

**NOCN ESOL International Listening
Level C2 Proficient Paper AA
Sample Examination Mark Scheme**

NOCN USE ONLY	
Question	Answer
1.1	D
1.2	A
1.3	B
1.4	A
1.5	D
1.6	B
1.7	A
1.8	B
1.9	B
1.10	D
2.1.1	B
2.1.2	D
2.1.3	C
2.1.4	A
2.1.5	B
2.2.1	C
2.2.2	B
2.2.3	C
2.2.4	B
2.2.5	A
3.1.1	C
3.1.2	B
3.1.3	A
3.1.4	B
3.1.5	D
3.2.1	D
3.2.2	A
3.2.3	C
3.2.4	B
3.2.5	A
Total	30

**ESOL International
Sample English Listening Examination**

Level C2 Proficient

Texts to be used with the examination

The texts are to be recorded and sent to the centre on a disk prior to the examination.

Instructions are written in underlined italics and should not be recorded.

The recording must be played to learners in full from start to finish.

**NOCN ESOL International Listening
Level C2 Proficient Paper AA
Sample Examination Recordings**



This is the NOCN ESOL International Proficient Level C2 Listening examination.

Please check that your name and other details are on your mark sheet.

The invigilator will have explained how to fill in the mark sheet.

Do not write on your examination paper.

The Listening examination will now begin.

Part 1

You will hear ten sentences.

Read the replies on your examination paper. You have two minutes to read the replies on your examination paper.

Pause for two minutes

Listen to the sentences. You will hear the sentences in full twice. Choose the best reply for the situation. Then you will have two minutes to check your answers.

Record the sentences (three seconds between each sentence)

1. You don't look good! It looks like you are ready for a good rest.
2. My radiator needs fixing. Can you help?
3. Congratulations, you have passed your exam! You look really pleased!
4. I don't know what to do about this new job.
5. I'm bored.
6. I don't want to take unnecessary risks.
7. Did you know Mark was in hospital?
8. Peter is under the weather today.
9. My car has broken down so I can't get to work.
10. Why do you read all those reports?

Pause for five seconds after the first reading

Now listen to the sentences again.

Record the sentences again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 2 – Conversations

You will hear two conversations. Read the questions and answers on your examination paper for both conversations. You have two minutes to read them.

Pause for two minutes

Listen to Conversation 1. You will hear the conversation twice. Answer the questions. Then you have two minutes to check the answers.

Record the conversation

We are going to talk to Dan who was born in Ottawa, Canada. He studied psychology, political science and criminal sociology at university, but dropped out to act. In 1980 he starred in The Blues Brothers film. He went on to make Trading Places, then wrote and starred in the 1984 hit Ghostbusters. He appears with Michael Douglas and Matt Damon in the film Beyond the Candelabra.

- Dan, what is your greatest fear?

-23½ hour lockdown in the US federal penitentiary system.

-What is your earliest memory?

-The slap of the obstetrician's hand on my bottom.

-What was your most embarrassing moment?

-Having to remove my trousers in front of my grade four class and dry them on the radiator after I fell into a creek on my way to school.

-What is your most treasured possession?

-My 1932 Pierce Arrow V12 limousine.

-Where would you like to live?

-At my ancestral home in Canada. It's been in the family since 1826.

-What would your super power be?

-X-ray vision.

-What do you most dislike about your appearance?

-The crack in my nose that makes it look like a human bum.

-What is your most unappealing habit?

-Talking out loud to myself.

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Sample Examination Recordings**



-What is your favourite smell?

-Lilac.

-To whom would you most like to say sorry, and why?

-My high school teachers, because of my obnoxiousness.

-What does love feel like?

-It tingles.

-Which words or phrases do you most overuse?

-"If I might continue..."

-What is the worst job you've done?

-Exterminating rodents.

-What is the closest you've come to death?

-Falling through an industrial skylight to the floor, 50ft below.

-How would you like to be remembered?

