TRINITY
COLLEGE LONDON

GESE – Sample exam marks and rationales

Grade 7

Giovanni	
Result: Pass	
Topic phase	
Grade: D	**Area for improvement:** Communicative skills and grammar
Rationale	

In Giovanni's topic (my family), there is virtually no evidence of the language of Grade 7. Please note, when choosing their topics, candidates need to carefully consider how their topic can be exploited to include the appropriate language functions, grammar and lexis of the grade. There is also very little evidence of coverage of the communicative skills. For example, Giovanni makes little or no attempt to engage the examiner in a discussion of his topic.

There is some first language interference, such as ' My family is composed by', 'She 's an employed' and 'It 's not very much people ', as well as a lot of short sentences in the present simple tense, which are more appropriate to Grade 4 than Grade 7. Inaccuracies and inappropriacies are evident throughout and overall the task is not fulfilled.

Interactive phase	
Grade: C	**Area for improvement:** Communicative skills
Rationale	

In the Interactive phase Giovanni begins by asking some appropriate questions and makes suitable suggestions. However, he fails to demonstrate a range of Grade 7 language functions as required e.g. giving advice and highlighting advantages and disadvantages.

Giovanni does not always respond to the examiner's contributions. For example, he fails to pick up the examiner 's references to the birthday party being for a female friend. Nevertheless, Giovanni makes some attempt to take control of the interaction and maintain the discourse.

Conversation phase	
Grade: C	**Area for improvement:** Grammar
Rationale	

During the Conversation phase Giovanni understands the examiner well and there is some coverage of the language functions and language items of Grade 7. The candidate also begins to take some responsibility for the maintenance of the conversation. However, he is not very fluent and the flow of the interaction is halted by hesitancy.

There is some fist language interference with pronunciation throughout, but not sufficient to impede understanding.

Grade 7 continued

Zhan	
Result: Merit	
Topic phase	
Grade: B	**Area for improvement:** n/a
Rationale	

Despite his young age (13), Zhan is able to talk fluently and with clarity about his chosen topic (computer games). However, he could have made more effort to engage the examiner in the discussion of his topic.

Zhan's lexical range is excellent, though he could have included more of the functional and grammatical items of the grade. Zhan understands 'used to' and 'might', but does not take the opportunity to exploit them himself, though he does use 'should ' and relative clauses.

Interactive phase	
Grade: A	**Area for improvement:** n/a
Rationale	

In the Interactive phase Zhan performs with considerable enthusiasm. There is comprehensive coverage of the communicative skills - he takes control over the interaction, helps the discussion along and maintains the discourse.

Zhan asks detailed and appropriate questions, comes up with lots of relevant ideas and employs much of the functional language of the grade, eg making suggestions, expressing possibility, giving advice and highlighting advantages and disadvantages.

Conversation phase	
Grade: B	**Area for improvement:** n/a
Rationale	

In the Conversation phase Zhan has plenty to say on the two subject areas, especially 'Village and city life' and does so with fluency and confidence, though he could have made greater efforts to involve the examiner in the interaction by inviting comments and asking questions.

Zhan's lexical range and pronunciation are excellent, but he misses opportunities to show his ability to use a comprehensive range of the grammatical and functional items as listed in the syllabus for Grade 7.

