

International ESOL

Listening Exam

Level 1 (B2)

There are three parts to this assessment.

There are 30 marks in total for this assessment.

Time allowed: 20 minutes

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

Part One – There are 8 marks available for Part One.

You will hear **8** sentences.

You will hear each sentence **twice**.

Listen to the sentences and choose the best response for each:

1. Tick (✓) one box			For marker use
a	Yes, it will be Friday		
b	It is very large and bright		
c	They are in the freezer		
d	Yes, we will need our coats		

2. Tick (✓) one box			For marker use
a	I go there every week		
b	I go there on Fridays		
c	I go there in the summer		
d	I go there twice a year		

3. Tick (✓) one box			For marker use
a	You should buy a new dress		
b	You should go to the doctors		
c	You should have some tea		
d	You should answer that call		

4. Tick (✓) one box			For marker use
a	Shall we go?		
b	Can we try?		
c	What is that?		
d	How is it going?		

5. Tick (✓) one box			For marker use
a	Next year in summer		
b	When the car is ready		
c	Half way through the year		
d	Any Monday or Tuesday		

6. Tick (✓) one box			For marker use
a	Go from the cafe		
b	Go on the Friday		
c	Go on the train		
d	Go from the start		

7. Tick (✓) one box			For marker use
a	It is really bright and cheerful		
b	They are on the wrong way		
c	It has the wrong part		
d	They have many parts		

8. Tick (✓) one box			For marker use
a	Yes, it is hot and spicy		
b	So can it be made in green?		
c	Yes, I like the chocolate one		
d	Yes, it is very wet and cold		

The assessment continues on the next page.

Marks for Part One		Out of 8
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Part Two – There are 12 marks available for Part Two.

A. You will hear a conversation. This will be played **twice**.

Listen to the conversation and answer the questions.

There are **6** questions. Choose one answer.

1. Who is the Hotel Receptionist?			For marker use
Tick (✓) one box			
a	Toni		
b	Tim		
c	Kathy		
d	Karen		

2. What room is Kathy booked into?			For marker use
Tick (✓) one box			
a	1204		
b	1240		
c	1420		
d	1024		

3. Where does Kathy want the taxi to take her?			For marker use
Tick (✓) one box			
a	Centre of Global Business		
b	Glebe Business Centre		
c	Global Business Centre		
d	Greys Business Centre		

4. What does the spa offer free of charge?			For marker use
Tick (✓) one box			
a	Steam room		
b	Sauna room		
c	Treatments		
d	Massages		

5. Where are the lifts located?			For marker use
Tick (✓) one box			
a	Down the corridor on the right		
b	Left of the reception desk		
c	Right of the reception desk		
d	Left after the long corridor		

6. What does Toni offer to help Kathy with?			For marker use
Tick (✓) one box			
a	Help finding the spa		
b	Help with her coat		
c	Help with her car		
d	Help with her cases		

The assessment continues on the next page.

Marks for Part Two (A)		Out of 6
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Part Two

B. You will hear an interview. This will be played **twice**.

Listen to the interview and answer the questions.

There are **6** questions.

1. Who is the new store named after?			For marker use
Tick (✓) one box			
a	Rebecca Strand		
b	Rebecca's grandmother		
c	Rebecca's grandfather		
d	Keven's grandmother		

2. What experience did Rebecca feel that the town was lacking?			For marker use
Tick (✓) one box			
a	Looking around the town and having a coffee		
b	Browsing the bookshelves and having coffee		
c	Looking at all the town has to offer		
d	Browsing the shops and having a coffee		

3. What does Rebecca think about buying books online?			For marker use
Tick (✓) one box			
a	A very bad thing		
b	Something that is ok		
c	A very good thing		
d	Something that is bad		

4. What is the crime writer's name?			For marker use
Tick (✓) one box			
a	Rebecca Franks		
b	Keven Franks		
c	Maddie Franks		
d	Crayton Franks		

5. What genre of books will Rebecca stock?			For marker use
Tick (✓) one box			
a	Specialised to technical		
b	Crime to science fiction		
c	Thriller to romance		
d	Crime to thrillers		

6. What does Rebecca hope there will be on the day?			For marker use
Tick (✓) one box			
a	Something for everybody		
b	Activities just for children		
c	Something just for adults		
d	Activities for the crime writer		

The assessment continues on the next page.

Marks for Part Two (B)		Out of 6
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Part Three – There are 10 marks available for Part Three

You will hear a recording of a broadcast. You will hear this twice.

Listen to the broadcast and answer the questions. There are **10** questions.

1. What is the broadcast about?			For marker use
Tick (✓) one box			
a	Researching music and reading		
b	Listening to music while studying		
c	Mozart and classical music		
d	Music while taking exams		

2. What will the majority of students be doing in a college library?			For marker use
Tick (✓) one box			
a	Listening to heavy metal music		
b	Listening to R&B music		
c	Listening to music of their choice		
d	Listening to pop music		

3. What has research into the field proven to be?			For marker use
Tick (✓) one box			
a	Indistinct		
b	Vibrant		
c	Ambiguous		
d	Perfect		

4. What could students be looking to use music for?			For marker use
Tick (✓) one box			
a	Enhance their sports performance		
b	Enhance their business performance		
c	Enhance their exam performance		
d	Enhance their career performance		

5. What is the popular theory called that links music and cognitive performance?		For marker use
Tick (✓) one box		
a	Mozart study	
b	Mozart result	
c	Mozart theme	
d	Mozart effect	

6. What was the research interested in?		For marker use
Tick (✓) one box		
a	Spatial progression	
b	Cognitive performance	
c	Cognitive development	
d	Spatial temporal reasoning	

7. What type of music do they think improves exam results?		For marker use
Tick (✓) one box		
a	Heavy metal	
b	Electronic	
c	Classical	
d	Modern	

8. What does listening to music release?		For marker use
Tick (✓) one box		
a	Dopamine	
b	Bacteria	
c	Carbon	
d	Endorphins	

9. What can listening to music while studying do?			For marker use
Tick (✓) one box			
a	Stress an individual		
b	Strain an individual		
c	Reduce an individual		
d	Relax an individual		

10. What is conducive to completing a task?			For marker use
Tick (✓) one box			
a	A different environment		
b	A strange environment		
c	A relaxing environment		
d	A lovely environment		

Marks for Part Three		Out of 10
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This is the end of this assessment.

