

Graded Examinations in Spoken English Sample Examiner Plan: Grade 10 (CEFR C1.1)

GESE for school

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Introduction

This sample examiner plan has been created to help GESE teachers understand the structure of the Grade 10 Graded Examination in Spoken English (GESE) more clearly so they can prepare candidates more effectively. When delivering GESE, our process is for Trinity College London GESE examiners to prepare test plans using guidance documents and speaking prompts developed by the Technical Content team. This document simulates this process using a combination of publicly available materials and bespoke materials designed for this purpose.

When reading this document, please also refer to the [GESE Specifications](#) for detailed information about test stages, grades, format, procedures and assessment.

Introductory rubric for all levels

Face-to-face in-person exam version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: That's Y, Grade 10?

(Repeat candidate's full name, ie first name and surname plus their exam level.)

Candidate: Yes.

Examiner: Nice to meet you Y.

Face-to-face video conference exam version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: Can you hear me, Y? *(Only if you think there are any issues.)*

Candidate: Yes/No.

(If the answer is No, please ensure the issues are resolved before continuing the exam.)

Examiner: That's Y, Grade 10?

(Repeat candidate's full name, ie first name and surname plus their exam level.)

Candidate: Yes.

Examiner: Nice to meet you Y.

The Formal topic presentation phase (up to 5 minutes)

Introductory rubric | Face-to-face in-person exam version

We're going to start with your presentation. Have you got any notes for me?

I'll be taking some notes on points we can discuss.

You have five minutes.

Introductory rubric | Face-to-face video conference exam version

We're going to start with your presentation. Please share your notes with me.

I'll be taking some notes on points we can discuss.

You have five minutes.

Examiner notes

- *Take notes during the candidate's presentation. Wait for the candidate to conclude the presentation after five minutes.*

The Topic discussion phase (up to 5 minutes)

Introductory rubric

Thank you. Now I'd like to discuss some of the points you made.

Examiner notes

- ▶ *Ask questions and make statements to elicit arguments and beliefs using the expected grammar for Grade 10 adapting, where possible, to a school context.*

Questions and statements

- ▶ What exactly is the problem with ...?
- ▶ If you think x, do you also think y?
- ▶ You seem to be saying ...
- ▶ *Make tentative comments to invite opinions and counterarguments.*
 - ▶ I think it's easy to overgeneralise.
- ▶ *Politely make controversial or provocative statements to encourage the candidate to defend their beliefs or opinions.*
 - ▶ Well, I think x might be to blame.

Sample questions and statements

Developing an argument

- ▶ What exactly is the problem with (university fees)?
- ▶ If you think ..., do you also think ...?
- ▶ What would be the consequences of (studying overseas)?
- ▶ You seem to be saying ...

Defend a point of view

- ▶ What would you say to people who (decide not to go to university)?
- ▶ Isn't that a little (unnecessary/unrealistic/impractical)?
- ▶ I'm not sure everyone would agree with that.
- ▶ How would you defend that to ...?

Expressing beliefs

- ▶ Why do you believe that?
- ▶ Do you believe ...?
- ▶ Are you saying you believe that ...?
- ▶ I don't really believe that.
- ▶ Is there a universal ...?

Expressing opinions tentatively

- ▶ Is that always true?
- ▶ There must be some exceptions to that.
- ▶ I think it's easy to overgeneralise.
- ▶ Don't you have any doubts about ...?

Summarising information/ideas/opinions

- ▶ I don't quite understand what you said about ...
- ▶ Could you summarise that again?
- ▶ What exactly is your definition of ...?
- ▶ What are the key points?
- ▶ So overall, what is ...?

Useful stems - presentation stems

- ▶ You mentioned that ...
- ▶ Overall, you seem to be ...
- ▶ In your introduction, you said that ...
- ▶ I found it interesting that you talked about ...

Useful stems - conversation starters

- ▶ I read that ...
- ▶ I think some people think that ...
- ▶ I don't really know what to think about ...

Useful stems - responses

- ▶ Things like that are very difficult to measure though.
- ▶ It's quite (depressing/amazing) to think about really.
- ▶ I think ... might be to blame for that.

The Interactive phase (up to 5 minutes)

Introductory rubric

Now we'll move on to the Interactive phase.

Are you ready?

(Read Interactive prompt.)

Examiner notes

- ▶ *Ask questions and make statements to elicit arguments and beliefs using the expected grammar for Grade 10 adapting, where possible, to a school context.*

Questions and statements

- ▶ What exactly is the problem with ...?
- ▶ If you think x, do you also think y?
- ▶ You seem to be saying ...
- ▶ *Make tentative comments to invite opinions and counterarguments.*
 - ▶ I think it's easy to overgeneralise.
- ▶ *Politely make controversial or provocative statements to encourage the candidate to defend their beliefs or opinions.*
 - ▶ Well, I think x might be to blame.

