

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

**GESE for work**

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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 work 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 (large, online businesses)?
- ▶ If you think ..., do you also think ...?
- ▶ What would be the consequences of (resigning from your job)?
- ▶ You seem to be saying ...

### Defend a point of view

- ▶ What would you say to people who (decide to join a family business)?
- ▶ 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 work 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

There has been a suggestion that companies should subsidise gym membership for all their employees. Perhaps there are better things to prioritise.

## 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

Some people feel that they need to work long hours without breaks in order to meet their deadlines. They may feel that even taking a short break for a cup of coffee is simply a waste of time. However, studies have shown that breaking up a working day by getting some fresh air helps focus the mind, leading to greater ...

Expected response: productivity (or equivalent).

### Sample listening task 2

Sometimes, after lunch, it's difficult to stop yourself dozing off, especially if it's a warm day and you've had a big meal. It's only natural to want to curl up on the sofa at that point. But if you're at work in an important meeting, it can be really embarrassing. Suddenly, you feel your head nodding and realise ...

Expected response: you've fallen/you're falling asleep (or equivalent).

### Sample listening task 3

One UK small business owner observed that she was starting to get some orders from abroad. There weren't many foreign companies making the same range of products, so the owner decided to make some effort to expand into international markets. She wasn't optimistic but was amazed to find that simply by adding an international phone number and adjusting the website to accept foreign currency, the company increased its sales.

Q: Why was the owner surprised about her increased international sales?

A: It wasn't difficult to do/It required little effort/It was easier to increase than she'd thought (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 work 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

- ▶ Should companies be forced to offer flexible working hours to help with family life?
- ▶ I think to have a very successful career, you sometimes have to prioritise work over family.
- ▶ Do you believe that companies have a responsibility to support the family life of their employees?
- ▶ Women have an equal place in the workplace nowadays, but they still tend to play a larger role in the home. Do you think this will change?
- ▶ Are traditional family structures still possible with modern work demands?
- ▶ Some think that the modern expectation of work-family balance is unrealistic and counterproductive.

### Conversation area 2 – Designer goods

- ▶ I read that the working conditions for people who make designer clothes are not as good as they should be.
- ▶ An employee's appearance and the clothes they wear can show respect for the workplace. Don't you agree?
- ▶ Do you think companies should have dress codes that encourage employees to wear designer clothes?
- ▶ Some designer goods companies find it difficult to be both ethical and profitable. Should governments require this?
- ▶ To what extent is a company's success linked to its brand image?
- ▶ Are colleagues at your workplace heavily influenced by brands?

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

- ▶ Do you think all companies have a responsibility to be environmentally sustainable?
- ▶ Some people think that companies need to do more to protect the future of the planet than individuals. What do you think?
- ▶ Do you believe your career is future-proof? Do you have concerns about the future world of work?
- ▶ What types of jobs will be the most important in the future?
- ▶ Technology will dramatically change our future. Is your company doing enough to prepare employees for this?
- ▶ I think governments should force companies to do more to protect the planet.

**Conversation area 2 – Scientific developments**

- ▶ Some companies believe they should be able to use any technology they want without any government regulations.
- ▶ I think that a job in scientific development is more useful than a job in business. What do you think?
- ▶ Artificial Intelligence has been one of the biggest developments in recent years. What impact has it had on your workplace so far? How do you think it might change in the future?
- ▶ What types of jobs might be lost and created by scientific developments?
- ▶ Pharmaceutical companies make huge amounts of money from new medicines that poor people often cannot afford. What do you think of that?
- ▶ Should governments invest more in scientific research, or are private companies better placed to do this?

**Closing rubric**

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