Make sure you have completed the front page.

Hand you answer paper to the invigilator.

DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM

Marker Declaration:	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
Marker Name:	Date:
Marker signature:	Date:

International ESOL

Reading Exam

Level 1 (B2)

There are three parts to this assessment.

There are 30 marks in total for this assessment.

Time Allowed: 45 minutes

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

Part One – There are 8 marks available for Part One.

Read **Text One** and answer the questions. There are **8** questions.

Text One

1 What causes sports injuries?

2 Sports injuries can be caused by;

- 3 • an accident – such as a fall or a heavy blow
- 4 • not warming up properly before exercising
- 5 • using inappropriate equipment or poor technique
- 6 • pushing yourself too hard

7 Almost any part of the body can be injured, including the muscles, bones, joints and
8 connective tissues (tendons and ligaments). The ankles and knees are particularly prone
9 to injury.

10 What to do if you have an injury

11 If you've injured yourself, you may have immediate pain, tenderness, swelling, bruising
12 and _____ movement or stiffness in the affected area. Sometimes these symptoms
13 may only be noticeable several hours after exercising or playing sports.

14 Stop exercising if you feel pain, regardless of whether your injury happened suddenly or
15 you've had the pain for a while. Continuing to exercise while injured may cause further
16 damage and slow your recovery.

17 If you have a minor injury, you don't usually need to see a doctor and can look after
18 yourself at home. However, you may want to visit your GP.

19 Treating a sports injury

20 You can usually treat common injuries yourself by:

- 21 • resting their affected part of the body for the first 48 -72 hours to prevent further
22 damaged.
- 23 • regularly apply an ice pack to the affected area during the first 48 – 72 hours to
24 reduce swelling
- 25 • using over the counter painkillers to relieve pain

26 If your symptoms are severe or don't improve within a few days or weeks, your GP may
27 be able to refer you to a specialist. Serious injuries will occasionally require a procedure
28 or operation to align misplaced bones, fix broken bones or repair torn ligaments.

Adapted from: <http://www.nhs.uk/Conditions/Sports-injuries>

Choose the best response for each question once you have read Text One:

1. Which line has a punctuation error?			For marker use
Tick (✓) one box			
a	Line 2		
b	Line 4		
c	Line 6		
d	Line 10		

2. On line 12, which word would fill the blank space?			For marker use
Tick (✓) one box			
a	deleted		
b	removed		
c	restricted		
d	cramped		

3. Which line contains a spelling error?			For marker use
Tick (✓) one box			
a	Line 9		
b	Line 17		
c	Line 20		
d	Line 24		

4. What is the correct meaning of “reduce” on line 24?			For marker use
Tick (✓) one box			
a	cringe		
b	contact		
c	increase		
d	lessen		

5. Which line contains a grammatical error?			For marker use
Tick (✓) one box			
a	Line 16		
b	Line 22		
c	Line 25		
d	Line 26		

6. On which line is a capital letter used incorrectly?			For marker use
Tick (✓) one box			
a	Line 3		
b	Line 15		
c	Line 18		
d	Line 27		

7. On line 27, which word could replace “specialist”?			For marker use
Tick (✓) one box			
a	superior		
b	different		
c	expert		
d	distinct		

8. Which line contains a grammatical error?			For marker use
Tick (✓) one box			
a	Line 21		
b	Line 25		
c	Line 26		
d	Line 28		

The assessment continues on the next page.

Marks for Part One		Out of 8
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Part Two – There are 11 marks available for Part Two.

Read **Text Two** and answer the questions. There are **11** questions.

Text Two

Energy

Over the last 200 years an ever-increasing proportion of our energy has come from non-renewable sources such as oil and coal. While demand for energy rises these resources are thought to be running out quickly and scientists are exploring the potential of renewable sources of energy for the future.

How long will fossil fuels last?

Some international organisations suggest that if the world's demand for energy from fossil fuels continues at the present rate, that the oil and gas reserves may run out within our lifetime. It is thought that oil and natural gas could last for another 70 years and coal another likely 250 years.

Renewable and non-renewable energy resources

All life on earth is sustained by energy from the sun. Plants and animals can store energy and some of this energy remains with them when they die. It is the remains of these ancient animals and plants that make **fossil fuels**: *Fuels such as coal, gas and oil which are mined from the earth and burned to produce energy. They are formed from broken down animals and plants that died a very long time ago.*

Fossil fuels are **non-renewable**: *A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.* Burning fossil fuels generates **greenhouse gases**. **Greenhouse gas**: *Naturally occurring gases in the atmosphere such as carbon dioxide, methane and nitrous oxide.* They are believed to have increased through burning more oil, petrol and coal. Relying on them for energy generation is *unsustainable*. Unsustainable means *resources which cannot be used forever and cannot be replaced or recycled after they are used.* Hence the need to find more **renewable, sustainable** ways of making energy.

Renewable or **infinite** energy resources are sources of power that quickly replace themselves and can be used again and again.

Some resources can be thought of as both renewable and non-renewable.

- **Wood** can be used for fuel and is renewable if trees are replanted
- **Biomass**, which is material from living things, can be renewable if plants are replanted.

