

Listening Mark Scheme

| Question | Answer | Question | Answer |
|----------|--------|--------------|-----------|
| 1.1 | B | 3.1.1 | B |
| 1.2 | A | 3.1.2 | C |
| 1.3 | B | 3.1.3 | B |
| 1.4 | A | 3.1.4 | A |
| 1.5 | B | 3.1.5 | B |
| 1.6 | C | 3.1.6 | A |
| 1.7 | C | 3.2.1 | B |
| 1.8 | B | 3.2.2 | B |
| 1.9 | A | 3.2.3 | C |
| 1.10 | A | 3.2.4 | A |
| 2.1.1 | B | 3.2.5 | C |
| 2.1.2 | C | | |
| 2.1.3 | B | | |
| 2.1.4 | A | | |
| 2.1.5 | C | | |
| 2.2.1 | B | | |
| 2.2.2 | C | | |
| 2.2.3 | C | | |
| 2.2.4 | C | | |
| 2.2.5 | B | | |
| | | Total | 31 |

Reading Mark Scheme

| NOCN USE ONLY | |
|---------------|--------|
| Question | Answer |
| 1 | A |
| 2 | B |
| 3 | C |
| 4 | A |
| 5 | B |
| 6 | A |
| 7 | A |
| 8 | A |
| 9 | B |
| 10 | C |
| 11 | B |
| 12 | C |
| 13 | B |
| 14 | B |
| 15 | A |
| 16 | C |
| 17 | A |
| 18 | B |
| 19 | A |
| 20 | C |
| 21 | B |
| 22 | B |
| 23 | B |
| 24 | A |
| 25 | C |
| 26 | A |
| 27 | B |
| 28 | C |
| 29 | B |
| 30 | C |
| 31 | C |
| Total | 31 |

**NOCN ESOL International Writing
Level C1 Advanced**

Mark Scheme

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

At the C1 level the learner will be asked to write between 150 - 200 words for Task 1 and 250 - 300 words for Task 2. 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 and Spelling | 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 appropriately. Learner produces text using appropriate spelling | Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but these may not be clearly expressed all the time. Some evidence of choosing vocabulary to meet the purpose of the text is shown. Learner produces text where some errors in spelling occur. | Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Vocabulary chosen does not always meet the purpose of the text. Learner produces text with many errors in spelling. | 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. Most complex structures, including the use of subordinate clauses are used correctly. Present, past and future tenses should be used accurately in both active and passive forms. One or two errors in sentence structure or grammar are permitted where they do not impede comprehension. All punctuation is used correctly. | Learner produces text where some errors in structure, use of punctuation and tenses occur, however they do not impede general comprehension. | Learner produces text with many errors in tenses, punctuation and word order. Comprehension is impeded. | 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. Paragraphs are used to structure the text throughout. The conventional features of common text types are used correctly. | Learner demonstrates some ability to write for different functions using a range of formats, but this is not always applied consistently. Paragraphs will be used but these are not always effective in structuring the information. | Learner demonstrates limited awareness of the function and text type. Paragraphs are not used effectively. Errors are widely made in the use of features of text types. | Learner does not produce a text with a format appropriate to the context. Paragraphs are not used at all. Features of common text types are not used. |
| Content | Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner used well- rounded arguments, emphasising and expanding on key points. | Learner demonstrates some awareness of content relevant to the assessment task. 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. |

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation are not assessed at this stage. 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. What do you do on Sundays? | 1 | e.g. I usually go out and I also do ... I wake up at | |
| 2. What three subjects would you most like to study? | 3 | e.g. I would like to learn more about.. a, b, c, ... | |
| 3. Tell me what your favourite animal is and why you like them? | 1 | e.g. I like ... (dogs)... because they are I like the ones that ... (look like) ... | |
| 4. What job do you think is the hardest to do and why? | 1 | e.g. I think it is hard to (be a doctor).. because | |
| 5. Can you tell me about three days during the summer that you enjoyed? | 3 | e.g. I celebrated/had a party I went away to the mountains I played a football match and won | |
| Total Marks | /9 | | |

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 C1 and assess learner's pronunciation.

| Skills | 3 marks | 2 marks | 1 mark | 0 marks |
|---------------|--|--|--|--|
| Register | Clear distinction between formal and informal situations is made throughout. Learner shows confidence throughout. | Distinction between formal and informal situations is mainly maintained throughout. Mainly confident. | Distinction between formal/informal situations is not fully made throughout. Some degree of confidence shown. | Learner does not maintain a clear distinction between formal and informal situations 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. |

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|-------------------------|---|--|---|--|
| 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. |
|-------------------------|---|--|---|--|

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 marks |
|----------------------|--|---|--|---|
| 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 opinion, defend and justify arguments when challenged. Able to persuade someone to a point of view. | Clear interaction with occasional errors in understanding or giving responses. Arguments and opinions not always clearly made or justified. | Some evidence of detailed and clear responses to others. Limited evidence of detailed arguments and opinions. | Very limited interaction to show any evidence of being able to give and defend arguments and opinions. |
|--------------------------|---|---|---|--|