

**NOCN ESOL International Listening
Level B2 Independent User Paper BB
Sample Examination Mark Scheme**

NOCN USE ONLY	
Question	Answer
1.1	A
1.2	B
1.3	B
1.4	A
1.5	C
1.6	A
1.7	B
1.8	D
1.9	D
1.10	A
2.1.1	D
2.1.2	C
2.1.3	A
2.1.4	B
2.1.5	C
2.2.1	D
2.2.2	A
2.2.3	B
2.2.4	D
2.2.5	C
3.1.1	B
3.1.2	B
3.1.3	A
3.1.4	C
3.1.5	D
3.2.1	B
3.2.2	A
3.2.3	C
3.2.4	A
3.2.5	D
Total	30

**ESOL International
Sample English Listening Examination**

Level B2 Independent User

Texts to be used with the examination

The texts are to be recorded and sent to the centre on a disk prior to the examination.

Instructions are written in underlined italics and should not be recorded.

The recording must be played to learners in full from start to finish.

**NOCN ESOL International Listening
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Sample Examination Recordings**



This is the NOCN ESOL International Independent User Level B2 Listening examination.

Please check that your name and other details are on your mark sheet.

The invigilator will have explained how to fill in the mark sheet.

Do not write on your examination paper.

The Listening examination will now begin.

Part 1

You will hear ten sentences.

Read the replies on your examination paper. You have two minutes to read the replies on your examination paper.

Pause for two minutes

Listen to the sentences. You will hear the sentences in full twice. Choose the best reply for the situation. Then you will have two minutes to check your answers.

Record the sentences (three seconds between each sentence)

1. Do you want to watch this programme?
2. He asked me if I would be his girlfriend.
3. I passed my exams and have got onto the college course I wanted.
4. (worriedly) Do you think you should be doing that? Have you decided?
5. Are you going shopping on Saturday?
6. Would you like to see my new dress?
7. Put your foot down. Drive quickly. We need to get there quickly.
8. You need to buy it today.
9. You'd better pick up that food from the floor and put it in the bin.
10. That was the best meal I have ever had.

Pause for five seconds after the first reading

Now listen to the sentences again.

Record the sentences again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 2 – Conversations

You will hear two conversations. Read the questions and answers on your examination paper for both conversations. You have two minutes to read them.

Pause for two minutes

Listen to Conversation 1. You will hear the conversation twice. Answer the questions. Then you have two minutes to check the answers.

Record the conversation

Policewoman - Good afternoon, what is your name? I am PC Maria Brown.

Driver - Good afternoon, PC Brown. My name is Susi Smith.

P - I can see there has been an accident. What happened? Did you see anything?

S - That lady was crossing the road when a car came racing round the corner. She didn't have a chance. The car was travelling so fast. It drove off in a hurry and left the poor lady in the road.

P - Did you see any other vehicles? Can you describe the car that knocked the lady down?

S - No, there were no other vehicles around. The road was really quiet. I think that is why the car was driving so fast. It was a small black car. It might have been a Fiat.

P - Did you manage to see the licence plate?

S - No I am sorry. The only thing I remember was that it had a white sticker on the back of the car with a green letter P on it and there were some soft toys in the back window.

P - How many people were in the car?

S - I think there could have been three. Two in the front and one in the back, I think. I think the driver was a man, in his early twenties I would say. I didn't get a good look at him though.

P - That is really helpful. What happened after the car drove off?

S - Well, I ran across the road to see if I could help. She was lying on her back and one of her legs was bent underneath her. I didn't move her because she might have had a head injury. I learnt that by watching TV. I used my mobile phone to ring for an ambulance and stayed with her. I spoke to her but she did not speak to me. Is she going to be alright?

P - I hope so, provided that we can get her to hospital quickly enough. Head injuries are very dangerous. Thank you for your help today. We may have more questions, depending on what happens. Let me have your name and address and we will keep it on file.