Adapted from: <http://www.bbc.co.uk/schools/gcsebitesize/geography>

Choose the best response for each question once you have read Text Two:

1. What are scientists exploring the potential of?			For marker use
Tick (✓) one box			
a	Greenhouse gases		
b	Fossil fuels		
c	Renewable energy		
d	Carbon dioxide		

2. "The oil and gas reserves may run out within our lifetime." Is this statement fact or opinion?			For marker use
Tick (✓) one box			
a	Fact		
b	Opinion		

3. "All life on earth is sustained by energy from the sun." Is this statement fact or opinion?			For marker use
Tick (✓) one box			
a	Fact		
b	Opinion		

4. How long do some international organisations think that coal supplies will last for?			For marker use
Tick (✓) one box			
a	70 years		
b	150 years		
c	170 years		
d	250 years		

5. From what are fossil fuels formed?			For marker use
Tick (✓) one box			
a	The atmosphere		
b	Carbon dioxide		
c	Remains of plants and animals		
d	Dying animals		

6. What generates greenhouse gases?			For marker use
Tick (✓) one box			
a	Burning gases		
b	Burning fossil fuels		
c	Burning methane		
d	Boiling water		

7. What occurs naturally in the atmosphere?			For marker use
Tick (✓) one box			
a	Fossil fuel		
b	Oil		
c	Coal		
d	Methane		

8. It is believed that burning what has increased greenhouse gases?			For marker use
Tick (✓) one box			
a	Petrol		
b	Paper		
c	Roads		
d	Cars		

9. What does “non-renewable” mean?			For marker use
Tick (✓) one box			
a	Can be found or made again		
b	Can be burnt		
c	Can be grown again		
d	Cannot be found or made again		

10. What can infinite power sources do?			For marker use
Tick (✓) one box			
a	Be used once		
b	Be used all over		
c	Be used without end		
d	Be used in the air		

11. Biomass is made from living things. True or false?			For marker use
Tick (✓) one box			
a	True		
b	False		

The assessment continues on the next page.

Marks for Part Two		Out of 11
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Read **Text Three** and answer the questions. There are **11** questions.

Text Three

Email

From: Luca Simpson@Caistorhouse.co.net
To: Marksalvi@google.co.net
Subject:

Dear Mr Salvi,

Thank you for your booking of the 21st August for 3 nights. This email is to confirm the booking and to give you some useful information about your stay with us. We are producing an information sheet and a booklet but it may not be ready in time for your visit. Therefore, we think it is helpful to our guests just to outline some details in this email.

Caistor House is a 17th century manor house set in its own grounds in the lovely unspoilt countryside of the Lincolnshire Wolds. It is surrounded by woods, gardens and lakes. It is a bit hard to find us and sometimes the postcode does not show the correct place on GPS systems. We suggest you head for the main town of Netter and then follow the signs in the Market Place to Caistor House. This will take you along the A46. You will then need to take the second turning on the right after the railway track.

Breakfast is served in the main dining room and it is available from 6am till 10am. We provide a buffet style continental breakfast. There is a Full English breakfast menu available on request with a supplement to pay of £10 each.

The restaurant is open from 6pm to 9pm and we have a wide range of dishes available on the menu. All of the ingredients are locally sourced and fresh that day.

If you wish to take advantage of any of the following facilities and activities, you are advised to email us at least 2 days before your visit. The facilities and activities are:

- Golf
- Archery
- Fishing
- Guided walks
- Spa treatments.

We do hope you will enjoy your visit. Our staff are always on hand to discuss any queries or problems. If you do need any more information, do not hesitate to email us.

Yours sincerely,
Luca Simpson
Hotel Manager

Part Three – There are 11 marks available for Part Three

Choose the best response for each question once you have read Text Three.

1. What is the purpose of the email?			For marker use
Tick (✓) one box			
a	To describe		
b	To persuade		
c	To inform		
d	To coax		

2. Who is the sender of the email?			For marker use
Tick (✓) one box			
a	Mark Salvi		
b	Luca Salvi		
c	Luca Simpson		
d	Mark Simpson		

3. How long is the booking for?			For marker use
Tick (✓) one box			
a	3 nights		
b	3 days		
c	2 nights		
d	2 days		

4. Where is Caistor House?			For marker use
Tick (✓) one box			
a	Lincolnshire		
b	Netter		
c	Caistor		
d	Yorkshire		

5. Where can you find signs for the hotel?			For marker use
Tick (✓) one box			
a	Market Place		
b	Caistor House		
c	The Wolds		
d	The A46		

6. Which turning are you told to take?			For marker use
Tick (✓) one box			
a	The third on the left		
b	The second on the left		
c	The third on the right		
d	The second on the right		

7. What time does the restaurant close at night?			For marker use
Tick (✓) one box			
a	6 am		
b	10 pm		
c	6 am		
d	9 pm		

8. How much is the supplement for the Full English breakfast?			For marker use
Tick (✓) one box			
a	£11		
b	£11		
c	£10		
d	£12		

9. Which is not a facility or activity at the hotel?			For marker use
Tick (✓) one box			
a	Archery		
b	Tennis		
c	Spa		
d	Golf		

10. If you need to contact the hotel what should you do?			For marker use
Tick (✓) one box			
a	Write a letter		
b	Send an email		
c	Telephone		
d	Send a text		

11. Which would be the most suitable subject heading for this email?			For marker use
Tick (✓) one box			
a	Booking information for visits to the hotel		
b	Hotel booking and information about the prices		
c	Hotel confirmation and important detail about the visit		
d	Booking details and information on how to book a visit		

Marks for Part Three		Out of 10
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This is the end of this assessment.

Make sure you have completed the front page.

Hand you answer paper to your invigilator.

DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM

Marker Declaration:	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
Marker Name:	Date:
Marker signature:	Date:

International ESOL

Writing Exam

Level 1 (B2)

There are two parts to this assessment.

There are 30 marks in total for this assessment.

Time allowed: 70 minutes

Candidate Name:	
Date of Assessment:	
Assessment Venue:	
Candidate declaration:	I confirm that my answers given during this examination are my own and I had no prior knowledge of the content of this examination. I declare that I will not divulge to any person any information about the questions and/or tasks
Candidate signature:	

For marker use	
Marks for Part One	
Marks for Part Two	
Total marks for paper	

Part One – There are 15 marks available for Part One.

