

# Graded Examinations in Spoken English

2007-2010

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All additions and improvements to this syllabus and a wide range of support for teachers and learners can be downloaded from the Trinity website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

If you have any questions about this syllabus, please email [esol@trinitycollege.co.uk](mailto:esol@trinitycollege.co.uk)

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# Foreword

Welcome to this revised edition of the syllabus for Trinity Graded Examinations in Spoken English for speakers of other languages. It will apply to all examinations undertaken from 1 April 2007 until 31 March 2010 and replaces all previous versions.

This latest revision has been undertaken to take into account the results of the extensive research which has been conducted into the linking of our examinations to the *Common European Framework of Reference* (CEFR). The research project has followed the procedures laid down by the Council of Europe in the Pilot Manual – *Relating Language Examinations to the Common European Framework of Reference*. You will find references to the linking of the grades to the CEFR at the end of each grade section.

This syllabus is a working document which is widely used in the classroom as well as in the examination. It is a very important document for teachers and learners.

Guidance to teachers is provided in the introduction to each stage which provides advice about preparation for the examination and how it will be conducted. Further support can be found on our website and in books available through a range of publishers. A DVD showing examples of all examinations at all grades with accompanying notes is available to registered centres.

This syllabus can be downloaded in full and grade by grade from the Trinity website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

If you wish to register as a centre for Trinity examinations, contact [esol@trinitycollege.co.uk](mailto:esol@trinitycollege.co.uk)

Thank you for your interest in Trinity examinations, and I wish all those who enter them a positive and rewarding experience and, of course, every success.

**Sheila Needham**

Chief Examiner ESOL

## **General introduction**

Trinity College London has been conducting examinations internationally since the 1880s. Trinity is accredited in the United Kingdom by the Qualifications and Curriculum Authority as an independent award-giving body.

### **English language examinations and qualifications**

Trinity examinations in English for speakers of other languages (ESOL) are organised into four inter-related suites. These share a common philosophy but provide different learners with the opportunity to choose a qualification which most suits their individual needs.

- **Graded Examinations in Spoken English (this syllabus)**
- **Integrated Skills in English examinations (see our separate syllabus)**
- **ESOL Step 1 and Step 2 examinations for students living in the UK**
- **ESOL Skills for Life examinations for adult students living in the UK, accredited by the Qualifications and Curriculum Authority**

Entry for the first three examination suites is open to anyone aged seven and over whose first language is not English. There is no upper age limit. Candidates do not have to be following a course of study but must enter for the examinations at a registered Trinity centre.

Trinity also provides teaching qualifications. The Trinity Certificate in TESOL is an initial qualification for those wishing to enter the profession, while the Licentiate Diploma in TESOL is for practising teachers wishing to further their career.

### **About Trinity's Graded Examinations in Spoken English**

#### **Aim**

Trinity's Graded Examinations in Spoken English provide a reliable and valid scheme of assessment through which candidates, teachers and parents may measure progress and development, whether for educational and vocational purposes or as a leisure activity. The grades provide a continuous measure of linguistic competence from absolute beginner to full mastery.

#### **Framework**

This series of twelve progressively graded tests is designed for speakers of languages other than English and sets realistic objectives in listening to and speaking with other English speakers. The grades take the learner from a very low level of proficiency (Grade 1) to an advanced level of proficiency comparable with first-language ability (Grade 12).

A major benefit of a graded examination system is that it provides a motivational tool with which to encourage learners to develop and progress by acknowledging small steps. All learners make progress at different rates, and a graded system ensures that at every stage of their development there is an opportunity for them to mark that progress. There is a Trinity graded examination in spoken English appropriate to all learners, whatever their level of ability in communicating in English.

The progress is marked by:

- greater linguistic demands categorised under grammar, lexis and phonology
- increasing evidence of the use of communicative skills and the expression of functions
- an increasing degree of independence which allows the candidate to initiate and take control of the interaction.

The twelve Graded Examinations in Spoken English are organised in four development stages. The four stages are designed to give a framework to the teaching and learning progression and the tasks in the different stages are designed in such a way as to allow candidates to demonstrate their abilities in a number of different discourse types.

The strong support provided to the candidate at the Initial stage is gradually replaced throughout the other three stages by the encouragement for them to take responsibility for the interaction.

## General introduction

From Grade 1 throughout the four stages, the examinations take the form of a one-to-one, face-to-face interview between the candidate and an examiner who is a native speaker of English. The examination at each stage, and with increasing demands at each grade, replicates real-life exchanges in which the candidate and the examiner pass on information, share ideas and opinions and debate topical issues.

### The four stages

At **Initial stage** (Grades 1-3), the conduct of the examination is initiated by the examiner. Grades 2 and 3 have been mapped to the first common reference level (**Basic User**) in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

At **Elementary stage** (Grades 4-6), the candidate introduces a topic of his or her own choice. The examiner directs the discussion using the points prepared by the candidate. Then the examiner moves on to the conversation phase, selecting two subject areas for discussion from the list provided. Examinations at Elementary stage provide a bridge from the first to the second common reference levels (**Basic User to Independent User**) in the *Common European Framework of Reference for Languages*.

At **Intermediate stage** (Grades 7-9), the candidate initiates and maintains a discussion on a topic of his or her own choice. This is followed by an interaction initiated by the examiner and then maintained by the candidate, and the examination ends with a conversation on two subject areas selected by the examiner from the list provided. Examinations at Intermediate stage have been mapped to the second common reference level (**Independent User**) in the *Common European Framework of Reference for Languages*.

At **Advanced stage** (Grades 10-12), the examination begins with a formal presentation of a topic leading into a discussion of the presentation. The candidate-controlled interaction is followed by a listening task, and the examination ends with a conversation on two subject areas selected by the examiner from one of the lists provided. Examinations at Advanced stage have been mapped to the third common reference level (**Independent User to Proficient User**) in the *Common European Framework of Reference for Languages*.

### What each stage involves

Initial	Elementary	Intermediate	Advanced
<i>Grades 1-3</i>	<i>Grades 4-6</i>	<i>Grades 7-9</i>	<i>Grades 10-12</i>
<i>5-7 minutes</i>	<i>10 minutes</i>	<i>15 minutes</i>	<i>25 minutes</i>
			Topic presentation
			Topic discussion
		Candidate-led discussion of topic	Interactive task
	Topic discussion	Interactive task	Listening task
Conversation	Conversation	Conversation	Conversation

The above timings include time for the candidate to enter and leave the room and for the examiner to complete the individual Report form.

### About the tasks

#### Conversation

This is an opportunity for a realistic exchange of information, ideas and opinions.

The conversation phase involves a meaningful and authentic exchange rather than a formal 'question and answer' interview. The examiner selects two of the subject areas provided in the syllabus for the particular grade. The subject areas have been carefully selected to offer a progression from the familiar to the less familiar and from the 'concrete' to the 'abstract'.

At each stage, the candidate is expected to take more responsibility for initiating and maintaining the conversation. One of the ways in which this is expected to be actioned is by the candidate asking the examiner a number of questions. The assessment of this phase takes into account the ability of the candidate to find out relevant information using the language of the grade: for example, fact-finding questions at Grade 4 (*What kind of food do you like?*), requests for personal opinion at Grade 6 (*What do you think of Sorrento?*), and discussion prompts at Grade 11 (*What's your opinion about genetically-modified food?*). These questions are expected to arise naturally out of the conversation and will be used to further the interaction.

#### The topic

Before the examination, the candidate prepares a topic and in the examination this is used as a basis for the interaction.

Trinity's philosophy is that candidates should be given every opportunity to demonstrate to the examiner what they *can* do in English. This includes giving them the opportunity to talk about a topic which is of interest to them and which they feel confident talking about.

Candidate choice is important and in selecting their own topic, candidates from the earliest grades have a degree of autonomy and control over this phase of the examination.

This task allows candidates to demonstrate the range of structures, functions and lexis at their command and of the grade. It provides the candidates with the opportunity to show they can link sentences together to talk about a subject at some length.

#### The interactive task

An initial prompt from the examiner gives rise to an interaction controlled by the candidate.

All the examination phases are 'interactive' but this is the phase in which the candidate's own initiating skills are of paramount importance in determining the successful outcome of the task.

This phase provides the opportunity for the candidate to demonstrate his or her ability to take control through the use of questioning techniques and functions associated with requesting information, seeking clarification and encouraging further detail.

At Intermediate stage, candidates start to demonstrate their independence as users of English. This autonomy is further developed at the Advanced stage. The task requires the candidate to initiate 'turns' in the conversation and control the direction of the interaction. Tasks require an authentic exchange of information and opinions, with the language functions listed at each grade arising naturally out of the task.

#### The listening task

Three short spoken passages prompt the use of the skills of deduction, prediction and inferring.

A listening task is introduced at the Advanced stage. The passages are non-specialist and do not relate to the specific subject areas provided for the conversation phase. It is considered important at this stage to introduce an unknown element into the examination for which the candidate cannot prepare specifically in terms of language content.

The listening task is intended to be solely a test of listening. The candidate is required to give only very brief verbal responses indicating comprehension achieved through the use of high level listening skills.

### About this syllabus

#### Layout

The syllabus is divided into the four stages. At the beginning of each stage there is an introduction which outlines the candidate profile expected by the end of the stage. These profiles relate to the common reference levels in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (Council of Europe 2001). The introduction to each stage is followed by individual grade pages which give details of the requirements of the particular grade. These are set out for ease of use in the classroom. Examination regulations are set out from page 54. The appendices contain supporting documentation such as Topic forms, Report forms and a summary of the language items of each grade, to assist candidates and those preparing them for the examinations.

The contents are organised as follows:

#### Introduction to each stage

**Candidate profile** – describes what the candidate can do by the end of the stage

**Format** – gives the content of the examination

**Procedure** – describes the way in which the examination will be conducted

**Assessment** – gives general information on the assessment relevant to the stage

**Guidance** – offers advice on preparation for the examination including samples of tasks

#### Individual grade pages

**Format** – gives examination phases and timings

**Candidate performance** – describes what the candidate should demonstrate under these two headings:

- **Communicative skills** – requirements, subject areas, language functions
- **Language production** – grammar, lexis and phonology

**Examiner and candidate language** – gives examples of the kind of language that might be used by the candidate and the examiner

#### Regulations

See pages 54 to 61

These give advice on entry requirements, the appeals procedure and arrangements for candidates with special needs. In entering candidates for Trinity Graded Examinations in Spoken English, centres agree to abide by Trinity's regulations and, therefore, they must ensure that they and the candidates are completely familiar with the regulations set out in this syllabus.

#### Appendices

See pages 62 to 68

- 1 **Completed Topic forms for Grade 4 and Grade 6** – These are provided as examples to show the way in which candidates should fill in a Topic form.
- 2 **Sample Report form** – An Intermediate stage Report form is provided to show how the Report form is completed by the examiner.
- 3 **Summary of language items for each grade** – This table provides a summary of the requirements at each grade in terms of language functions, grammar, lexis and phonology, and subject areas for conversation. This can be used, along with the lists of communicative skills on the grade pages, to decide which grade candidates should be entered at and as a checklist to ensure that all required items have been covered before the examination itself is taken.

The outcomes for each grade assume mastery of the outcomes of the previous grades. It is therefore important, when preparing candidates for a particular grade, that attention is paid to the content and coverage of all previous grades. Although these will not be examined explicitly, the examiner will be looking to the candidate to demonstrate a repertoire of language items which includes items from the current grade and preceding grades.

## **About the assessment**

### **How the candidate is assessed**

The candidate's performance in the examination is measured by means of one overall criterion, **Task fulfilment**. This is assessed in each phase of the examination.

The assessment of each Task fulfilment criterion is based on the following factors:

- coverage of the communicative skills listed, including the language functions
- coverage of the grammatical, lexical and phonological items listed
- accuracy in the use of the grammatical, lexical and phonological items listed
- appropriacy of the grammatical, lexical and phonological items used
- fluency and promptness of response appropriate for the grade.

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade, A B C or D. In simple terms, these levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

More detailed descriptions of task fulfilment are available to show how the examiner assesses all examination phases at Initial, Elementary, Intermediate and Advanced stages, with separate descriptions for the Listening phase at Advanced stage. These descriptions can be consulted on the Trinity website.

In every examination, the examiner assesses the use made of the language of the particular grade and that of all preceding grades.

All phases of the examination at each stage are given equal importance in the overall assessment.

## **Reporting the assessment**

### **Report forms**

An Individual Report form is completed by the examiner immediately after the examination has taken place and before the next candidate enters the examination room. The Report form gives the following information:

- an assessment of the candidate's **overall** performance in each phase of the examination under the Task fulfilment criterion
- an indication of the key areas where the candidate could make **improvements**
- an indication of the overall **result** of the examination stated simply as Pass or Fail.

The Report forms for all the candidates are given to the centre representative at the end of the examination session. In the case of examination sessions lasting more than one day, the Report forms will, therefore, not be issued until all candidates at that session have been examined.

The Report form provides an **indication** of the result of the examination. This is not a confirmed result and candidates should either check the result on the Trinity website or await the arrival of the actual certificate before making any claims about the result of the examination.

Centres wishing to confirm the examiner's indication of pass or fail or who wish to find out the level of pass may use the look-up tables provided on the Trinity website.

*A sample Report form for the Intermediate stage is provided in Appendix 2.*

## **General introduction**

### **Marksheets**

The examiner also completes a composite centre marksheet with the Task fulfilment assessments for each candidate. This marksheet is for internal Trinity use only and cannot be issued to centres for reasons of data protection. This marksheet is returned to Trinity College London and the results are entered onto the Trinity database.