-As a benefactor and a blues man.

-What is the most important lesson life has taught you?

-It's short. Don't waste a second.

-Tell us a joke

-A skeleton walks into a bar and says, "Give me a beer and a mop."

Pause for five seconds after the first reading

Now listen to the conversation again.

Record the conversation again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 2 – Conversations

Listen to Conversation 2. You will hear the conversation twice. Answer the questions. Then you have two minutes to check the answers.

Record the conversation

-Doctor: Mr. and Mrs. Porter please come in.

-Mrs. Potter: Thank you Doctor Robinson.

-D: And how are you feeling today? Is your rash any better?

-Mrs. P: I'm afraid I'm not feeling any better. I don't think the medication is making any difference. Do you think it might be something more serious; measles or rubella?

-D: Have you had either of them before?

-Mrs. P: Yes, I have. Both, I believe.

-D: It can't be either of those as you can contract them only once.

-Mr. P: You don't think it's the C word, do you?

-D: Well, I have to confess, I'm a little baffled. We could continue with the routine tests to see if they can shed any light on the situation. If not, we should consider a referral to a specialist.

-Mrs. P: What do you think might be the problem?

-D: We need to see the outcomes of the tests to be sure. We'll need a blood sample first. But before we can start any treatment we need to write to the hospital you were at previously to obtain your records.

-Mr. P: Will my wife have to stay in hospital?

-D: Yes, but only for two days.

-Mrs. P: You don't think it might be cancerous?

-D: No, I don't but we are going to do a biopsy, just to be on the safe side.

-Mrs. P: That's a load off my mind. Just one more question. Are any of the tests invasive? Will I need a general anaesthetic?

-D: No, the biopsy is under local anaesthetic, so try not to worry. It's most likely a severe case of eczema which has flared up.

-Mrs. P: That's reassuring. Thank you. When will I know the results?

-D: You should hear from us within a fortnight.

-Mr. And Mrs. P: Okay, thank you very much, doctor.

-D: You are welcome.

**NOCN ESOL International Listening
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Sample Examination Recordings**



Pause for five seconds after the first reading

Now listen to the conversation again.

Record the conversation again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Debate and Discussion

You will hear a debate and a discussion. Read the questions and answers on your examination paper for both the debate and discussion. You have two minutes to read them.

Pause for two minutes

Listen to the Debate. You will hear the debate twice. Answer the questions. Then you have two minutes to check the answers.

Record the debate

DEBATE: ANDREA (interviewer) AND JULIE MILIBRAND MP,

ANDREA: It's exactly a year since Julie Milibrand was appointed as an MP, but any hopes of celebrating a quiet anniversary have been blown away by today's news. There are multiple headaches facing Mrs Milibrand, notably, the Sunday Times allegations that retired Top Military Brass are willing to lobby on behalf of defence contracts. Julie Milibrand is with me now.

JULIE: Good morning, Andrea.

ANDREA: This, as we were saying earlier in the paper review, is a classic sting operation of course. Nonetheless, you've got a series of extremely eminent people who appear to be prepared to use events like remembrance celebrations, commemorations, private dinners and so on, to push the interests of defence companies, what's your view of this?

JULIE: Well first of all I think the revelations are deeply damaging to the individuals concerned and their reputations. I would like to be clear that there is no way that retired officers influence the way military equipment is procured. I'm satisfied that the system we have is completely robust but there is an issue, firstly about whether any rules have been broken and clearly at least one, possibly more, of the individuals named in the Sunday Times piece, were still under the terms of the two year restriction that applies after they have left the service. And secondly, I think we have to look at the level of access that we give retired officers to the Ministry of Defence and to serving officers. There are many, many reasons why it's sensible for the MOD to maintain contact with retired officers. They're often asked by people like yourself to comment on things that are going on in the defence area. But if they're abusing that access for commercial purposes, then we will have to tighten it up or maybe even shut it down; so that's something we will now look at.

