

**NOCN ESOL International  
Level C2 Proficient 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 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. What advantage learning English will have in your country	1	e.g. Learning English has the advantage of... because ...	
2. Tell me three local facilities you would develop and why	3	e.g. If I could improve our local facilities, I would like to be able to... first I would /wouldn't... I think I ...	
3. If you could go to any major sports or music event what would it be and why?	1	e.g. I would like to go to ... because...	
4. What education policy would you introduce and why?	1	e.g. I think that I would want to introduce ... for me, it would be to .... because	
5. Three things people can do to improve health and safety in the home	3	e.g. in my opinion people could... it is a good idea to... I also think...	
Total Marks	/9		

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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 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				

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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 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	