

## Feedback Guidance for Practice Exam – GESE Grade 10

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 |
|---|---|------------------------------|
| <b>Topic Presentation phase</b>   |   |                              |
| Give a formal presentation, discursive in nature, on a chosen subject. with an identifiable structure and sequence, using discourse connectors and cohesive devices |   |                              |
| Introduce the presentation, develop particular points, give supporting reasons and examples   |   |                              |
| Conclude the presentation by inviting questions and comments from the examiner  |   |                              |
| <b>Topic Discussion phase</b>   |   |                              |
| Initiate and engage the examiner in a discussion of some of the points made.  |   |                              |
| Share the responsibility with the examiner for the maintenance of the discussion  |   |                              |
| Respond to the examiner's requests for clarification or elaboration   |   |                              |
| Be prepared to defend a point of view and develop an argument further   |   |                              |
| <b>Interactive phase</b>  |   |                              |
| Take responsibility for the direction and maintenance of the interaction  |   |                              |
| Utilise turn-taking conventions to ensure that the interaction flows and develops naturally   |   |                              |
| Relate his or her own contributions closely to those of the examiner  |   |                              |
| <b>Listening phase</b>  |   |                              |
| Understand a range of spoken texts and recognise implicit meaning   |   |                              |
| Use contextual, grammatical and lexical cues to identify attitude, mood and intentions and anticipate what follows  |   |                              |
| Use knowledge of grammar, lexis and register to identify context and participants from a piece of discourse   |   |                              |

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|--|---|------------------------------|
| Conversation phase   |   |                              |
| Share the responsibility with the examiner for the maintenance of the conversation       |   |                              |
| Offer new contributions to influence the direction of the conversation                   |   |                              |
| Participate without much obvious searching for expressions                               |   |                              |
| General  |   |                              |
| Was able to have an <i>informal discussion</i> and was <b>not</b> 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?  |   |                              |