

Listening Mark Scheme

| PART | Question | Answer | | PART | Question | Answer |
|------|----------|--------|--|------|--------------|-----------|
| 1 | 1 | a | | 3.1 | 1 | c |
| 1 | 2 | c | | 3.1 | 2 | a |
| 1 | 3 | b | | 3.1 | 3 | b |
| 1 | 4 | c | | 3.1 | 4 | a |
| 1 | 5 | a | | 3.1 | 5 | c |
| 1 | 6 | a | | 3.1 | 6 | b |
| 1 | 7 | c | | 3.2 | 1 | b |
| 1 | 8 | a | | 3.2 | 2 | b |
| 1 | 9 | c | | 3.2 | 3 | a |
| 1 | 10 | b | | 3.2 | 4 | b |
| 2.1 | 1 | b | | 3.2 | 5 | a |
| 2.1 | 2 | c | | | | |
| 2.1 | 3 | b | | | | |
| 2.1 | 4 | a | | | | |
| 2.1 | 5 | b | | | | |
| 2.2 | 1 | b | | | | |
| 2.2 | 2 | a | | | | |
| 2.2 | 3 | b | | | | |
| 2.2 | 4 | c | | | | |
| 2.2 | 5 | b | | | | |
| | | | | | Total | 31 |

Reading mark scheme

| TEXT | Question | Answer | | TEXT | Question | Answer |
|------|----------|--------|--|------|--------------|-----------|
| 1 | 1 | a | | 3 | 21 | b |
| 1 | 2 | b | | 3 | 22 | c |
| 1 | 3 | c | | 3 | 23 | b |
| 1 | 4 | c | | 3 | 24 | a |
| 1 | 5 | b | | 3 | 25 | a |
| 1 | 6 | a | | 4 | 26 | b |
| 1 | 7 | b | | 4 | 27 | b |
| 1 | 8 | b | | 4 | 28 | c |
| 1 | 9 | c | | 4 | 29 | a |
| 1 | 10 | a | | 4 | 30 | c |
| 2 | 11 | b | | 4 | 31 | c |
| 2 | 12 | b | | | | |
| 2 | 13 | c | | | | |
| 2 | 14 | a | | | | |
| 2 | 15 | a | | | | |
| 2 | 16 | c | | | | |
| 2 | 17 | a | | | | |
| 2 | 18 | b | | | | |
| 2 | 19 | c | | | | |
| 2 | 20 | a | | | | |
| | | | | | Total | 31 |

| TASK 1: 100 – 150 WORDS AND TASK 2: 150 – 200 WORDS Points range from 0-12 | | | | |
|---|---|---|---|--|
| Marks | 3 | 2 | 1 | 0 |
| Range of Vocabulary and Spelling | Learner demonstrates effective use of nouns with 80% accuracy in spellings of unfamiliar vocabulary. Appropriate use and range of vocabulary relevant to the level and context throughout. Uses present tense forms accurately and 3-5 adjectives correctly. | Learner demonstrates some appropriate use of vocabulary. Nouns are used well and spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%. Despite errors, vocabulary is correctly applied to content. Uses 2-3 adjectives correctly. | Learner demonstrates limited use of appropriate vocabulary. 1-2 adjectives used correctly and spelling errors of complex words do not exceed 40%. Conjunctions are used effectively and more complex linking words are mostly accurate with 3-4 errors. | Illegible text and incorrect use of vocabulary throughout. No evidence of adjectives. Conjunctions are used ineffectively. Spelling is weak; around 50% misspellings in unfamiliar vocabulary. B2 writing is unaccomplished. Final product is insufficient. |
| Accuracy and Grammar | Learner produces text using basic grammar accurately, and 20% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation is used accurately throughout with accurate word order. Attempts range of verb forms. | Learner uses basic grammar accurately. 30% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation errors occur and attempts at a range of complex verb forms shows evidence of errors. Shows understanding of phrasal verbs and conditionals at B2. | No errors in simple sentences. 40% of errors occur in more complex grammatical forms, punctuation and word order. Tense forms may be inaccurate but there are attempts at a range of complex structures, although some comprehension is impeded. | 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 recognises the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language. Effective use of paragraphs showing logical cohesion and organisation of ideas at all times. Fluid and smooth sentences. Correct punctuation. | Learner demonstrates awareness of the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language, though this may not be maintained throughout the text. 30% of errors with format: Paragraphs are used showing logical cohesion and organisation of ideas most of the time and sentences are fluid and smooth with punctuation. | Learner may not demonstrate awareness of the difference between formal and informal texts but can demonstrate use of appropriate salutations in most instances; there may be errors with style/genre of language. 40% of errors with format: Paragraphs do not always show logical cohesion and organisation of ideas but are punctuated. | No demonstration of the awareness of the difference between formal and informal texts and unable to demonstrate appropriate salutations. No evidence of effect paragraphing to show logical cohesion and organisation of ideas. No basic sentence structure in, or understanding of, formal/ informal texts. |
| Content | Learner demonstrates a thorough understanding and awareness of task and content is relevant with coherently linked ideas. Learner understands the question and provides answers with elaborated ideas. Writing is tidy and legible. | Learner demonstrates some understanding and awareness of the task. Learner understands the question but response limited in depth and ideas not written at length, but showing some elaboration at B2. Untidy, illegible writing. | Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer. Two points are covered for B2. 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 B2.

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 that do not impede comprehension.

Total marks for Part 1 is 9.

| Question | Number of marks | Learner Score |
|-------------|-----------------|---------------|
| 1. | 1 | |
| 2. | 3 | |
| 3. | 1 | |
| 4. | 1 | |
| 5. | 3 | |
| 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. |

**NOCN ESOL International Speaking
Level B2 Independent
Mark Scheme**