### **Confirmation of results**

The computer programme works out and checks the final result and the Certificate is generated if the candidate has achieved a pass level. The Certificate states the level of pass as follows:

Pass with Distinction

Pass with Merit

Pass

# Initial stage

## Introduction

### Candidate profile

By the end of the Initial stage, the candidate can:

- understand what is said clearly, slowly and directly in simple everyday conversation with support
- communicate in basic routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time
- use basic sentence patterns and communicate through memorised phrases, groups of a few words and formulae about himself or herself and other people, what they do, places and possessions.

This profile is based on the level Basic User (A2), the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The examination at each grade consists of the following:

- greetings and setting at ease
- conversation
- end of conversation and leave-taking.

### Procedure

In all grades, the examiner begins by greeting the candidate and trying to set him or her at ease. The conversation is then initiated by the examiner and gives the candidate the opportunity to demonstrate through both speech and actions the range of language required at this stage.

During the examination, the candidate is required to display understanding through gesture and simple actions, such as moving around the room or pointing to specific objects, and by giving short responses.

The examiner asks questions using the grammatical structures listed for the grade and expects the candidate to answer using the language indicated for the grade (and for the previous grades where applicable).

Examiners select their own materials appropriate to the age and maturity of the candidate. These could include everyday objects and pictures which can be used to engage the candidate's interest, elicit the language of the grade and encourage the conversation to develop. The examiner may also refer to the immediate surroundings of the examination room or centre.

At all grades, the examiner brings the conversation to an end by thanking the candidate and saying goodbye. The candidate is expected to say goodbye.

### Assessment

At each grade, the examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

Detailed descriptions of performance used in the assessment of candidates are provided on the Trinity website.

## Initial stage

### **Guidance**

At this stage, questions and answers play a major part in the conversation, but the examiner aims to enable the candidate to participate in a genuine and interesting two-way exchange within the linguistic limits set by the syllabus.

The examiner will speak slowly and clearly throughout and will allow the candidate time to process what is heard and formulate a response. The examiner will provide support in the form of repetition and re-phrasing. Candidates should be able to ask for repetition of anything they have not heard clearly or understood. Memorised phrases such as *'Can you repeat that, please?'* or simply *'Sorry?'* or *'Pardon'* are ideal for this purpose. However, overuse of such phrases will be taken as an indication that the candidate is having persistent difficulty understanding the examiner and this will affect the assessment of the task fulfilment.

At each grade, the candidate is expected to perform the language functions and use the language items listed on the following pages. Those responsible for preparing candidates for the examinations should ensure that candidates are completely familiar with the items listed, can understand their meaning and can use them accurately and appropriately.

At Grade 1, candidates are expected to answer the examiner's questions with very short, mostly one or two word responses as well as with gestures and actions.

At Grade 2, the question *'What's your brother's name?'* could be answered in a number of ways. Full sentence responses to questions of this kind, e.g. *'His name's Bruno'* are acceptable but not compulsory. *'Bruno'* is a perfectly good response too. However, at Grade 2, candidates are expected to be able to provide simple descriptions of people and objects and so must be able to construct full sentences such as *'My brother's tall. He's got black hair'*.

At Grade 3, candidates are required to link groups of words with the simple connectors, producing such statements as *'My brother's tall and he's got black hair'*.

# Grade 1

## Format

Total time: 5 minutes

The examination consists of one assessed phase:

- Conversation with the examiner (up to 5 minutes)

## Candidate performance

In performing the required task, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

---

### Communicative skills

- Exchange greetings with the examiner
- Show understanding of simple instructions through appropriate actions
- Give very short, even single-word, answers to simple questions and requests for information

---

### Functions

- Exchanging greetings
- Giving personal information (name, age)
- Identifying and naming items given in the lexical list below
- Leave-taking

## Language – understanding and production

---

### Grammar

The candidate is expected to demonstrate the ability to:

(a) *Understand*

- Imperatives for common actions, e.g. *go, come, show, point, give, touch, stand up*
- Question words *what? how many? how old?*
- Demonstratives *this, that*

(b) *Understand and use*

- The present simple tense of *to be*
- Common nouns in singular and plural (regular), e.g. *ear/ears, shoe/shoes*
- Simple adjectives, e.g. *small, big, green*
- Determiners *a, the, my, your, his, her*
- Pronouns *I, you, he, she, it, they*

---

### Lexis

The candidate is expected to demonstrate the ability to understand and use the vocabulary related to

- Personal information
- Immediate surroundings including classroom objects
- Parts of the face and body
- Animals – common domestic, farm and wild
- Cardinal numbers up to 20
- Colours
- Items of clothing

---

### Phonology

- The correct pronunciation of individual sounds to form intelligible words

## Grade 1

### **Examiner and candidate language**

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

<b>Examiner</b>	<b>Candidate</b>
<i>Hello! My name's ... What's your name?</i>	<i>Hello. My name's...</i>
<i>How old are you?</i>	<i>I'm ten.</i>
<i>Stand up please.</i>	(candidate stands up)
<i>Go to the window.</i>	(candidate walks to the window)
<i>Touch the window.</i>	(candidate touches the window)
<i>What are they?</i>	<i>They're pens.</i>
<i>What colour is that?</i>	<i>It's green.</i>
<i>And this one?</i>	<i>Brown.</i>
<i>How many pencils are there?</i>	<i>One, two, three...</i>
<i>What's this?</i>	<i>It's a table.</i>
<i>Show me his ears.</i>	(candidate indicates ears in picture)
<i>And what's this?</i>	<i>His nose.</i>
<i>Look at me. This is a white shirt, a black jacket ... And you?</i>	(candidate says what he or she is wearing) <i>A red shirt, blue trousers.</i>

# Grade 2

## Format

*Total time:* 6 minutes

The examination consists of one assessed phase:

- Conversation with the examiner (up to 6 minutes)

## Candidate performance

In performing the required task, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

---

### Communicative skills

---

- Understand short, simple questions, requests and statements
- Respond with appropriate actions and positive and negative short form answers
- Contribute to the conversation using memorised phrases and short statements
- Use a basic range of words and simple phrases related to personal details and situations
- Ask for very basic personal information, e.g. about possessions

---

### Functions

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- Indicating the position of people and objects
- Describing people, animals, objects and places very simply
- Stating simple facts
- Informing about possessions
- Asking very simple questions about personal details

## Language – understanding and production

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### Grammar

---

The candidate is expected to demonstrate the ability to

(a) *Understand*

- Present simple tense questions
- Question words – *who, when*
- Present continuous tense questions
- Determiners *some, any*

(b) *Understand and use*

- Present simple tense
- *There is/are* and *has/have got/have you got?*
- Question words, e.g. *where, what*
- Prepositions of place *in, on, under, between, next to*
- Determiners *our, their, its*
- Possessive pronouns *mine, yours, his, hers*
- Yes/no answers to present continuous tense questions

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### Lexis

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The candidate is expected to demonstrate the ability to understand and use the vocabulary related to

- Rooms in the home
- Household objects
- Family and friends
- Pets
- Possessions
- Days of the week and months of the year
- Cardinal numbers up to 50

## Grade 2

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### Phonology

---

- The correct pronunciation of items associated with the lexical areas listed above
- The appropriate stress for short form answers, e.g. *Yes, I do*
- Contractions, e.g. *I've, I'm, he's*

– in addition to the items listed for the previous grade.

### Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

---

Examiner	Candidate
<i>Hello! Where do you come from?</i>	<i>Hello! I come from Granada.</i>
<i>Have you got any brothers and sisters?</i>	<i>Yes, I've got one sister.</i>
<i>What's her name?</i>	<i>(Her name is) Elizabeth.</i>
<i>How old is she?</i>	<i>She's sixteen.</i>
<i>Please look at this picture.</i>	
<i>How many people are there in the picture?</i>	<i>There are two people (in the picture).</i>
<i>Where are they?</i>	<i>They're in a house...</i>
<i>Do you have any pets?</i>	<i>Yes, I have a dog.</i>
<i>Tell me about your dog.</i>	<i>His name is ... He's two years old.</i>
<i>What do you have for breakfast?</i>	<i>Toast.</i>
<i>This man in the picture – is he wearing a white shirt?</i>	<i>Yes, he is.</i>
<i>Put the red pen next to the clock.</i>	<i>(candidate puts the pen next to the clock)</i>
<i>Where's my pencil?</i>	<i>(It's) under the book.</i>
<i>What day is it today? ... And the month?</i>	<i>(It's) Monday ... (the month is) June.</i>
	<i>Have you got a dog?</i>
<i>Yes I have.</i>	<i>What's its name?</i>

---

Grade 2 communicative skills and functions have been mapped to A1 in the Common European Framework.

# Grade 3

## Format

Total time: 7 minutes

The examination consists of one assessed phase:

- Conversation with the examiner (up to 7 minutes)

## Candidate performance

In performing the required task, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

---

### Communicative skills

- Show understanding by responding appropriately to simple questions and requests
- Use basic sentence patterns with memorised phrases to communicate limited information related to simple everyday situations
- Exchange basic personal information and descriptions of everyday life and activities
- Link groups of words in a very simple way (using *and*, *and then*)

---

### Functions

- Describing daily routines, events and weather
- Telling the time and giving dates
- Expressing ability and inability
- Giving very simple directions and locations
- Describing current activities of real people or those in pictures
- Describing states in the past

## Language production

The candidate is expected to demonstrate the ability to understand and use the items listed below, in addition to the items listed for the previous grades.

---

### Grammar

- Present continuous tense
- *Can* and *can't*
- Prepositions of movement *from, to, up, down, along, across*
- Prepositions of time *on, in, at*
- Prepositions of place *near, in front of, behind, opposite*
- Past tense of verb *to be*
- Ordinal numbers up to 31st (for dates)
- Link words *and, and then*

---

### Lexis

- Jobs
- Places in the local area
- Place of study
- Home life
- Weather
- Free time
- Times and dates

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### Phonology

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- The correct pronunciation of the items associated with the lexical areas listed above
- The use of contractions where appropriate
- Basic stress and intonation patterns for words and short sentences

### Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

---

Examiner	Candidate
<i>Hello! Where do you live?</i>	<i>Hello! I live in Perugia.</i>
<i>Is that near here?</i>	<i>No, it's half an hour from here by bus.</i>
<i>What's the weather like today?</i>	<i>It's hot and sunny.</i>
<i>Is it raining now?</i>	<i>No, it isn't.</i>
<i>And what about yesterday?</i>	<i>It was cloudy and cold.</i>
<i>What do you do when you get home from school?</i>	<i>I listen to some music, I do my homework and then I have dinner.</i>
<i>What's the name of your best friend?</i>	<i>Marco.</i>
<i>Tell me about Marco.</i>	<i>Marco's ten years old. He's tall and has brown hair.</i>
<i>Let's look at this picture. What are these people doing?</i>	<i>They're sitting in front of a café. They're drinking coffee.</i>
<i>When's your birthday?</i>	<i>The fourteenth of April.</i>
<i>What time do you go to bed?</i>	<i>At ten o'clock.</i>
<i>Can you play the piano?</i>	<i>No, I can't.</i>
<i>Where's your classroom?</i>	<i>Go up the stairs. It's on the left.</i>

---

Grade 3 communicative skills and functions have been mapped to A2.1 in the Common European Framework.

# Elementary stage

## Introduction

### Candidate profile

By the end of the Elementary stage, the candidate can:

- understand the main points of clear speech on familiar matters
- enter into conversation, express personal opinions and exchange information on familiar subjects, of personal interest or related to everyday life
- demonstrate a sufficient range of language to describe experiences and events and give reasons and explanations for opinions and plans.

This profile is based on the level Independent User (B1), the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The examination at each grade consists of the following:

- greetings and setting at ease
- discussion of a prepared topic
- conversation on two subject areas
- end of conversation and leave-taking.

### Procedure

The examiner begins by greeting the candidate and trying to set him or her at ease and then asks the candidate for the Topic form. The candidate tells the examiner what he or she is going to talk about.

The examiner randomly selects one of the points on the Topic form and asks the candidate to talk about it. The candidate responds with a limited long turn (three or four sentences). The examiner may ask questions about each point. This continues until at least four points on the Topic form have been covered. This phase lasts no more than five minutes. During the topic phase, the candidate asks the examiner at least one question related to the topic.

The examiner then closes this phase of the examination and moves on to the conversation.

The examiner selects one of the listed subject areas and engages the candidate in conversation before moving on to a second. During the conversation, the candidate gives information, makes statements and responds as appropriate. In addition, at Grade 5 the candidate must ask the examiner at least one question related to the subject areas being discussed and at Grade 6 must ask at least two such questions. This phase lasts no more than five minutes.

The examiner brings the phase and the examination to an end.

### Assessment

At each grade, the examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the topic and conversation phases. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the two letter grades i.e. the one awarded for **topic** and the one awarded for **conversation** provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

Detailed descriptions of performance used in the assessment of candidates are provided on the Trinity website.

### **Guidance**

#### **i Discussion of the prepared topic**

Before the examination, the candidate must complete the Topic form and bring it to the examination. Examples of completed forms are provided in Appendix 1. The candidate must complete the form with the required number of points for discussion (four discussion points for Grade 4, five for Grade 5, six for Grade 6). One sentence will suffice for each point. The candidate should prepare enough material about these points to sustain a discussion of up to five minutes. Although the examiner will refer to the points in no particular order, the topic should be prepared as a unified whole. All of the points should be thematic and should provide an opportunity for discussing different aspects of the topic. At all Elementary grades, the examiner will ask the candidate to talk about at least four of the points on the Topic form.

The Topic form has been introduced in order to help promote a spontaneous discussion which must not include or rely on a memorised recitation. Topic forms should not include such general points as 'Introduction to topic' and 'Conclusion to topic' and 'What I did next...'. In preparing the topic, candidates should be actively discouraged from producing a written text as this will result in the candidate not being prepared to use spontaneous spoken English.

