

This assessment aims to evaluate the test taker's ability to comprehend, integrate, and communicate information from both written and spoken academic sources in English. Multiple-choice questions assess comprehension of a reading passage and a thematically related short lecture at the sentence, paragraph, and discourse levels, while also measuring vocabulary knowledge and inferential understanding. Fill-in-the-blank tasks target the test taker's ability to recognise and reproduce key lexical and grammatical forms, demonstrating awareness of semantics, morphology, and spelling through accurate contextual use. Finally, the integrated writing tasks measure proficiency in identifying main ideas, supporting details, and logical relationships between perspectives or arguments presented across modalities. These tasks assess the ability to synthesise information from both inputs into a coherent, well-structured summary or argument, reflecting not only linguistic accuracy and range but also critical engagement with content. In doing so, the assessment provides a means of evaluating higher-order academic skills—such as analysis, comparison, and evaluation—while ensuring that performance reflects the integrated nature of real-world academic communication, in which reading, listening, and writing competencies interact dynamically.

In addition to the written exam above, the interview provides an opportunity to assess the test taker's oral communication skills as well as their familiarity with the GS Program, motivation for study, and reasons for application. Together, these assessments are used to gain a reliable understanding of the applicant's readiness and suitability to join our English-medium GS Program.