ANDREA: And how do you feel personally about knowing that your Permanent Secretary, for instance, was sitting next to somebody at dinner and part of the purpose was to collar him on a particular contract. You must feel betrayed.

JULIE: Yeah, knowing my Permanent Secretary, I'm completely relaxed about it because he will be totally immune to that kind of approach. I think what we've seen on these kind of sting operations before is people rather bigging up their capabilities and what they can do. I hear a lot of bravado here.

ANDREA: Yes.

JULIE: I mean people that are talking about things that they've said or done at events and I don't remember any of those things happening.

ANDREA: (interjects) When George Osborne said at a government security meeting, that it just might be a

good idea to bring the troops back now, was that a silly thing for him to say?

JULIE: Well, anyone who knows the Chancellor's style will recognise this as a rhetorical posing of the counter-factual to the received wisdom. The Chancellor's style is quite properly to challenge received wisdom. Everybody is talking about the plan.

ANDREA: So you don't think he meant it seriously?

JULIE: No. I think he was asking us to justify our current plan by putting it to us that there is an alternative; we could just come out now. And we take that challenge.

ANDREA: Do you think there's any chance of bringing the bulk of the people that we've got home next year?

JULIE: Well, what I've said is that following my last visit to Afghanistan, I detect a change in mood among the senior ISAF commanders. It will now be possible to have a significant reduction in force numbers by the end of 2014, after the next fighting season and that is because of the evidence, this year, that as the US has withdrawn its surge, the Afghans have in fact stepped up to the plate and taken over those positions.

ANDREA: Can you give us any sense of numbers that might draw back?

JULIE: Well I would expect it to be significant. Which means thousands not hundreds.

ANDREA: Yes.

JULIE: But I would not expect it to be the majority of our forces.

ANDREA: Okay, so we're talking about something like four thousand, it sounds to me. That wouldn't be a ... (overlaps)

JULIE: (overlaps) Some, well we will have, of the nine thousand troops there at the beginning of 2013, by the end of 2014, we'll have virtually none.

ANDREA: So we can do the maths.

JULIE: I would expect there to be a significant step at the end of 2013.

ANDREA: All right. Julie Milibrand, thank you very much indeed for joining us.

JULIE: Thank you.

Pause for five seconds after the first reading

Now listen to the debate again.

Record the debate again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Discussion

Listen to the Discussion. You will hear the discussion twice. Answer the questions. Then you have two minutes to check the answers.

Record the discussion

LEWIS: Hello. Benefits from the state and the cost of them are hardly ever out of the news nowadays. Yesterday, Deputy Prime Minister Nick Clegg told the BBC that winter fuel payments, free bus passes for the over-60s in England and free TV licences for those over 75 might be taken away after the next General Election. From January, child benefit, paid to every mother or father for every child since 1978, will be taken away from more than a million people who have an income over £60,000, and partly taken away if it exceeds £50,000. Changes and cuts to disability benefits have already happened. More are in the pipeline. From April, council tax benefit disappears to be reborn as council tax support, with a reduced budget and local discretion about how to pay it. And the so-called universal credit begins next year and will eventually replace six existing means tested benefits for those who can't work, who are looking for work or are in low paid work. We're still of course awaiting the details of a new flat rate state pension, which may or may not begin in a few years time. And from Monday, if you make a mistake on a benefits form, you could be fined £50 - not for fraud, just for making a mistake. The Department for Work and Pensions expects to fine more than half a million people each year and rake in £80 million over 3 years. Meanwhile, of course, millions of people rely on benefits or need to claim them as their lives change, and wonder how to make sense of the very complex system that we have. Whatever your question about benefits now or how they might change, you can call Money Box Live on 03700 100 444. With me today to answer your questions is Will Hadwen who is Benefits Adviser with Working Families and Jean French who is Head of Advice and Information for Carers UK. Our first question is from Geraldine in Manchester. Geraldine, what's your question?

