Graded Examinations in Spoken English syllabus amendments 2010-2013

The syllabus changes listed below are those which will have an impact on the Graded Examinations in Spoken English. The syllabus layout and guidance notes have also been revised for 2010. The 2010-2013 syllabus is valid from 1 February and replaces all previous versions.

Initial Stage: Grades 1-3			
Area	**2007 – 2010 syllabus**	**2010 - 2013 syllabus**	**Notes**
Candidate profile	Communicate in basic routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time	Change to: Communicate in basic routine tasks requiring a simple and direct exchange of information on *familiar and routine matters*	
	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	Change to: Use basic sentence patterns and communicate through *simple* phrases groups of a few words and formulae about *themselves* and other people, what they do, places and possessions	
		Add: *Ask and answer simple questions about personal information and everyday life*	
Examination procedure		Add: *At Grades 2 and 3, the candidate asks the examiner at least one simple question during the examination.*	

Grade 1			
Area	**2007 – 2010 current syllabus**	**2010 - 2013 changes**	**Notes**
Communicative skills	Give very short, even single-word, answers to simple questions and requests for information	Change to: Give very short *answers* to simple questions and requests for information	

Grammar a) understand	Demonstratives: *this and that*	Add: *these* and *those*	
Grammar b) understand and use	Common nouns in singular and plural (regular)	Add: (regular and *irregular)*	
Lexis	Parts of the face and body	Add: *basic* parts of the face and body	
	Animals – common, domestic farm and wild	Change to: *Common* animals (domestic, farm and wild)	
	Items of clothing	Add: *everyday* items of clothing	
		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	Correct pronunciation of individual sounds to form intelligible words	Change to: Correct pronunciation *of common words relevant to the lexical areas listed*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 2

Area	2007 – 2010 syllabus	2010 – 2013 syllabus	Notes
Grammar b) understand and use	There is/are and has got/have got/have you got?	Add: There is/are and has got/have got/have you got? *Do you have?*	
	Questions words e.g. where, what	Change to: Question words where? *how?*	
	Determiners: *our*	Remove: *our*	
Lexis		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	The correct pronunciation of items associated with the lexical areas listed	Change to: The correct pronunciation *of words relevant to the lexical areas listed*	
	The appropriate stress for short form answers e.g. yes, I do	Remove completely	
		Add: *Basic intonation patterns for simple questions*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 3

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills	Use basic sentence patterns with memorised phrases to communicate limited information	Change to: Use basic sentence patterns *and phrases* to communicate limited information	
	Exchange basic personal information and descriptions of everyday life and activities	Add: Exchange basic personal information about everyday life and activities *by asking and answering simple questions*	
Functions	Describe daily routines, events and weather	Change to: Describe daily routines *and times*	
	Telling the time and giving dates	Change to: *giving dates*	
		Add: *Asking simple questions about everyday life*	
Grammar	Ordinal numbers up to 31st (for dates)	Move to: Grade 3 lexis	
Lexis		Add: Ordinal numbers up to 31st (for dates)	
		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	The correct pronunciation of items associated with the lexical areas listed above	Change to: The correct pronunciation of words *relevant to the lexical areas listed above.*	
	Basic stress and intonation patterns for words and short sentences	Change to: Basic stress and intonation patterns for words, short sentences *and simple questions*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Elementary Stage: Grades 4-6

Examination procedure	The examiner begins by greeting the candidate and trying to set him or her at ease.	Change to: The examiner begins by greeting the candidate, trying to set him or her at ease *and asking to see the candidate's identification (for Grade 5 and above)*	
Topic form		The topic form has been redesigned as a mind map	Sample completed Topic forms are given in Appendices 1 and 2

Grade 4

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills – Topic phase	Give information about the prepared topic in a series of limited long turns under the four headings on the topic form	Change to: Give information about the prepared topic in a series of limited long turns under the four *discussion points* on the topic form	
	Take the opportunity provided to include samples of the functions listed, where appropriate	Add: Take the opportunity provided to include samples of the *language* functions *and language items* listed, where appropriate	
Grammar		Add: *like + gerund/infinitive*	
Lexis		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	Appropriate weak forms in connected speech	*Add:* Appropriate weak forms *and intonation* in connected speech	
		Add: *Avoidance of speech patterns of recitation*	
Subject areas	Shops	Change to: *Shopping*	
	Work	Change to: *School and* work	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 5

Area	2007 – 2010 current syllabus	2010 - 2013 changes	Notes
Communicative skills – Topic phase	Give information about the prepared topic in a series of linked long turns under the five headings on the topic form	Change to: Give information about the prepared topic in a series of linked long turns under the five *discussion points* on the topic form	
	Take the opportunity provided to use the functions listed, where appropriate	Add: Take the opportunity provided to use the *language* functions *and language items* listed, where appropriate	
Lexis		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	The intonation patterns of basic question forms	Remove completely	

Phonology cont…		Add: *Avoidance of speech patterns of recitation*	
Subject areas	Cars and bicycles	Change to: *Means of transport*	
	Recent personal events	Change to: Recent personal *experiences*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 6

