

Listening Mark Scheme

Question		Answer	Question		Answer
1	1	A	3.1	1	C
1	2	B	3.1	2	B
1	3	B	3.1	3	A
1	4	C	3.1	4	B
1	5	A	3.1	5	C
1	6	C	3.1	6	B
1	7	B	3.2	1	C
1	8	A	3.2	2	B
1	9	B	3.2	3	B
1	10	C	3.2	4	A
2.1	1	A	3.2	5	C
2.1	2	C			
2.1	3	B			
2.1	4	C			
2.1	5	C			
2.2	1	A			
2.2	2	C			
2.2	3	B			
2.2	4	C			
2.2	5	B			
			Total		31

Reading Mark Scheme

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

TASK 1: 150 – 200 WORDS AND TASK 2: 250 – 300 WORDS Points range from 0-12				
Marks	3	2	1	0
Range of Vocabulary and Spelling	Learner uses a variety of vocabulary to communicate ideas, impressions, feelings and opinions clearly. Vocabulary meets purpose and idioms are used naturally throughout. Specialised vocabulary is used correctly with 80% accuracy of spelling unfamiliar words	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but not always clearly. Some use of idioms is used but not always naturally. Spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited and many errors in spelling complex words (40%).	Illegible text and incorrect use of vocabulary throughout for expressing and communicating ideas, impressions, feelings and opinions. Spelling is weak; 50% misspellings in unfamiliar vocabulary. C1 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using appropriate tenses and word order, complex structures, subordinate clauses and a variety of tenses in active and passive forms. 1-2 errors in sentence structures and grammar, but comprehension not impeded.	Learner produces text where occasional structural errors occur and punctuation and tenses are not always accurate, however comprehension is not impeded. 30% of errors occur with more complex grammatical forms.	Learner produces text with errors in tense forms, punctuation and word order. Comprehension is impeded in some instances. 40% of errors occur in more complex grammatical forms.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner demonstrates high awareness of the task and ability to use a wide range of formats covering a range of functions. Effective use of paragraphing shows logical cohesion and organisation of ideas. Well punctuated and overall consistent style.	Learner demonstrates awareness of the task and can use appropriate language for different functions and a range of formats, though this may not be consistent throughout the text. 30% of errors occur. Paragraphs show logical cohesion and organisation of ideas most of the time. Well punctuated.	Learner demonstrates a limited awareness of the task, its function and text type. Argument is not coherently expressed and lacking detail. 40% of errors occur. Paragraphs do not always show logical cohesion and organisation of ideas but are fairly well punctuated.	Learner does not produce text relevant to the context of the task. No demonstration of the awareness of language function and range of formats. No evidence of paragraphing to show logical organisation of ideas. Format is inappropriate to the context.
Content	Learner demonstrates an understanding and awareness of task and content is relevant with coherently linked ideas. Uses well rounded cogent expanding on key points for complex and abstract subjects. Linguistic markers used to give opinions and elaborated answers. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Some evidence of presenting an argument, although key points may not be fully elaborated. Learner understands the question but response limited in depth and ideas not written at length. Able to maintain expression and argument, but key points may not be fully emphasised or expanded.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer and arguments are not coherently expressed as insufficient detail is presented. However, an answer is attempted on some aspects of the task. Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.

The learner will be required to complete TWO TASKS at C1

Part 1 – Personal Information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation is 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. Can you tell me about the area you live in, and what you like the most?	1	e.g. I live in....., it is near.....	
2. Please tell me three countries you would like to visit and why.	3	e.g. I would like to visit....., and because it is hot there,because there are many interesting places to visit, andbecause I have friends there.	
3. Can you tell me what activity you have enjoyed doing this week?	1	e.g. I have been to....., and I met	
4. Can you tell me three things you do to relax?	3	e.g. I run, I read, I meet friends	
5. Tell me one thing you would like to change to make the world a better place.	1	e.g. provide food and shelter	
Total marks	9		/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.	Distinction between formal and informal situations is not maintained throughout.	Distinction between formal/informal situations is only attempted.	Learner does not recognise formal/informal register.
Accuracy	A high degree of accuracy in the use of grammatical structures is maintained throughout with few errors, self-correcting errors.	Occasional errors are made but most are self-corrected.	Lack of accuracy occasionally impedes the meaning.	A learner has a significant number of errors which are not corrected.
Pronunciation	Stress, pronunciation and intonation are used in connected speech to convey finer shades of meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses.	Largely unconnected speech where stress, pronunciation and intonation is not used to convey shades of meaning.	Learner's speech is monotonous, and some errors in pronunciation.
Effective communication	Clarity of interaction with controlled use of discourse organisation, connectors and cohesive devices. Able to backtrack when encountering difficulty. Confident in management of turn taking.	Mainly controlled use of discourse organisation, connectors and cohesive devices with occasional errors. Mainly confident in management of turn taking but occasional hesitations.	Minimal evidence of discourse organisation and use of connectors and cohesive devices. Limited evidence of using appropriate turn taking conventions.	No evidence of 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 mark
Use of vocabulary	Uses complex sentences, idiomatic expressions and colloquialisms. Able to qualify opinions and statements without seeming to search for words.	Limited use of complex sentences, idiomatic expressions and colloquialisms. Attempts to qualify opinions and statements, but not always without a pause.	Minimal use of complex sentences. Occasional errors in the use of vocabulary. Has to search at length to find the right word.	No conversation has been attempted.
Accuracy and grammar	A high degree of accuracy in the use of grammatical structures is maintained throughout with few errors, self-correcting errors.	Occasional errors are made but most are self-corrected.	Lack of accuracy occasionally impedes the meaning.	A learner has a significant number of errors which are not corrected.
Pronunciation	Stress, pronunciation and intonation are used in connected speech to convey finer shades of meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses.	Largely unconnected speech where stress, pronunciation and intonation is not used to convey shades of meaning.	Learner's speech is monotonous and some errors in pronunciation.
Listening and responding	Clarity of interaction. Able to backtrack and reformulate when encountering difficulty. Confident in management of turn taking. Uses appropriate means of dealing with interruptions.	Mainly clear interaction with occasional errors in understanding or giving responses. Mainly confident in management of turn taking but occasional hesitations.	Minimal evidence of detailed and clear responses to others. Limited evidence of using appropriate turn taking conventions.	No evidence of discourse organisation and appropriate turn taking management.
Total marks	/12			

Total marks for paper	
Percentage mark	
Grade	