The prepared topic may be any theme the candidate is interested in, knowledgeable about and able to talk readily about. It should also provide the candidate with the opportunity to demonstrate the language requirements of the grade.

The purpose of the phase is to give candidates the opportunity to display their command of the language of the grade whilst talking about self-selected and personally relevant topics. This personal aspect is an important feature of the Trinity examinations, and therefore learners should be discouraged from selecting the same topic as their peers and encouraged to choose an individual topic for discussion. Teachers should ensure that if groups of learners do decide to use the same topic, e.g. Football, every effort is made to personalise the content and vary the topic, by talking about different aspects of the sport.

Candidates can bring into the examination one or more pictures, photos, diagrams, models or other suitable objects to illustrate the prepared topic and aid the discussion with the examiner. However, birds, insects, reptiles or other live animals must not be brought into the examination room. Dangerous objects such as knives are not allowed in the examination room.

Candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more.

In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner.

It is a requirement of the examination that candidates ask the examiner questions. In this phase, at all Elementary grades, the candidate must ask at least one question about the topic area.

N.B. The Topic form can be written up by a person other than the candidate as written skills in English are not being assessed in these examinations. However, the content of the form should have originated from the candidate.

As the form is crucial for the execution of this phase, the phase will not take place if the information contained on the form is not made available to the examiner as is stated on the form.

A candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase. The phase will be voided and this will result in a fail being awarded for the examination as a whole.

#### **ii Conversation**

The conversation consists of a discussion of two of the subject areas listed for the relevant grade. The examiner may sometimes introduce everyday objects or pictures to facilitate conversation. Less reliance is placed on 'question and answer' than at the Initial stage, the overall aim being to set up an exchange which is as genuinely interesting and relaxed as the candidate's interests and ability permit.

Candidates are encouraged to contribute as much as they can to the conversation and make every effort to show the examiner the range and quality of the language required for the particular grade. They should be ready to participate in exchanges based on any of the subject areas using the functions and language items listed for the grade.

At each grade, the candidate is expected to perform the language functions and use the language items listed on the relevant pages. Those responsible for preparing candidates for the examinations should ensure that candidates are completely familiar with the items listed, can understand their meaning and can use them accurately and appropriately in presenting their topic and in discussion of all of the subject areas. Although examiners will select only two of the subject areas listed, the candidate needs to be prepared to deal with all of them.

Grade 5 – candidates are required to ask the examiner at least one question in this phase.

Grade 6 – candidates are required to ask the examiner at least two questions in this phase.

# Grade 4

## Format

*Total time:* 10 minutes

The examination consists of two assessed phases:

- Discussion of a topic prepared by the candidate (up to 5 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic phase**

---

- Give information about the prepared topic in a series of limited long turns under the four headings on the Topic form
  - Answer questions on the prepared topic, and participate in informal discussion, during which the examiner might request more information, facts or details
  - Ask the examiner at least one question about the topic area
  - Take the opportunity provided to include samples of the functions listed below, where appropriate
- 

#### In the **Conversation phase**

---

- Show understanding of the examiner by responding appropriately to questions
- Make appropriate contributions with short statements
- Communicate limited information in simple and direct exchanges

**Two subject areas for conversation will be selected by the examiner from the list below:**

- **Holidays**
  - **Shops**
  - **Work**
  - **Hobbies/sports**
  - **Food**
  - **Weekend/seasonal activities**
- 

### Functions

---

- Talking about past events
  - Talking about future plans and intentions
  - Expressing simple comparisons
  - Expressing likes and dislikes
  - Describing manner and frequency
- 

### Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous grades.

---

### Grammar

---

- Past simple tense of regular and common irregular verbs
- *Going to* future
- Adverbs of manner and frequency
- Comparatives and superlatives of adjectives
- Link word *but*

---

**Lexis**


---

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Adverbs of frequency, e.g. *sometimes, often, never*
- Adverbial phrases of frequency, e.g. *every day, once a week*
- Expressions of past time, e.g. *yesterday, last night*

---

**Phonology**


---

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Appropriate weak forms in connected speech
- Three different ways of pronouncing 'ed' past tense endings, e.g. *played, walked, wanted*

**Examiner and candidate language**

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. It is stressed that these are only examples.

Examiner	Candidate
<i>Can I have your Topic form, please?</i>	<i>Yes, here you are. I'm going to talk about New York. Do you know New York?</i>
<i>What are these people going to do?</i>	<i>They're going to get on the plane.</i>
<i>Where did you go for your holiday last year?</i>	<i>I went to Benidorm.</i>
<i>What do you like doing on the beach?</i>	<i>I like lying in the sun and I like swimming but my parents don't like swimming very much.</i>
<i>When did you buy your jacket?</i>	<i>I bought it six months ago.</i>
<i>How often do you play tennis?</i>	<i>About once a month.</i>
<i>Tell me what you did last weekend.</i>	<i>I went to my grandmother's house.</i>
<i>What are some of the differences between London and Barcelona?</i>	<i>London's bigger than Barcelona. The best thing about London is the London Eye.</i>

Grade 4 communicative skills and functions have been mapped to A2.2 in the Common European Framework.

# Grade 5

## Format

*Total time:* 10 minutes

The examination consists of two assessed phases:

- Discussion of a topic prepared by the candidate (up to 5 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

## Communicative skills

---

### In the **Topic phase**

---

- Show understanding of the examiner by responding appropriately to questions
  - Give information about the prepared topic in a series of linked long turns under the five headings on the Topic form
  - Answer questions on the prepared topic, and participate in informal discussion of the topic, during which the examiner might request more information, facts or details
  - Respond to requests for clarification and give reasons for making particular statements
  - Ask the examiner at least one question about the topic area
  - Take the opportunity provided to use the functions listed below, where appropriate
- 

### In the **Conversation phase**

---

- Show understanding of the examiner by responding appropriately to questions
- Respond to requests for clarification and give reasons for making particular statements
- Ask the examiner at least one question about a subject area

**Two subject areas for conversation will be selected by the examiner from the list below:**

- **Festivals**
  - **Cars and bicycles**
  - **Special occasions, e.g. birthday celebrations**
  - **Entertainment, e.g. cinema, television, clubs**
  - **Music**
  - **Recent personal events**
- 

## Functions

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- Talking about the future – informing and predicting
- Expressing preferences
- Talking about events in the indefinite and recent past
- Giving reasons
- Stating the duration of events
- Quantifying

## Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous grades.

---

### Grammar

- Present perfect tense including use with *for, since, ever, never, just*
- Connecting clauses using *because*
- *Will* referring to the future for informing and predicting
- Adjectives and adverbials of quantity, e.g. *a lot (of), not very much, many*
- Expressions of preference, e.g. *I prefer, I'd rather*

---

### Lexis

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Expressions relating to past and future time, e.g. *two days ago, in the future*

---

### Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- The combination of weak forms and contractions, e.g. *I've been to...*
- The intonation patterns of basic question forms

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

Examiner	Candidate
<i>Can I have your Topic form, please?</i>	<i>Yes, here you are. I've chosen 'My home town' for my topic. Have you been here before?</i>
<i>How long have you been interested in this?</i>	<i>I've been interested in it for two years.</i>
<i>Which do you prefer – classical music or pop music?</i>	<i>I prefer pop music.</i>
<i>Why is that?</i>	<i>Because I can dance to it.</i>
<i>Do you like riding a bike?</i>	<i>Not very much.</i>
<i>Have you always celebrated the same festivals in this area?</i>	<i>Yes, always the same.</i>
<i>What do you think will happen at the football match?</i>	<i>Which do you prefer to drive, a big or small car?</i>
<i>Have you ever been to a pop concert?</i>	<i>I think Real Madrid will win.</i>
	<i>Yes, I have. I went to one in Barcelona last year.</i>

Grade 5 communicative skills and functions have been mapped to B1.1 in the Common European Framework.

# Grade 6

## Format

*Total time:* 10 minutes

The examination consists of two assessed phases:

- Discussion of a topic prepared by the candidate (up to 5 minutes)
- Conversation with the examiner on two subject areas selected by the examiner (up to 5 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic phase**

---

- Show understanding of the examiner by responding appropriately to questions
  - Give information and opinions about the prepared topic in a series of sustained turns under the six headings on the Topic form
  - Make the sequence of events clear by referring back to previous events and forward to forthcoming events
  - Answer questions on the prepared topic, and participate in informal discussion of the topic, responding to the examiner's requests for more information, facts or details
  - Ask the examiner at least one question about the topic area
  - Take the opportunity provided to include samples of the functions listed below, where appropriate
- 

#### In the **Conversation phase**

---

- Show understanding of the examiner by responding appropriately to questions
- Provide information and offer opinions where appropriate
- Start to play a limited part in initiating and maintaining the conversation
- Ask the examiner at least two questions about the subject areas

**Two subject areas for discussion will be selected by the examiner from the list below:**

- **Travel**
  - **Money**
  - **Fashion**
  - **Rules and regulations**
  - **Health and fitness**
  - **Shopping**
- 

### Functions

---

- Expressing and requesting opinions and impressions
- Expressing intention and purpose
- Expressing obligation and necessity
- Expressing certainty and uncertainty

## Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous grades.

---

### Grammar

- Open and first conditional, using *if* and *when*
- Present continuous tense for future use
- Past continuous tense
- Modals connected to functions listed above, e.g. *must*, *have to*, *need to*, *might*
- Infinitive of purpose

---

### Lexis

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Further expressions relating to future time, e.g. *the day after tomorrow*, *in a year's time*

---

### Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Sentence stress to clarify meaning
- Basic intonation and features of connected speech at sentence level
- Intonation patterns of more complex question forms

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

Examiner	Candidate
<i>Can I have your Topic form, please?</i>	<i>Yes, here you are. I'm talking about 'Ancient Egypt' for my topic.</i>
<i>I went to Cairo last year.</i>	<i>What did you think of the pyramids?</i>
<i>If I come to your country, can I get health treatment?</i>	<i>If you are a foreigner and you come to my country, you can have free health treatment.</i>
<i>What do you intend to see when you travel to Scandinavia?</i>	<i>I want to go to the north to see the midnight sun.</i>
<i>What are the regulations about smoking on trains here?</i>	<i>If you want to smoke, you have to sit in a special carriage. Do office-workers have to go outside to smoke in England?</i>
<i>What was your family doing while you were shopping for clothes?</i>	<i>They were waiting for me in a cafeteria.</i>
<i>What do you think of boys' fashions today?</i>	<i>I don't think there's a lot of choice for boys. What do you think?</i>
<i>Do you have to help your mother in the house?</i>	<i>No but if I don't, she doesn't give me any pocket money.</i>
<i>And what do you spend it on?</i>	<i>I use it to buy clothes and magazines.</i>
<i>Have prices gone up a lot recently?</i>	<i>Yes, since the introduction of the Euro a lot of shopkeepers have put up their prices.</i>
<i>So if Britain joins the Euro, what do you think will happen?</i>	<i>We have to wait and see but probably prices will rise. Is that what you think?</i>

Grade 6 communicative skills and functions have been mapped to B1.2 in the Common European Framework.

# Intermediate stage

## Introduction

### Candidate profile

By the end of the Intermediate stage, the candidate can:

- understand complex and extended speech used in the discussion of reasonably familiar subjects
- communicate with some spontaneity and engage in extended conversation by giving clear descriptions and expressing and explaining views on most general subjects
- initiate, maintain and end the discourse with effective turn-taking
- demonstrate a sufficient range of language to produce stretches of discourse, using some complex sentence forms and without much searching for words whilst correcting most of his or her own mistakes.

This profile is based on the level Independent User B2, the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The examination at each grade consists of the following:

- greetings and setting at ease
- candidate-led discussion of a prepared topic
- interactive task
- conversation on two subject areas
- end of conversation and leave-taking.

### Procedure

After the short setting at ease phase, the candidate is invited to introduce the **topic** and initiate the discussion by presenting information on the topic. The discussion is led by the candidate who provides most of the input. This is in the form of more sustained long turns than at the Elementary stage. The candidate is responsible for engaging the examiner in discussion of the topic and must be prepared to ask and answer questions or handle interruptions or requests for clarification throughout the discussion. This phase lasts no more than five minutes.

The examiner brings the phase to a close and introduces the **interactive task** by informing the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes the responsibility for maintaining the interaction. The phase lasts no more than four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes.

The examiner then initiates a **conversation** on two of the subject areas selected from the list provided. This phase lasts no more than five minutes.

The examiner indicates the end of the conversation and examination.

### Assessment

At each grade, the examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the topic, interactive task and conversation phases. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the three letter grades i.e. the one awarded for **topic**, the one awarded for the **interactive task** and the one awarded for **conversation** provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Please note the following:

Candidates who achieve two D band awards will not pass the examination overall irrespective of the third band awarded. Hence, final results of ADD, BDD, CDD and DDD in any order on the Report form, result in a fail overall.

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

Detailed descriptions of performance used in the assessment of candidates are provided on the Trinity website.

## Guidance

### i Candidate-led discussion of topic

Candidates select a topic and plan the areas of the topic which they would like to inform the examiner about and discuss. The candidate is **not** required to complete a Topic form. As with the previous stage, candidates should prepare the topic on anything they are interested in, knowledgeable about and able to talk readily about. The topic chosen should also provide the candidate with the opportunity to demonstrate the language requirements of the grade. Although the examiner will try to elicit the language items of the grade where necessary, it is to the candidates' advantage for these to be incorporated into their own contributions. The topic should not be chosen from the list of subject areas – this is to enable the candidate to show the necessary range of language.