For part one, you need to choose **one** of the following options to write.

Write a formal response in the correct format for the type of text.

Option 1	<p>You have been asked to write a short report for work/college. They have suggested the banning of mobile phones in all public places. Suggested ideas to use in your report:</p> <ul style="list-style-type: none"> • Why you are writing the report • Advantages of banning mobile phones • Disadvantages of banning mobile phones • Recommendations • Your conclusion
You should write between 150 and 200 words.	
Option 2	<p>You have recently arranged a trip to visit a friend. You decided to travel by train. Unfortunately, the train was cancelled but the passengers were not informed until half an hour after the train was due. They did offer to take the passengers to the destination by coach. Write a letter of complaint to the train company: Toptrain, 42 Bank Street, Brilly. BR0 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> • Why you are writing • What the problem is • The affect it had on you • What you would like them to do
You should write between 150 and 200 words	
Option 3	<p>Write an article about sports for young people. Your article should:</p> <ul style="list-style-type: none"> • Discuss the advantages and disadvantages of sport for young people • Talk about your own experience of sports • Talk of facilities in your area • Discuss how local sports facilities can be improved.
You should write between 150 and 200 words	

Option 4	<p>Write a blog encouraging people to visit your area. Your blog should cover:</p> <ul style="list-style-type: none">• What they could do• What they could see• How they could get there• Any disadvantages• How these disadvantages could be overcome
You should write between 150 and 200 words	

Use this space to plan your writing:

<p>Writing Exam (Level 1 (B2))</p> <p>3</p>

The assessment continues on the next page.

Write your text here:

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Part Two – There are 15 marks available for Part Two.

Marks for Part One		Out of 15
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For Part Two, you need to write a response to the following.

Write an informal response in the correct format for the type of text.

Part Two	<p>You receive an email from a new friend in the UK. They talk about a film they have recently been to watch. They ask you:</p> <ul style="list-style-type: none"> • What film you have recently seen • What it was about • If you enjoyed the film or not • What genre of film is your favourite and why <p>Write a response to the email.</p>
You should write between 150 and 200 words	

Use this space to plan your writing:

The assessment continues on the next page.

Write your text here:

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This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Marks for Part Two		Out of 15
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This is the end of this assessment.

Make sure you have completed the front page.

Hand you answer paper to your invigilator.

DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM

Marker Declaration:	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
Marker Name:	Date:
Marker signature:	Date:

International ESOL

Candidate Prompt Sheets for Speaking Exam

Level 1 (B2)

There are three parts to this assessment.

You will have up to 10 minutes preparation time – up to 5 minutes each for parts 2 and 3.

Your speaking assessment will take no more than 2 minutes for each part.

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

At the start of the assessment, you must state your name, the name of your centre and the date of this assessment.

Part One – There are 6 marks available for Part One.

Part One is a short informal talk or conversation.

You will be asked 5 questions. These can be repeated if you need it.
You must answer in complete sentences.

This part should last no more than **2 minutes**.

Part Two – There are 12 marks available for Part Two.

Part Two is **one** short role-play or dialogue. The role-play/dialogue may be between the interlocutor and the candidate or two candidates. The Interlocutor will tell you which scenario to use.

The dialogue should last **approximately 2 minutes**. You will have up to 5 minutes preparation time.

Scenario 1

You have purchased a new mobile phone and there are a few problems with it. The packaging had been opened and it looks like the new phone has been used before. Also the touch screen is not working. You ring the customer services manager to make a complaint. The interlocutor or another candidate will play the part of the customer service manager.

Scenario 2

You are planning to visit a friend in the UK. You ring them up to ask when would the trip would be convenient, what options you have to get from the airport to your friend's house and what you could do while you are there. The interlocutor or another candidate will play the part of your friend.

Scenario 3

Your school has asked you to lead a new recycling initiative. Discuss with the interlocutor or another candidate what measures have already been taken to improve recycling and what you could do to improve things further.

Scenario 4

You have been asked to discuss the role of tourism in your area and the impact it will have on the local economy in the future. This discussion is with yourself and the interlocutor or another candidate.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

Scenario 1:

You have purchased a new mobile phone but there are a few problems with the phone, the packaging had been opened and it looks like the new phone has been used before. Also the touch screen is not working. You ring the customer services manager to make a complaint. The interlocutor or another candidate will play the part of the customer service manager.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

Scenario 2:

You are planning on visiting a friend in the UK. You ring them up to ask when would the trip would be convenient, what options you have to get from the airport to your friend's house, what you could while you are there. The interlocutor or another candidate will play the part of your friend.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

Scenario 3:

Your school have asked you to lead a new recycling initiative. Discuss with the interlocutor or another candidate, what measures have already been taken to improve recycling and what you could do to improve things further.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

You have up to 5 minutes to prepare.

You should speak for **no more than 2 minutes**.

Scenario 4:

You have been asked to discuss the role of tourism in an area near to you and what role it will play in the future, if any, of the economy. Also how you think it could be improved. This discussion is between yourself and the interlocutor or another candidate.

Part Three – There are 12 marks available for Part Three

Part Three is a conversation based on a prompt you will be shown.

You may have up to 5 minutes to prepare what you want to say.

You should speak for **no more than 2 minutes**.



This is the end of this assessment.

Please collect all materials from the candidate(s).

DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM

Marker Declaration:	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
Marker Name:	Date:
Marker signature:	Date:

International ESOL

Interlocutor's Pack for Speaking Exam

Level 1 (B2)

There are three parts to this assessment.

Candidate(s) may have up to 10 minutes preparation time – 5 minutes each for parts 2 and 3.

The assessment should last no longer than 6 minutes in total (2 minutes per part)

For marker use	
Marks for Part One	
Marks for Part Two	
Marks for Part Three	
Total marks for paper	

At the start of the assessment, the candidate(s) must state their name, centre name and the date of this assessment.

