

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

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

**NOCN ESOL International Listening
Level C1 Advanced Paper BB
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.

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 go shopping today. Can we go next week?
2. Excuse me, where do I go for breakfast?
3. You need to make up your mind now whether you want to be my boyfriend.
4. Shall we eat out or get a take away?
5. You are looking beautiful.
6. My shoes were expensive but they are worth every penny!
7. What is the hurry? We have loads of time to get there.
8. It looks very futuristic, doesn't it?
9. Peter asked me to go to Spain with him. What should I do?
10. I would like to express my sincere thanks for that.

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

Today we are speaking to Lily Martin. Lily is an actress and has had parts in many theatrical productions, including many in the West End of London. Lily is about to star in a new production of Les Miserables, but instead of being in the West End, she has agreed to do a UK-wide tour with a provincial theatrical company. Let's find out why she is leaving the lucrative West End to tread the boards around the country.

-Lily, so you are just about to start this four month tour of the UK with a little known theatre company. Why have you decided to do that?

-I have loved theatre all my life. My mum took me to my local theatre when I was just five and I was hooked. I know that not everyone can afford to travel to London to see the big stage productions and so I decided that I would give something back to the British public for all the support that they have given me over the years. Doing a tour like this will allow me to get back in touch with my roots and share my knowledge and experiences of acting with other local actors and actresses and hopefully inspire them to move forward in their careers.

-That is a fantastic idea! Where does the tour go?

-We travel from Edinburgh in the north right down to Torquay and Brighton in the south. The dates I'm most looking forward to though are in my home town of Sheffield. Sheffield has two wonderful theatres - the Lyceum and the Crucible and I will be playing two weeks at the Lyceum in front of a home audience.

-Have you ever played at the Lyceum before?

-Not for at least 15 years! The last time I was there was to watch a production of Joseph and the Technicolor Dreamcoat a couple of years ago - I love both the film and the musical. My last role at the Lyceum was in a Romeo and Juliet and I played Juliet.

-What is the worst job you've done?

-When I was a student I was trying to save up some money to go to London. I ended up working as a chicken packer in a factory. It was the smelliest and slimiest job I have ever had - I hated it! It put me off eating chicken for life!

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

-I think it is that you should never give up if you want something hard enough! It took me a long time to become an established actress and it would have been very easy to give up, but I persevered and can now pick and choose what I want to do. Hold on tight to those dreams and don't let them get away!

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

- Good morning. James Communication Company. My name is Sylvie. How can I help you?
- **Hello there. My name is David. I would like to have some more information about the job that has been advertised on the internet.**
- Let me have a look. Can you tell me which one it is?
- **It is the one for a customer service representative. The part time one.**
- Ah yes, I have it here. OK. So the role is a temporary one and will initially last until the end of December 2014. It's eight hours a week and the hours are flexible so you would be able to discuss which hours you would like to do at the interview. Maybe you would like to do evenings?
- **Yes that would be great as I am still studying at the moment. I could easily manage to do a couple of evenings a week, say from 6pm to 10pm? Do I need any qualifications?**
- No. It just says that you would have to take a short test at your interview to check whether your reading, writing and speaking and listening skills are good enough as you will be answering phone calls, taking messages and logging calls on the computer. Have you used a computer before?
- **Yes, of course. I use them all the time for my study. That sounds good. Can you please send me an application form?**
- Yes, of course. When it is complete, please send it to our HR department.
- **HR Department?**
- Yes, that is Human Resources. I can send it as an email or through the post.
- **Email would be fine. My email is david@sunmail.com. Many thanks**
- No problem. I will send it now. Goodbye.

Pause for five seconds after the first reading

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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 – Debate and Discussion

You will hear a debate and a discussion. Read the questions and answers on your examination paper for both the debate and the 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. Welcome to Money Box Live. Today we are looking at the consequences of driving without insurance. As people struggle to make ends meet, they are looking at as many ways as possible of saving money. If they have not had a claim against their car insurance, they think that they could get away without it. But what happens if you have an accident or someone gets killed and you have no insurance? Mia from Gloucester, what is your experience?

MIA: Fifteen years ago I lost my son who was killed in a massive collision on the M25 outside London. A multi-car pile-up was caused because of a drink driver who lost control of his car. This man had no insurance or car tax. He was driving under the influence of drink and he had no thought of what implications his lack of insurance could have on other people. My son lost his life, along with three other people and many other people were injured or had severe damage to their vehicles, but what happened to the driver who caused all this mayhem? A few years behind bars and the loss of his licence for two years. How can that be fair?

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

SUE: Thanks. Well hi, Mia. The short answer is no, it isn't fair; in this case I believe that the driver stated that he did not know his insurance had run out. However, driving uninsured is an "absolute" offence, meaning that if there is no insurance in place and the vehicle is in use, the offence has been committed. There is no obligation upon insurers to do anything apart from honour cover when it is in place. The onus is upon the user of the vehicle to comply with the Road Traffic Act by making sure that their insurance is in order before they use a vehicle...

MIA: Yes, I understand that is the case.

SUE: ... however, the other issue is that the driver had been drinking. He shouldn't have been driving at all. Again, he said that the reason he had driven was because he had not had a drink since midnight and he thought that the alcohol would have been out of his system when he set off. In fact, he had been drinking heavily all evening and he was still well above the limit when he got in his car. The maximum term for imprisonment in a case like this is 14 years in the UK and I understand that the judge imposed the maximum sentence. Although this is no consolation for you, the judge was doing the best that he could for your son.