GERALDINE: My question is DLA presently being paid to my 15 year old severely disabled grandson will cease, I understand, next year. This benefit will then change to PIP. Currently (because he receives the highest level of DLA) he's entitled to mobility. What sort of changes can we expect? His condition isn't going to change, but what can we expect from the changed system?

LEWIS: Okay, that's big changes to DLA, Disability Living Allowance. Just tell us, Jean French, how that's going to change?

FRENCH: Hello Geraldine.

GERALDINE: Hello.

FRENCH: What's going to happen is that DLA will remain in payment probably until your son is 16 years of age, okay? At that point he'll need to make a claim for the personal independence payment and ...

LEWIS: That's replacing DLA, isn't it?

FRENCH: That's right. But it's replacing DLA for adults, people over the age of 16, and claimants of up to the age of 65 at the moment. So after 65, attendance allowance will still exist, as it does now. So Geraldine, your grandson is going to need to make a claim for the personal independence payment. If you're receiving child tax credits for him at the moment, you will stop receiving those on his behalf and he will be claiming what will then be universal credit as a means tested benefit for him.

LEWIS: And that will probably be this year. Will Hadwen, this is all very complicated. It's hard enough to understand the present system, never mind try to speculate on the new system. Will this mean more money for Geraldine's grandson? I'm sure that's what you really want to know, Geraldine.

HADWEN: Well, potentially it could do actually because for the most severely disabled children and young people universal credit is in fact more generous. And what I think would apply in this case, although it is subject to the medical, is that your grandson would probably get the enhanced rate of a care component of the personal independence payment. And, as Jean says, ultimately he would be getting universal credit, although there might be an interim stage where he has to claim employment and support allowance before universal credit comes in. It depends when his 16th birthday is. It also depends, Geraldine, on whether he's still going to be in full-time non-advanced education because potentially you might have a choice of continuing to claim for him.

GERALDINE: The intention is that he would remain in education, at least until he is 19.

HADWEN: He would remain in education, alright. In that case you have a slightly complicated choice, but one that's worth going over with a benefits adviser, which is about whether you continue to claim child tax credit and child benefit for him or whether he claims it in his own right.

GERALDINE: Right, we don't actually receive any tax benefit. The only benefit he receives is his DLA.

HADWEN: Okay and someone's getting child benefit for him, presumably?

GERALDINE: Yes, which she will lose in January because of her earnings. What I was really interested in is the link or whether there is a link to motability because presently, receiving the highest level, he does actually have access to a motability vehicle. Will that change?

HADWEN: Well the answer is we don't know for certain, but what the DWP have said is that they are aware that DLA mobility component is currently linked to motability and we expect that the mobility component of PIP will be linked in a similar way. But we don't have the details of that yet, I'm afraid.

LEWIS: Income based employment support allowance, I think Susan was going to say, but we seem to have ... We have lost the line to Manchester.

Well that's something we might be pursuing on Money Box. But I'm afraid that was all we have time for. My thanks to Will Hadwen from Working Families and Jean French of Careers UK. And thanks for all your calls and emails.

Pause for five seconds after the first reading

Now listen to the discussion again.

Record the discussion again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

That is the end of the Listening examination. Please check your mark sheet is completed correctly. Put your pens down.

End of Examination

**NOCN ESOL International Reading
Level C2 Proficient Paper AA
Sample Examination Mark Scheme**

NOCN USE ONLY	
Question	Answer
1	B
2	C
3	A
4	B
5	C
6	A
7	D
8	C
9	B
10	D
11	C
12	C
13	B
14	A
15	D
16	B
17	C
18	D
19	C
20	A
21	B
22	A
23	C
24	A
25	C
26	B
27	C
28	A
29	D
30	C
Total	30

**NOCN ESOL International Writing
Level C2 Proficient
Sample Writing Mark Scheme**



The learner will be required to produce two pieces of writing, one formal and one informal.

