel, money and fashion.	Participate actively in the discussion, although some responses may lack fluency or detail.	Answer questions about familiar topics briefly, although responses may lack detail or clarity.	Struggle to engage in the discussion, providing little or no meaningful speech at the level.
Ask at least one relevant and grammatically accurate question in each subject area (eg <i>'Where would you like to travel in the future?'</i>).	Ask at least one question in each subject area, although these may lack fluency or accuracy.	Ask questions when prompted, although they may need support from the examiner.	Be unable to ask a relevant question, even when prompted.
Use a wide range of Grade 6 grammar accurately, including modals for obligation and necessity (eg <i>'I have to do extra work to save up some money.'</i>), past continuous (eg <i>'At the party I was wearing smart clothes'</i>) and infinitives of purpose (eg <i>'I want to go there to visit the pyramids.'</i>). Use varied and topic-specific vocabulary effectively.	Use a good range of Grade 6 grammar, with minor errors that do not impede communication (eg <i>'I mustn't using the phone in class.'</i>). Use sufficient vocabulary for the topics, although some repetition or limitations may occur.	Use Grade 6 grammar and vocabulary with frequent errors that occasionally affect understanding (eg <i>'I don't have to can wear a uniform.'</i>).	Fail to use Grade 6 grammar appropriately with frequent errors that prevent understanding (eg <i>'If I am go I will can.'</i>). Fail to use Grade 6 vocabulary.
Demonstrate Grade 6 language functions, such as expressing and requesting opinions, providing impressions and expressing intention (eg <i>'When I am older, I intend to travel all over the world.'</i>).	Demonstrate Grade 6 language functions, such as expressing obligation and expressing opinions, although these may lack complexity.	Demonstrate limited use of Grade 6 language functions, often relying on memorised phrases.	Be unable to demonstrate any Grade 6 language functions appropriately.
Speak with clear pronunciation, natural intonation and minimal hesitation.	Pronounce most words clearly, with minor issues in intonation or stress.	Pronounce words understandably, but with errors in stress or intonation that may make speech harder to follow.	Pronounce words unclearly, with errors that cause breakdown in communication.
Understand and respond to follow-up questions naturally, providing detailed answers and extending the conversation.	Understand and respond to follow-up questions appropriately, although there may be minor hesitation.	Respond hesitantly to follow-up questions, requiring some repetition or rephrasing by the examiner and some attempt to use memorised answers.	Require constant prompting or repetition/rephrasing to respond to questions and/or rely on inappropriate memorised answers.