As one of the main objectives of the Topic phase is to allow the candidate and examiner to engage in a *spontaneous discussion* about a subject that the candidate has chosen and is interested in, candidates must not prepare their topic as a written script. This inevitably results in a memorised recital and this type of interaction will not meet the requirements stated under the Communicative skills heading. Candidates are strongly encouraged to use brief notes or diagrams to assist them and to make a copy of such notes available to the examiner at the start of the phase. The notes will facilitate the discussion of the topic and allow the examiner to make relevant contributions (but these notes do not form part of the assessment).

Candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more.

In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications and personal opinions requested by the examiner.

Birds, insects, reptiles or other live animals may not be brought into the examination room. Dangerous objects such as knives are not allowed in the examination room.

A candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase, and this may result in a fail being awarded for the examination as a whole.

### ii Interactive phase

This phase provides the opportunity for candidates to demonstrate their ability to initiate and take control over the interaction. In addition to general functions such as requesting information, the language functions listed for the particular grade should arise naturally from each task prompt. In this phase, the emphasis is placed upon the candidate's ability to use functional language rather than upon the accurate use of the grammatical structures listed for the grade.

It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.

In some cases this may involve role-play but the examiner and candidate are free to 'be themselves' so as to create as authentic an exchange as possible.

## Intermediate stage

The phase should last no more than four minutes. In this phase, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or to maintain the interaction of this phase, the examiner will not intervene and take control. In such a case, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.

Candidates should be able to understand and use the language functions of the grade to take a full part in the exchange.

Those responsible for preparing candidates should help them practise:

- question formations using the grammatical structures of the preceding grades
- expressing the functions of the grade in a variety of ways
- holding conversations which naturally result in the use of the language functions of the grade
- strategies to maintain the flow of conversation
- taking the initiative and controlling the direction of the conversation.

An example of a prompt and the possible development of the interaction at Grade 7 is given below.

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### **Sample exchange in the Interactive phase at Grade 7**

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**Examiner:** *This is the first time I've ever been to this area and I have a free weekend.*

**Candidate:** *What are you interested in?*

**Examiner:** *Well, I like visiting museums but I don't like noisy or crowded places.*

**Candidate:** *Oh, yes. I feel the same. There are three very good museums in the town. Do you like modern art?*

**Examiner:** *Not really, I prefer history.*

**Candidate:** *Well, I think you should definitely go to the Archaeological Museum. It's an old castle which was converted into a museum last year. There are many Roman remains in this part of the country and the museum displays these very well.*

**Examiner:** *What's a good time to go?*

**Candidate:** *The best time to go is probably Sunday morning – it's usually quite empty then.*

**Examiner:** *Right. Actually, I went to an archaeological museum in England not long ago.*

**Candidate:** *Did you? Where in England was that?*

**Examiner:** *Have you heard of Cambridge?*

**Candidate:** *Yes, it's very famous, isn't it? Was the museum very good?*

**Examiner:** *Yes, they've done a lot of work to the museum to make the displays more interesting for visitors – and there's also a wonderful cafeteria there.*

**Candidate:** *Unfortunately, there's nowhere to eat or drink inside the museums here. It isn't so common in this country...*

*Conversation continues*

---

**iii Conversation**

The conversation will include discussion of two of the subject areas listed for the relevant grade. The examiner may use pictures to facilitate conversation. At the Intermediate stage, the candidate will be capable of initiating and sustaining more conversation than at the Elementary stage. Although candidates' interests and abilities may still limit the scope and direction of the conversation, they will be expected to:

- take more responsibility for the content
- contribute opinions and ideas as well as information on the subject areas listed for the grade
- maintain the flow of the exchange
- demonstrate to the examiner the range and quality of the language of the grade at their command.

# Grade 7

## **Format**

*Total time:* 15 minutes

The examination consists of three assessed phases:

- Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes)
- Interactive task (up to 4 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 minutes)

## **Candidate performance**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### **Communicative skills**

---

#### **In the Topic phase**

---

- Show understanding by responding appropriately to the examiner
  - Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns
  - Engage the examiner in discussion of the topic
  - Be prepared to ask and answer questions about the content of the topic
  - Handle interruptions or requests for clarification throughout the discussion of the topic
- 

#### **In the Interactive task phase**

---

- Initiate the discourse
  - Maintain the discourse by asking for information
  - Help the discussion along by inviting comment from the examiner
  - Take and give up turns when appropriate to do so
  - Where appropriate to the individual task, make use of the functions listed below
- 

#### **In the Conversation phase**

---

- Show understanding by responding appropriately to the examiner
- Share the responsibility for the maintenance of the interaction with the examiner
- In case of a breakdown in communication, show awareness and take basic steps to remedy it

**Two subject areas for discussion will be selected by the examiner from the list below:**

- **Education**
  - **National customs**
  - **Village and city life**
  - **National and local produce and products**
  - **Early memories**
  - **Pollution and recycling**
- 

### **Functions**

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- Giving advice and highlighting advantages and disadvantages
- Making suggestions
- Describing past habits
- Expressing possibility and uncertainty
- Eliciting further information and expansion of ideas and opinions
- Expressing agreement and disagreement

**Language production**

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous grades.

---

**Grammar**

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- Second conditional
- Simple passive
- *Used to*
- Relative clauses
- Modals and phrases used to give advice and make suggestions e.g. *should/ought to, could, you'd better*
- Modals and phrases used to express possibility and uncertainty *may, might, I'm not sure*
- Discourse connectors *because of, due to*

---

**Lexis**

---

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Expressions of agreement and disagreement
- Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *Really? Oh dear! Did you?*
- Simple fillers to give time for thought, e.g. *Well ... Um...*

---

**Phonology**

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- The correct pronunciation of vocabulary specific to the topic and subject area
- Rising intonation to indicate interest and surprise as appropriate
- Falling intonation to indicate the end of a turn
- Intonation and features of connected speech beyond sentence level

**Examiner and candidate language**

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

<b>Examiner</b>	<b>Candidate</b>
<i>And what are you going to talk about today?</i>	<i>Today I'd like to tell you about 'Dolphins'. I've been interested in dolphins since I was eleven.</i>
<i>A friend of mine has asked me to lend him a large amount of money.</i>	<i>Why does he want to borrow this money?</i>
<i>I think I've lost something very important.</i>	<i>Oh dear! What exactly have you lost?</i>
<i>If you were me, what would you do?</i>	<i>I'd probably go to the police.</i>
<i>I'm thinking of moving from the UK to live in Greece.</i>	<i>Well, one advantage is the weather but the disadvantages might be...</i>
<i>Who do you think should be responsible for recycling?</i>	<i>I think it's mainly the government's responsibility but we should all take part.</i>
<i>I used to hate green vegetables when I was small.</i>	<i>So did I – but my mother used to make me eat them. Did you like fruit?</i>
<i>Tell me about some of the marriage customs in your country.</i>	<i>Well, the ceremony is usually held in a church and the bride is dressed all in white.</i>
<i>Do you think you might go to university when you finish school?</i>	<i>I'm not sure, though my brother is studying medicine and enjoying university a lot.</i>

Grade 7 communicative skills and functions have been mapped to B2.1 in the Common European Framework.

# Grade 8

## Format

*Total time:* 15 minutes

The examination consists of three assessed phases:

- Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes)
- Interactive task (up to 4 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic phase**

- Show understanding of the examiner by responding appropriately
- Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across a series of extended turns
- Maintain coherence and cohesion throughout the phase by organising the discourse
- Handle interruptions by using recovery strategies
- Engage the examiner in discussion of the topic
- Be prepared to ask and answer questions about the content of and views about the topic and respond to requests for further information, clarifications and further explanations
- Rephrase where necessary in order to maintain the discourse

---

#### In the **Interactive task phase**

- Initiate the discourse
- Maintain the discourse by asking for information and commenting on the responses obtained
- Help the discussion along by encouraging comment and opinion from the examiner
- Take, give up and offer turns when appropriate to do so
- Take the opportunity to use the functions listed below, as appropriate to the individual task

---

#### In the **Conversation phase**

- Show understanding of the examiner by responding appropriately
- Take more responsibility for the maintenance of the interaction with the examiner
- Follow up on comments from the examiner in order to develop the conversation
- In case of a breakdown in communication, take steps to repair it

**Two subject areas for discussion will be selected by the examiner from the list below:**

- **Society and living standards**
- **Personal values and ideals**
- **The world of work**
- **The supernatural**
- **National environmental concerns**
- **Public figures**

## **Grade 8**

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### **Functions**

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- Expressing feelings and emotions
- Expressing impossibility
- Reporting the conversation of others
- Speculating
- Persuading and discouraging

### **Language production**

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous grades.

---

### **Grammar**

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- Third conditional
- Present perfect continuous tense
- Past perfect tense
- Reported speech
- Linking expressions, e.g. *even though, in spite of, unless, although*
- Cohesive devices, e.g. *so to continue, in other words, for example*

---

### **Lexis**

---

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Reporting verbs, e.g. *say, tell, ask, report, advise, promise*
- Appropriate words and expressions to encourage further participation, e.g. *And then? And what about you?*

---

### **Phonology**

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- The correct pronunciation of vocabulary specific to the topic and subject area
- Rising and falling intonation to indicate giving up and offering turns
- Stress, intonation and pitch relevant to the functions listed above
- Stress and intonation to indicate emotion

### Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

Examiner	Candidate
<i>Have you been working in this company for long?</i>	<i>Yes, I have.</i>
<i>How long?</i>	<i>For about two years. I'd worked for a similar company before I came here but it's better here.</i>
<i>What if you hadn't got the job?</i>	<i>I'd have stayed where I was.</i>
<i>What did they ask you at the interview?</i>	<i>They asked me about my previous experience.</i>
<i>A nice woman offered to carry my bag for me.</i>	<i>What did you say to her?</i>
<i>We talked about some of the countries we'd visited.</i>	<i>Had you been to any of the same countries as each other?</i>
<i>Who is the most important public figure in your country at the moment?</i>	<i>Probably our President, unless you count pop stars and footballers. Most young people think they are more important than politicians.</i>
<i>Do you believe in ghosts?</i>	<i>No I don't, even though my friend is certain that she saw one. What about you?</i>
<i>Have living standards improved in this country in the last few years?</i>	<i>For most people yes, in spite of the country's economic problems.</i>

Grade 8 communicative skills and functions have been mapped to B2.2 in the Common European Framework.

# Grade 9

## Format

*Total time:* 15 minutes

The examination consists of three assessed phases:

- Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes)
- Interactive task (up to 4 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic phase**

---

- Show understanding of the examiner by responding appropriately
  - Communicate facts, ideas, opinions and attitudes about a chosen topic sustained across a series of extended turns
  - Maintain coherence and cohesion throughout the phase by organising the discourse
  - Highlight significant points
  - Handle interruptions by recapping and recovering
  - Engage the examiner in discussion of the topic
- 

#### In the **Interactive task phase**

---

- Initiate the discourse
  - Maintain the discourse by asking for information and elaborating on the responses obtained
  - Develop the discussion by encouraging comment and opinion from the examiner
  - Take, keep, give up and offer turns when appropriate to do so
  - Where appropriate to the individual task, include exponents of the functions as listed below
- 

#### In the **Conversation phase**

---

- Show understanding of the examiner by responding appropriately
- Take more responsibility for the maintenance of the interaction with the examiner
- Follow up on comments from the examiner in order to develop the conversation
- In case of a breakdown in communication, use paraphrasing and circumlocution

**Two subject areas for discussion will be selected by the examiner from the list below:**

- **Dreams and nightmares**
  - **Crime and punishment**
  - **Technology**
  - **Habits and obsessions**
  - **Global environmental issues**
  - **Design**
- 

### Functions

---

- Expressing abstract ideas
- Expressing regrets, wishes and hopes
- Expressing assumptions
- Paraphrasing
- Evaluating options
- Hypothesising
- Evaluating past actions or course of events

**Language production**

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for previous grades.

---

**Grammar**

---

- Verbs followed by gerund and/or infinitive, e.g. *forget, stop, go on, remember*
- More complex forms of the passive with modals
- *Should/must/might/could* + present perfect tense
- Correct verb patterns after *wish* and *hope*

---

**Lexis**

---

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Cohesive devices to recap and recover, e.g. *As I was saying, Anyway...*
- Hesitation fillers, e.g. *I mean, you know*
- Stock phrases to gain time for thought and keep the turn, e.g. *Well, let me think...*

---

**Phonology**

---

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Rising and falling intonation for keeping, giving up and offering turns
- Stress and rhythm to highlight and emphasise main points and ideas
- Intonation and pitch to convey attitude

**Examiner and candidate language**

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

---

<b>Examiner</b>	<b>Candidate</b>
<i>I've always worked even when my family was young.</i>	<i>And do you wish you had stayed at home with your children when they were small?</i>
<i>In what ways do you think computers have made life easier?</i>	<i>Well, you know, we can get a lot of information for our school work from the internet and my parents use it to buy things and book holidays.</i>
<i>You said your friend can't stop smoking. How do you think he might be helped?</i>	<i>There's a local self-help group which meets every week. They talk about how they want to give it up and often it really helps them to stop smoking.</i>
<i>In Britain, a lot of cities are banning drinking in public places because it's becoming a big problem.</i>	<i>We don't have such a problem with that here, but I wish the police would be stricter with people who drink and drive. The number of fatal accidents has been growing for a long time.</i>
<i>What do you think of modern architecture?</i>	<i>Well, let me see ... I live in Barcelona and I love Gaudi's Sagrada Familia. I wish I had his imagination. But I'm not so keen on the minimalist style. What about you?</i>
<i>I'm very pessimistic about the future of the earth.</i>	<i>So am I. As I was saying, we have to stop allowing the planet to become more and more overheated. I hope the governments of the industrialised countries will realise this soon.</i>
<i>I don't see much point in analysing dreams.</i>	<i>Are you saying that you think dreams don't have any meaning?</i>

---

Grade 9 communicative skills and functions have been mapped to B2.3 in the Common European Framework.

