

**NOCN ESOL International Listening
Level C1 Advanced Paper AA
Sample Examination Mark Scheme**

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

**ESOL International
Sample English Listening Examination**

Level C1 Advanced

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.

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Level C1 Advanced Paper AA
Sample Examination Recordings**



This is the NOCN ESOL International Advanced Level C1 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.

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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. We can't have a meeting today. Tomorrow would be better.
2. Excuse me, where is the bank?
3. You need to decide now.
4. Shall we go out or stay at home?
5. Your payment is £50 short.
6. The tickets were expensive but the show was fabulous!
7. Are you ready? We need to go now.
8. It looks very modern, doesn't it?
9. Peter asked me to move in with him. What should I do?
10. I would like to express my sincere apology.

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

**NOCN ESOL International Listening
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Sample Examination Recordings**

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

We are going to talk to Jimmy, 38, who was born James Adams to a single mother in a poor area of London. He co-founded a pop group in the 1990s and the band has since sold more than 31million albums worldwide. In August his solo record Reach for the Stars was the first music to be broadcast by NASA from outer space back to Earth. He has donated half a million pounds to the Prince's Trust to help young people develop technology skills.

-Jimmy, which living person do you most admire, and why?

-My mum – she's fantastic. She has been the main influence on my life. I love her.

-What is the trait you most deplore in others?

-Small-mindedness. I cannot abide petty people – they need to get a life!

-Property aside, what's the most expensive thing you've bought?

-I spend money on things to make – such as the car I made. It cost a fortune and then I have spent loads of money on it. Maybe I could be a car mechanic if my career ends!

-What is your most treasured possession?

-My ideas. I cannot imagine losing my creativity.

-Which words or phrases do you most overuse?

-"Umm."

-What is your favourite smell?

-Citrussy things. They take me right back to holidays in the sun.

-What does love feel like?

-Romantic love is painful. It reaches the very bottom of your heart and soul.

-Have you ever said 'I love you' and not meant it?

-I try not to.

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-What is the worst job you've done?

-I never had a job. My music is my life, my inspiration and the love of my life right now.

-When did you last cry, and why?

-The last time I cried was at New Year's dinner, because my mum was proud that I did the family prayer.

-What is the most important lesson life has taught you?

-Ask questions, be curious.

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

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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

- Hello Michael. What can I do for you today?
- **Hello Doctor. It was while I was playing tennis yesterday, I fell over and hurt my ankle. It's really painful and it got swollen, I can't move it at all.**
- Let's have a look at it. How is the pain now?
- **It's really bad. I tried to put some ice on it but it didn't help.**
- We'll have to do an x-ray to check what the problem is. I think it probably is fractured. We'll probably have to put it in plaster for a week to immobilize it and prevent further damage. In the meantime, I am going to prescribe stronger painkillers to relieve the pain. You need to take two when required but do not exceed eight within 24 hours. As they already contain paracetamol make sure not to take any other medication that contains paracetamol. I'll make an emergency appointment for your x-ray and we'll be able to decide about further treatment. Do you need any assistance to get to hospital?
- **No, thank you. I have my friend with me.**
- OK then. When you get to the hospital, please report to the A and E Department.
- **Sorry, A and E?**
- Yes, Accident and Emergency. They will look after you there.
- **Thank you very much, doctor.**
- You are welcome.

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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

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Part 3 – Debate and Discussion

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

Pause for two minutes

Listen to the Debate. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

Record the debate

LEWIS: Hello. I don't know if it's still raining where you are, but the Met Office says there may be some respite from the record rainfall of recent months - more rain than the UK has seen for at least 100 years. Heavy rain of course means floods, and not just for those by rivers; once the ground is soaked and it rains again, flash floods caused by surface water with nowhere to go can hit anywhere. So today Money Box Live takes your questions on financial loss from floods and rain. First and biggest of course is the damage to your home and property. Are you insured? Will you be able to afford insurance in future? Our first question is from Sheila in Penrith. Sheila, your question.

SHEILA: Yes, do we have a right to know from insurance companies whether they've identified our property as being at flood risk? How can we find out and can we challenge it because you know geographically we might seem to be very close to a major river flood - I'm talking about my own situation here - but actually the local topography, we can be considerably higher than that river flood level? It seems to be - sometimes you know - is it just a blanket policy and how can we challenge this?

LEWIS: Yes, that's an interesting question. We've had several emails and calls like that, Sheila. Let me go first to Jill Cullen from the Association of British Insurers.