Part One – There are 6 marks available for Part One.

Part One consists of a short informal talk or conversation.

The interlocutor should ask the candidate(s) the following questions for a response. The questions may be repeated. Candidate(s) responses **must** be in sentences.

This part should last no more than **3 minutes**. Where there are 2 candidates, each candidate should speak for **at least 1.5 minutes**.

1. Tell me about two things you like to do in your spare time
2. What time did you get up this morning?
3. How often do you go to the cinema?
4. Tell me what your favourite colour is and why?
5. What was the last book you read?

The interlocutor may prompt the candidates(s) to elicit more information to add to their response if one word responses are used.

The assessment continues on the next page.

Marks for Part One		Out of 6
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Part Two – There are 12 marks available for Part Two.

Part Two consists of **one** short role-play/dialogue chosen by the interlocutor from a set selection with a choice of topics. The role-play may be between the interlocutor and the candidate or two candidates.

Each dialogue should last approximately **2 minutes**. Where there are 2 candidates, each candidate should speak for **2 minutes**.

Candidate(s) may have 5 minutes preparation time.

The interlocutor should hand the candidates(s) a prompt/note sheet for the chosen scenario and allow the candidates(s) 5 minutes to read the scenario and make notes. These notes may be used during the role-play but may **not** be removed from the examination room.

Scenario 1
You have purchased a new mobile phone and there are a few problems with it. The packaging had been opened and it looks like the new phone has been used before. Also the touch screen is not working. You ring the customer services manager to make a complaint. The interlocutor or another candidate will play the part of the customer service manager.
Scenario 2
You are planning to visit a friend in the UK. You ring them up to ask when would the trip would be convenient, what options you have to get from the airport to your friend's house and what you could do while you are there. The interlocutor or another candidate will play the part of your friend.
Scenario 3
Your school has asked you to lead a new recycling initiative. Discuss with the interlocutor or another candidate what measures have already been taken to improve recycling and what you could do to improve things further.
Scenario 4
You have been asked to discuss the role of tourism in your area and the impact it will have on the local economy in the future. This discussion is with yourself and the interlocutor or another candidate.

The assessment continues on the next page.

Marks for Part Two		Out of 12
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Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

Scenario 1:

You have purchased a new mobile phone but there are a few problems with the phone, the packaging had been opened and it looks like the new phone has been used before. Also the touch screen is not working. You ring the customer services manager to make a complaint. The interlocutor or another candidate will play the part of the customer service manager.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

Scenario 2:

You are planning on visiting a friend in the UK. You ring them up to ask when would the trip would be convenient, what options you have to get from the airport to your friend's house, what you could while you are there. The interlocutor or another candidate will play the part of your friend.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

Scenario 3:

Your school have asked you to lead a new recycling initiative. Discuss with the interlocutor or another candidate, what measures have already been taken to improve recycling and what you could do to improve things further.

Candidate Prompt/note sheet:

This sheet must not be taken outside of the exam area and must be handed to the interlocutor at the end of the exam.

Scenario 4:

You have been asked to discuss the role of tourism in an area near to you and what role it will play in the future, if any, of the economy. Also how you think it could be improved. This discussion is between yourself and the interlocutor or another candidate.

Part Three – There are 12 marks available for Part Three

Part Three consists of a short discussion based on a prompt – photograph, diagram, chart, newspaper article, mind map – provided.

The candidate(s) should be shown the prompt and allowed up to 5 minutes to prepare notes. These notes may be used during the discussion, but they may **not** be removed from the examination room.

The discussion should last no more than **2 minutes**. If there are 2 candidates, each candidate should speak for a minimum of **1.5 minutes**.

The interlocutor may prompt the candidate(s) if needed, with appropriate statements or questions based on the scenario.

Marks for Part Three		Out of 12
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Candidate Prompt:



Possible questions/prompts for Interlocutor:

- Possible consequences of using a mobile phone when driving
- Do many people text and drive?
- What does the law say about using your mobile phone while driving?
- Is it only young people who use their mobile phones while driving?
- Does using hands free on your phone while driving make any difference?

This is the end of this assessment.

Please collect all materials from the candidate(s).

DO NOT REMOVE ANY MATERIALS FROM THE EXAMINATION ROOM

Marker Declaration:	
I confirm that I have marked this paper using the marking scheme provided.	
I am happy that the candidate has achieved the total marks detailed on the front of this candidate answer paper.	
Marker Name:	Date:
Marker signature:	Date:

International ESOL

Marking Scheme for Level 1 (B2) Listening Exam

Includes transcripts

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Listening Exam.

Examination markers should apply this mark scheme when marking examination papers for the Level 1 Listening Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

Part One

Correct answers only – no alternatives

1	d	Insert relevant CEFR standard
2	d	
3	b	
4	a	
5	d	
6	c	
7	a	
8	c	

Transcript

1. The weather has turned very cold, hasn't it?
2. How many times do you visit the dentist?
3. My arm really hurts after the fall.
4. The swimming pool is free on Friday.
5. When can you come for an interview?
6. What is the best way to get to the city?
7. Do you like this painting?
8. Don't the cakes look lovely?

Part 2 (a)

Correct answers only – no alternatives

1	a	Insert relevant CEFR standard
2	d	Insert relevant CEFR standard
3	c	
4	a	
5	b	
6	d	

Transcript:

Part 2a - Conversation 1

Toni – Good evening, my name is Toni and I am the receptionist at the Crown Hotel. How can I help you today?

Kathy – Hi, I have a reservation and I would like to check in to the hotel and get some information please. My name is Kathy Price.

Toni – Yes Miss Price I have your reservations details here. You are booked in to room 1024. You will be staying for 2 nights and you have pre booked your breakfast. You have paid the bill on line by credit card. Is this correct?

Kathy - Yes that is correct. Can you tell me where breakfast will be served? Also I would like to know if I can order a taxi to take me to the Global Business Centre at 8 o'clock in the morning?

