

International ESOL

Listening Exam

Level 2 (C1)

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	Put a picture on it		
b	Put it in the fridge		
c	Send it to Facebook		
d	Put a password on it		

2. Tick (✓) one box			For marker use
a	Cold please		
b	Hot please		
c	Oil and vinegar please		
d	Milk and sugar please		

3. Tick (✓) one box			For marker use
a	Take it to the garage		
b	Take it to the doctors		
c	Drive it on the motorway		
d	Mend it with glue		

4. Tick (✓) one box			For marker use
a	We will go on Sunday		
b	Can we go Saturday?		
c	Which way is it?		
d	What month is that?		

5. Tick (✓) one box			For marker use
a	Next month in summer		
b	When the car is ready		
c	Yes, I will bring them all		
d	Yes, I like to walk with them		

6. Tick (✓) one box			For marker use
a	7 am		
b	Midday		
c	7pm		
d	Midnight		

7. Tick (✓) one box			For marker use
a	It looks very tasty		
b	It is the wrong way		
c	It has the wrong part		
d	It has many trees		

8. Tick (✓) one box			For marker use
a	Yes, not in this town		
b	Yes, it is yellow		
c	Yes, it made me cry		
d	Yes, it is very happy		

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	Reece		
b	Tim		
c	Kathy		
d	Karen		

2. What did Mrs Simpson show the receptionist?			For marker use
Tick (✓) one box			
a	The room number		
b	The bank statement		
c	The payment receipt		
d	The booking confirmation		

3. What is Reece not sure of?			For marker use
Tick (✓) one box			
a	The restaurant		
b	The room number		
c	The procedure		
d	The conformation		

4. How long will it take to prepare the room?			For marker use
Tick (✓) one box			
a	Under 1 hour		
b	Over 1 hour		
c	All day long		
d	In the evening		

5. What is Reece asked to arrange?			For marker use
Tick (✓) one box			
a	A new room with a view		
b	A complimentary voucher for a meal		
c	A voucher to use in the hotel spa		
d	A complimentary trip to see a film		

6. What are the names of the children?			For marker use
Tick (✓) one box			
a	Cameron, Reece and Julie		
b	Julie, Luca and Cameron		
c	Luca, Gianni and Cameron		
d	Gianni, Cameron and Carol		

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. What is the name of the radio station?			For marker use
Tick (✓) one box			
a	Capitol radio FM		
b	Dance FM radio		
c	Talk FM Radio		
d	TFM talk radio		

2. What is the interview about?			For marker use
Tick (✓) one box			
a	The creating of more jobs in UK industry by 2040		
b	The banning of diesel and petrol cars in the UK by 2040		
c	The banning of petrol and electric cars in the UK by 2040		
d	The changing of cars from electric to oil in the UK by 2040		

3. What is thought to be a danger to public health?			For marker use
Tick (✓) one box			
a	Falling levels of carbon monoxide		
b	Falling levels of nitrogen oxide		
c	Rising levels of nitrogen oxide		
d	Rising levels of carbon monoxide		

4. How does the interviewer describe the new measures?			For marker use
Tick (✓) one box			
a	Severe		
b	Drastic		
c	Extreme		
d	Change		

5. What effect do some readers think the new proposals will have?			For marker use
Tick (✓) one box			
a	A reduction of pollutants in the environment		
b	A massive impact on jobs losses in the area		
c	A greater improvement to the car industry		
d	A massive amount of jobs created in the area		

6. When will the proposals be put into place?			For marker use
Tick (✓) one box			
a	Over 20 years		
b	Over 20 months		
c	In 2017		
d	In 2040		

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	How to cook different foods		
b	Changing eating habits in Britain		
c	Sunday roast dinners in the UK		
d	Chinese takeaways in Britain		

2. What would be alien to us today?			For marker use
Tick (✓) one box			
a	The music our parents listened to		
b	Our parents' way of life		
c	Our parents' eating habits		
d	The way our parents dress		

3. What experience has been transformed?			For marker use
Tick (✓) one box			
a	Exercise and diet		
b	Work and Social life		
c	Shopping and cooking		
d	Social life and eating out		

4. What was traditionally served on Fridays?			For marker use
Tick (✓) one box			
a	Cold meats		
b	Shepherd's pie		
c	Fish		
d	Cake		

5. What would leftovers be turned into?			For marker use
Tick (✓) one box			
a	Pizzas		
b	Samosas		
c	Curries		
d	Rissoles		