LEWIS: A dreadful story but actually, I believe that some good has come from this story, Mia.

MIA: Yes, that is correct.

LEWIS: Can you explain?

MIA: Whilst the man was in prison, he decided that he could not face driving again. He has returned his driving licence and will never drive again. He has also completed a rehabilitation course and has not consumed alcohol again since he left prison. Maybe he did have a conscience after all.

LEWIS: Well that sounds very positive. However, let us hear from an uninsured driver to hear what he has to say on the subject. Michael is just 23 and has been driving for three years. He has had an accident almost every six months and his insurance quote is a whopping £1700. Good morning, Michael.

MICHAEL: Morning. Yes £1700 insurance and my car is only worth £500. As well as that, I would have had to pay an excess of £1000 if I had an accident. I have not got a job and this is much more than I can afford. I need a car to get to town to sign on - I have no choice but to drive without insurance.

LEWIS: Where do you live, Michael?

MICHAEL: I live in London.

MIA: (exclaims) WHAT!!!! With all the transport available in London? How can you say you have to have a car?

MICHAEL: Well it is my choice. I have got a bad back and can't stand or walk for very long. So a car is my only option.

MIA: Surely with London on your doorstep it would be cheaper to have taxis if your back is bad. What about if you have an accident in your uninsured car? You could kill someone or seriously damage someone's property!

MICHAEL: I just have to take that chance. I cannot afford the insurance and so that is that. I guess I would have to go to prison.

LEWIS: Yes, quite. And I think that this is an argument that could run and run. I think we will have to leave it at that for today. Anyway thank you very much for your calls. That is all we have time for. More on our website, bbc.co.uk/moneybox.

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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

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

Sandra: Dr Hilary Green joins me now.
Hilary: Good morning, Sandra.

Sandra: Today we are talking about energy drinks. Many people are using energy drinks to give them a boost, to keep awake or even just to quench thirst. But are they really good for you? Dr Hilary Green - are the adverts really accurate - are energy drinks worth buying?

Hilary: We've all seen the television commercials for energy drinks, and many of them seem fairly accurate. They often talk about that three o'clock in the afternoon dip in energy, or the days when we just cannot get our regular "get up and go" in gear. The thing about many of these beverages is that they are simply a blend of unhealthy sugar, caffeine, chemicals, and horrible stimulants.

Sandra: That doesn't sound very good at all!

Hilary: Actually, some consumer studies have shown that people actually experience a deeper "crash" after using these drinks and that they can actually impair performance during workouts and exercise. There are some serious cardiologic disruptions that occur in the healthy and the not-so-healthy when they use traditional energy drinks before and after a workout. The initial findings seem to emphasize that these beverages contain compounds that interact with the caffeine and which cause problems with the cardiac blood vessels. This prevents them from opening and performing as they should, and clearly this can lead to everything from fatigue and dizziness to serious health problems.

Sandra: So should we avoid these altogether? What is our best option?

Hilary: Rather than leaning on chemistry to create a false sense of energy, and to feel a devastating decline in overall energy later, stick with things that really energize the cells. Plain water is ideal for the pre-workout period as it helps to prevent any muscle cramping and dehydration. If, however, you are worried about performance, look for natural substances that work as an antioxidant. When the cells in the body perform their normal functions they can come under what is known as "oxidative stress". This causes problems during cell production and can often lead people to experience a deep sense of fatigue, illness and more.

Sandra: So what do these antioxidants do?

Hilary: By giving the body a readily available source of antioxidants in the pre-workout hours it is as if the cells were receiving a direct injection of actual energy. Rather than a stimulant such as caffeine that can jolt the body into what it believes is a state of readiness, the use of an antioxidant-based energy drink actually delivers "the goods".

Sandra: So where can these antioxidants be found?

Hilary: Well, you can find them in green tea, for example. That will be much better for you and will help your body through the dip in energy rather than relying on some quite nasty junk.

Sandra: Dr Hilary Green, that certainly sounds much healthier. Thank you very much indeed for some very useful information and joining us this morning.

Hilary: Thank you Sandra.

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 BB
Sample Examination Mark Scheme**

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

NOCN ESOL International
Level C1 Advanced Sample Paper BB
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 went out for the day or on holiday?	1	e.g. The last day out/holiday I had was to ... I went there last ...	
2. Tell me three things you would do if you were able to visit London.	3	e.g. if I could go to London I would.. I think I would... First of all I would/wouldn't	
3. What is your dream job and why?	1	e.g. I would like to be a _ because _ My dream job would be a ... because I would love to do...because	
4. Would you want to win the lottery and why?	1	e.g. If I won the lottery I would ...because I could..	
5. Three things people can do if they buy faulty goods from a shop.	3	e.g. I think people can... it is a good idea to... I also think...	
Total Marks	/9		

NOCN ESOL International
Level C1 Advanced Sample Paper BB
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 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.	
Total Marks	/12				

**NOCN ESOL International
Level C1 Advanced Sample Paper BB
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	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				

**NOCN ESOL International
Level C1 Advanced Sample Paper BB
Sample Speaking Examination Sheet**



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Total marks for paper	
Percentage mark	
Grade	

**NOCN ESOL International
Level C1 Advanced Sample Paper BB
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 they went out for the day or on holiday	1 mark		
2. Three things they would do if visited London	3 marks		
3. What is your dream job and why?	1 mark		
4. Would you want to win the lottery and why?	1 mark		
5. Three things people can do if they buy faulty things from a shop	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