Toni – Breakfast is served from 6am in the main restaurant, which is straight down the corridor on the right. I can order you a taxi to be here for 8 o'clock in the morning. Is there anything else I can help you with?

Kathy – No that will be all thank you. Oh, sorry, could you also tell me at what time the swimming pool closes tonight and if you provide towels?

Toni – The swimming pool is open until 9pm every evening and towels are provided in the spa reception area. There is also a Jacuzzi and steam room which hotel guests can use free of charge. To get to your room just take the lifts on the left of reception desk. Do you need any help with your cases?

Kathy – No I can manage and thank you.

Toni – I hope you enjoy your stay with us and please let me know if there is anything else that you need.

Part 2 (b)

Correct answers only – no alternatives

1	b	Insert relevant CEFR standard
2	b	
3	c	
4	b	
5	b	
6	a	

Transcript

Part 2b - Conversation 2

Interviewer (I) - We are now going to talk to Rebecca Strand from the new book store and coffee shop on the High Street, which has its grand opening next Saturday. Hello Rebecca, I am so glad you could make it today. I would like to start by asking you to tell the listeners what your new shop is called and why you thought it would be a good idea to open it here in Crayton.

Rebecca – Hello, to answer your questions, the shop is called Maddie’s Book and Coffee shop. It is named after my grandmother because her two favourite things were books and coffee. I have wanted to open a shop like this for a very long time. I felt that the town was lacking this kind of experience; somewhere people could go to browse along the book shelves and have a relaxing cup of coffee, perhaps with a copy of their latest purchase. I do think that buying books on line is a very good thing but sometimes it is nice to look around and take a bit more time to buy a book that you would really enjoy.

I – Have you anything special planned for the opening?

Rebecca – Yes we hope to have a fun packed day. We are lucky to have Keven Franks the famous crime writer to open the shop and he will be signing his latest book “The Dungeon”. We will also have lots of activities planned for children and adults. Hopefully there will be something for everybody.

I – It does sound fun Rebecca, What type of books will you be selling?

Rebecca – I really put a lot of thought into this and decided we would only stock fiction as there are many other places where you can buy specialised/technical books. This means I am able to stock all genre of books, from crime to science fiction.

I – Well Rebecca, I do hope the day is a great success! So you heard it here, get down to Maddie’s books on the High street next Saturday for a grand fun packed opening. Thank you for coming in to tell us all about it Rebecca and I hope to see you when I pop in on Saturday afternoon.

Part 3

Correct answers only – no alternatives

1	b	Insert relevant CEFR standard
2	c	
3	c	
4	c	
5	d	
6	d	Insert relevant CEFR standard
7	c	
8	a	
9	d	
10	c	

Transcript

Part 3 - Broadcast

It's fair to say that the majority of students prefer to study while listening to music. Whether frantically cramming some last-minute reading to R&B, or finalising an essay to the sound of the latest heavy metal album, you can go to any university or college library and the majority of students there will be listening to their music of choice.

Music is a very significant part of our daily lives; the image of the quietly-focused student isolating themselves in a personal study zone has led to interest into whether or not listening to music actually helps studies. Research into the field has proven fairly ambiguous, with many studies contradicting each other. However, this does provide a useful insight for students who may be looking into ways to use music to enhance their exam performance.

The most famous theory linking music and cognitive performance is the 'Mozart effect'. This is the popular idea that listening to Mozart makes you smarter. The research itself was interested in the relation between Mozart and 'spatial temporal reasoning', or, basically knowing how to fit things into other things. The idea that music, particularly classical music, can improve exam results has endured.

Listening to music has been shown to cause the release of dopamine, meaning that it is a pleasurable, rewarding experience which can relax an individual.

On the whole, what a student can take from research is that using music to create a relaxing environment is conducive towards the task you wish to complete.

International ESOL

Marking Scheme for Level 1 (B2) Reading Exam

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Reading Exam.

Examination markers should apply this mark scheme when marking examination papers for the Level 1 Reading Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

Part One

Correct answers only – no alternatives

1	a	
2	c	
3	b	
4	d	
5	b	
6	b	
7	c	
8	a	

Part Two

Correct answers only – no alternatives

1	c	
2	b	
3	a	
4	d	
5	c	
6	b	
7	d	
8	a	
9	d	
10	c	
11	a	

Part Three

Correct answers only – no alternatives

1	c	
2	c	
3	a	
4	a	
5	a	
6	d	
7	d	
8	c	
9	b	
10	b	
11	c	

International ESOL

Marking Scheme for Level 1 (B2) Writing Exam

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Writing Exam.

Examination markers should apply this mark scheme when marking examination papers for the Level 1 Writing Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

Option 1	<p>You have been asked to write a short report for work/college. They have suggested the banning of mobile phones in all public places. Suggested ideas to use in your report:</p> <ul style="list-style-type: none"> • Why you are writing the report • Advantages of banning mobile phones • Disadvantages of banning mobile phones • Recommendations • Your conclusion
Insert relevant CEFR standards – there should be more than one	
Option 2	<p>You have recently arranged a trip to visit a friend. You decided to travel by train. Unfortunately, the train was cancelled but the passengers were not informed until half an hour after the train was due. They did offer to take the passengers to the destination by coach. Write a letter of complaint to the train company: Toptrain, 42 Bank Street, Brilly. BR0 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> • Why you are writing • What the problem is • The affect it had on you • What you would like them to do
Insert relevant CEFR standards – there should be more than one	
Option 3	<p>Write an article about sports for young people. Your article should:</p> <ul style="list-style-type: none"> • Discuss the advantages and disadvantages of sport for young people • Talk about your own experience of sports • Talk of facilities in your area • Discuss how local sports facilities can be improved.
Insert relevant CEFR standards – there should be more than one	
Option 4	<p>Write a blog encouraging people to visit your area. Your blog should cover:</p> <ul style="list-style-type: none"> • What they could do • What they could see • How they could get there • Any disadvantages • How these disadvantages could be overcome

