

**NOCN ESOL International Listening
Level C2 Proficient Paper BB
Sample Examination Mark Scheme**



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

**ESOL International
Sample English Listening Examination**

Level C2 Proficient

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 C2 Proficient Paper BB
Sample Examination Recordings**



This is the NOCN ESOL International Proficient Level C2 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. You look better! It looks like you have had a good nap.
2. My car needs fixing. Can you help?
3. Congratulations on your new baby. I hope both your wife and the baby are well?
4. I don't know what to do about fixing the laptop.
5. I'm fed up.
6. I think that may be a risk too far.
7. Did you know Mark was going on holiday tomorrow?
8. You are behind the times. We have moved on since then.
9. Every member of staff must be aware of the new rules around internet use at work.
10. Why do you put up with that behaviour?

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

We are going to talk to Jenny Bell who was recently awarded a Children of Courage Award for her fundraising efforts over the last five years. Jenny is just 16 and has terminal cancer, but she is determined that she will improve other people's lives as much as she can.

- Jenny, what made you start fundraising?

-Well, I was diagnosed myself with terminal cancer around 12 months ago but my mother died when I was ten of breast cancer. Even back then, I felt that I had to do something to help fight cancer, so I started to look around to see what I could do. I was really upset by my mum's death and was also very angry and determined that she would not be forgotten. It has been harder this last 12 months to keep going, but I am trying to remain positive and to fundraise as long as I can.

-What is your most treasured possession?

-a letter that my mother wrote to me before she died. I have read it so often that I know it off by heart, but I would hate to lose it.

-If you could have any super power, what would it be?

-a way of making people well again. No one should have to suffer.

-To whom would you most like to say sorry, and why?

-My doctors really. They are always pestering me to slow down and rest more, but time is running out and I want to try and fit as much into my life as I can.

-What does love feel like?

-It is like a flower in your heart. When you are with someone you love, the flower opens and you feel this warm glow race through your body. It sometimes feels as though you could burst.

-How would you like to be remembered?

-I don't expect to be remembered except by my immediate family, but I hope that someone will one day think that their mum or dad has had a better or longer life and that the money I have raised will have helped.

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

-Life is too short. Make the most of every moment and make every moment count. You do not know what could be round the corner. Even if I didn't have cancer, I could walk out one day and be knocked down by a bus. You have to think, have I achieved anything today, have I learnt anything today, have I helped anyone today and if the answer is yes, then you have done a good job.

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

-Teacher: Mr and Mrs Field please do come in.

-Mrs Field: Thank you Miss Carter.

-T: Thank you for coming to parents' evening. How do you feel Jessica is coping with this important year?

-Mrs F: I think she is panicking a bit. She knows that she has to do her exams at the end of the year and she is really worried about the amount of work that she has to do and actually sitting the exams themselves. Is there anything we can do to help?

-T: Have you any other children who have already completed their exams?

-Mr F: We have an older son, Peter, but he no longer lives at home.

-T: That is a pity. It would have been useful if he could have spoken to her to put her mind at ease and about how he went about planning for this important year.

-Mrs F: Have you any ideas to help her?

-T: It can be very stressful. We try and do what we can at school to prepare the children for their exams and give them techniques that may help, but it is often the child's mental state of readiness that will help them get through best. We give exam preparation within class and we also have after school classes too as additional support. The children are able to do some past papers so that they know what the exams may look like and we also provide them with links to a variety of websites that may help. You could encourage Jessica to open up and make you aware of any issues that she is having. This may avoid her bottling up her emotions, which can often lead to even more problems.

-Mr F: Is there any help for parents?

-T: Yes, we can support parents a little. Each of the subject teachers will have a session over the next month to explain to parents what the exams will be like and what they can do to support their child's preparation. They will have lists of suitable revision websites and advise on any additional material that may be beneficial.

-Mrs F: That sounds good. I guess we have got through this once so we should be able to do it again. I sometimes think that it is as hard on the parents as it is on the child. We can see that there is an issue and, usually, we know what it is, but it does feel quite lonely and you don't know what to do for the best.

-T: I can understand that. We are always here though if you want to ask any questions.

-Mrs F: That's reassuring. Thank you. When will we get to know about these subject sessions?

-T: You should hear from us within a fortnight.

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-Mr and Mrs F: Okay, thank you very much, Miss Carter.
-T: You are welcome. I am sure Jessica will be fine.

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 – 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 the debate twice. Answer the questions. Then you have two minutes to check the answers.