CULLEN: Thanks. Well hi, Sheila. The short answer is no, you don't have a right; but often an insurer will give you an idea of how they've rated your flood risk if you ask them. They're not required to do that, but they might do that if you ask them. But I think this shows how on a general level it's really important to shop around the market for flood insurance ...

SHEILA: Yes, of course.

CULLEN: ... because insurers all have different ways of rating home insurance and particularly the flood aspect of it. So they'll use all kinds of different methods, so you do need to shop around the market and try and make sure you're getting the best deal.

LEWIS: And in your case, Sheila, you say ... I think you live quite close to a river, but you live a lot higher than the river. Is that right?

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SHEILA: Yes, quite. Yes, I'm about 100 feet up above it vertically.

LEWIS: So that would be a big flood, wouldn't it, to hit you?

SHEILA: Half of Britain I think would be underwater in that situation.

LEWIS: (*laughs*) Yes, though I suppose it could run down into your house. But is it possible, Jill, to argue with the insurer and say well, look, I might be in this postcode, but, for heaven's sake, I'm on a hill and the river's 100 feet below me?

CULLEN: Yes, it can be possible to do that. What insurers will often ask for in this kind of situation is a report that they can trust, so often a survey report from a qualified hydrological engineer who understands flood risk on a very local level and can provide more detailed information than insurers might have in the normal course of business.

LEWIS: Ok, Sheila thanks very much for your call. We're going to Gloucester now to talk to Annette. Annette, what's your question?

ANNETTE: Oh hello. My house building insurance was £591 last year, and has been for the last four years since I had a flood in 2007. This year it was increased from £591 to £2,274. Now I rang them immediately to protest and ask why, but I didn't get any satisfaction, so I wrote a formal letter of complaint but this didn't do any good. I had a letter from them saying that they'd done the assessment; they'd personally reviewed my policy premium and confirmed that it was correct and couldn't offer me any reduction. I just wanted to ask you now, in view of the fact that it is said that Caroline Spelman is going to get a guarantee with insurers on availability and affordability ...

LEWIS: She's the Secretary of State for this.

ANNETTE: Yes. ... how is this affordability to be judged? I mean some people can easily afford £2,274; some people couldn't possibly afford it at all. I did think long and hard about not insuring at all and then of course I got too frightened to do this ...

LEWIS: Yes, I can imagine. Annette, let's ask Jill Cullen from the Association of British Insurers. Her insurance premium has gone up nearly four times, fourfold, Jill. Is that affordable? Is that fair?

CULLEN: Well we do understand how frustrating it is for consumers to see their insurance premiums rising sharply. I can't comment on the individual case, obviously I don't know the details, but insurers do want to see flood insurance remain affordable for consumers in the future and that's why we're working very hard with the Government at the moment to try and deliver a solution for this. But fundamentally the Government needs to be involved because, like Annette says, the insurance industry isn't really the right body to decide what is affordable. That's the Government's job.

LEWIS: I guess that's true, but if we're going to have more and more bad weather - and it does seem that you know we used to be told, 'Oh it's a flood once in a thousand years', we've had several of those over the last few years - if it is going to be more, places are going to be more liable to flooding, a way has to be found that people can afford insurance. And you know when your deal comes to an end next June something's got to be in its place and, as I understand it, there will be some kind of levy which will pay for these expenses. But

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no more money's going into it, so 2,000 odd pounds may still have to be affordable.

CULLEN: Well we've been working very hard to try and consider what the options might be after the current agreement on flood insurance expires next year. We've made it clear that if nothing replaces that agreement, it's a dangerous path to go down; that there could be significant numbers, up to 200,000 people around the country struggling to afford flood insurance, and that's exactly what we want to avoid.

LEWIS: Yes, quite. Anyway thank you very much for your calls. That is all we have time for. More on our website, bbc.co.uk/moneybox. I'm back at noon on Saturday with Money Box, but Money Box Live is now off the air for the summer until September.

Pause for five seconds after the first reading

Now listen to the debate again.

Record the debate again

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

Pause for two minutes after the second reading

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Part 3 – Discussion

Listen to the Discussion. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

Record the discussion

LINDA: Janette Hunt, Shadow Under Secretary for Education, joins me now. Good morning.

JANETTE HUNT: Good morning, Linda.

LINDA: Can we start by talking about standards because the international comparisons are terrible at the moment. England has come, I think, 20th out of 24 countries in literacy, 22nd in numeracy. These are really pretty atrocious figures. Do you accept that standards have slipped over the last ten or 20 years?