At the C2 level the learner will be asked to write between 200-300 words for each piece of writing. Learners are not allowed to use dictionaries. Time allowed is 75 minutes.

For each text a learner is awarded:

Marks	4-5	3-2	1	0
Range	Learner demonstrates a wide use of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Vocabulary is chosen to meet the purpose of text and idiomatic expressions are used naturally throughout. Specialised vocabulary is used appropriately where required by the task.	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but these may not be clearly expressed all the time. Some use of idiomatic expressions used but not always in a natural way to make the language flow.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited.	Learner does not produce a legible text. Vocabulary used is not effective in communicating ideas, impressions, feelings and opinions.
Accuracy and Grammar	Learner produces texts using appropriate tenses and word order. Complex structures, including the use of subordinate clauses are used accurately. Present, past and future tenses should be used accurately in both active and passive forms. One or two minor errors in sentence structures and grammar are permitted as long as comprehension is not impeded. All punctuation is used correctly.	Learner produces text where occasional errors in structure, use of punctuation and tenses occur, however they do not impede general comprehension.	Learner produces text with errors in tenses, punctuation and word order however this does not impede comprehension.	Learner does not produce a comprehensible text.
Format	Learner demonstrates the ability to write using a wide range of formats covering a range of functions. Texts will be smooth flowing and natural. Style is consistent throughout.	Learner demonstrates some ability to write for different functions using a range of formats, but this is not always applied consistently. Style is not always applied consistently.	Learner demonstrates limited awareness of the function and text type. Paragraphs are not used effectively.	Learner does not produce a text with a format appropriate to the context.

**NOCN ESOL International Writing
Level C2 Proficient
Sample Writing Mark Scheme**



Content	Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner used well-rounded cogent expanding on key points for both complex and abstract subjects. Linguistic markers are used to help the reader understand significant points and opinions.	Learner demonstrates awareness of content relevant to the assessment task most of the time. Some evidence of presenting an argument, although the key points may not be fully emphasised or expanded.	Learner demonstrates limited awareness of content. Arguments are not coherently expressed and there is insufficient detail presented.	Learner does not produce text relevant to the context of the task.
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**NOCN ESOL International
Level C2 Proficient
Sample Speaking Examination Sheet**



Learner Name _____

Learner Registration Number _____ Examination Date _____

Centre Name _____ Centre Number _____

Interlocutor Name _____ Interlocutor Signature _____

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation is not assessed in this activity. One or two errors are permitted which could be self-corrected or do not impede comprehension.

Total marks for Part 1 is 9.

Question	Number of marks	Learner response	Learner Score
1. Can you tell me why you are learning English?	1	e.g. I began learning English because...	
2. Tell me what would be your superpower and three things you would do if you had it.	3	e.g. My superpower would be... If I had a superpower I would like to be able to... first I would /wouldn't... I think I ...	
3. If you could live anywhere, explain where you would live and why?	1	e.g. I would like to live ... because...	
4. What job would you like to do in the future?	1	e.g. I would like to be a... because	
5. Three things people can do to stay healthy	3	e.g. in my opinion people can... it is a good idea to... I also think...	
Total Marks	/9		

**NOCN ESOL International
Level C2 Proficient
Sample Speaking Examination Sheet**



Part 2 - Responding to the situation / general use of English in formal and informal environments.

The purpose is to differentiate between formal/informal register, to assess accuracy and grammar appropriate for Level C2 and assess learner’s pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks	Score
Register	Clear distinction between formal and informal situation is made throughout. Learner shows confidence throughout.	Distinction between formal and informal situations is mainly maintained throughout. Mainly confident.	Distinction between formal/ informal situation is not fully made throughout. Some degree of confidence shown.	Learner does not maintain a clear distinction between formal and informal throughout. Lacks confidence.	
Accuracy	A high degree of accuracy in the use of complex grammatical structures is maintained throughout. One or two errors are made which are self-corrected or do not impede comprehension.	Occasional errors are made but most are self-corrected. Meaning is not impeded.	Lack of accuracy occasionally impedes the meaning. Most errors are self-corrected but not all.	A significant number of errors which are not corrected.	
Pronunciation	Stress, pronunciation and intonation are used naturally in connected speech to convey finer shades of meaning, highlighting, emphasising and modifying meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses to convey finer points of meaning.	Largely connected speech where stress, pronunciation and intonation is used but does not convey shades of meaning.	Learner’s speech is monotonous, and some errors in pronunciation.	