Grade 7 continued

Andrea	
Result: Merit	
Topic phase	
Grade: B	**Area for improvement**: n/a
Rationale	
Andrea has thoroughly prepared his topic, handles interruptions well and engages the examiner in discussion by conveying his opinion and asking questions. He uses lexis connected with the field of stand-up comedy and exploits a variety of grade-appropriate functions (describing past habits, eliciting further information and highlighting advantages). However, he does not always use language of the grade to achieve this. He also makes use of an occasional colloquialism - *'pretty much everything'* - which reflects his ease with the language. His performance is generally accurate and natural.	
Interactive phase	
Grade: B	**Area for improvement**: n/a
Rationale	
In the Interactive Phase, it is not clear whether Andrea fully understands the idea of students living away from home as he refers to '*abroad*'. Despite this apparent confusion, Andrea maintains the discourse and makes comments, and uses the functions of highlighting advantages and disadvantages, making suggestions, eliciting opinions and expressing agreement.	
Conversation phase	
Grade: B	**Area for improvement**: n/a
Rationale	
There is a good coverage of the communicative skills of the grade, and Andrea's contributions are effective and appropriate. The task is adequately fulfilled. There is a high level of accuracy, and even when errors do occur (eg '[*Mozarella*] *was born here*.') they in no way impede understanding. Although his passive understanding of Grade 7 language (second conditional, simple passive, '*used to*' etc) is indisputable, Andrea often seems reluctant to use such language actively, even when prompted to do so by the examiner. His pronunciation and use of appropriate speech patterns are very natural.	

Grade 8

Radoslav	
Result: Merit	
Topic phase	
Grade: B	**Area for improvement:** n/a
Rationale	

In the Topic phase Radoslav contributes to the discussion in a generally effective, comprehensible and appropriate manner and fulfils the task adequately. There is good, but not comprehensive, coverage of the language of the grade, including some more complex sentence forms and higher level vocabulary, with only occasional hesitancy and a few inaccuracies.

Radoslav is keen to engage the examiner in the discussion and asks relevant questions. His coverage of the communicative skills is good, but sometimes cohesion is lacking, e.g. when sentences are left unfinished. Pronunciation of lexis related to the topic is clear and stress and intonation are very well-managed.

Radoslav supports his topic with an interesting poster board, though it probably contains too many photos bearing in mind the time available. Candidates are advised to think carefully about the amount of material necessary for the topic.

Interactive phase	
Grade: A	**Area for improvement:** n/a
Rationale	

Radoslav responds impressively to the challenge of taking responsibility for maintaining the interaction in this phase, asking a string of relevant questions and, in the latter part of the phase, making appropriate comments and using a wide range of the functions of the grade eg making suggestions. The candidate remains extremely focused throughout and this is a highly-competent performance.

Conversation phase	
Grade: B	**Area for improvement:** n/a
Rationale	

In the Conversation phase Radoslav is always ready with an appropriate response and the interaction flows smoothly, though near the end of the examination he does not quite take sufficient responsibility for maintaining and developing the conversation to merit an A grade.

There is good, but not excellent, coverage of the language of the grade and some natural fluency in connected speech, especially when recounting anecdotes about experiences of the paranormal. Pronunciation is clear throughout and there is some excellent use of sentence stress, as in '*When he says something, he does it*'.

Grade 8 continued

Velizar	
Result: Distinction	
Topic phase	
Grade: A	**Area for improvement:** n/a
Rationale	
Velizar chooses his favourite (vampire) film as his topic and he manages to incorporate, in a totally natural and unforced way, a comprehensive range of the functions, grammar and lexis of Grade 8. This exam provides an excellent example of a candidate taking the opportunity to demonstrate their ability to use the language of the grade. Velizar's contributions are very effective, clearly comprehensible and highly appropriate. The interaction proceeds smoothly with Velizar contributing promptly and fluently. In summary, Velizar's impressive range of language, as well as his relaxed and communicative approach, help to give the Topic phase a feeling of genuine discourse.	
Interactive phase	
Grade: A	**Area for improvement:** n/a
Rationale	
In the Interactive phase Velizar asks relevant, probing questions and joins the examiner in promoting an atmosphere of shared experiences and feelings, with the dialogue developing at a natural pace. The linguistic level that Velizar demonstrates is impressive at Grade 8. There is comprehensive coverage of the Grade 8 language functions including speculating, reporting the conversation of others and expressing feelings and emotions.	
Conversation phase	
Grade: A	**Area for improvement:** n/a
Rationale	
In the Conversation phase Velizar demonstrates the same excellent standard of fluency, lexis and grammar, sharing the maintenance of the interaction with the examiner. His contributions are highly effective and he seizes every opportunity to follow up on the examiner's comments so that the progress of the interaction does not falter.	