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills – Topic phase	Give information and opinions about the prepared topic in a series of sustained turns under the six headings on the topic form	Change to: Give information and opinions about the prepared topic in a series of sustained turns under the six *discussion points* on the topic form	
	Take the opportunity provided to include samples of the functions listed, where appropriate	Add: Take the opportunity provided to include samples of the *language* functions *and language items* listed, where appropriate	
Functions		Add: *Describing past habits over a period of time*	
Grammar	Open and first conditional, using if and when	Change to: *Zero* and first conditional using if and when	
	Modals connected to the functions listed, e.g. must, have to, need to, might	Change to: Modals connected to the functions listed, e.g. must, need to, might, *don't have to*	
Lexis		Add: *Common phrasal verbs*	
		Add: *Phrases and expressions relating to the list of language functions*	
Phonology		Add: *Avoidance of speech patterns of recitation*	
Subject areas	Shopping	Removed	
		Add: *Learning a foreign language*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Intermediate Stage: Grades 7-9

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Examination procedure	After the short setting at ease phase,	Change to: The examiner begins by greeting the candidate, trying to set him or her at ease *and asking to see the candidate's identification*	
		Add: *During the conversation phase, the candidate and examiner share responsibility for the maintenance of the interaction.*	

Grade 7

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills – Interactive phase	Initiate the discourse	Remove completely	
		Add: *Take control over the interaction*	
	Maintain the discourse by asking for information	Add: Maintain the discourse by asking for information *and making comments*	
Lexis	Expressions of agreement and disagreement	Remove completely	
		Add: *Phrases and expressions relating to the list of language functions*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 8

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills –Topic phase	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	Change to: Be prepared to ask and answer questions about the content of *and the examiner's views on the topic*	
	Rephrase where necessary in order to maintain the discourse	Remove completely	

Communicative skills –Topic phase cont…		Add: *Respond to the examiner's contributions and requests for further information, clarifications and explanations*	
Communicative skills –Interactive phase	Initiate the discourse	Remove completely	
		Add: *Take control over the interaction*	
Lexis		Add: *Phrases and expressions relating to the list of language functions*	
Subject areas	The supernatural	Change to: *Unexplained phenomena and events*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 9

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communicative skills –Topic phase		Add: *Paraphrases where necessary in order to maintain the discourse*	
Communicative skills –Interactive phase	Initiate the discourse	Remove completely	
		Add: *Take control over the interaction*	
Grammar		Add: *mixed conditionals*	
	Should/must/might/could + present perfect tense	Change to: Should/must/might/could + present perfect *infinitive*	
Lexis		Add: *Phrases and expressions relating to the list of language functions*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Advanced Stage: Grades 10-12

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Candidate profile	Understand the main points, arguments, inferences, changes in register and emphasis in extended complex and sometimes unstructured speech	Change/add to: Understand the arguments, inferences, changes in register and emphasis in extended complex and sometimes unstructured speech, *even when delivered at fast native speed*	
	Contribute and respond confidently and appropriately in interaction in all social and professional contexts, on matters within their personal experience	Remove completely	
		Add: *Express themselves spontaneously, very fluently and precisely differentiating finer shades of meaning*	
	Control the direction of the conversation and maintain its flow with ease, relating skilfully to the contributions of the listener	Change to: Control the direction of the *spoken interaction* and maintain its flow with ease, relating skilfully to the contributions of the listener	
	Demonstrate full control of a wide range of language structure, vocabulary and functions approaching that of a native speaker	Change to: Exploit a comprehensive and reliable mastery of a wide range of very complex language structure, vocabulary and language functions	
Examination procedure	After the initial greetings and introduction	Change to: The examiner begins by greeting the candidate, trying to set him or her at ease *and asking to see the candidate's identification*	
	The candidate gives a formal oral presentation of the prepared topic. The examiner makes notes on the information content during the presentation.	Change to: The candidate then gives a formal oral presentation of the prepared topic. *This is in the form of a well-structured presentation with an effective logical structure which helps the examiner to notice and remember significant points. The examiner makes notes during the presentation to facilitate the following discussion.* *The examiner does not interact with the candidate in this phase of the examination.*	

Examination procedure cont...	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.	Change to: The candidate brings the formal topic presentation *to a logical conclusion* and initiates the discussion of the topic presentation by inviting questions *and comments from the examiner. During this phase, the candidate and examiner participate in an authentic discussion of the ideas and opinions raised in the presentation.*	

Grade 10

Area	2007 – 2010 syllabus	2010 – 2013 syllabus	Notes
Communicative skills – Topic presentation phase	Give a formal presentation informative in nature	Change to: Give a formal presentation *discursive* in nature	
Communicative skills – Topic discussion phase	Invite questions and comments from the examiner about the contents of the presentation	Remove completely	
	Engage the examiner in discussion of some of the points made	Remove completely	
		Add: *Initiate and engage the examiner in a discussion of some of the points made*	
		Add: *Share the responsibility with the examiner for the maintenance of the discussion*	
Grammar	The basic structures specified for Grade 6 and below, exercising consistent control	Remove completely	
	The more complex structures of Grades 7 to 9, though errors may occur when attempting to use these structures across sentence boundaries	Remove completely	
		Add: *A broad range of complex structures to express thoughts clearly*	

