

Feedback Guidance for Practice Exam – GESE Grade 12

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 Presentation phase		
Present a complex topic with a high degree of linguistic formality to the examiner, who will probably be unfamiliar with the subject matter		
Present a clear argument with an effective logical structure which helps the examiner to notice and remember significant points		
Bring the presentation to a logical conclusion by inviting questions and comments from the examiner		
Topic Discussion phase		
Initiate the discussion and actively seek ways in which to engage the examiner in a meaningful exchange of ideas and opinions		
Take full responsibility for the maintenance of the discussion		
Be able to deal effectively with the examiner's input by responding to a variety of conversational gambits and handling in-depth questioning		
Respond to challenges made by the examiner spontaneously and appropriately		
Interactive phase		
Control and sustain the discussion at all times		
Actively encourage the examiner's collaboration in the task		
Direct the interaction towards a successful conclusion		
Listening phase		
Understand texts on abstract and complex topics which may be of a specialist nature beyond his or her own field		
Understand virtually everything heard when delivered at natural native speaker speed		
Identify implicit meaning		

Exam requirements	✓	Suggestions for improvements
Conversation phase		
Take full responsibility for the maintenance of the conversation		
Hold a discussion unconstrained by linguistic limitations, without showing signs of having to restrict what he or she wants to say		
Introduce his or her contribution into the joint discourse with natural turn-taking and referencing		
Demonstrate the ability to make an unobtrusive substitution for a word or expression he or she is unable to recall		
General		
Was able to have an <i>informal discussion</i> and was <i>not</i> 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?		