6. What food that is available today would our grandparents find unimaginable?			For marker use
Tick (✓) one box			
a	Pies and chips		
b	Sunday roasts		
c	Cooked Japanese rice		
d	Raw Japanese fish		

7. Which food do we now take for granted?			For marker use
Tick (✓) one box			
a	Pizzas		
b	Samosas		
c	Curries		
d	Rissoles		

8. How has travel helped to introduce more recipes?			For marker use
Tick (✓) one box			
a	People traveling further		
b	People driving more		
c	Aeroplanes more developed		
d	Transport more available		

9. What is in the past for people in the West?			For marker use
Tick (✓) one box			
a	Individual meals		
b	Breakfast and lunch		
c	Tea and supper		
d	Three meals a day		

10. What type of diet is now thought of as mainstream?			For marker use
Tick (✓) one box			
a	Wholemeal		
b	Cookery show		
c	Vegetarian		
d	Vegan		

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

Reading Exam

Level 2 (C1)

There are four parts to this assessment.

There are 30 marks in total for this assessment.

Time Allowed: 60 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	
Marks for Part Four	
Total marks for paper	

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

Read **Text One** and answer the questions.

Text One

1 Introduction

2 This report gives an overview of the UK population. It examines
3 the size and characteristics of the UK population! showing how
4 the UK population has changed, how it is projected to change,
5 what has caused it to change and how its characteristics are
6 changing. It also compares the growth of the UK population
7 with other European countries.

8 This is a quarterly report and _____ the most recently
9 published statistics. While the report is primarily concerned with
10 the picture in the UK, it does contain a brief exploration of sub-national
11 variation in population statistics.

12 How many people are there in the UK and how does this 13 change over time?

14 The UK population grew to an estimated 64.6 million in 2014, its
15 highest ever value. This represents an increase of almost half a
16 million people from 2013 according to the most recent population
17 estimates. Please note that the population statistics used in this
18 article are mid-year estimates unless otherwise stated.

19 Population projections are also available which shown how the
20 population would change in future years if recent demographic
21 trends were to continue.

22 What caused the UK population to change?

23 There are 4 ways that the UK population changes: people are
24 born, they die, they move in or they move out.

25 Natural change

26 Natural change is the number of births minus the number of
27 deaths. Natural change; has resulted in increases in the
28 population in every year over the last decade.

29 For more information, go the Office for national Statistics website.

30 *Source: Office for national Statistics*

There are **6** questions.

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

1. Which line contains a punctuation error?			For marker use
Tick (✓) one box			
a	Line 2		
b	Line 3		
c	Line 6		
d	Line 10		

2. On line 8, which word would complete the sentence?			For marker use
Tick (✓) one box			
a	demonstrates		
b	removed		
c	contains		
d	cramped		

3. Which line contains a spelling error?			For marker use
Tick (✓) one box			
a	Line 14		
b	Line 20		
c	Line 24		
d	Line 28		

4. What is the meaning of “statistics” on line 17?			For marker use
Tick (✓) one box			
a	Advertised		
b	Numeracy		
c	Growth		
d	Figures		

5. Which line contains a grammatical error?			For marker use
Tick (✓) one box			
a	Line 4		
b	Line 12		
c	Line 17		
d	Line 19		

6. Which line does not use a semi colon correctly?			For marker use
Tick (✓) one box			
a	Line 21		
b	Line 23		
c	Line 27		
d	Line 29		

The assessment continues on the next page.

Marks for Part One		Out of 6
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Part Two – There are 8 marks available for Part Two.

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

Text Two

Soap-opera style reality TV shows

There is no doubt that reality TV is extremely popular, both with the viewers and I dare say with the producers (they are much cheaper to make than a drama for example). In recent years there has been an influx of “docusoaps”, shows which deliberately try to imitate the appearance and structure of soap operas. These shows often focus on a close-knit group of people and their friendships and romantic relationships, which, to be honest, sometimes seem more farfetched than the written soaps. One highly influential such series was the American 2004–2006 series *Laguna Beach: The Real Orange County*, which attempted to explicitly mimic the primetime soap opera *The O.C.*, which had begun airing in 2003. *Laguna Beach* had a more cinematic feel than any previous reality television show, through the use of higher-quality lighting and cameras, voice-over narration instead of on-screen “confessionals”, and slower pacing. *Laguna Beach* led to several spinoff series, most notably the 2006–2010 series *The Hills*. It also inspired various other series, including the highly popular and successful British series: *The Only Way Is Essex* and *Made in Chelsea*, and the Australian series: *Freshwater Blue*.