Record the debate

ANDREW WHITE: Fracking is the process of drilling down into the earth to recover gas and oil from shale rock. It is controversial and many people strongly oppose the development of fracking. It has been widely used in the United States and has revolutionised the energy industry, but there are many environmental concerns. Sylvia Crown is with me now.

SYLVIA CROWN: Good morning.

ANDREW WHITE: Sylvia, I know that you have done a lot of research into fracking within the United States. There are widely opposing views of the benefits and environmental concerns around the industry, what's your view of this?

SYLVIA: Well first of all I think that we must be open minded and consider carefully the allegations that protesters are putting forward. Although there may be some truth in some of the claims, much more research needs to be carried out. For example, one of the claims is that fracking produces earth tremors. Now, it was known that there was a small earth tremor, for example, in Blackpool, only around two on the Richter scale, but it was in an area close to where fracking had taken place. Professor Rutter from the University of Manchester agrees that earth tremors are a potential hazard of the technique but the danger of damage is small and not wide spread. Another environmental concern is around chemical contamination of waterways close to the site. It is thought that there may be carcinogenic chemicals involved in this, which obviously is a worry, but the industry insists that chemical contamination would be because of poor practice not as a normal result of the technique.

ANDREW: But how would you feel personally about knowing that a fracking rig was to be erected near to your home, surely you would be at least a little worried?

SYLVIA: Well, I think that I would want to at least find out more about what was happening and would probably want to understand the process better and how it would impact directly on me.

ANDREW: I am sure that is the case.

SYLVIA: I suppose that I would also want to find out about the safety record of the company that was intending to build the rig.

ANDREW: (interjects) So what are the advantages of fracking? Are there any?

SYLVIA: Well, one of the biggest is that we are able to tap into previously unused resources of oil and gas. In the United States, there has been a significant price reduction in energy prices and in this day and age, that is not to be sniffed at.

ANDREW: No quite.

SYLVIA: It is also needed in the United Kingdom to protect our energy resources because we have a smaller

amount to draw on and the North Sea gas reserves will not last forever. The United States is said to have around 110 years' worth of natural gas which can be extracted by fracking. That will make it a major player in the energy market. However, despite this, there is still further development of other types of renewable energy including solar and wind energy.

ANDREW: So what are the chances of fracking taking off in the UK?

SYLVIA: Well, there are a number of issues in the UK. Protesters are constantly disrupting sites that are already operating and delaying or even stopping the development of new sites. David Cameron is really behind fracking and has recently extolled its advantages both economically and in terms of employment opportunities. He stated that it could bring in 74,000 jobs and financial advantages to local councils.

ANDREW: So the government is backing the expansion of the industry and giving financial incentives to local councils which is bound to add momentum towards this expansion, regardless of the views of the people who live close to the proposed site?

SYLVIA: I would expect there to be a significant increase in the number of fracking sites by the end of this decade, but I think that the process may be fraught in some places and I do think we need to have stronger evidence to back up the industry's claim that there is no danger to humans or nature or our environment.

ANDREW: All right. Sylvia Crown, thank you very much indeed for joining us.

SYLVIA: Thank you.

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

**NOCN ESOL International Listening
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Listen to the Discussion. You will hear the discussion twice. Answer the questions. Then you have two minutes to check the answers.

Record the discussion

LEWIS: Hello. The 2012 Olympics in London were hailed as a fantastic success with a host of medals for British athletes, spurring the general population on to get fit and to participate in sport at every level. The government wanted to see that interest in sport, which grew on the back of the Olympic dream, would be sustained and would grow further to encourage people to aim towards representing their country at the highest level. But what has happened to sport in the wake of the Olympics? Have we turned into a country of would-be Chris Hoys or Andy Murrays? Has investment in UK sports been continued in these tightened times? Whatever your questions or comments about the legacy of the games or how you feel the UK population has responded to the opportunities presented by the success of British athletes, you can call Sports Box Live - 03700 100 444. With me today to answer your questions is Jill Summers who is a sports promoter and Anna Wishbone who is Head of Advice and Information at Sports UK. Our first question is from Thea in Sheffield. Thea, what's your question?

Thea: My question is that my sons play for a local junior football team. Their ground and facilities are really dilapidated. I understand that there is some funding available to support community sports and wonder whether we would be able to apply for any of this? We have approached the local council but the funding cuts for local government have meant that they just have no money available - in fact they have already closed facilities such as the Don Valley stadium, which was a major disappointment to many people in Sheffield.

