

**NOCN ESOL International  
Level C1 Advanced Sample Paper CC  
Sample Speaking Mark Scheme**



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. What do you think about the work that charities do in your country?	1	e.g. I think that local charities ...	
2. Tell me three things you would do if you were prime minister of your country	3	e.g. if I was prime minister I would.. I think I would... First of all I would/wouldn't	
3. What is your dream car 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. Tell me about a special occasion in your life	1	e.g. the most important occasion in my life was/will be...	
5. Three things people do when they win the lottery	3	e.g. I think people ... it is a good idea to... I also think...	
<b>Total Marks</b>	<b>/9</b>		

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**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				

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**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				

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Total marks for paper	
Percentage mark	
Grade	