Due to their cinematic feel, many of these shows have been accused of being pre-scripted, more so than other reality television shows. The producers of *The Only Way Is Essex* and *Made in Chelsea* have admitted to coaching cast members on what to say in order to draw more emotion from each scene, although they insist that the underlying stories are real. I do think that *EastEnders* has slightly more believable characters though!

There are also fly-on-the-wall-style shows directly involving celebrities. Often these show a celebrity going about their everyday life: notable examples include *The Anna Nicole Show*, *The Osbournes*, *Gene Simmons Family Jewels*, *Newlyweds: Nick and Jessica*, *Keeping Up with the Kardashians* and *Hogan Knows Best*. VH1 in the mid-2000s had an entire block of such shows, known as “Celebreality”. Shows such as these are often created with the idea of promoting a celebrity product or upcoming project. Or, perhaps helping a star’s failing career!

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

1. Why are TV reality shows popular with producers?		For marker use
Tick (✓) one box		
a	They are hard to make	
b	They are easier to make	
c	They are cheaper to make	
d	They are expensive to make	

2. What does the writer mean by “farfetched”?		For marker use
Tick (✓) one box		
a	badly acted	
b	hard to believe	
c	better than soaps	
d	badly written	

3. What is a positive point about Laguna Beach?		For marker use
Tick (✓) one box		
a	It shows more realistic friendships	
b	It has better romantic relationships	
c	There are high quality acting and lines	
d	There are higher-quality lighting and cameras	

4. Which spin off is not a successful British programme?		For marker use
Tick (✓) one box		
a	Geordie Shore	
b	Made in Chelsea	
c	Freshwater Blue	
d	The Only Way is Essex	

5. What have the shows been accused of?			For marker use
Tick (✓) one box			
a	Being over-presented		
b	Being under-presented		
c	Being pre-scripted		
d	Being awful to watch		

6. What does the writer think about the acting in reality TV shows?			For marker use
Tick (✓) one box			
a	It is very believable		
b	It is better than normal soaps		
c	It is not very believable		
d	It is not very stylish		

7. Which of these celebrities has their own show, according to the text?			For marker use
Tick (✓) one box			
a	Gene Osbourne		
b	George Clooney		
c	Nicole Kidman		
d	Gene Simmons		

8. What is implied by the expression “to help a star’s failing career”?			For marker use
Tick (✓) one box			
a	They want a new career in TV		
b	They are more popular than ever		
c	Their career has reached a low point		
d	Their fans want them to do more		

The assessment continues on the next page.

Marks for Part Two		Out of 8
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Part Three – There are 10 marks available for Part Three

Read **Text Three** and answer the questions. There are **10** questions.

Text Three

Email

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

Dear Mr Salvi,

Thank you for your booking of the 21st January, for 4 nights. This email is to confirm the booking and to give you some updated information on how to find us as we are in the process of updating our website and all the information is not yet available. You indicated on your booking form that you would be arriving at our conference centre by plane and then train. Please find some useful information below.

By plane:
The closest airport is Birmingham International. A taxi from the airport will take about 20 minutes and cost around £30. Alternatively, you can take a direct train to Coventry from Birmingham International station which is located at the airport.

London Heathrow, Gatwick and Luton airports are all connected to Coventry by National Express coach services. Alternatively, you can take the train to Coventry, with a change in central London

By Train:
Coventry is the most convenient train station for most visitors. It's served by trains from London Euston, Birmingham (New Street and International) and Leicester. From Coventry station, it's easy to get a taxi or bus to our location.

Canley and Tile Hill train stations are both served by trains from London, Milton Keynes, Birmingham, Coventry, Rugby and Northampton. You are advised to book a taxi in advance as neither Rugby nor Northampton stations have a taxi rank.

Leamington Spa is served by trains from Birmingham, Coventry, Oxford, Reading and London Marylebone. You can get a bus (No. 47 to Castor) from close to the station.

If you would like the telephone numbers for local taxi firms, please let us know and we will email them to you. The average cost is around £7.

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 contact us.