# Advanced stage

## Introduction

### Candidate profile

By the end of the Advanced stage, the candidate can:

- understand the main points, arguments, inferences, changes in register and emphasis in extended, complex and sometimes unstructured speech
- contribute and respond confidently and appropriately in interaction in all social and professional contexts, on matters within their personal experience
- control the direction of the conversation and maintain its flow with ease, relating skilfully to the contributions of the listener
- demonstrate full control of a wide range of language structures, vocabulary and functions approaching that of a native speaker
- produce speech at word, sentence and discourse level which rarely deviates from an internationally intelligible model.

This profile is based on the level Proficient User (C2), the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The examination at each grade consists of the following:

- greetings and setting at ease
- presentation of a topic prepared by the candidate
- discussion of the topic presentation with the examiner
- interactive task
- listening task
- conversation on two subject areas selected by the examiner
- end of conversation and leave-taking.

### Procedure

After the initial greetings and introduction, the examiner invites the candidate to present his or her topic. The candidate provides the examiner with a written outline of the topic in note form.

The candidate gives a formal oral **presentation of the prepared topic**. The examiner makes notes on the information content during the presentation. This phase lasts no more than five minutes.

After bringing the presentation to an end, the candidate initiates the **discussion** of the topic presentation by asking if the examiner has any questions about the talk. The development of the discussion will involve the candidate in justifying, exemplifying and elaborating on facts, ideas and opinions, and debating the issues raised in the talk. This phase lasts no more than five minutes.

The **interactive task** phase is then introduced by the examiner who informs the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond by questioning the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes full responsibility for maintaining the interaction.

The phase lasts no more than four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.

The examiner then introduces the **listening task** phase and informs the candidate of the requirements for the two different task types. The examiner orally presents three short pieces of discourse. The candidate is required to suggest possible endings for the first two texts, and to identify participants, contexts or settings related to the third text. Only short responses from the candidate are required. This phase lasts no more than three minutes.

## Advanced stage

The examiner then initiates a **conversation** on two of the subject areas selected from one of the lists provided. At Grade 12, the examiner selects any two suitable subjects for discussion.

This phase lasts no more than six minutes.

The examiner indicates the end of the conversation and examination.

### **Assessment**

At each grade, the examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the topic presentation, topic discussion, the interactive task, the listening task and conversation phases. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the five letter grades awarded for Task fulfilment i.e. one for **topic presentation, topic discussion, the interactive task, the listening task** and **conversation** provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Please note the following:

Candidates who achieve three D band awards will not pass the examination overall irrespective of the other two bands awarded. Hence final results of AADDD, ABDDD, ACDDD, BBDDD, BCDDD, CCDDD, CDDDD and DDDDD in any order on the Report form, result in a fail overall.

Detailed descriptions of performance used in the assessment of candidates are provided on the Trinity website. There is a separate set for the Advanced stage Listening task.

### **Guidance**

Examinations at this stage demand a much higher level of language proficiency and communication skills than is required at the Intermediate stage. Candidates will be well motivated and have particular reasons for wanting to be fluent in English. Normally, candidates will be mature and experienced enough to handle abstract concepts and to contribute to discussion of matters of major importance in today's world.

Although the majority of Advanced stage candidates are adults or in their late teens, Trinity appreciates that some school age learners who may have started on the Trinity ladder at an early age may be ready in linguistic terms to take an Advanced grade examination. However, younger candidates are sometimes challenged by the subject areas in the conversation phase and so, to take account of this fact, we have at Grades 10 and 11 provided two different lists of subject areas which would be appropriate for different types of learners.

Centres should decide which list is most appropriate for their candidates and provide practice in discussing the subject areas **EITHER** from List A **OR** from List B.

#### **i Topic presentation**

Before the examination, the candidate prepares a five-minute presentation of a topic of his or her choice. The choice of subject matter or theme is left to the individual candidate but candidates are advised to select their topics carefully. Actual knowledge is not being assessed in the examination, but the talk should be informative and presented in such a way as to engage and maintain the examiner's interest.

Adherence to the timing of this phase is very important and so candidates are strongly advised to ensure that the presentation lasts up to but no longer than five minutes. Presentations which extend beyond the time allocated will be stopped so as to ensure that all other examination phases can proceed according to the stated requirements.

As this is a formal presentation, the candidate is expected to produce brief notes in the form of handouts for the examiner. These should be given to the examiner before the start of the presentation. These notes will not be taken into account in the assessment of the phase as it is the candidates' oral skills which are being assessed and not their writing skills. The candidate will have produced their own brief notes for personal use and these do not have to be shown to the examiner. As the presentation is oral, the use of complete written scripts in the presentation is not allowed.

During the presentation, the examiner will make notes on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Candidates need to be reassured that the examiner is not collecting examples of the candidate's language for assessment purposes.

The presentation can be supported by technological aids (e.g. OHP/Powerpoint). Examiners must be notified at the beginning of the examination session if such aids are to be used. All such aids must be set up prior to the examination and be ready for immediate use at the beginning of the examination. There is no time allowed for the setting up or removal of such aids in the actual examination. Candidates who choose to use such aids are advised to have back-up material in case of power or equipment failure. As with the written handouts, skill in the technical preparation and use of such aids will not form part of the assessment.

### ii Discussion of topic presentation

When preparing the topic, the candidate should try to anticipate the contributions of the examiner and think of ways of developing the topic beyond the limitations of the formal presentation. The interaction is intended to be an authentic discussion with both parties having equal responsibility for maintaining the flow. There should be a real exchange of ideas and opinions with the candidate being able to challenge the examiner on his or her opinions. The candidate must be ready to justify, exemplify and elaborate on the ideas and opinions given in the presentation.

The discussion is intended to be about the actual presentation rather than on the theme of the topic. The candidate is expected to be pro-active in the discussion and not simply to respond to the contributions of the examiner.

A candidate who fails to prepare a topic cannot be assessed for Task fulfilment for the above two phases. The phases will be voided and this will result in a fail being awarded for the examination as a whole.

### iii Interactive task

The guidance for this phase is the same as that given for the Intermediate stage on page 29.

At the Advanced stage, the actual tasks have been designed to provide the candidates with the opportunity of demonstrating not only their ability to express the functions of the grade but also their control of the grammatical items listed for all grades up to and including Grade 9.

#### Sample prompt for Grade 10

'When I was a child, we were really poor and I thought about what it would be like to be rich. I still think about this which is why I do the National Lottery every week.'

### iv Listening task

There are two types of listening tasks which require different responses from the candidate:

Type 1 – those requiring the candidate to provide a suitable ending

Type 2 – those requiring the candidate to identify participants, contexts or settings.

Candidates are presented with three listening texts – two of Type 1 and one of Type 2. The listening task texts are not related to any of the given subject areas for conversation. This is to provide an unknown element which candidates at this stage are expected to be able to handle. The tasks have been designed in such a way that task fulfilment can be achieved by the provision of very short precise responses and, therefore, the candidate is strongly discouraged from giving lengthy, irrelevant responses.

Candidates are not required to read or write anything, and the taking of notes is considered to be unnecessary given the length of the texts and the nature of the tasks.

In this phase, the candidate is required to demonstrate his or her ability with regard to high level listening skills such as prediction, deduction and inference. The candidate needs to show recognition of the context, participants and register. Examples are provided on page 44.

## Advanced stage

### **Type 1 example at Grade 11**

When she was little, Sophie had the most extraordinary eating habits. For a whole year, she refused to eat anything but pizza, followed by a banana. Her mother got so fed up with trying to tempt her to vary her diet that in the end she just gave up and served her the same meal every day. Then one day, while her mother was cooking dinner, Sophie suddenly asked for ...

*Expected response: ... any meal OTHER than pizza and banana.*

### **Type 2 example at Grade 12**

It's so boring, my job. All you do is sit and watch several screens in front of you. You can't read a newspaper, you can't go and make a cup of coffee but you daren't fall asleep. Nothing happens for hours and hours. Just rows and rows of cars from different angles. The greatest activity is first thing in the morning and when they leave at night. There was great excitement last week. I'd been watching the screens for three hours when I really thought I'd caught a thief but it just turned out to be Mr Brown from Finance.

*Question: What is the man's job and who does he work for?*

*Possible answer: He's a security officer for a large company.*

### **v Conversation**

The conversation phase involves a detailed discussion of two subject areas. At Grade 12 the candidate should be prepared to discuss any two subjects chosen by the examiner. On the grade pages for Grades 10 and 11, the subject areas are provided in two different lists and are designed to take account of different levels of maturity. Centres should decide which list is most appropriate for their candidates and provide practice in discussing the subject areas **EITHER** from List A (for teenagers/less mature candidates) **OR** from List B (for adults/more mature candidates). The centre should inform the examiner prior to the start of the session which list has been prepared. If the centre does not do this, the examiner will use his or her own discretion.

# Grade 10

## Format

Total time: 25 minutes

The examination consists of five assessed phases:

- Formal presentation of a topic prepared by the candidate (up to 5 minutes)
- Discussion of the topic presentation with the examiner (up to 5 minutes)
- Interactive task (up to 5 minutes)
- Listening task (3 minutes)
- Conversation on two subject areas selected by the examiner (6 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic presentation phase**

---

- Give a formal presentation, informative 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 and conclude

---

#### In the **Topic discussion phase**

---

- Invite questions and comments from the examiner about the content of the presentation
- Engage the examiner in a discussion of some of the points made
- Respond to the examiner's requests for clarification or elaboration
- Be prepared to defend a point of view and develop an argument further

---

#### In the **Interactive task phase**

---

- 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

---

#### In the **Listening phase**

---

- 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

---

#### In the **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

## Grade 10

Two subject areas for discussion will be selected by the examiner from the appropriate list below. The centre should inform the examiner which list has been prepared by the candidates (see pages 42 and 44).

### List A

- Roles in the family
- Bullying
- The school curriculum
- Youth behaviour
- Use of the internet
- Designer goods

OR

### List B

- International events
- Equal opportunities
- Social issues
- The future of the planet
- Scientific developments
- Stress management

---

### Functions

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- Developing an argument
- Defending a point of view
- Expressing beliefs
- Expressing opinions tentatively
- Summarising information, ideas and arguments
- Deducing

### Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for previous grades.

---

### Grammar

---

- The basic structures specified for Grade 6 and below, exercising consistent control
- The more complex structures of Grades 7 to 9, though errors may occur when attempting to use combinations of these structures across sentence boundaries

---

### Lexis

---

- Vocabulary specific to the topic and subject areas
- Modifying words, e.g. *basically, quite, certainly*
- Intensifiers, e.g. *absolutely, completely, totally*
- Tentative expressions e.g. *I may be wrong but..., Don't you think it might be...*
- 'Signposting' words, e.g. *firstly, finally*

---

### Phonology

---

- The correct pronunciation of topic and subject area specific vocabulary
- Sounds with minimal L1 transfer
- A range of stress and intonation patterns, pitch and volume to:
  - engage and maintain the examiner's interest
  - signal the provision of new information
  - indicate discourse structure

### Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

Examiner	Candidate
	<i>So do you have any questions about any of the points I've talked about?</i>
<i>I'm surprised that you thought that it wasn't a good idea to distribute the aid immediately.</i>	<i>Well, the reason I said that was that it might have easily fallen into the wrong hands.</i>
<i>What's your view on the increase in smoking among young people in recent years?</i>	<i>Of course I may be wrong, but I believe it's largely been caused by the influence of television.</i>
<i>How common is bullying in your school and how is it dealt with?</i>	<i>Unfortunately it's quite common. We have a school council which interviews bullies and tries to make them more responsible for their actions.</i>
<i>If we don't stop the industrialised nations from damaging the earth, what do you think will happen in future?</i>	<i>I'm afraid that it will very soon be too late to save the planet. We can see the evidence of global warming all around us. What's your opinion?</i>
<i>In your view, what are the main dangers of using the internet?</i>	<i>For some of my friends, it's become an obsession. They seem to regard it as more important than spending time together after school.</i>
<i>Are opportunities for women more equal these days than they used to be?</i>	<i>Until a few years ago, a woman could be doing exactly the same work as a man and earning less money.</i>
<i>Do you think this person influenced you?</i>	<i>I think she could have influenced me, although I didn't realise it at the time. I must have been quite naive then...</i>
<i>If you hadn't decided to go into dentistry, what do you think you'd have done?</i>	<i>I'd probably have become a lawyer...</i>

Grade 10 communicative skills and functions have been mapped to C1.1 in the Common European Framework.

# Grade 11

## Format

*Total time: 25 minutes*

The examination consists of five assessed phases:

- Formal presentation of a topic prepared by the candidate (up to 5 minutes)
- Discussion of the topic presentation with the examiner (up to 5 minutes)
- Interactive task (up to 5 minutes)
- Listening task (3 minutes)
- Conversation on two subject areas selected by the examiner (6 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

---

#### In the **Topic presentation phase**

---

- Give a formal presentation, discursive in nature, on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices and showing controlled use of organisational patterns
  - Introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, integrate sub-themes and conclude
- 

#### In the **Topic discussion phase**

---

- Be prepared to justify the ideas and opinions given in the presentation
  - Encourage the examiner to comment and give his/her opinion on the ideas etc. provided in the presentation
  - Respond to challenges made by the examiner
- 

#### In the **Interactive task phase**

---

- Take full responsibility for maintaining the flow of conversation by changing the direction of the conversation when a particular line of questioning dries up
  - Negotiate towards a successful conclusion to the interaction
- 

#### In the **Listening phase**

---

- Understand inferences and pick up on phonological clues
  - Demonstrate the ability to recognise a range of idiomatic expressions and colloquialisms
- 

#### In the **Conversation phase**

---

- Anticipate the direction of the conversation and cope with topic shifts
- Demonstrate the ability to infer and extract meaning from vague or imprecise language
- Evaluate and challenge statements and arguments made by the examiner

Two subject areas for discussion will be selected by the examiner from the appropriate list below. The centre should inform the examiner which list has been prepared by the candidates (see pages 42 and 44).

