

Listening Mark Scheme

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

Reading Mark Scheme

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

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

At the B2 level the learner will be asked to write between 100-150 words for Task 1 and 150-200 words for Task 2. Learners are not allowed to use dictionaries.

Time allowed is 1 hour. For each text a learner is awarded:

Marks	4-5	3-2	1	0
Range and Spelling	Learner demonstrates a wide use of vocabulary, using a wide variety of adjectives and conjunctions relevant to the level. Learner produces text using appropriate spelling.	Learner demonstrates some use of vocabulary with some adjectives and conjunctions. Learner produces text where some errors in spelling occur.	Learner demonstrates limited use of appropriate vocabulary using occasional adjectives and conjunctions. Learner produces text with many errors in spelling.	Learner does not produce a legible text. No adjectives or conjunctions used.
Accuracy and Grammar	Learner produces texts using appropriate tenses and word order. Some complex structures are used correctly. Present, past and future tenses should be used accurately throughout with only one or two minor errors which do not impede comprehension.	Learner produces text where some errors in structure and tenses occur, however they do not impede general comprehension.	Learner produces text with many errors in tenses and word order. Comprehension is impeded.	Learner does not produce a comprehensible text.
Format	Learner recognises the difference between formal and informal situations which is maintained throughout the text. Paragraphs are used to structure the text throughout. The conventional features of common text types are used correctly.	Learner demonstrates awareness of formal and informal situations but this is not always maintained throughout. Paragraphs will be used but these are not always effective in structuring the information. Some of the conventional features of common text types are used correctly.	Learner demonstrates limited awareness of formal and informal situation. Paragraphs are not used effectively. Errors are widely made in the use of features of common 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 discusses at least two areas in depth. Ideas are linked coherently.	Learner demonstrates some awareness of content relevant to the assessment task. At least two areas are discussed although this may be limited in depth and ideas may not be linked coherently.	Learner demonstrates limited awareness of content or only covers one area. Ideas are not linked coherently.	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 is your favourite day of the year?	1	e.g. I love my birthday My favourite day is Christmas etc	
2. What are your favourite three sports and why?	3	e.g. My favourite sports are (football) ... I like watching cricket etc	
3. What type of magazines do you read?	1	e.g. I read fashion/comic books/design magazines	
4. Where in the world would you most like to visit?	1	e.g. I would like to see (Eiffel tower) in ...	
5. Name three things you would like to do as a job?	3	e.g. I would like to be a and And	
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 B2 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks
Register	A learner is awarded 3 marks when clear distinction between formal and informal situations is made throughout.	A learner is awarded 2 marks when distinction between formal and informal situations is not maintained throughout.	A learner is awarded 1 mark when a distinction between formal/ informal situations is only attempted.	A learner does not recognise formal/informal register.
Accuracy	A learner is awarded 3 marks when grammatical structures are used correctly - correct tense and word order are applied. One or two minor errors are allowed as long as meaning is not impeded.	A learner is awarded 2 marks when minor mistakes occur not impeding the overall meaning.	A learner is awarded 1 mark when accuracy largely impedes the meaning.	A learner does not apply correct tense or word order as appropriate to the situation.
Pronunciation	A learner is awarded 3 marks when using clear stress, pronunciation and intonation.	A learner is awarded 2 marks when pronunciation does not impede the clarity.	A learner is awarded 1 mark when the speech is not clear, largely impeding the meaning.	The learner's speech is unclear and incomprehensible.
Effective communication	A learner is awarded 3 marks for clarity of interaction with some fluency evident.	A learner is awarded 2 marks when effective communication is achieved with some clarification. Some noticeable long pauses.	A learner is awarded 1 mark when effective communication is attempted but not fully achieved. Lack of fluency apparent.	A learner does not communicate effectively.

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	A learner is awarded 3 marks when they use a wide range of vocabulary appropriate to the context including good expression of feelings and opinion.	A learner is awarded 2 marks when they use some vocabulary appropriate to the context with limited ability to use vocabulary to persuade or express key points in an argument.	A learner is awarded 1 mark when they use only a limited range of vocabulary which does not allow the learner to develop ideas and opinions.	No conversation has been attempted.
Accuracy and grammar	A learner is awarded 3 marks when grammatical structures are used correctly - correct tense and word order are applied. One or two minor errors are allowed as long as meaning is not impeded.	A learner is awarded 2 marks when minor mistakes occur not impeding the overall meaning.	A learner is awarded 1 mark when accuracy largely impedes the meaning.	A learner does not apply correct tense or word order as appropriate to the situation.
Pronunciation	A learner is awarded 3 marks when they use clear stress, pronunciation and intonation in connected speech.	A learner is awarded 2 marks when pronunciation does not impede the clarity.	A learner is awarded 1 mark when speech is not clear, largely impeding the meaning.	The learner's speech is unclear and incomprehensible.
Listening and responding	A learner is awarded 3 marks when fluency and interaction is maintained throughout the task. The learner will demonstrate turn taking conventions including dealing with interruptions.	A learner is awarded 2 marks when some repetition and requesting clarification is evident. Inappropriate phrases may be used to interrupt or to ask for information.	A learner is awarded 1 mark when limited comprehension is demonstrated during the interaction. Stilted conversation with long pauses.	A learner cannot maintain a conversation.