Yours sincerely,
Luca Simpson
Hotel Manager

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 the conference venue to customers		
b	To persuade customers to come to the conference venue		
c	To inform customers how to get to the conference venue		
d	To describe the facilities at the conference venue		

2. Who has the email been sent to?			For marker use
Tick (✓) one box			
a	Luca Simpson		
b	Luca Salvi		
c	Mark Salvi		
d	Mark Simpson		

3. What is the conference venue in the process of doing?			For marker use
Tick (✓) one box			
a	Updating their website		
b	Updating their database		
c	Creating their website		
d	Amending their database		

4. How long will it take a taxi to get to the conference venue from the airport?			For marker use
Tick (✓) one box			
a	20 minutes		
b	30 minutes		
c	Half an hour		
d	One hour		

5. Which airport is not connected by the National Express coach service?			For marker use
Tick (✓) one box			
a	Gatwick		
b	Heathrow		
c	Birmingham		
d	Luton		

6. Which is the most convenient railway station for visitors?			For marker use
Tick (✓) one box			
a	Euston		
b	Kings Cross		
c	Birmingham		
d	Coventry		

7. According to the email, which stations do not have a taxi rank?			For marker use
Tick (✓) one box			
a	Rugby and Coventry		
b	Rugby and Northampton		
c	Northampton and Tile Hill		
d	Canley and Tile Hill		

8. What number bus goes to Castor?			For marker use
Tick (✓) one box			
a	17		
b	20		
c	30		
d	47		

9. What is Luca's job title?			For marker use
Tick (✓) one box			
a	Web designer		
b	Booking clerk		
c	Rail manager		
d	Hotel manager		

10. Which of the following options is suitable as a subject heading for the email?			For marker use
Tick (✓) one box			
a	How to get the train		
b	How to find the conference venue		
c	What is at the conference venue		
d	Travelling to Birmingham		

Marks for Part Three		Out of 10
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Part Four - there are 6 marks available for Part Four

Read **Text Four** and answer the questions. There are **6** questions.

Text Four

Extract from Gail's travel blog.

My surprisingly great visit to Wales.

When Lorraine and Ian invited me along to a long weekend break in Wales, well to say I was not enthusiastic was an understatement. My memories of trips to Wales extend to spending family holidays with my children on the beach (in the rain), exploring old castles (in the rain), attempting picnics in the lovely country side but yes; washed out because of the rain!

I agreed to go because we would be staying in a rented cottage near Laugharne – the place where one of my favourite poets, Dylan Thomas, lived and it meant I could visit the famous Boat House where he wrote *Under Milk Wood*. Apparently he did not write the majority of it there but I prefer to think he did.

Day 1

Well, we set off at the unearthly hour of 3am, Ian said we would miss all the traffic. That is something I would not know as I immediately entered the land of nod and slept in the quite roomy but bumpy back seat. I awoke at 7pm to the shrill excited cries from Lorraine of "Look it's the Brecon Beacons!" Well I looked out of the window to see a dark, dank, depressing picture of satanic looking hills shrouded in a blanket of wet dismal rain. Oh what joy, yes this is the Wales I remembered! But, like a true miracle of nature, the sun decided to fight and claw its way through the heavy overhanging clouds, and low and behold we were rewarded with the most beautiful sight. The mountains were transformed, as if by the wave of a wand, into beautiful, colourful visions of hope. My spirits soared, this was going to be a good trip.

The cottage

When we arrived at the cottage half way up a steep hill and with sound of a tinkering steam nearby, I, again felt very confident this was going to be a great weekend. The cottage boasted a large stone fireplace, original overhead beams and an *olde worlde* but fully functioning kitchen. My room was beautiful with fantastic views over the lush green and yellow valley. The shower room had a power shower, to be honest you could not swing a cat in there but it was functional and we were only there for 2 nights. Yes, this was going to be a great weekend, this was the third time that day I had had that wonderful feeling. And then, my tummy had that feeling of a thousand bees vying for space ...

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

1. Which phrase would best replace “ <i>I was not enthusiastic was an understatement</i> ” on the second line			For marker use
Tick (✓) one box			
a	I did not want to go		
b	I was not looking forward to it		
c	I was eager to go		
d	I was looking forward to it		

2. Why is the word “rain” repeated in the first paragraph?			For marker use
Tick (✓) one box			
a	To give the reader a weather report		
b	To persuade the reader to go to Wales		
c	To emphasis it rained most of the time		
d	To inform the reader about Wales		

3. Did Dylan Thomas write all of “Under Milkwood” in the boathouse?			For marker use
Tick (✓) one box			
a	He only wrote some of it there		
b	He wrote all of it there		
c	He did not write it there		
d	He wrote poems there		

4. Which of the below is an example of alliteration from paragraph 3?			For marker use
Tick (✓) one box			
a	oh what joy		
b	shrill, excited cries		
c	the Brecon Beacons		
d	dark, dank, depressing		

5. In paragraph 4, what is meant by the idiom “to swing a cat”?			For marker use
Tick (✓) one box			
a	Where you can swing		
b	A cat’s sleeping space		
c	Too much space		
d	No room to move		

6. What is the term for an expression like this: “that feeling of a thousand bees vying for space ...”?			For marker use
Tick (✓) one box			
a	Sibilance		
b	Alliteration		
c	A metaphor		
d	A sentence		

Marks for Part Four		Out of 6
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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

Writing Exam

Level 2 (C1)

There are two parts to this assessment.

