Listening Mark Scheme

Question	Answer	Question	Answer
1.1	A	3.1.1	C
1.2	B	3.1.2	A
1.3	B	3.1.3	A
1.4	C	3.1.4	A
1.5	B	3.1.5	A
1.6	A	3.2.1	A
1.7	A	3.2.2	C
1.8	B	3.2.3	B
1.9	A	3.2.4	B
1.10	C	3.2.5	C
2.1.1	B	3.2.6	C
2.1.2	A		
2.1.3	B		
2.1.4	A		
2.1.5	B		
2.2.1	A		
2.2.2	B		
2.2.3	A		
2.2.4	A		
2.2.5	B		
		Total	**31**

Reading Mark Scheme

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

NOCN ESOL International Writing
Level C1 Advanced
LIVE Summer 2016
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 applies 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.

NOCN ESOL International Speaking
Level C1 Advanced
LIVE Summer 2016
Mark Scheme

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 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 normal routine in the morning?	1	e.g. I usually get up at … I get dressed …	
2. What three things would you like to be able to do in the future?	3	e.g. I would like to go to … I want to …	
3. Can you describe your best friend?	1	e.g. My best friend is … He/she has …	
4. What is your favourite TV programme and why?	1	e.g. I like … because it is …	

5. Can you tell me three things you did last weekend?	3	e.g. I went … with my family.
		    I played …
		    I did …	

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	Score
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.	

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				

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	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 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.	
Total marks	/12				

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Total marks for paper	
Percentage mark	
Grade	Pass/Fail