**List A**

- Independence
- Ambitions
- Stereotypes
- Role models
- Competitiveness
- Young people's rights

OR

**List B**

- The media
- Advertising
- Lifestyles
- The arts
- The rights of the individual
- Economic issues

**Functions**

- Justifying an argument
- Inferring
- Softening and downplaying propositions
- Expressing caution
- Challenging arguments and opinions
- Evaluating different standpoints
- Expressing reservations

**Language production**

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for previous grades.

**Grammar**

- All the basic structures specified for Grade 6 and below, exercising complete control
- The more complex structures of Grades 7 to 9, used in combination and contrast, with only very occasional lapses

**Lexis**

- Expressions used before challenging, e.g. *That's a good point but...*, *Perhaps I didn't explain my point clearly...*
- Expressions for downplaying and softening, e.g. *It's quite difficult*, *If I could just ask*
- Signposting expressions, e.g. *I'd like to begin with...*, *On the other hand...*, *So to sum up...*
- Language of caution, e.g. *It tends to be*, *It seems as if*
- Vague and imprecise language, e.g. *a bit more*, *a hundred people or so*

**Phonology**

- The correct pronunciation of topic and subject area specific vocabulary
- Various features of pronunciation which only occasionally deviate from an internationally intelligible model
- A range of stress and intonation patterns, pitch and volume to convey subtle shifts in meaning and attitude

**Examiner and candidate language**

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

<b>Examiner</b>	<b>Candidate</b>
<i>These two politicians obviously have diametrically opposed points of view. Which one do you find more convincing?</i>	<i>So to sum up, all the results of the research I have done point to this being a growing and extremely serious problem for our society.</i> <i>For my part, I tend to agree with the minister. The evidence overwhelmingly suggests that he's right about the increase in the level of violent crime since prison sentences were reduced.</i>
<i>What do you infer from the fact that this problem has increased by over 200% in the last five years?</i>	<i>It's quite difficult to be certain, but I would suspect that it means that the forces of law and order are much less effective than they used to be. That's probably as a result of ...</i>
<i>Two months ago, it was advertised in the newspaper that there was a fantastic new opportunity in a television company. Admittedly, the advert was quite small so that perhaps should have implied something. Anyway, I applied for it.</i>	<i>So what kind of job did it turn out to be? And were you short-listed?</i>
<i>I'm fascinated by TV advertisements – sometimes I think they're more interesting than the programmes. And I don't understand the complaints about them persuading poor families to buy things they don't really need.</i>	<i>Oh really? Well, I can't say I entirely agree with you there. Specially at Christmas time, I think they put a lot of pressure on less well-off parents to buy their kids expensive presents just because they've seen them on the telly.</i>
<i>For me, the simple life is the best. I loathe having lots of unnecessary possessions. What about you?</i>	<i>Well, this is a very prosperous area with a lot of extremely rich families, so most people are quite exhibitionist – always looking out for some new acquisition to show off their affluence. But personally, I tend to agree with you...</i>
<i>How powerful would you say the media are in your country?</i>	<i>I would say the influence of television is quite strong. The state channels try to influence us politically but they don't succeed. And the independent channels take a more objective view...</i>

Grade 11 communicative skills and functions have been mapped to C1.2 in the Common European Framework.

# Grade 12

## Format

*Total time: 25 minutes*

The examination consists of five assessed phases:

- Formal presentation of a topic prepared by the candidate (up to 5 minutes)
- Discussion of the topic presentation with the examiner (up to 5 minutes)
- Interactive task (up to 5 minutes)
- Listening task (3 minutes)
- Conversation on two subject areas selected by the examiner (6 minutes)

## Candidate performance

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

### Communicative skills

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#### In the **Topic presentation phase**

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- Present a complex topic with a high degree of formality to the examiner, who will probably be unfamiliar with it, structuring and adapting the talk flexibly to meet the examiner's needs
- Present a clear argument with an effective logical structure which helps the examiner to notice and remember significant points

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#### In the **Topic discussion phase**

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- Be able to deal effectively with the examiner's input by responding to a variety of conversational gambits and handling difficult questioning.
- Actively seek ways in which to engage the examiner in meaningful discussion

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#### In the **Interactive task phase**

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- Control and sustain the discussion at all times
- Actively encourage the examiner's collaboration in the task
- Direct the interaction towards a successful conclusion

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#### In the **Listening phase**

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- Understand texts on abstract and complex topics which may be of a specialist nature beyond his or her own field
- Understand virtually everything heard even when delivered at natural native speaker speed
- Identify implicit meaning

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#### In the **Conversation phase**

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- 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

There are no subject areas stated for this grade. Candidates should be able to make use of a wide range of vocabulary items relating to all previous subject areas.

At this grade, candidates are expected to be able to enter into a discussion on any subject which the examiner deems appropriate for the individual candidate. The age of the candidate will be taken into account when the examiner makes his or her choice.

## Grade 12

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### Functions

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- Asserting
- Denying
- Expressing empathy and sympathy
- Contradicting
- Implying
- Affirming

### Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for previous grades.

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### Grammar

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- A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity
- Differing linguistic forms to reformulate ideas to convey finer shades of meaning

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### Lexis

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- A range of idiomatic expressions and colloquialisms
- Language of empathy and sympathy, e.g. *I see what you mean but...*, *That must have been very difficult...*
- Expressions used to introduce contradiction or assertion, e.g. *Well, I don't see it like that...*, *That may be true for you...*

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### Phonology

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- Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model
- Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility.

### Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the conversation. These are only examples, not models to be learned.

Examiner	Candidate
	<p><i>Because it's a subject I've long been interested in, as well as being an extremely controversial one, I've decided to talk today about IVF (in vitro fertilisation). I'll start by explaining what it entails, then look at its success rate and finally try to summarise its benefits for parents who would otherwise have been unable to have a family.</i></p>
<p><i>If you yourself happened to be in this situation would you be prepared to fork out the hefty sum they charge for this treatment?</i></p>	<p><i>I suppose that would depend entirely on my circumstances at the time and those of my partner. Ideally, of course, there wouldn't be any charge, so that anyone of any financial standing would be able to benefit from it.</i></p>
<p><i>A law has recently been passed which makes it illegal for people to use their mobile phones whilst driving but it's hardly been publicised at all.</i></p>	<p><i>I certainly think it's essential to have such a law. Why do you think they haven't publicised it widely?</i></p>
<p><i>Although eco-tourism seems to be gaining in popularity, there's convincing evidence that mass travel is getting out of hand. What's your feeling on the issue?</i></p>	<p><i>I'm pretty alarmed at what is going on. As I told you, I spend a lot of my time commuting between the Far East and Europe on business and it seems that the tourist hordes are still increasing, with disastrous effects on local ecologies. To give you just one example, ...</i></p>
<p><i>I think it's hilarious how in Britain we now have more TV cookery programmes than ever before, and yet more and more people are buying ready meals or eating out. It's weird, isn't it? Can you suggest any explanation?</i></p>	<p><i>Maybe it might have something to do with the fact that you work longer hours than any other country in Europe, so by the time you get are home you're too exhausted to do anything but sit in front of the TV with a tray of fast food.</i></p>

Grade 12 communicative skills and functions have been mapped to C2 in the Common European Framework.

# Regulations

## Age and entry requirements

Trinity's Graded Examinations in Spoken English are for learners whose native language is not English. Anyone aged seven years and above at the time of examination is eligible. There is no upper age limit.

Candidates may enter at any grade without having previously taken any other Trinity examination at a higher or lower grade.

Applications for examination will be accepted by Trinity on the condition that candidates will be examined according to the requirements of the current syllabus. It is the responsibility of the centre to ensure that they and the candidate are following the current syllabus and regulations.

Candidates cannot enter for more than one grade in the same session.

Candidates can be substituted under the following conditions:

- the substitution is at the same grade (or lower)
- the substitution does not involve special needs candidates
- the candidates involved in the substitutions are new candidates to Trinity and have not performed any examinations with Trinity in the past
- the administration of the substitution is performed by the centre using Trinity's administration system Trinity Online<sup>1</sup>
- a photocopier is provided at the examination venue for the examiner to photocopy documentation after the examination session.

If a candidate does not reach the level required to pass and wishes to re-sit an examination, a minimum of one month must elapse before the candidate may enter again.

Candidate entries received after the corresponding closing date cannot be guaranteed and will be subject to a surcharge. These dates can be obtained from National Managers and Trinity's Head Office.

Details of how to register candidates for examination are available at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

Trinity Online gives approved individuals and centres in the Trinity network worldwide direct access to their own candidate information held on Trinity's central database. This award-winning website is available 24 hours a day, 365 days a year. It will make your examination administration quicker and easier, and you can view, analyse and print out your results for quality assurance and reporting.

## Results and certificates

Each candidate for a Graded Examination in Spoken English receives an examination report, evaluating performance in the form of letter grades and highlighting areas in need of improvement. A provisional final overall statement of PASS or FAIL is given on the Report form which will be given to the centre representative immediately after the examination session finishes. The letter grade profiles can be converted into the four overall levels of attainment by using the Results look-up tables which can be found on the Trinity website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

The four levels are

Pass with Distinction

Pass with Merit

Pass

Fail

The results issued at the end of the session are provisional and are only intended to provide an indication of the likely outcome of the examination. Centres are strongly advised to check any borderline results by using the Results look-up tables provided on the website. The final result will be confirmed by the issue of a certificate or otherwise. The provisional nature of the results provided on the Report form is clearly stated and only the final results i.e. those issued by Trinity's Head Office in the form of a certificate or otherwise are valid.

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<sup>1</sup> Trinity Online is available in English and in a range of languages: you can select the default language of your choice. Check availability for your location.

Examiners issue Report forms only to the teacher in charge or the centre representative. Examiners are not allowed to give details of results in any other way or to any other person.

Successful candidates will receive a certificate showing the subject, grade and level of pass, i.e. Pass, Merit or Distinction, as well as the name of their teacher or school, if requested at the time of registration. After moderation of the results, certificates are sent to centres for distribution and normally arrive within eight weeks of the completion of the examination session.

Replacement certificates are available although an administration fee will be charged for replacing a certificate. All replacement certificates issued later than six months after the date of the examination will be marked 'Duplicate'. Exact candidate details must be provided prior to a certificate being replaced. The Trinity website contains more details on how to obtain a replacement certificate.

### **Candidates with special needs**

Trinity welcomes entries from candidates who have special needs. Trinity must be notified of the nature of the special needs by letter before entry is made so that there is adequate time for the provision of special tests where necessary. This must be done prior to the closing date for entries.

All provision for special needs candidates is adjusted to the particular needs of each candidate. To be most beneficial to candidates, as full an explanation as possible of the nature of the special needs and potential modification to the procedure of the examination is required.

It is particularly important that entries and full details of the special needs are received on or before the closing date for the examination. The time between the closing date and the examination is used to prepare the appropriate materials – examiners do not carry special materials as a matter of course. No alteration to the special needs candidates can take place after registration.

Owing to the extra preparation time required to provide individual tests for disabled candidates, late entries or entry forms which do not contain full details of the nature of the disability are very unlikely to be accepted. If a late entry has been accepted but the examination cannot take place, the fee will be refunded (at the discretion of Trinity) but the surcharge will be retained to cover costs of administration of the late entry.

Candidates who require wheelchair access to centres should notify the centre.

Appropriate documentary evidence of special assessment needs must be supplied at the time of registration. Special provision will not be given without this information. This must be a current medical certificate or, in the case of dyslexic candidates, a report from an education psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an educational psychologist). Reports from psychologists of other disciplines (e.g. clinical) are not acceptable. Details of medical and psychological reports are not disclosed to anyone, including examiners.

There is no fixed extra-time allowance for each grade: extra time is allowed on an individual basis according to the nature of the special needs.

Please note that the same standards of assessment apply to all candidates. Only in the conduct of the examination is allowance made, where appropriate, for the candidate's special needs.

Braille certificates are available for visually impaired candidates at no extra charge. Requests for Braille certificates should be made at the time of entry.

### **General notes**

Further details of all provision for candidates with special needs are available from Trinity on request.

### **Reasonable adjustments and special consideration**

By regularly reviewing the way in which we provided our examinations services, for example through audits covering instances of disability, illness, accident or bereavement, Trinity aims to identify the barriers or impediments to access.

### **Equal opportunities policy for examination candidates**

Trinity is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age (above the minimum age of seven years), racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide examinations for candidates with disabilities but owing to the nature of the examination, some disabilities, such as the inability to speak, will prevent the candidate from fulfilling the requirements of the examinations.

## **Regulations**

Trinity seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified;
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes;
- its examiners and all associated with its examinations apply a fair and just process.

### **Absence through sickness**

A candidate who is sick and cannot take the examination may apply to Trinity's Head Office for a half-fee re-entry permit, enclosing a medical certificate. Applications for re-entry permits must be made within thirty days of the examination date. Trinity will issue a re-entry permit for an examination at the same level, which can be used for an examination within twelve months of the original examination date on payment of half the current entry fee. If a re-entry permit is used towards entry for a higher-level examination, the difference in fee is also payable i.e. the full fee of the higher-level examination less half the fee of the lower level examination.

Examiners are not permitted to accept either notice of withdrawal or medical certificates.