There are 30 marks in total for this assessment.

Time allowed: 75 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 **three** 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 an article for the school/college/workplace web page. They think that there is not enough awareness about the safety of using mobile phones, the internet and especially social media. Possible ideas for your article:</p> <ul style="list-style-type: none"> • Why you are writing the article • Dangers of using mobile phones, the internet and social media in terms of personal safety, possible health and wellbeing issues • Ways that some of these problems could be overcome • Your opinions about what could be or needs to be done • Conclusion of your main ideas
You should write between 200 and 250 words.	
Option 2	<p>You and your friends have noticed that the local sports centre is lacking in basic facilities that you would expect to see in a modern sports centre. You have even seen people with disabilities having problems in many parts of the centre. Write a letter to the local sports centre manager: Miss Baynes, The Sports Centre, Greenbond. XX1 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> • Why you are writing • What the main problem are • Description of the problems people with disabilities are facing • How the centre could improve • Why it is important that the centre is updated • The effects an improved centre could have on the whole community
You should write between 200 and 250 words	

Option 3	<p>Write a blog on your local website to persuade people to visit your area.</p> <p>Suggested ideas for your blog:</p> <ul style="list-style-type: none">• What the area has to offer• Facilities in your area• One of your favourite places and try persuade people that they will enjoy it too• How the areas change from summer to winter• Why you think people would benefit from visiting your area• How your area could benefit from more visitors
You should write between 200 and 250 words	

Use this space to plan your writing:

The assessment continues on the next page.

[illegible]

[illegible]

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

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 see a competition in an ESOL magazine asking readers to send in a review of their favourite English speaking comedy show. The best will win a fantastic prize.</p> <p>Suggestions for what to include in your entry:</p> <ul style="list-style-type: none">• What your favourite comedy is• A summary of what it is about• Descriptions of the main characters• Why you like it so much• Persuade other people that it is worth watching. <p>Write a response to the email.</p>
You should write between 200 and 250 words	

Use this space to plan your writing:

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[illegible]

[illegible]

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

Candidate Prompt Sheets for Speaking Exam

Level 2 (C1)

There are three parts to this assessment.

You will have a up to 10 minutes preparation time – 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 will be between the interlocutor and the candidate. 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
Discuss ways that young people could help the elderly. Use your own experiences and those you may have read about. The interlocutor will ask you questions.
Scenario 2
Your English friend is coming to visit you. Discuss with the interlocutor places you could visit in your area, why you think they would be interesting and anything else that may be of interest. The interlocutor may ask questions.
Scenario 3
Your school/college have asked you to lead a new recycling initiative. Discuss with the interlocutor, what measures have already been taken to improve recycling and what you could do to improve things further. Expand points to include what you could do at home to recycle more.
Scenario 4
Discuss with the interlocutor your views on the media. Do you think there is too much news? Too much celebrity news. Do you trust the news? And how you usually access the news.

Part 2.

Candidate prompt/note sheet. This sheet **must not** be taken outside of the exam area and be handed into the interlocutor at the end of the exam. This will then be put with the exam materials.

You may have up to 5 minutes to prepare.

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

Scenario 1:

Discuss ways that young people could help the elderly. Use your own experiences and those you may have read about. The interlocutor will ask you questions.

Part 2.

Candidate prompt/note sheet. This sheet **must not** be taken outside of the exam area and be handed into the interlocutor at the end of the exam. This will then be put with the exam materials.

You may have up to 5 minutes to prepare.

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

Scenario 2:

Your English friend is coming to visit you. Discuss with the interlocutor places you could visit in your area, why you think they would be interesting and anything else that may be of interest. The interlocutor may ask questions.

Part 2.

Candidate prompt/note sheet. This sheet **must not** be taken outside of the exam area and be handed into the interlocutor at the end of the exam. This will then be put with the exam materials.

You may have up to 5 minutes to prepare.

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

Scenario 3:

Your school/college have asked you to lead a new recycling initiative. Discuss with the interlocutor, what measures have already been taken to improve recycling and what you could do to improve things further. Expand points to include what you could do at home to recycle more.