JANETTE HUNT: This is a big structural issue for our country. It goes across governments, it goes down generations. You can go right back to the mid-1990s and look at the reports then. I think if you drill down in to the data, what it shows is that in the 14 to 19 bracket, we're not achieving what we need to achieve. So we absolutely need to focus on maths and English from 16 to 18, where it needs to be and the standards there are vitally important, because that's what employers say they need.

LINDA: So you accept that this study is real because in the past, people have said... ‘Oh, we've done very well with GCSEs, there was no grade inflation’. But you accept that standards have slipped in Britain?

JANETTE HUNT: The report is a wake-up call. You know, we all need to re-double our efforts and the question is how do you achieve improvements in standards and the Labour Party view is you focus on teacher quality. You focus on professionalising our teachers. You look at their continuing professional development. You essentially follow the model that they have in Finland, and Finland came second in this, where you have the best graduates going into teaching and you have them going into difficult communities and you have them showing the passion and the capacity and the autonomy. You listen to their views and you take them with you.

LINDA: But you do need more rigorous exams. You do need tougher A levels. You would agree with that?

JANETTE HUNT: You need to be absolutely clear about standards and I think OFQUAL is doing a very good job. Look, I've got a PhD from the University of Cambridge. I'm very lucky that I don't need to be told about the importance of rigour and standards but it's not just about academic life, it's also about vocational pathways. We have a government obsessed about our GCSE / A Level university route and that's absolutely vital and I'm determined as anyone else to make sure kids from working class communities can get in to the best universities in our country. We're about aspiration and achievement but if you want to get an apprenticeship at Rolls Royce, if you want to work in the engineering sector, the Labour Party is also determined to make you sure you have excellence in those career pathways as well.

LINDA: Do you think that in retrospect, setting a kind of ‘50% of all kids must go to university target’ was foolish? There's been a lot of worry across universities and higher education about falling standards. Kids not able to cope with the three year courses they've been put in to, dropping out early. You must have talked to academics who are very, very worried about this.

JANETTE HUNT: Look, when we see what's happening in India and China, the vast majority of young people are going to University right around the world. When we want as many kids from disadvantaged communities to be able to go to university, we can't put a cap on aspiration and it was always about life-long learning as well. But I think if we had the emphasis wrong, it was an over

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emphasis...

LINDA: ...on numbers.

JANETTE HUNT: ...upon that university track. Ed Miliband has made it very clear that he wants us in Government to focus on what he's called 'the forgotten 50%'; those for whom the university pathway is not necessarily the right pathway and what we want is equity between them.

LINDA: Have you thought about bringing back polytechnics?

JANETTE HUNT: Well I'm very attracted by the institutions of polytechnics and what polytechnics achieved. In Stoke on Trent we had the North Staffordshire Polytechnic, which did brilliant work for the ceramics industry. But you are taking me right outside my brief and I've only been in the job a few days and if I transgress onto higher education so soon, I'm going to be in trouble.

LINDA: You're going to be in trouble.

JANETTE HUNT: Exactly.

LINDA: Janette Hunt, thank you very much indeed for being so candid and joining us this morning.

JANETTE HUNT: Thank you Linda.

Pause for five seconds after the first reading

Now listen to the discussion again.

Record the discussion 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

**NOCN ESOL International Reading
Level C1 Advanced Paper AA
Sample Examination Mark Scheme**

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

NOCN ESOL International Writing
Level C1 Advanced
Sample Writing 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 150-300 words for each piece of writing. 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	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 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 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 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 however these do not impede comprehension.	Learner does not produce a comprehensible text.

NOCN ESOL International Writing
Level C1 Advanced
Sample Writing Mark Scheme



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.

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Level C1 Advanced
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 in this activity. 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. When and where they started learning English?	1	e.g. I began learning English in _ it was while I was working in a hotel.	
2. Tell me three things you would do if you won the lottery	3	e.g. if I won the lottery I would.. I think I would... First of all I would/wouldn't	
3. What country would you like to visit and why?	1	e.g. I would like to visit _ because _	
4. What have you been doing this week?	1	e.g. I have been at work all week, but on an evening I have...	
5. Three things people can do to relax	3	e.g. in my opinion people can... it is a good idea to... I also think...	
Total Marks	/9		

NOCN ESOL International
Level C1 Advanced
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 C1 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks	Score
Register	Clear distinction between formal and informal situation 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.	
Total Marks	/12				

NOCN ESOL International
Level C1 Advanced
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 mark	Score
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				

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Sample Speaking Examination Sheet

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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. When and where started learning English	1 mark		
2. Three things they would do if won the lottery	3 marks		
3. What country you would like to visit and why?	1 mark		
4. What you have been doing this week?	1 mark		
5. Three things people can do to relax	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