LEWIS: Yes indeed. Don Valley was the track where Jessica Ennis used to train. I know there was a lot of controversy about closing that stadium. Anyway, your question is about some grassroots funding for sports. Anna, can you give Thea any advice?

Anna: Hello Thea.

Thea: Hello.

Anna: You are right; there is a pot of money that you can access. The CSA Fund (Community Sport Activation Fund) is a £47.5 million Lottery funded programme that provides grassroots activity at a very local level. They will invest in what works best in your area, based on local need and evidence. The best projects will demonstrate the following key characteristics:

- A focus on a clearly defined geographical area and community
- Demonstrable understanding of sporting needs
- Evidence of what potential participants want or need in order to take part in sport at least once a week.

Local partners will have to work together to deliver and help fund the project with a clear and robust delivery plan showing realistic but ambitious numbers for increasing and sustaining participation

once a week. It sounds as though that is just what your sons' team needs.

LEWIS: And it is easy to apply?

Anna: That's right. There is an application form with details of the selection process online on the Community Sport website. It is a limited fund so the sooner the team applies the better.

Thea: That sounds great, Anna. Thank you very much. I will speak with the team's manager and see whether we can meet the criteria.

Lewis: Thank you, Thea and Anna. What a wonderful start to the new football season it would be if the facilities were improved. However, the impact of local council cuts has severely damaged the access to sports facilities across the country. Jill, have you found that there has been a problem for the UK team selectors who are trying to identify sports stars of the future?

Jill: At the moment, the impact has not been felt too heavily, but there are signs of the cracks starting to emerge. Funding allocated to sport is being partially withheld in some cases because of underperformance of specific sports to produce an effective plan to attract and support young athletes. For example, the swimming and tennis teams. The closure of sports facilities within these two sports, in particular, could have a severe impact on the identification of potential sports stars because these are two sports where entry costs are low, so there should be a large pool of athletes to choose from.

Anna: But part of the reason for the cuts is that the plan that the sports put forward was just not strong enough to justify four years of investment. The current plan doesn't have a good enough delivery planned across the country, there is not a good feedback mechanism and it is not really based on customer insight. A key issue for all the sports to consider is how external factors, outside the sports industry, such as local government cuts, may impact on participation. It is not good enough just to say that the closure of sports facilities will lead to the loss of funding; the leading bodies within each sport need to consider all elements that could impact in raising participation figures and should have the foresight to consider everything within the contingencies of the plan.

Lewis: You can certainly see both sides of the argument. Maybe we can follow up on this story at a later time. Well that's something we might be pursuing on Sports Box. But I'm afraid that is all we have time for on this story. My thanks to Jill Summers and Anna Wishbone. We will now turn to our next topic - the rise of sustainable energy.

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

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Sample Examination Recordings**



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 C2 Proficient Paper BB
Sample Examination Mark Scheme**



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

**NOCN ESOL International Writing
Level C2 Proficient
Sample Writing Mark Scheme**



The learner will be required to produce two pieces of writing, one formal and one informal.

At the C2 level the learner will be asked to write between 200-300 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 naturally throughout. Specialised vocabulary is used appropriately where required by the task.	Learner demonstrates some use of vocabulary to communicate ideas, impressions, feelings and opinions but these may not be clearly expressed all the time. Some use of idiomatic expressions used but not always in a natural way to make the language flow.	Learner demonstrates limited use of appropriate vocabulary to communicate ideas, impressions, feelings and opinions. Choice of vocabulary is limited.	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. Complex structures, including the use of subordinate clauses are used accurately. Present, past and future tenses should be used accurately in both active and passive forms. One or two minor errors in sentence structures and grammar are permitted as long as comprehension is not impeded. All punctuation is used correctly.	Learner produces text where occasional errors in structure, use of punctuation and tenses occur, however they do not impede general comprehension.	Learner produces text with errors in tenses, punctuation and word order however this does not impede comprehension.	Learner does not produce a comprehensible text.
Format	Learner demonstrates the ability to write using a wide range of formats covering a range of functions. Texts will be smooth flowing and natural. Style is consistent throughout.	Learner demonstrates some ability to write for different functions using a range of formats, but this is not always applied consistently. Style is not always applied consistently.	Learner demonstrates limited awareness of the function and text type. Paragraphs are not used effectively.	Learner does not produce a text with a format appropriate to the context.