Trinity reserves the right to consider other special cases for absence on their individual merits.

### **Exceptional circumstances**

All examinations are assessed on the basis of the performance given on the day of the examination without regard to any external circumstances.

When a candidate infringes examination regulations, the examination will continue without comment by the examiner so that candidate performance in other parts of the examination is unaffected, wherever possible. The Report form will normally be returned by the examiner to Trinity at the end of the examination, rather than being issued to the centre representative, so that a decision can be taken about the validity of the examination. Trinity reserves the right to award no marks for invalid parts of an examination. The outcome of referred examination reports will be reported to the centre representative as soon as possible after the matter has been considered.

### **Examination monitoring**

Trinity reserves the right for Trinity monitors to be allowed into the examination room and to record examinations (audio or video) for monitoring purposes. These procedures are an essential feature of Trinity's commitment to the consistency of marking and administration by its examiners and are in no way detrimental to the candidate. Every effort will be made to give advance notice of such monitoring sessions and arrangements will be discussed with the registered centre involved, wherever possible.

In normal circumstances, no other person is permitted to be present in the examination room. Special arrangements apply, with prior authorisation, in cases where disabled candidates require assistance.

### **Examination delivery**

Trinity works with the centre to ensure that the examination session is delivered at the mutual convenience of the centre and the examiner. During the planning process, the centre may be approached regarding alternative dates for delivery.

Trinity reserves the right not to conduct an examination session in the following circumstances:

- examination entries are not received prior to the specified closing dates. Closing dates are available from your National/Area Consultant or Trinity's Head Office
- examination fees are not paid in full by the closing date
- the minimum fee required by Trinity in order to cover the costs of an examiner visiting an examination venue is not met. Details of the minimum fee required can be obtained from your National/Area Consultant or Trinity's Head Office
- centres have not used the correct fees for their examination session.

Trinity takes every effort to ensure the delivery of its examinations on the dates and at the locations planned. However, there may on occasion be exceptional circumstances that mean we are not able to meet our commitment. This would include, for example, national strikes, labour disputes or industrial disruption, natural disasters, widespread disruption of international travel, terrorist attacks or acts of war or lack of examiner availability.

### Appeals procedure

Entry for Trinity examinations constitutes acceptance of the professional judgement of the examiners.

Teachers, schools, parents and candidates who wish to question the outcome of Graded Examinations in Spoken English should use the following procedure. In any other dispute concerning the conduct of any examination, the decision of the Chief Executive shall be final.

### Allowable grounds for appeal

Appeals will not be accepted which simply question assessments made by the examiner or those which are based on any results of the Pre-grading test. The two broad categories of appeal which will be considered are:

- a) claims of irregular procedure on the part of the examiner which is believed to have disadvantaged the candidate
- b) a mis-match between the letter grades awarded and the final result declared.

### First level of appeal

Appeals must be made on the official appeals procedure documents available from National and Area Consultants and Trinity's Head Office. These documents must be completed in English by the nominated academic representative and sent to the Chief Examiner ESOL. An appeal can be made either on behalf of an individual candidate or a group of candidates. The grounds of appeal should be set out, and the original (not a photocopy) of the Report form(s) should be sent by post. Appeals which are lodged by email are not acceptable. Appeals will not be considered until the Report form is provided. Delays in sending in the necessary documentation will increase the length of time needed to deal with the appeal.

Appeals must be postmarked not later than fourteen days after the issue of results to the centre representative.

Trinity will send an acknowledgement within seven days and the appeal will be referred to the examiner(s) for comment as appropriate.

The Chief Examiner ESOL will reach a decision after considering the grounds of appeal and any report either oral or written provided by the examiner/s. The target time for resolving appeals is 21 days from the date of receipt.

The outcome of a successful appeal may be the opportunity of a free re-examination, usually at the same centre. In the event of a re-examination being offered, a time limit will normally be prescribed in the interests of all concerned. Any such offer of a re-examination will terminate the appeals procedure. In the case of a mis-match between the letter grades awarded and the final result declared, there may be a revision to the letter grades awarded and/or the final result declared.

### Second level of appeal

Those who are not satisfied with the decision of the Chief Examiner in ESOL and to whom a re-examination is not offered may proceed to a second level of appeal to the Director of Language Examinations. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than fourteen days from the date of the previous decision. The original Report forms are not required. The further appeal will be handled in the same way as above.

Second-level appeals should be accompanied by a fee of £25 per candidate (for overseas appeals, this should be drawn in pounds sterling on a UK clearing bank), made payable to Trinity College London.

For appeals involving more than five candidates, a maximum fee of £125 applies.

### Third level of appeal

Those who are not satisfied with the decision of the Director of Language Examinations and to whom a re-examination is not offered may proceed to a third level of appeal to the Chief Executive. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than fourteen days from the date of the previous decision. The original Report form is not required.

A fee of £50 per candidate (or £250 for five or more candidates) should be enclosed with the further appeal, which will be handled by the Chief Executive in association with an independent member of the Review Board for Language Examinations in the same way as above.

### General notes

Trinity representatives are not permitted to act as agents of appeals.

## **Regulations**

In the event that an appeal is upheld, the appeal fee will be returned; otherwise the fee will be retained by Trinity.

### **Review Boards**

Trinity's independent Review Boards consider:

- academic standards in relation to other qualifications and learning available
- examiner training including reliability issues
- validity of the examination system
- the quality of current and new syllabuses
- relevance of Trinity's work to the needs of the sector

The membership of Trinity's independent Review Boards, which meet on an annual basis or as requested by the independent Chair of each Board, is drawn from the professions concerned. Members of the Review Boards are invited to the Board for a fixed period of time by the Chief Executive in consultation with the Chair. The Chair of each Board is appointed by the Chief Executive, generally for a period of three years.

The aims and responsibilities of each Board are, in their defined area of expertise, to review the relevance, validity, reliability and efficient conduct of Trinity College London's assessments. This includes but is not restricted to issues of syllabus and examination design, panel membership, and monitoring of results. All meetings are minuted, are conducted with and without Trinity staff in attendance, and the Chief Executive is informed of any recommendations which he is expected to respond to and report back on.

### **Customer service**

Trinity strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk). The website is also a source of general information about Trinity and its services. A Customer Service Statement is available on the website.

### **Malpractice statement and policy**

Trinity takes very seriously any attempt on the part of individual candidates or centres to influence the outcome of examinations by unfair means.

#### **Note to centres**

Centres must agree to abide by the Code of Practice at all times. This means that they must implement all the measures described there in order to ensure that all candidates at the centre and at all other centres around the world have an equal opportunity to demonstrate their abilities.

Examiners must be able to conduct the examinations without fear of pressure, coercion and recrimination. The examiner must not be placed in a position where the ability to deal with individual candidates equally and fairly is likely to be affected. Itinerant examiners are vulnerable in that they are often staying away from home, in unknown places and the examination centre staff are their only point of contact. Centres must not take advantage of this fact.

Centres are deemed to be responsible for the conduct of the examination session and the behaviour of their candidates.

#### **Individual candidates**

Examples of candidate behaviour which would be the subject of an investigation into malpractice are:

1. infringement of the stated examination regulations and behaving in such a way that other candidates are disadvantaged
2. impersonating another candidate
3. plagiarising texts from a variety of sources including the Internet
4. cheating by copying another's work in written examination sessions
5. cheating by using aids in the examination room such as notes
6. attempting to obtain confidential examination material
7. attempting to influence the examiner's assessment by offering incentives of any kind

### **Centres**

Examples of centre behaviour which would be the subject of an investigation into malpractice are:

1. infringement of the stated examination regulations and contravening any of the items in the Code of Practice
2. altering official documentation such as Report forms, Individual marksheets and Certificates
3. attempting to influence the examiner's assessment by offering incentives of any kind or by using threatening behaviour either before or after the examination session
4. knowingly introducing candidates to the examiner prior to the examination in order to gain an unfair advantage
5. collecting confidential examination material and disseminating this to centre staff and other candidates
6. knowingly allowing candidates to impersonate other candidates

### **Information collection**

Trinity has various ways of collecting information regarding the conduct of an examination session, for example:

- centre report forms completed by examiners for each centre they visit. They are required to report any incidence of suspected malpractice
- supervisors' reports of written examination sessions including seating plans
- inspection visit reports supplied by Trinity Examination Monitors
- appeals documentation
- reports from script markers.

### **Action taken by Trinity when notified of suspected malpractice:**

- the issue of results is suspended. This may be the results of an individual candidate or selected candidates or of the whole examination session at a particular centre
- the relevant Academic Manager investigates the matter by collecting all information and data relevant to the case. This will include a request being sent usually to the centre representative or through them, more rarely, to an individual candidate for a written account of actions under investigation. The examiner or marker will also be asked for specific information about the session, candidate's work or behaviour where relevant. A case file is opened
- if the case involves written scripts which indicate improper behaviour, the script(s) are scrutinised by a second-marker, the examination suite manager and the Academic Manager
- the Academic Manager presents the case to the Chief Examiner ESOL and together a decision is reached
- the centre is contacted with the decision and told of the action that will be taken by Trinity.

In the case of there being a confirmation of malpractice the following action can be taken:

Centres:

All results for the session in question can be voided and candidates given the opportunity to sit the examination again with the centre meeting the costs. The centre can be de-registered.

Individual candidates:

Results will not be released. Certification will be withheld.

## **Regulations**

### **Data Protection**

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. The Act requires that there should always be a legitimate basis for the processing of personal data and that the processing and collection of data be accurate, fair and lawful. Trinity is required to ensure that those to whom the data relate are aware of the purposes for which their data may be used, disclosed or transferred.

Trinity and its Agents collect and process candidate/representative and centre data for the purpose of examination administration. This includes:

- a) the registration of candidate entries for examinations
- b) the management of examination schedules and itineraries and
- c) the collection, registration and distribution of examination results to both individual candidates and to centres and representatives.

Personal data is transferred to third parties for the purpose of registering candidate entries and the results of examinations onto Trinity's online registration system.

Trinity also collects and processes data to respond to requests for information from members of the general public. This is the sole purpose of the collection of this data. Additionally, Trinity collects and processes data on individuals who have consented to the use of their names and addresses being retained for the purpose of providing them with Trinity event and examination information on a regular basis. Trinity will amend and update inaccurate personal data upon receipt of a hard copy written request to do so, with evidence of the individual's identity. Please write to Trinity's Head Office. The address to write to is 89 Albert Embankment, London, SE1 7TP, UK.

Trinity retains personal data for statistical analysis and to replace certificates upon request from candidates. All candidate/representative and centre data is stored securely. Once candidate certificates are issued, candidate/representative and centre data is securely archived.

Trinity must also fulfil its obligation to provide candidate and centre information, including personal data, to Educational Authorities and Regulators worldwide.

### **Use of candidates' personal data**

Candidates who enter courses and take examinations based upon any Trinity College London syllabus should be aware that by attending and participating in course examinations that they are consenting to:

- a) their teachers, colleges or examination centres collecting, processing, disclosing and transferring their personal data, and that:
- b) Trinity or specifically contracted third parties (such as data processors) process, transfer and disclose their personal data to fulfil Trinity's obligation to administer examinations.

Furthermore, Trinity communicates candidates' personal data back to colleges or examination centres for distribution to individual candidates once examinations are complete.

### **Rights of access to personal data**

Trinity employs the following procedure for individual candidate/centre/representative right of access to personal data records. Trinity will respond to requests from individuals for information to which they are entitled within forty days of receipt of written requests. Requests will only be considered from persons who can prove that they are/were:

- a) candidates, or
- b) have written authorisation to act for candidates.

Proof of candidate identity needs to be enclosed with a signed letter from the candidate/representative making the request. Trinity will only consider the forty-day deadline active once all requested data, both proof of identity and a signed letter, is received at Trinity's Head Office. Copies of Trinity's Data Protection policy and procedures are available on the Trinity website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

### **Publication of results**

Representatives of Trinity are required to ensure that candidates and their parents or guardians are made aware that examination results may be published in electronic and hard copy publications. Explicit consent is not required for the publication of examination results; however, candidates and their parents have the right to object to publication. Candidates must indicate whether they consent to the publication of their examination results, by ticking the box marked 'Yes' on the entry form. Ticking the box marked 'Yes' does not guarantee publication of examination results but will enable Trinity to proceed with the publication of examination results without further candidate consultation.



## Graded Examinations in Spoken English Elementary topic form – Grade 4

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Candidate name: ... *María García* .....

Centre: ... *Anyschool* .....

Date of examination: ... *20 June 2006* .....

Title of topic: ... *My family holiday last year* .....

### Main points for discussion

1. ... *The journey there* .....

2. ... *Who I went with* .....

3. ... *What we did there* .....

4. ... *The best and worst part of my holiday* .....

The information on this form must be presented to the examiner during the examination.

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**Graded Examinations in Spoken English**  
**Elementary topic form – Grade 6**

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Candidate name: ... *Dario Costa* .....Centre: ... *Anyschool* .....Date of examination: ... *23 May 2006* .....Title of topic: ... *Computer games* .....**Main points for discussion**1. ... *Why I became interested in computer games* .....2. ... *What I think of different types of games* .....3. ... *What skills you have to have* .....4. ... *Which is the best game and why* .....5. ... *How often I play, where and who with* .....6. ... *What my parents think of my hobby* .....**The information on this form must be presented to the examiner during the examination.**



# Examination Report

This is **not** a certificate

Any name

Registration no: xxxxxxxx

Grade 8

School of English Centre (xxxx)

July 200X

## Graded Examinations in Spoken English

### Task fulfilment

Topic	A	<del>B</del>	C	D
Interactive task	A	<del>B</del>	C	D
Conversation	A	B	<del>C</del>	D

**The above profile would indicate the following overall result:** *Pass*

### Key areas for improvement

Topic	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Interactive task	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Conversation	CS <input type="checkbox"/>	G <input checked="" type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS = Communicative skills; G = Grammar; L = Lexis; P = Phonology

The result on this Examination Report is provisional and is confirmed by the issue of a certificate (or otherwise).