Part 1 – candidates should write between 150 and 200 words

	Content	Accuracy and language	Range and grammar	Organisation	Format
3	The content demands of the task are all fulfilled, covering all the main/relevant points, with appropriate expansion of the topic. The reader is fully informed	Uses a wide range of common and less common vocabulary effectively, accurately, coherently and within the correct context. Language is coherent and appropriate. Spelling is accurate. Errors, if present are minimal and do not affect meaning.	Uses a wide range of simple and complex, grammatical forms with accuracy and coherence. Displays good control of simple and complex sentence structures. A variety of conjunctions are used appropriately and effectively. Errors, if present are minimal and do not affect meaning.	Uses a wide range of organisational devices and patterns to aid the reader. Appropriate paragraphing and accurate punctuation is used to organise the text and aid meaning. Errors, if present are minimal and do not affect meaning.	Uses the conventions of the named format to communicate straightforward and complex ideas effectively and in an appropriate way. Errors, if present are minimal and do not affect meaning.
2	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	Uses a good range of vocabulary, effectively coherently and appropriately. Language is on the whole coherent and appropriate. Spelling is mostly accurate. Errors, if present do not	Uses a range of simple and complex, grammatical with accuracy. Displays good control of simple and some complex sentence structures A good range of	Uses a range of organisational devices and patterns to aid the reader. Appropriate paragraphing and punctuation is used to organise the text and aid meaning most of the time.	Uses most of the conventions of the named format to communicate straight forward ideas in an appropriate way. Errors, if present do not affect meaning.

		affect meaning.	conjunctions are used appropriately. Errors, if present do not affect meaning.	Errors, if present do not affect meaning.	
1	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses a range of everyday, simple language. Although some less common words could be used inappropriately. Spelling of simple and some complex words is mostly accurate. Errors impede meaning some of the time	Uses simple grammatical devices with accuracy. Displays some good control of simple and complex sentence structures. Conjunctions used, are on the whole accurate. Errors impede meaning some of the time.	Uses organisational features and devises and patterns to aid the reader. Straightforward paragraphing and mostly accurate punctuation is used to organise the text and aid meaning some of the time. Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate straight forward ideas in a general way. Errors, if present may affect meaning.
0	Content is not addressed and the reader is not informed.	Language and spelling does not meet the level required at B2	Grammar and sentence structure does not meet the level required at B2	Organisation and punctuation does not meet the level required at B2	Format does not follow any of the appropriate conventions.
	Marks	Marks	Marks	Marks	Marks
	/3	/3	/3	/3	/3
Total = /15					

Part 2 – candidates should write between 150 and 200 words

	Content	Accuracy and language	Range and grammar	Organisation	Format
3	The content demands of the task are all fulfilled, covering all the main/relevant points, with appropriate expansion of the topic. The reader is fully informed	Uses a good range of common and vocabulary effectively, accurately, coherently and within the correct context. Language is coherent and appropriate. Spelling of common words is accurate. Errors, if present are minimal and do not affect meaning.	Uses a range of simple grammatical forms with accuracy and coherence. Displays good control of simple sentence structures. A range of conjunctions are used appropriately and effectively. Errors, if present are minimal and do not affect meaning.	Uses a range of organisational devices and patterns to aid the reader. Paragraphing and accurate punctuation is used to organise the text and aid meaning. Errors, if present are minimal and do not affect meaning.	Uses the conventions of the named format to communicate straightforward ideas effectively and in an appropriate way. Errors, if present are minimal and do not affect meaning.
2	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	Uses a range of vocabulary, effectively coherently and appropriately. Language is on the whole coherent and appropriate. Spelling is mostly accurate. Errors, if present do not affect meaning.	Uses basic, grammatical forms with accuracy. Displays some good control with sentence structure. A range of simple conjunctions are used appropriately. Errors, if present do not affect meaning.	Uses some organisational devices and patterns to aid the reader. Paragraphing and punctuation is used to organise the text and aid meaning most of the time. Errors, if present do not affect meaning.	Uses most of the conventions of the named format to communicate simple ideas in an appropriate way. Errors, if present do not affect meaning.

1	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses basic vocabulary. Although some less common words could be used inappropriately. Spelling of simple is mostly accurate. Errors impede meaning some of the time	Uses simple grammatical devices with accuracy. Displays basic control of simple and complex sentence structures. Simple conjunctions used, are on the whole accurate. Errors impede meaning some of the time.	Uses basic organisational features and devises and patterns to aid the reader. Paragraphing and mostly accurate basic punctuation is used to organise the text and aid meaning some of the time. Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate straight forward ideas in a basic way. Errors, if present may affect meaning.
0	Content is not addressed and the reader is not informed.	Language and spelling does not meet the level required at B2	Grammar and sentence structure does not meet the level required at B2	Organisation and punctuation does not meet the level required at B2	Format does not follow any of the appropriate conventions.
	Marks	Marks	Marks	Marks	Marks
	/3	/3	/3	/3	/3
Total = /15					

International ESOL

Marking Scheme for Level 1 (B2) Speaking Exam

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Speaking Exam.

Examination markers should apply this mark scheme when marking examination papers for the Level 1 Speaking Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination papers, they should address these to the Moderator.

Part One – candidates should speak for **no more than 2 minutes**.
candidate should speak for **at least 1.5 minutes**.

Where there are 2 candidates, each

At the start all candidates must state:

Name

Centre

Date

Part 1 – all questions map to CEFR standard “reasonably fluently sustain a straightforward description of one of a variety of subjects within own field of interest, presenting it as a linear sequence of points”		
Question	Answer	Mark
1	Tell me about two things you like to do in your spare time	/2
2	What time did you get up this morning?	/1
3	How often do you go to the cinema?	/1
4	Tell me what your favourite colour is and why.	/1
5	What was the last book you read?	/1
Total marks for part 1		/6

Part 2 – Candidate should speak for **no more than 2 minutes**. Where there are 2 candidates, each candidate should speak for **at least 2 minutes**.