Sample interactive prompt

Some people think governments should focus more on developing virtual tourism rather than promoting actual tourism. I'm not sure where I stand on this issue.

The Listening phase (up to 3 minutes)

Introductory rubric

Now we'll move on to the Listening phase.

Are you ready?

(Read Listening task 1 and allow for a response.)

(Read Listening task 2 and allow for a response.)

(Read Listening task 3 and allow for a response.)

Examiner notes

- ▶ *Select three appropriate listening tasks for the candidate, two from type 1 and one from type 2. Read the prompts to the candidate and allow for a response after each listening task.*

Sample listening task 1

There are many skills and qualities that make up an effective student. A natural aptitude and interest in the topic you are studying gives you a head start. Good study skills, attending lessons and completing homework assignments also lead to success. However, working out what you want to achieve at the end of the course will help you ...

Expected response: reach your goal/be successful/achieve objectives/targets (or equivalent).

Sample listening task 2

Learning to read at school is, of course, an important practical skill for young children to learn with literacy one of the key aims of all education systems. By reading stories, children are transported from the here and now to strange and wonderful worlds inhabited by interesting people and creatures pictured only in their heads, thus helping to improve their ...

Expected response: imagination (or equivalent).

Sample listening task 3

My tutor taught me the format to use. You must first state what you will be discussing. Then you give a general background: why it is important, and so on, before you move on to the body of the work. For each paragraph, I make an introductory point, followed by an explanation and an example. Finally, the conclusion is basically a summary of everything I've discussed in the main part.

Q: What activity is the speaker describing?

A: Writing an essay/dissertation (or equivalent).

The Conversation phase (up to 6 minutes)

Introductory rubric

Thank you. Now we're going to talk about something different.

Let's talk about (Conversation area 1).

Thank you. Now, let's talk about (Conversation area 2).

Examiner notes

- ▶ *Ask questions and make statements to elicit arguments and beliefs using the expected grammar for Grade 10 adapting, where possible, to a school context.*

Questions and statements

- ▶ What exactly is the problem with ...?
- ▶ If you think x, do you also think y?
- ▶ You seem to be saying ...
- ▶ *Make tentative comments to invite opinions and counterarguments.*
 - ▶ I think it's easy to overgeneralise.
- ▶ *Politely make controversial or provocative statements to encourage the candidate to defend their beliefs or opinions.*
 - ▶ Well, I think x might be to blame.

Sample questions and statements (younger candidates)**Conversation area 1 – Roles in the family**

- ▶ Some people think that parents should have the final say in what their children learn in school.
- ▶ Should children prioritise doing homework or helping around the house?
- ▶ Who should play a larger role in a child's education, their family or their school?
- ▶ It is often the mother who is more involved with a child's school life. Do you think this should change?
- ▶ Some people think that schools should only teach traditional family values.
- ▶ Do you believe that children who go to school with their siblings will have a better experience than only children?

Conversation area 2 – Designer goods

- ▶ Some people think that schools should have a dress code that forbids students from wearing designer brands.
- ▶ Do you think fashion history and clothing design should have a place in the school curriculum?
- ▶ Some schools have very expensive school uniforms, and children are not allowed to wear cheaper alternatives.
- ▶ Do students in your school get treated differently depending on the brands they and their family wear?
- ▶ Are students in your school heavily influenced by brands?
- ▶ Some schools have commercial relationships with designer goods companies that make electronics and other equipment. What do you think of that?

Sample questions and statements (older candidates)**Conversation area 1 – The future of the planet**

- ▶ What do you think are some of the biggest challenges we will face in the future?
- ▶ Some people think that schools should not teach very young students about climate change as it may be upsetting for them.
- ▶ Technological developments will mean life will be very different in the future. Are schools doing enough to prepare students for this?
- ▶ I think it is important to balance both learning about the problems that we face and also be optimistic about solutions for those problems.
- ▶ Are students in your school generally fearful of the future, or optimistic?
- ▶ I think governments should force schools to do more to protect the planet.

Conversation area 2 – Scientific developments

- ▶ Should schools focus more on information technology than traditional science subjects?
- ▶ I think that practical experiments in a lab are much more engaging than learning science from a textbook. What do you think?
- ▶ Should schools encourage more students to study science at university?
- ▶ I think it is very difficult for schools to keep up with the latest scientific developments. Do you feel you learn enough about emerging breakthroughs?
- ▶ I am not sure that people trust scientists anymore. Could schools do anything to help this?
- ▶ Artificial Intelligence might be the biggest development of the century. Has it changed the way students learn?

Closing rubric

Thank you. It was nice to meet you. Goodbye.