

Listening Mark Scheme

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

**Reading mark scheme**

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

**The learner will be required to complete TWO TASKS at B1.**

<b>TASK 1: 75 – 100 WORDS AND TASK 2: 100 – 125 WORDS Points range from 0-12</b>				
<b>Marks</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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. B1 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.	Minor errors in basic grammar at B1. 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 able to maintain expression without elaboration at B1. Untidy, illegible writing.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer. However, an answer is attempted on some aspects of the task requirement in B1. 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.

**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
No.	1	1
No.	2	3
No.	3	1
No.	4	3
No.	5	1
<b>Total Marks</b>		<b>/9</b>

**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 B1 and assess learner's pronunciation.

<b>Skills</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
Register	A learner is awarded 3 marks when clear distinction between formal and informal situations is made.	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 errors are allowed which do not impede meaning.	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.	A learner's speech is unclear and incomprehensible.
Effective communication	A learner is awarded 3 marks for clarity of interaction.	A learner is awarded 2 marks when effective communication is achieved with some clarification.	A learner is awarded 1 mark when effective communication is attempted but not fully achieved.	A learner does not communicate effectively.
<b>Total Marks</b>	<b>/12</b>			

# NOCN ESOL International Speaking Mark Scheme

## 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 using a wide range of vocabulary appropriate to the context.	A learner is awarded 2 marks when using some vocabulary appropriate to the context but still maintains a flow of conversation.	A learner is awarded 1 mark when only limited range of vocabulary is used.	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 errors are allowed which do not impede meaning.	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.	A 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.	A learner is awarded 2 marks with some repetition and requesting clarification.	A learner is awarded 1 mark when presenting limited comprehension during the interaction.	A learner cannot maintain a conversation.
<b>Total Marks</b>	<b>/12</b>			

<b>Total marks for paper</b>	
<b>Percentage mark</b>	
<b>Grade</b>	