**NOCN ESOL International Writing
Level C2 Proficient
Sample Writing Mark Scheme**



Content	Learner demonstrates a thorough awareness of content relevant to the assessment task. The learner used well-rounded cogent expanding on key points for both complex and abstract subjects. Linguistic markers are used to help the reader understand significant points and opinions.	Learner demonstrates awareness of content relevant to the assessment task most of the time. 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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**NOCN ESOL International
Level C2 Proficient 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. How learning English will benefit them	1 mark		
2. Three things they would do if in charge of their country	3 marks		
3. Anything in the world, what they would buy and why	1 mark		
4. Best thing anyone could do for them and why	1 mark		
5. Three things people can do to save money	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

**NOCN ESOL International
Level C2 Proficient 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 are 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. Can you tell me how learning English will benefit you?	1	e.g. Learning English will benefit me because ...	
2. Tell me three things you would do if you were in charge of your country	3	e.g. If I was in charge of my country, I would like to be able to... first I would /wouldn't... I think I ...	
3. If you could buy anything in the world, explain what you would buy and why?	1	e.g. I would like to buy ... because...	
4. What would be the best thing that anyone could do for you and why?	1	e.g. I think that if someone ... for me, it would because	
5. Three things people can do to save money	3	e.g. in my opinion people can... it is a good idea to... I also think...	
Total Marks	/9		

**NOCN ESOL International
Level C2 Proficient 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 C2 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. Learner shows confidence throughout.	Distinction between formal and informal situations is mainly maintained throughout. Mainly confident.	Distinction between formal/informal situations is not fully made throughout. Some degree of confidence shown.	Learner does not maintain a clear distinction between formal and informal throughout. Lacks confidence.	
Accuracy	A high degree of accuracy in the use of complex grammatical structures is maintained throughout. One or two errors are made which are self-corrected or do not impede comprehension.	Occasional errors are made but most are self-corrected. Meaning is not impeded.	Lack of accuracy occasionally impedes the meaning. Most errors are self-corrected but not all.	A significant number of errors which are not corrected.	
Pronunciation	Stress, pronunciation and intonation are used naturally in connected speech to convey finer shades of meaning, highlighting, emphasising and modifying meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses to convey finer points of meaning.	Largely connected speech where stress, pronunciation and intonation is used but does not convey shades of meaning.	Learner's speech is monotonous, and some errors in pronunciation.	

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Effective communication	Clarity of interaction with natural use of discourse organisation, connectors and cohesive devices. Confident in management of turn taking.	Mainly controlled use of discourse organisation, connectors and cohesive devices with occasional errors. Able to backtrack when encountering difficulty.	Limited evidence of discourse organisation and use of connectors and cohesive devices. Limited evidence of using appropriate turn taking conventions.	Minimal discourse organisation and appropriate turn taking management.	
Total Marks	/12				

**NOCN ESOL International
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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	Uses complex sentences, idiomatic expressions and colloquialisms naturally. Able to provide sophisticated explanations, narratives, ideas and opinions and come to a conclusion.	Some use of complex sentences, idiomatic expressions and colloquialisms. Able to qualify opinions and statements but not always without hesitation.	Minimal use of complex sentences. Occasional errors in the use of vocabulary. Occasionally has to search to find the right word.	Very limited use of complex sentences. Repetitive and limited vocabulary.	
Accuracy and grammar	A high degree of accuracy in the use of complex grammatical structures is maintained throughout. One or two errors are made which are self-corrected or do not impede comprehension.	Occasional errors are made but most are self-corrected. Meaning is not impeded.	Lack of accuracy occasionally impedes the meaning. Most errors are self-corrected but not all.	A significant number of errors which are not corrected.	
Pronunciation	Stress, pronunciation and intonation are used naturally in connected speech to convey finer shades of meaning, highlighting, emphasising and modifying meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses to convey finer points of meaning.	Largely connected speech where stress, pronunciation and intonation is used but does not convey shades of meaning.	Learner's speech is monotonous and some errors in pronunciation.	

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Listening and responding	Engages in discussion to express and elicit opinion, defend and justify arguments when challenged. Able to persuade someone to a point of view.	Clear interaction with occasional errors in understanding or giving responses. Arguments and opinions not always clearly made or justified.	Some evidence of detailed and clear responses to others. Limited evidence of detailed arguments and opinions.	Very limited interaction to show any evidence of being able to give and defend arguments and opinions.	
Total marks	/12				

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Total marks for paper	
Percentage mark	
Grade	