

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

**GESE**

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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.*

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 ...?
- ▶ If you think ..., do you also think ...?
- ▶ What would be the consequences of ...?
- ▶ You seem to be saying ...

### Defend a point of view

- ▶ What would you say to people who ...?
- ▶ 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.*

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

Fresh, home-grown vegetables make for a healthy diet. That's why I spend hours working in my garden growing my own. But once I consider the costs, such as seeds, equipment and hours worked, I'm unconvinced of the economic benefits. Every year I lovingly plant seeds and nurture my delicious vegetables. However, I do realise that growing my own vegetables is ...

Expected response: expensive (or equivalent).

### Sample listening task 2

New research shows that young people who have grown up using smartphones can type faster with their thumbs on these devices than most people can on their laptops. Researchers gave volunteers a typing test and found teenagers could produce 40 words per minute on their phones. Meanwhile, other people in the study typing on their laptops were ...

Expected response: slower/unable to match this (or equivalent).

### Sample listening task 3

There seem to be moves towards phasing out cash as a way of paying for things. As a result, we're seeing fewer cash machines because digital payments are becoming the norm. But a cashless society could make people's spending habits worse. That's because cash involves handing over a valuable possession, which serves as a mental restraint on our extravagance. It's psychologically far easier to spend virtual money than actual cash.

Q: According to the speaker, what is likely to happen if cash is no longer available?

A: We are more likely to spend more (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.*

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**

- ▶ You often read about preserving traditional family values being important. I'm not really sure what this means.
- ▶ I guess that having clearly defined roles in the family helps it to function better.
- ▶ Do you think that the person in the family who is the main breadwinner should expect to have a different role at home?
- ▶ I think there is a lot of pressure on older siblings.
- ▶ How do you think that family roles have changed over time?
- ▶ Do you believe that men who take on more responsibility for childcare and housework are perceived differently?

**Conversation area 2 – Designer goods**

- ▶ It seems that designer goods are more popular than ever before. Do you think that these are actually any better than cheaper items?
- ▶ I don't see how the price of some designer goods is justified.
- ▶ In many cities you can see designer shops which sell very expensive clothes yet many people in the city cannot afford them. Do you think this is right?
- ▶ I think that when you buy a designer brand, you are guaranteed a certain level of quality.
- ▶ I wonder if people get treated differently depending on the brands that they buy.
- ▶ Do some goods act as status symbols for their customers?

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

- ▶ It seems like newspapers are full of negative stories about the future of the planet. Are you optimistic?
- ▶ What do you think are the biggest challenges facing our planet. Can anything be done to address these?
- ▶ The world population has doubled in the last 50 years. I'm not sure that is sustainable.
- ▶ Lots of people are quite sceptical about the idea of climate change.
- ▶ I read that some people do not want to have children as they are worried about the future of the planet.
- ▶ I think governments should force companies to do more to protect the planet.

**Conversation area 2 – Scientific developments**

- ▶ Some countries spend billions on space exploration. Do you think this is a good use of those resources?
- ▶ Some people think that scientific developments have meant that people are less religious. Do you think that we can be both scientific and spiritual?
- ▶ How do you think that science will change the way we live in the future?
- ▶ It seems that many people are growing sceptical over scientific advancements like vaccines.
- ▶ Some rich people spend a lot of money trying to prevent ageing. Do you think this is a good thing?
- ▶ Artificial Intelligence might be the biggest development of the century.
- ▶ Local crafts seem to be dying out.

**Closing rubric**

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