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Pause for five seconds after the first reading

Now listen to the conversation again.

Record the conversation again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 2 – Conversations

Listen to Conversation 2. You will hear the conversation twice. Answer the questions. Then you have two minutes to check the answers.

Record the conversation

(Interviewer) We are going to talk to Sara King about the part she played in setting up a class to teach adults how to use their mobile phones more effectively. Sara is only 20 years old, but already she has classes on three evenings a week and a waiting list to join the class.

I - Sara, why did you think that the class was needed?

S- My mum and dad both have mobiles, but they do not have a clue how to use them! All they use them for is the occasional text message and phoning their friends. My mum didn't even know how to take a photograph! I guessed that they were not the only ones of their age who were so far behind the times and I was correct! You would not believe the number of people out there at their age who do not use their mobiles to their full potential. They insist on having the latest style, but why bother? They may as well just have an ancient phone for what they use them for!

I - What did you do?

S - Well I started out by showing my dad how to use the internet. He buys and sells things all the time using his computer, but of course, he could only check that at home as he does not have a computer at work. I told him that if he downloaded an app he could check his sales all the time. He is hooked! He has set up his phone properly now and knows how to take a photo and upload it to the app so that he can sell things without waiting to get home and he is buying so many things that my mum has told him to stop or they will have no money left!

I - What about your mum? What can she use the phone for now?

S - Well, she is always texting her friends, so I showed her how to use Messenger and Facebook so she can see when they are online and can text away to her heart's content. She loves it, but it does mean that our meals are sometimes a bit late because she has got carried away!

I - So what was the next step?

S - I showed my mum a few more apps that she could use on her phone and she was amazed! She showed her best friends what I had downloaded and they said that they could do with some lessons - they would pay me to show them what to do! So I approached my local community centre to see if they would let me use one of the rooms free of charge once a week if I developed their website for them. They said yes and the rest is history as they say!

I - What are your plans for the future?

S - I have been talking to some of my friends to see if they want to teach some classes as well - we would agree what we would cover so that we had a standard approach. I have so many

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people on a waiting list that I cannot do everything myself, but I want to make sure that everyone gets the same experience in the class and feels that they have learnt some great new skills for life.

I - Thank you very much, Sara. I certainly wish you luck in the future.

Pause for five seconds after the first reading

Now listen to the conversation again.

Record the conversation again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Broadcasts

You will hear two broadcasts. Read the questions and answers on your examination paper for both broadcasts. You will have two minutes to read them.

Pause for two minutes

Listen to Broadcast 1. You will hear a broadcast read twice. Read the questions and answers on your examination paper. Then you have two minutes to read them.

Record the broadcast

Plastic Surgery Apps for Little Girls?

Laura Bates in 'The Chronicle' reported today on an app that has shocked many people around the world. Generally, we are very accepting of the world around us. We accept that it's normal, and see it as "just the way things are". But every now and then, something comes along that is so awful, so appalling, that it shakes us out of our normalised half-sleep and makes us realise just how truly, shockingly bad the situation has become.

This week, the plastic surgery apps available to little girls to download from A Music Play provided just such a wake-up call. These apps that suggested to little girls that their bodies might not be good enough, that being thin was all that mattered, and that being fat would make you unhappy and disgusting. These apps sent the message to little girls as young as nine that women are mainly judged on how they look. They seemed to tell them the way to make themselves happy and beautiful again was simple – somebody must cut away at their body with a knife until all the parts that are unacceptable to society have been sucked out or cut off.

The apps have been withdrawn, but this isn't a victory. It's a vital opportunity to stop and ask how this could have happened. How have we reached a point at which games developers would actually create an app that says these bizarre, painful, damaging things to our little girls and would expect it to be successful? What really matters isn't the apps at all, but the fact that people thought it was OK for them to come into being in the first place.

Pause for five seconds after the first reading

Now listen to the broadcast again.