Part 2.

Candidate prompt/note sheet. This sheet **must not** be taken outside of the exam area and be handed into the interlocutor at the end of the exam. This will then be put with the exam materials.

You may have up to 5 minutes to prepare.

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

Scenario 4:

Discuss with the interlocutor your views on the media. Do you think there is too much news? Too much celebrity news. Do you trust the news? And how you usually access the news.

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 about the prompt.

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

Candidate Prompt:



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 2 (C1)

There are three parts to this assessment.

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

The speaking 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 responses **must** be in sentences.

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

1. Can you tell me two ways people could improve their health?
2. Tell me what your favourite meal is and why it is your favourite?
3. Explain how you get to school/college/work?
4. Tell me some good points about learning new languages?
5. Can you describe what I am wearing?

The interlocutor may prompt the candidate 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/dialogue may be between the interlocutor and the candidate or two candidates.

The dialogue should last approximately **2 minutes**. Candidate(s) may have 5 minutes preparation time.

The interlocutor should hand the candidate a prompt/note sheet for the chosen scenario and allow the candidate 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
Discuss ways that young people could help the elderly. Use your own experiences and those you may have read about. The interlocutor will ask you questions.
Scenario 2
Your English friend is coming to visit you. Discuss with the interlocutor places you could visit in your area, why you think they would be interesting and anything else that may be of interest. The interlocutor may ask questions.
Scenario 3
Your school/college have asked you to lead a new recycling initiative. Discuss with the interlocutor, what measures have already been taken to improve recycling and what you could do to improve things further. Expand points to include what you could do at home to recycle more.
Scenario 4
Discuss with the interlocutor your views on the media. Do you think there is too much news? Too much celebrity news? Do you trust the news? And how do you usually access the news?

The assessment continues on the next page.

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:

Discuss ways that young people could help the elderly. Use your own experiences and those you may have read about. The interlocutor will ask you questions.

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:

Your English friend is coming to visit you. Discuss with the interlocutor places you could visit in your area, why you think they would be interesting and anything else that may be of interest. The interlocutor may ask questions.

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/college have asked you to lead a new recycling initiative. Discuss with the interlocutor, what measures have already been taken to improve recycling and what you could do to improve things further. Expand points to include what you could do at home to recycle more.

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:

Discuss with the interlocutor your views on the media. Do you think there is too much news? Too much celebrity news? Do you trust the news? And how do you usually access the news?

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.

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

The interlocutor may prompt the candidate 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 ideas the interlocutor can encourage/prompt to be discuss based on the statement:

- How mobile phones effect social interaction
- Possible consequences of using a mobile phone
- Advantages of mobile phones
- Disadvantages of mobile phones
- How do you think mobile phones will affect social interaction in the future?
- Conclusion of your thoughts

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

Level 2 (C1)

Listening Exam

Instructions for Interlocutor

This assessment should take no more than 20 minutes to complete.

These materials are for the assessment of listening skills at Level 2 (C1) and should not be released to the candidates.

Part One

The Interlocutor should read the following sentences to the candidates.

There are **8** sentences.

Each sentence should be read twice with a long pause between each reading.

Candidates should be allowed time to record their response on the answer sheet for each sentence before the next sentence is read out.

These are the sentences:

1. What should I do with the confidential file?
2. What would you like with your coffee?
3. My car needs a new tyre.
4. The swimming pool is closed on Saturday
5. Can you bring your books with you?
6. What time does the evening showing start?
7. Do you like this pizza?
8. The song is very sad.

Part Two

Conversation A

Candidates will hear a recorded conversation/dialogue.

The conversation will be repeated twice.

Candidates should record their answers on the answer sheet provided.

Time should be allowed between playing Conversation A and Conversation B

Conversation B

Candidates will hear a recorded conversation/dialogue.

The conversation will be repeated twice.

Candidates should record their answers on the answer sheet provided.

Time should be allowed between playing recordings for Part Two and Part Three

Part Three

Candidates will hear a recorded monologue.

The monologue will be repeated twice.

Candidates should record their answers on the answer sheet provided.

Candidate answer sheets should be collected at the end of the assessment.

International ESOL

Marking Scheme for Level 2 (C1) 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 2 (C1) 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	a	
4	a	
5	c	
6	c	
7	a	
8	c	

Transcript

1. What should I do with the confidential file?
2. What would you like with your coffee?
3. My car needs a new tyre.
4. The swimming pool is closed on Saturday
5. Can you bring your books with you?
6. What time does the evening showing start?
7. Do you like this pizza?
8. The song is very sad.