Set scenario/role play/dialogue.

Part 2 – each scenario maps to CEFR standard “take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems”					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has sufficient range of language appropriate to the situation. Gives clear descriptions, expresses viewpoints on most general topics. Active appropriate participation. Participants are fully informed.	Has some good range of language appropriate to the situation. Gives good descriptions, expresses viewpoints on most general topics, without too much difficulty. Active, appropriate participation most of the time. Participants are, on the whole, informed.	Has some good range of language which is sometimes not appropriate for the given situation. . Not always an active participant or lapses turn taking skills Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks turn taking skills. Does not communicate effectively.	
Accuracy	Consistently maintains a good degree of grammatical accuracy. Using	Maintains a good degree of simple grammatical accuracy. Uses some	Maintains a limited degree of grammatical accuracy. Limited selection of suitable language/phrases/sentence structure. Errors can	A learner does not apply correct tense or word order as appropriate to the situation. Errors	

	some complex sentence forms to do so. Errors are few and generally corrected when they do occur.	simple/complex sentence forms. Errors do not impede meaning.	impede meaning.	impede meaning.	
Pronunciation	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, with even tempo and with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with even tempo and with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Could have uneven tempo. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Erratic tempo and hesitancies /pauses do affect meaning.	
Totals					/12

Part 3 – Candidate(s) should speak for **no more than 2 minutes**. Where there are 2 candidates, each candidate should speak for **at least 1.5 minutes**.

Photograph/article/mind map

Part 3 Meets CEFR standards “reasonably fluently sustain a straightforward description of one of a variety of subjects within own field of interest, presenting it as a linear sequence of points” And “take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems”					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has sufficient range of language appropriate to the situation. Gives clear descriptions, expresses viewpoints on most general topics. Active appropriate participation. Participants are fully informed.	Has some good range of language appropriate to the situation. Gives good descriptions, expresses viewpoints on most general topics, without too much difficulty. Active, appropriate participation most of the time. Participants are, on the whole, informed.	Has some good range of language which is sometimes not appropriate for the given situation. . Not always an active participant or lapses turn taking skills Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks turn taking skills. Does not communicate effectively.	
Accuracy	Consistently maintains a good degree of grammatical accuracy. Using some complex sentence forms to do so. Errors are few and generally corrected when they do occur.	Maintains a good degree of simple grammatical accuracy. Uses some simple/complex sentence forms. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Limited selection of suitable language/phrases/sentence structure. Errors can impede meaning.	A learner does not apply correct tense or word order as appropriate to the situation. Errors impede meaning.	

Pronunciation	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, with even tempo and with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with even tempo and with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Could have uneven tempo. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Erratic tempo and hesitancies /pauses do affect meaning.	
Totals					/12

Format, content and structure of assessment papers to assess Level 1 (B2 - Communicator)

B2 – Communicator

CEFR descriptor (Council of Europe)

Can understand the main ideas of complex text on both **concrete and abstract** topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes **regular interaction with native speakers** quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and **explain a viewpoint on a topical** issue giving the **advantages and disadvantages** of various options

Topics

- Education
- Film
- Books and literature
- News, lifestyles and current affairs
- Media
- Arts

4 parts: Reading, writing, speaking and listening.

Each component carries 30 marks. Total marks for the level = 120 marks.

Individual units (reading, writing, speaking and listening) may be achieved separately but all four units must be achieved for the full qualification.

Unit certificates may be provided for those not achieving the full qualification.

Full qualification certificate will include list of units achieved.

Speaking B2 – Maximum time required 16 minutes

3 parts

30 marks

At the start all candidates must state their name, centre and date.

I = interlocutor

C = candidate

Part 1

Answer 5 question read by interlocutor.

Set questions with no deviation

Multiple choice responses

6 marks

Speaking time: Allow 1.5 minutes for one candidate, minimum of 1.5 minutes per candidate where there are 2 candidates

Part 2

Role play from a range of scenarios (including prep time 7 min)

Interlocutor choice of subjects

Mark Scheme based to cover requirements

12 marks

Speaking time: Allow 2 minutes for one candidate, a minimum of 2 minutes per candidate where there are 2 candidates

Part 2

Discussion (including prep time 7 min)

Photographs/ newspaper articles provided

Mark scheme based to cover requirements

12 marks

Speaking time: Allow 1.5 minutes for one candidate, minimum of 1.5 minutes per candidate where there are 2 candidates

Listening B2

3 parts

30 marks

Part 1

Questions read by the Interlocutor

8 marks

Multiple Choice

Part 2

Recording – native English speaker – usually two voices

10 marks

Multiple Choice

Mark scheme to cover requirements

Part 3

Recording – usually monologue

12 marks

Multiple Choice

Mark scheme to cover requirements

Reading B2

3 parts – one text per part

3 texts (3 texts with a maximum word count of 400 words, 1 text with maximum word count of 250 words).

30 marks

Part 1

shorter text – to include spelling mistakes, word choice and idioms

8 questions

Multiple Choice

Mark scheme

Part 2

text – to include fact opinion

11 questions

Multiple Choice

Mark Scheme

Part 3

text – looking for information

11 questions

Multiple Choice

Mark Scheme

B2 Writing

2 parts

30 marks

Part 1 – formal piece from choice of steers. Suggested formats:

- Formal letters
- Simple Reports
- Blogs
- Articles
- Leaflets
- Emails

Instruction to respond formally using a written input with three content points to be addressed and expanded. The intended reader specified
15 marks

Mark Scheme to cover requirements

150 – 200 words required

Part 2 – informal piece, specified instructions. Suggested formats:

- Diary entry
- Email to friends
- Blog to colleagues
- Descriptive

Instruction to write an informal piece of writing for a specified reader on a general subject not requiring specialist knowledge with two content points to be addressed and expanded
15 marks

Mark Scheme to cover requirements

150 – 200 words required