Record the broadcast again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Broadcasts

Listen to Broadcast 2. You will hear the broadcast twice. Answer the questions. Then you have two minutes to check the answers.

Record the broadcast

The Olympic Games in London in 2012 were a massive success, but now that the fever and excitement is over, how can we continue to ensure that the legacy of the games continues?

Playing sport helps to keep people healthy and is good for communities. Playing sport at school or in a local club is also the first step to competition at the highest level, which helps improve our reputation as a sporting nation, and contributes to economic growth.

But when people leave school they often stop playing sports, which means people can't fulfil their sporting potential, and can lead to a less healthy lifestyle. The government wants to get more people playing sport safely from a young age, and help them keep playing sport throughout their life, no matter what their economic or social background.

To make sure as many people as possible are playing sport, the government is:

- funding Sport England, to help community sports grow, including helping 14- to 25-year-olds to keep playing sport throughout their lives
- expanding the School Games programme to increase opportunities for more young people to play competitive sport
- spending over £450 million on improving physical education (PE) and sport in primary schools over the three academic years in the run up to the next Olympic games in Rio in 2016.

Pause for five seconds after the first reading

Now listen to the broadcast again.

Record the broadcast again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

That is the end of the Listening examination. Please check your mark sheet is completed correctly. Put your pens down.

End of Examination

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Sample Examination Mark Scheme**

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

**NOCN ESOL International Writing
Level B2 Independent User
Sample Writing Mark Scheme**



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 100-200 words for each piece of writing. 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	Learner demonstrates a wide use of vocabulary, using a wide variety of adjectives and conjunctions relevant to the level.	Learner demonstrates some use of vocabulary with some adjectives and conjunctions.	Learner demonstrates limited use of appropriate vocabulary using occasional adjectives and conjunctions.	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 which occasionally impede comprehension.	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.

**NOCN ESOL International
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Sample Speaking Examination Sheet**



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 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. Date of birth?	1	e.g. My date of birth is...	
2. Describe three favourite pastimes	3	e.g. I like to go to ... because ...When I go there I ...	
3. What you watched last on TV and why you watched it?	1	e.g. I watched... It is my favourite programme because....	
4. What did you do on your last day out with friends?	1	e.g. I went shopping with my friend and I watched TV.	
5. Three things you enjoy when you are on holiday	3	e.g. I like dancing. I enjoy spending time with my family.	
Total Marks	/9		

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Sample Speaking Examination Sheet



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	Score
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.	0 marks - 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.	0 marks - 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.	0 marks – the learner's speech is unclear and incomprehensible.	

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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.	0 marks - a learner does not communicate effectively.	
Total Marks	/12				

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Sample Speaking Examination Sheet



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	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.	0 marks - 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.	0 marks - a learner does not apply correct tense or word order as appropriate to the situation.	
Pronunciation	A learner is awarded 3 marks then 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.	0 marks – the learner’s speech is unclear and incomprehensible.	

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Sample Speaking Examination Sheet**



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.	0 marks - a learner cannot maintain a conversation.	
Total Marks	/12				

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Total marks for paper	
Percentage mark	
Grade	

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Speaking Individual Mark Sheet**



Learner Name _____

Learner Registration Number _____ Examination Date _____

Centre Name _____ Centre Number _____

Interlocutor Name _____ Interlocutor Signature _____

Question	Maximum marks	Learner response	Learner Score
1. Date of birth	1 mark		
2. Describe three favourite pastimes	3 marks		
3. What you watched last on TV and why?	1 mark		
4. What did you do on your last day out with friends?	1 mark		
5. Three things you enjoy when on holiday	3 marks		

Part 2

Part 3

Skill	Maximum	Learner score	Skill	Maximum	Learner Score
Register	3		Use of Vocab	3	
Accuracy	3		Accuracy and Grammar	3	
Pronunciation	3		Pronunciation	3	
Effective communication	3		Listening and Responding	3	

Total marks for paper	
Percentage mark	
Grade	Pass / Fail