Grade 8 continued

Valentina
Result: Pass

Topic phase

Grade: C	**Area for improvement:** Grammar

Rationale

Despite her early attempts to recite a prepared script, Valentina gradually adopts a more communicative stance by conveying communicates facts, ideas and opinions about her topic, and engaging the examiner in discussion. She maintains coherence and cohesion, and handles interruptions well. Her coverage of the functions of the grade includes speculation and expressing feelings and emotions. She is reasonably accurate when using language items of lower grades but uses only very isolated examples of Grade 8 language. Her contributions are thus only moderately effective. She is intelligible despite her rather hesitant delivery, intonation patterns and pronunciation which reflect first language interference.

Interactive phase

Grade: D	**Area for improvement:** Communicative skills, Lexis

Rationale

In this phase, Valentina tentatively asks questions and encourages comment and opinion from the examiner but does not to come to grips with the subject matter in any effective way. Nor does she take control. As a result, the interaction is largely disjointed. There is also little evidence (other than reported speech) of the functions of the grade.

Conversation phase

Grade: C	**Area for improvement:** Communicative skills

Rationale

Valentina performs well when talking about unexplained phenomena and responds appropriately to the grade-focused questions and statements from the examiner. However, she does not always fully engage when discussing the world of work. Here, she is rather passive and leaves responsibility for the maintenance of the interaction in the hands of the examiner. Coverage of the functions of the grade is limited to reported speech and speculation and, again, there is little or no attempt to use grade-appropriate language even when prompted to do so. Lower-level mistakes (e.g. 'Maybe there aren't any human', 'My father work') are also in evidence. The task is only partially fulfilled.

Grade 8 continued

Vincenzo	
Result: Merit	
Topic phase	
Grade: C	**Area for improvement**: Communicative skills

Rationale

Vincenzo's choice of topic - 'My past and future career' - might not seem particularly suitable as it is likely to be purely factual/descriptive and unlikely to exploit the language of the grade. However, after careful intervention by the examiner, Vicenzo does proceed appropriately and manages to articulate a limited range of the target functions including expressing feelings and emotions, and reporting the conversation of others. He is reasonably accurate but uses only isolated examples of the grade. He makes minor errors associated with lower grades (e.g. 'The languages we did at school was ...') but these never impede the flow of meaning and understanding. He is mostly intelligible throughout and only on one or two occasions is careful listening required.

Interactive phase	
Grade: B	**Area for improvement**: n/a

Rationale

Vicenzo is keen to engage the examiner and takes control of the interaction throughout. He maintains the discourse by asking for information, making appropriate comments and encouraging opinion from the examiner. This results in natural dialogue. He uses a good range of language functions and a wide-ranging lexis to communicate effectively.

Conversation phase	
Grade: B	**Area for improvement**: n/a

Rationale

Vicenzo responds fluently using a good range of language functions (expressing feelings and emotions, expressing impossibility, reporting the conversation of others, and speculating) and some relevant vocabulary although the latter is not always maintained throughout the phase. He is also mostly accurate despite some confusion of tense structure associated with expressing impossibility and speculation. Listening to the examiner's prompts more carefully might have remedied this. Vicenzo's contributions are generally effective although he could take a more equal share of responsibility for maintaining the conversation.