Grammar cont...		Add: *A high degree of grammatical accuracy, though minor errors may occur when attempting to use a combination of structures across sentences boundaries*	
Lexis		Add: *A range of idiomatic expressions and colloquialisms*	
		Add: *Phrases and expressions relating to the list of language functions*	
Phonology	Sounds with minimal L1 transfer	Change to: Sounds with minimal *interference from the first language*	
Subject areas	List A – Bullying	Remove completely	
	List A	Add: *Communication*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 11

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communication skills – Topic presentation phase	Introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, integrate sub-themes and conclude	Change to: Introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, *and integrate sub-themes fluently*	
		Add: *Bring the presentation to an appropriate conclusion by inviting questions and comments from the examiner*	
Communication skills – Topic discussion phase	Encourage the examiner to comment and give his/her opinion on the ideas provided in the presentation	Remove completely	
	Respond to challenges made by the examiner	Add: Respond to challenges made by the examiner *spontaneously and appropriately*	
		Add: *Initiate the discussion and encourage the examiner to comment and give his or her opinion on the ideas provided in the presentation*	
		Add: *Take responsibility for the maintenance of the discussion*	

Communication skills – Conversation phase		Add: *Take responsibility for the maintenance of the conversation*	
Functions	Softening and downplaying propositions	Remove	
		Add: *Expressing empathy and sympathy*	
Grammar	All the basic structures specified for Grade 6 and below, exercising complete control	Remove completely	
	The more complex structures of Grades 7 to 9, used in combination and contrast, with only very occasional lapses	Remove completely	
		Add: *A broad range of complex structures used flexibly and effectively in combination and contrast*	
		Add: *A high degree of grammatical accuracy, errors are rare and difficult to identify*	
Lexis	Expressions used before challenging	Remove completely	
	Expressions for downplaying and softening	Remove completely	
	Language of caution	Remove completely	
	Signposting expressions, e.g. I'd like to begin with, on the other hand, so to sum up	Change to: Signposting expressions, e.g. I'd like to begin with, *conversely, to conclude*	
		Add: *A good range of idiomatic expressions and colloquialisms*	
		Add: *Phrases and expressions relating to the list of language functions*	
Examiner and candidate language		Remove completely	See the Trinity website for sample examinations

Grade 12

Area	2007 – 2010 syllabus	2010 - 2013 syllabus	Notes
Communication skills – Topic presentation phase	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 flexibility to meet the examiner's needs	Change to: Present a complex topic with a high degree of *linguistic* formality to the examiner who will probably be unfamiliar with *the subject matter*	
		Add: *Bring the presentation to a logical conclusion by inviting questions and comments from the examiner*	
Communication skills – Topic discussion phase	handling difficult questioning	Change to: handling *in-depth* questioning	
	Actively seek ways in which to engage the examiner in a meaningful discussion	Remove completely	
		Add: *Initiate the discussion and actively seek ways to engage the examiner in a meaningful exchange of ideas and opinions*	
		Add: *Take full responsibility for the maintenance of the discussion*	
Communication skills – Conversation phase		Add: *Take full responsibility for the maintenance of the conversation*	
Functions	Expressing empathy and sympathy	Remove	
		Add: *Softening and downplaying propositions*	
Grammar		Add: *Complete and consistent grammatical control of highly complex language at all times*	
Lexis:		Add: *A good command of a very broad lexical repertoire*	
	A range of idiomatic expressions and colloquialisms	Change to: A *wide* range of idiomatic expressions and colloquialisms	
		Add: *Phrases and expressions relating to the list of language functions*	

Examiner and candidate language		Removed completely	See the Trinity website for sample examinations

Regulations

Regulation	2010 - 2013 syllabus
Entry requirements	Please note from 1 February 2010, there is no minimum age limit, although Trinity recommends that candidates Are aged seven years and above at the time of the examination.
Entry requirements	Please note from 1 February 2010, once candidates have been submitted for an examination no substitutes or changes to the entries are permitted. In extenuating circumstances, centres are advised to contact their National/Area consultant or Trinity's Head office.
Candidate identification policy	Please note from 1 February 2010, where no ID has been provided the examiner will subsequently inform Trinity's Head Office.
Examination monitoring	Please note from 1 February 2010, Trinity examiners will audio-record oral examinations for monitoring and research processes. **All** examinations will be recorded unless stated otherwise
Appeals	Please note from 1 February 2010, there will be a fee for all first, second and third level appeals. Please consult the syllabus for further information.

Appendices

Appendix	2010 - 2013 syllabus
Appendix 1 & 2 – Topic forms	Samples of the new Topic form have been provided
Appendix 3 - Examination report forms	A sample completed Examination report form for Grade 5 has been provided
Appendix 5 – The CEFR and TCL International ESOL examinations	Information regarding the calibration of the new Spoken English for Work (SEW) qualifications and the CEFR has been included in the table
Appendix 8 – Summary of language requirements	This appendix has been updated to include changes made to the requirements for all grades