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	c	

Transcript:

Part 2a - Conversation - 3 people

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

Mrs Simpson – Hi, I have a reservation with my family and I would like to check in to the hotel. The name is Mrs Simpson.

Reece – Yes that is correct we have your reservation here. 1 double room for 3 nights including breakfast. Is that correct?

Mrs Simpson – No that is not right. I printed out my original booking confirmation and as you can see I booked a family room for 3 nights with breakfast. I have my 2 children and their cousin with me. A double room would not be large enough to accommodate us comfortably.

Reece – Oh I see, I am fairly new here and not sure of the procedure. If you could wait one minute I will ask my manager what to do.

Jacqui – Good evening Mrs Simpson, my name is Jacqui and I am the duty manager. I am very sorry about this mix up. I will make sure that a family room is available for you. This may take up to an hour so to prepare the room. Can I suggest while you wait you take your family to the hotel restaurant for a meal? They do have a wide selection of food available and an excellent children's menu. Of course this will be free of charge because of your wait. Reece could you please arrange a complimentary voucher for the restaurant please. I do hope this is satisfactory and once again I do apologise for our mistake.

Mrs Simpson – Thank you that will be fine. Is there somewhere we can leave our luggage while we eat?

Reece – You can leave it here with me and I will make sure it is taken to your room as soon as it is ready. Here is your voucher just hand it in to Carol in the restaurant. I do hope you and the children enjoy your meal. Is there anything else I can do for you, would you like a coffee before you go to the restaurant?

Mrs Simpson – No that will be fine, Luca, Gianni and Cameron are quite hungry so we will go straight to the restaurant. Could you send somebody to tell us when the room is ready please.

Reece – no problem I will come and tell you myself. The restaurant is straight down this corridor and the first door on the right.

Part 2 (b)

Correct answers only – no alternatives

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

Transcript

Part 2b - Conversation 2

Interviewer (I) - Hello and welcome to Talk FM radio. Today we will be looking at an item that has been in the news recently; the proposed banning of diesel and petrol cars in the UK by 2040. We have with us an environmental expert Ralph Wilkes to answer some of the questions our listeners have sent in.

Good morning Ralph. First of all, why is this ban proposed?

Ralph – Good morning Joe. Well let me start with saying that we are following something which France also has on the agenda. It is feared that the rising levels of nitrogen oxide is posing a very serious and dangerous threat to public health. The government warned that the move, which will also take in hybrid vehicles, was needed because of the unnecessary and avoidable impact that poor air quality was having on people's health. Government ministers believe it poses the largest environmental risk to public health in the UK, costing up to £2.7bn in lost productivity in one recent year. So to combat this the government proposes the eventual phasing out of petrol and diesel cars.

I – Is there an alternative? This does seem rather drastic.

Ralph – Well a number of options have been considered. Ministers have been urged to introduce charges for vehicles to enter a series of "clean air zones" (CAZ). However, the government only wants taxes to be considered as a very last resort. They fear a backlash against any move that is seen to punish motorists.

I – As you know Ralph we do have 2 large car manufacturers in Burland and they are the largest employers in the area. So a number of listeners are very concerned that this move would have a massive impact on jobs losses in the area. Will this be the case?

Ralph – These proposals do have over 20 years to be put in place. And the new cars still have to be produced. The car manufacturers are working closely with the relevant parties to develop economical and environmentally friendly cars. So production of cars should not be affected by the changeover.

I – Well thank you Joe. After the short break Joe will be answering some more of your questions and our phone lines are open to calls.

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

Over the last century, eating habits in Britain have changed beyond recognition. Our diets have been influenced by all kinds of factors: by the technologies in our kitchens, by the modes of transport supplying our shops, by the media and the government and by trade and migration. The eating habits of our parents, grandparents and great-grandparents would be completely alien to many of us today. Our experiences of shopping and cooking have been transformed as have our attitudes towards health, table manners, 'foreign' foods, waste and choice.

The British have long been famous for having 'boring' food and unadventurous tastes. For many British families up until the last few decades, household eating patterns did not change from week to week. A Sunday roast would be followed by a few days of recycled leftovers - cold meat would be turned into shepherd's pie or rissoles. Fish was traditionally served on Friday, at the point that the leftover meat had run out. Today, many of us enjoy a greater range of foods than ever before. For many of our grandparents, the idea that raw Japanese fish would be sold in British supermarkets and widely enjoyed by people around the country would have been unimaginable.