**NOCN ESOL International
Level C2 Proficient
Sample Speaking Examination Sheet**



Effective communication	Clarity of interaction with natural use of discourse organisation, connectors and cohesive devices. . Confident in management of turn taking.	Mainly controlled use of discourse organisation, connectors and cohesive devices with occasional errors. Able to backtrack when encountering difficulty.	Limited evidence of discourse organisation and use of connectors and cohesive devices. Limited evidence of using appropriate turn taking conventions.	Minimal discourse organisation and appropriate turn taking management.	
Total Marks	/12				

**NOCN ESOL International
Level C2 Proficient
Sample Speaking Examination Sheet**

Part 3 - Discussion

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation.

Skill	3 marks	2 marks	1 mark	0 mark	Score
Use of vocabulary	Uses complex sentences, idiomatic expressions and colloquialisms naturally. Able to provide sophisticated explanations, narratives, ideas and opinions and come to a conclusion.	Some use of complex sentences, idiomatic expressions and colloquialisms. Able to qualify opinions and statements, but not always without hesitation.	Minimal use of complex sentences. Occasional errors in the use of vocabulary. Occasionally has to search to find the right word.	Very limited use of complex sentences. Repetitive and limited vocabulary.	
Accuracy and grammar	A high degree of accuracy in the use of complex grammatical structures is maintained throughout. One or two errors are made which are self-corrected or do not impede comprehension.	Occasional errors are made but most are self-corrected. Meaning is not impeded.	Lack of accuracy occasionally impedes the meaning. Most errors are self-corrected but not all.	A significant number of errors which are not corrected.	
Pronunciation	Stress, pronunciation and intonation are used naturally in connected speech to convey finer shades of meaning, highlighting, emphasising and modifying meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses to convey finer points of meaning.	Largely connected speech where stress, pronunciation and intonation is used but does not convey shades of meaning.	Learner's speech is monotonous and some errors in pronunciation.	
Listening and responding	Engages in discussion to express and elicit	Clear interaction with occasional errors in	Some evidence of detailed and clear responses to	Very limited interaction to show any	

**NOCN ESOL International
Level C2 Proficient
Sample Speaking Examination Sheet**



	opinion, defend and justify arguments when challenged. Able to persuade someone to a point of view.	understanding or giving responses. Arguments and opinions not always clearly made or justified.	others. Limited evidence of detailed arguments and opinions.	evidence of being able to give and defend arguments and opinions.	
Total marks	/12				

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Total marks for paper	
Percentage mark	
Grade	

**NOCN ESOL International
Level C2 Proficient Sample Paper AA
Speaking Individual Mark Sheet**



Learner Name _____

Learner Registration Number _____ Examination Date _____

Centre Name _____ Centre Number _____

Interlocutor Name _____ Interlocutor Signature _____

Question	Maximum marks	Learner response	Learner Score
1. Why they started learning English	1 mark		
2. Superpower and three things they would do with it	3 marks		
3. Where you would live and why	1 mark		
4. What job you would like to do in the future?	1 mark		
5. Three things people can do to stay healthy	3 marks		

Part 2

Part 3

Skill	Maximum	Learner score	Skill	Maximum	Learner Score
Register	3		Use of Vocab	3	
Accuracy	3		Accuracy and Grammar	3	
Pronunciation	3		Pronunciation	3	
Effective communication	3		Listening and Responding	3	

Total marks for paper	
Percentage mark	
Grade	Pass / Fail