Examiner's signature: D Brown

Date: 4/7/0X

## Summary of language items for each grade

Grade	Functions	Subject areas	Grammar	Lexis
1	<ul style="list-style-type: none"> <li>Exchanging greetings</li> <li>Giving personal information (name, age)</li> <li>Identifying and naming items given in the lexical list</li> <li>Leave-taking</li> </ul>	see Lexis	<p>(a) <i>Understand</i></p> <ul style="list-style-type: none"> <li>Imperatives for common actions, e.g. <i>go, come, show, point, give, touch, stand up</i></li> <li>Question words <i>what? how many? how old?</i></li> <li>Demonstratives <i>this, that</i></li> </ul> <p>(b) <i>Understand and use</i></p> <ul style="list-style-type: none"> <li>The present simple tense of <i>to be</i></li> <li>Common nouns in singular and plural (regular), e.g. <i>ear/ears, shoe/shoes</i></li> <li>Simple adjectives, e.g. <i>small, big, green</i></li> <li>Determiners <i>a, the, my, your, his, her</i></li> <li>Pronouns <i>I, you, he, she, it, they</i></li> </ul>	<ul style="list-style-type: none"> <li>Personal information</li> <li>Immediate surroundings including classroom objects</li> <li>Parts of the face and body</li> <li>Animals – common domestic, farm and wild</li> <li>Cardinal numbers up to 20</li> <li>Colours</li> <li>Items of clothing</li> </ul>
2	<ul style="list-style-type: none"> <li>Indicating the position of people and objects</li> <li>Describing people, animals, objects and places very simply</li> <li>Stating simple facts</li> <li>Informing about possessions</li> <li>Asking very simple questions about personal details</li> </ul>	see Lexis	<p>(a) <i>Understand</i></p> <ul style="list-style-type: none"> <li>Present simple tense questions</li> <li>Question words – <i>who, when</i></li> <li>Present continuous tense questions</li> <li>Determiners <i>some, any</i></li> </ul> <p>(b) <i>Understand and use</i></p> <ul style="list-style-type: none"> <li>Present simple tense</li> <li><i>There is/are</i> and <i>has/have got/have you got?</i></li> <li>Question words, e.g. <i>where, what</i></li> <li>Prepositions of place <i>in, on, under, between, next to</i></li> <li>Determiners <i>our, their, its</i></li> <li>Possessive pronouns <i>mine, yours, his, hers</i></li> <li>Yes/no answers to present continuous tense questions</li> </ul>	<ul style="list-style-type: none"> <li>Rooms in the home</li> <li>Household objects</li> <li>Family and friends</li> <li>Pets</li> <li>Possessions</li> <li>Days of the week and months of the year</li> <li>Cardinal numbers up to 50</li> </ul>
3	<ul style="list-style-type: none"> <li>Describing daily routines, events and weather</li> <li>Telling the time and giving dates</li> <li>Expressing ability and inability</li> <li>Giving very simple directions and locations</li> <li>Describing current activities of real people or those in pictures</li> <li>Describing states in the past</li> </ul>	see Lexis	<ul style="list-style-type: none"> <li>Present continuous tense</li> <li><i>Can</i> and <i>can't</i></li> <li>Prepositions of movement <i>from, to, up, down, along, across</i></li> <li>Prepositions of time <i>on, in, at</i></li> <li>Prepositions of place <i>near, in front of, behind, opposite</i></li> <li>Past tense of verb <i>to be</i></li> <li>Ordinal numbers up to 31st (for dates)</li> <li>Link words <i>and, and then</i></li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Places in the local area</li> <li>Place of study</li> <li>Home life</li> <li>Weather</li> <li>Free time</li> <li>Times and dates</li> </ul>

## Appendix 3

Grade	Functions	Subject areas	Grammar	Lexis
<b>4</b>	<ul style="list-style-type: none"> <li>• Talking about past events</li> <li>• Talking about future plans and intentions</li> <li>• Expressing simple comparisons</li> <li>• Expressing likes and dislikes</li> <li>• Describing manner and frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays</li> <li>• Shops</li> <li>• Work</li> <li>• Hobbies/sports</li> <li>• Food</li> <li>• Weekend/seasonal activities</li> </ul>	<ul style="list-style-type: none"> <li>• Past simple tense of regular and common irregular verbs</li> <li>• <i>Going to</i> future</li> <li>• Adverbs of manner and frequency</li> <li>• Comparatives and superlatives of adjectives</li> <li>• Link word <i>but</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Adverbs of frequency, e.g. <i>some times, often, never</i></li> <li>• Adverbial phrases of frequency, e.g. <i>every day, once a week</i></li> <li>• Expressions of past time, e.g. <i>yesterday, last night</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Talking about the future – informing and predicting</li> <li>• Expressing preferences</li> <li>• Talking about events in the indefinite and recent past</li> <li>• Giving reasons</li> <li>• Stating the duration of events</li> <li>• Quantifying</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Cars and bicycles</li> <li>• Special occasions, e.g. birthday celebrations</li> <li>• Entertainment, e.g. cinema, television, clubs</li> <li>• Music</li> <li>• Recent personal events</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect tense including use with <i>for, since, ever, never, just</i></li> <li>• Connecting clauses using <i>because</i></li> <li>• <i>Will</i> referring to the future for informing and predicting</li> <li>• Adjectives and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i></li> <li>• Expressions of preference, e.g. <i>I prefer, I'd rather</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Expressions relating to past and future time, e.g. <i>two days ago, in the future</i></li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Expressing and requesting opinions and impressions</li> <li>• Expressing intention and purpose</li> <li>• Expressing obligation and necessity</li> <li>• Expressing certainty and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Money</li> <li>• Fashion</li> <li>• Rules and regulations</li> <li>• Health and fitness</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Open and first conditional, using <i>if</i> and <i>when</i></li> <li>• Present continuous tense for future use</li> <li>• Past continuous tense</li> <li>• Modals connected to functions listed above, e.g. <i>must, have to, need to, might</i></li> <li>• Infinitive of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Further expressions relating to future time, e.g. <i>the day after tomorrow, in a year's time</i></li> </ul>

Grade	Functions	Subject areas	Grammar	Lexis
7	<ul style="list-style-type: none"> <li>• Giving advice and highlighting advantages and disadvantages</li> <li>• Making suggestions</li> <li>• Describing past habits</li> <li>• Expressing possibility and uncertainty</li> <li>• Eliciting further information and expansion of ideas and opinions</li> <li>• Expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• National customs</li> <li>• Village and city life</li> <li>• National and local produce and products</li> <li>• Early memories</li> <li>• Pollution and recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Second conditional</li> <li>• Simple passive</li> <li>• <i>Used to</i></li> <li>• Relative clauses</li> <li>• Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i></li> <li>• Modals and phrases used to express possibility and uncertainty <i>may, might, I'm not sure</i></li> <li>• Discourse connectors <i>because of, due to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Expressions of agreement and disagreement</li> <li>• Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? Oh dear! Did you?</i></li> <li>• Simple fillers to give time for thought, e.g. <i>Well ... Um...</i></li> </ul>
8	<ul style="list-style-type: none"> <li>• Expressing feelings and emotions</li> <li>• Expressing impossibility</li> <li>• Reporting the conversation of others</li> <li>• Speculating</li> <li>• Persuading and discouraging</li> </ul>	<ul style="list-style-type: none"> <li>• Society and living standards</li> <li>• Personal values and ideals</li> <li>• The world of work</li> <li>• The supernatural</li> <li>• National environmental concerns</li> <li>• Public figures</li> </ul>	<ul style="list-style-type: none"> <li>• Third conditional</li> <li>• Present perfect continuous tense</li> <li>• Past perfect tense</li> <li>• Reported speech</li> <li>• Linking expressions, e.g. <i>even though, in spite of, unless, although</i></li> <li>• Cohesive devices, e.g. <i>so to continue, in other words, for example</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i></li> <li>• Appropriate words and expressions to encourage further participation, e.g. <i>And then? And what about you?</i></li> </ul>
9	<ul style="list-style-type: none"> <li>• Expressing abstract ideas</li> <li>• Expressing regrets, wishes and hopes</li> <li>• Expressing assumptions</li> <li>• Paraphrasing</li> <li>• Evaluating options</li> <li>• Hypothesising</li> <li>• Evaluating past actions or course of events</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and nightmares</li> <li>• Crime and punishment</li> <li>• Technology</li> <li>• Habits and obsessions</li> <li>• Global environmental issues</li> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i></li> <li>• More complex forms of the passive with modals</li> <li>• <i>Should/must/might/could</i> + present perfect tense</li> <li>• Correct verb patterns after <i>wish</i> and <i>hope</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary specific to the topic area</li> <li>• Vocabulary specific to the subject areas</li> <li>• Cohesive devices to recap and recover, e.g. <i>As I was saying, Anyway...</i></li> <li>• Hesitation fillers, e.g. <i>I mean, you know</i></li> <li>• Stock phrases to gain time for thought and keep the turn, e.g. <i>Well, let me think...</i></li> </ul>

## Appendix 3

Grade	Functions	Subject areas	Grammar	Lexis
10	<ul style="list-style-type: none"> <li>Developing an argument</li> <li>Defending a point of view</li> <li>Expressing beliefs</li> <li>Expressing opinions tentatively</li> <li>Summarising information, ideas and arguments</li> <li>Deducing</li> </ul>	<p><b>List A</b></p> <ul style="list-style-type: none"> <li>Roles in the family</li> <li>Bullying</li> <li>The school curriculum</li> <li>Youth behaviour</li> <li>Use of the internet</li> <li>Designer goods</li> </ul> <p><b>OR List B</b></p> <ul style="list-style-type: none"> <li>International events</li> <li>Equal opportunities</li> <li>Social issues</li> <li>The future of the planet</li> <li>Scientific developments</li> <li>Stress management</li> </ul>	<ul style="list-style-type: none"> <li>The basic structures specified for Grade 6 and below, exercising consistent control</li> <li>The more complex structures of Grades 7 to 9, though errors may occur when attempting to use combinations of these structures across sentence boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic and subject areas</li> <li>Modifying words, e.g. <i>basically, quite, certainly</i></li> <li>Intensifiers, e.g. <i>absolutely, completely, totally</i></li> <li>Tentative expressions, e.g. <i>I may be wrong but..., Don't you think it might be...</i></li> <li>'Signposting' words, e.g. <i>firstly, finally</i></li> </ul>
11	<ul style="list-style-type: none"> <li>Justifying an argument</li> <li>Inferring</li> <li>Softening and downplaying propositions</li> <li>Expressing caution</li> <li>Challenging arguments and opinions</li> <li>Evaluating different standpoints</li> <li>Expressing reservations</li> </ul>	<p><b>List A</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Ambitions</li> <li>Stereotypes</li> <li>Role models</li> <li>Competitiveness</li> <li>Young people's rights</li> </ul> <p><b>OR List B</b></p> <ul style="list-style-type: none"> <li>The media</li> <li>Advertising</li> <li>Lifestyles</li> <li>The arts</li> <li>The rights of the individual</li> <li>Economic issues</li> </ul>	<ul style="list-style-type: none"> <li>All the basic structures specified for Grade 6 and below, exercising complete control</li> <li>The more complex structures of Grades 7 to 9, used in combination and contrast, with only very occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Expressions used before challenging, e.g. <i>That's a good point but..., Perhaps I didn't explain my point clearly...</i></li> <li>Expressions for downplaying and softening, e.g. <i>It's quite difficult, If I could just ask</i></li> <li>Signposting expressions, e.g. <i>I'd like to begin with..., On the other hand..., So to sum up...</i></li> <li>Language of caution, e.g. <i>It tends to be, It seems as if</i></li> <li>Vague and imprecise language, e.g. <i>a bit more, a hundred people or so</i></li> </ul>
12	<ul style="list-style-type: none"> <li>Asserting</li> <li>Denying</li> <li>Expressing empathy and sympathy</li> <li>Contradicting</li> <li>Implying</li> <li>Affirming</li> </ul>	Any of the above and any other appropriate subject	<ul style="list-style-type: none"> <li>A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity</li> <li>Differing linguistic forms to reformulate ideas to convey finer shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>A range of idiomatic expressions and colloquialisms</li> <li>Language of empathy and sympathy, e.g. <i>I see what you mean but..., That must have been very difficult...</i></li> <li>Expressions used to introduce contradiction or assertion, e.g. <i>Well, I don't see it like that..., That may be true for you...</i></li> </ul>

## Common European Framework of Reference and Trinity College London examinations

Graded Examinations in Spoken English (GESE)	Integrated Skills in English examinations (ISE)	Common European Framework of Reference (CEFR)
Grade 1		n/a
Grade 2		A1
Grade 3		A2.1
Grade 4	ISE 0	A2.2
Grade 5		B1.1
Grade 6	ISE I	B1.2
Grade 7		B2.1
Grade 8	ISE II	B2.2
Grade 9		B2.3
Grade 10		C1.1
Grade 11	ISE III	C1.2
Grade 12		C2

The CEFR is the result of over ten years' research by a number of leading applied linguists and pedagogical specialists from the Council of Europe. It provides a detailed model for describing and scaling language use and the different kinds of knowledge and skills required.

The framework is intended to stimulate reflection on objectives and methods, to facilitate communication and to provide a common basis for curriculum development, the elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational and vocational mobility.

*(Common European Framework of Reference for Languages: Learning, teaching, assessment, Council of Europe, 2001)*