Grade 9

Sindhura	
Result: Merit	
Topic phase	
Grade: B	**Area for improvement:** n/a
Rationale	
Sindhura chooses to talk about spirits and ghosts for her topic. Her contributions are generally effective, comprehensible and adequately fulfil the task. She deals well with interruptions from the examiner and has no difficulty in understanding him, but she does not really attempt to engage him in the discussion. Sindhura's general level of grammatical, lexical and functional language is adequate for Grade 9, though she could have included more of the specific items in the syllabus in her discourse. Her speech is mainly clear though some individual sounds (mainly consonants) and intonation/stress patterns could be improved.	
Interactive phase	
Grade: B	**Area for improvement:** n/a
Rationale	
In the Interactive phase, the interaction generally progresses well. Sindhura asks plenty of appropriate questions and a range of the appropriate language functions are exploited. At times, Sindhura could contribute more and take more control over the interaction. However, the task is adequately fulfilled.	
Conversation phase	
Grade: B	**Area for improvement:** n/a
Rationale	
In the Conversation phase there is a tendency for the discussion to be led by the examiner rather than the candidate. Please note at Grade 9 candidates are expected to take more responsibility for the maintenance of the interaction. The conversation on the subject area of 'Dreams and night mare' tends to produce more limited responses from the candidate. However, when talking about 'Habits and obsessions' her contributions improve and she demonstrates a good range of the language functions, grammar and lexis of Grade 9. There is some first language interference with pronunciation, but not sufficient to impede understanding.	

Grade 9 continued

Tsvetelina	
Result: Merit	

Topic phase

Grade: C	**Area for improvement:** Pronunciation

Rationale

Tsvetelina's topic (modern mythical creatures) is well-organised and there is some evidence of the language functions, grammar and lexis of Grade 9, though a wider range could have been included.

Tsvetelina understands the examiner and responds appropriately to her questions and requests for clarification. She also attempts to involve the examiner in the discussion by asking relevant questions. However, the flow of the interaction is halted by the candidate's very hesitant delivery, which at times impedes communication and makes her difficult to understand.

Interactive phase

Grade: B	**Area for improvement:** n/a

Rationale

In the Interactive phase Tsvetelina takes control over the interaction, asks appropriate questions and demonstrates a good range of the functional language of the grade eg hypothesising, evaluating past actions and courses of events, paraphrasing and expressing regrets. She maintains the flow well and shares turn-taking with the examiner appropriately.

Conversation phase

Grade: B	**Area for improvement:** n/a

Rationale

In the Conversation phase, Tsvetelina's contributions are generally effective, appropriate and adequately fulfil the task. There is some hesitancy, but she contributes well with some longer turns.

Tsvetelina understands the examiner, though at first she does not recognise the meaning of '*could have done*'. She attempts to engage the examiner by asking relevant questions, though she could have taken more responsibility for the direction of the interaction. Her performance has elements of both Band C, but overall, it is more usually B.

Grade 9 continued

Pablo
Result: Merit

Topic phase

Grade: C	**Area for improvement:** Communicative skills

Rationale

Paolo's topic – 'Fashion and the Social Media' – has many of the characteristics of a recited monologue where, rather than engage the examiner, he quickly brushes off interruptions and continues with his own agenda. However, Paolo does communicate facts and ideas, despite the organisation of his discourse being somewhat vague. There are only isolated examples of language of the grade. None of the functions appear to be explicitly addressed as his discourse is essentially descriptive. Any inaccuracies do not impede the flow of ideas, and he is intelligible throughout.

Interactive phase

Grade: A	**Area for improvement:** n/a

Rationale

Paolo's contributions in the Interactive phase are very effective, clearly comprehensible and, highly appropriate, and obviously fulfil the task. He intelligently paraphrases the scenario at the beginning to ensure that he has grasped the essential points, and then proceeds with confidence. He takes control of the interaction and develops the discussion by encouraging comment and opinion from the examiner. He covers a broad range of the functional requirements of the grade including expressing abstract ideas and assumptions, paraphrasing, evaluating options and hypothesising. There is some confusion of tenses towards the end of the interaction but this does not deflect from a creditable performance.

Conversation phase

Grade: B	**Area for improvement:** n/a

Rationale

Paolo engages the examiner and is able to promote and discuss his ideas with fluency and confidence. He shows understanding throughout, responds promptly and appropriately, and makes some effort to maintain the interaction with the examiner. However, there are only isolated examples of the language of the grade and some basic errors are also in evidence ('*They helps you thinking...*', '*I did a dream*'). Nevertheless, Paolo's overall contributions in this phase ensure that he adequately fulfils the task.