Nowadays in the UK we are used to eating food from around the world. A lunchtime snack might include sandwiches, samosas, spring rolls or pizza. Supermarkets stock food from around the globe. Many of the foods we take for granted now, such as curries or kebabs, have only been widely available for the last thirty years or so. Migrants to Britain have helped introduce new flavours and recipes and the rise of affordable air travel and people travelling further for holidays has helped create an appetite for foods from other countries.

Today fast food chains are a global phenomenon - fried chicken, burgers and submarine sandwiches are available on the streets of New York, Edinburgh, Paris and Shanghai. While food shortages are still widespread in many parts of the world, for a lot of people in the West, the idea of eating only three meals a day is a thing of the past. We graze our way through the day, nibbling on crisps or chocolate to keep us going between meals. There is also a growing number of people who are vegetarians and the health and organic food markets are growing. Where once these eating trends were regarded as alternative, now they are mainstream. From cookery shows on television to recipes in magazines and on websites, we're blasted with advice on what and how to cook. And the market seems to be growing year by year.

Adapted from <http://www.bl.uk/learning/citizenship/foodstories>

International ESOL

Marking Scheme for Level 2 (C1) 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 2 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	b	
2	c	
3	a	
4	d	
5	d	
6	c	

Part Two

Correct answers only – no alternatives

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

Part Three

Correct answers only – no alternatives

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

Part 4

Correct answers only – no alternatives

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

International ESOL

Marking Scheme for Level 2 (C1) 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 2 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 an article for the school/college/workplace web page. They think that there is not enough awareness about the safety of using mobile phones, the internet and especially social media. Possible ideas for your article:</p> <ul style="list-style-type: none"> • Why you are writing the article • Dangers of using mobile phones, the internet and social media in terms of personal safety, possible health and wellbeing issues • Ways that some of these problems could be overcome • Your opinions about what could be or needs to be done • Conclusion of your main ideas
Insert relevant CEFR standards – there should be more than one	
Option 2	<p>You and your friends have noticed that the local sports centre is lacking in basic facilities that you would expect to see in a modern sports centre. You have even seen people with disabilities having problems in many parts of the centre. Write a letter to the local sports centre manager: Miss Baynes, The Sports Centre, Greenbond. XX1 9ZZ.</p> <p>Suggested ideas to put in your letter:</p> <ul style="list-style-type: none"> • Why you are writing • What the main problem are • Description of the problems people with disabilities are facing • How the centre could improve • Why it is important that the centre is updated • The effects an improved centre could have on the whole community
Insert relevant CEFR standards – there should be more than one	
Option 3	<p>Write a blog on your local website to persuade people to visit your area. Suggested ideas for your blog:</p> <ul style="list-style-type: none"> • What the area has to offer • Facilities in your area • One of your favourite places and try persuade people that they will enjoy it too • How the areas change from summer to winter • Why you think people would benefit from visiting your area • How your area could benefit from more visitors
Insert relevant CEFR standards – there should be more than one	

Part 1 – candidates should write between 200 and 250 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	<p>Uses a wide and varied range of vocabulary, effectively, accurately, coherently and within the correct context.</p> <p>Language is coherent and appropriate.</p> <p>Spelling is accurate. Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a wide and varied range of simple and complex, grammatical forms with accuracy and coherence.</p> <p>Displays very good control of simple and complex sentence structures.</p> <p>A variety of conjunctions are used appropriately and effectively.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a wide and varied range of organisational devices and patterns to aid the reader.</p> <p>Appropriate paragraphing and accurate punctuation is used to organise the text and aid meaning.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses the conventions of the named format to communicate complex ideas effectively and in an appropriate way.</p> <p>Errors, if present are minimal and do not affect meaning.</p>
2	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	<p>Uses a wide range of vocabulary, effectively coherently and appropriately.</p> <p>Language is on the whole coherent and appropriate.</p> <p>Spelling is mostly accurate. Errors, if present do not affect meaning.</p>	<p>Uses a good range of simple and complex, grammatical forms with accuracy.</p> <p>Displays good control of simple and complex sentence structures.</p> <p>A wide range of conjunctions are used appropriately.</p> <p>Errors, if present do not affect meaning.</p>	<p>Uses a good range of organisational devices and patterns to aid the reader.</p> <p>Appropriate paragraphing and accurate punctuation is used to organise the text and aid the reader most of the time.</p> <p>Errors, if present do not affect meaning.</p>	<p>Uses most of the conventions of the named format to communicate complex ideas in an appropriate way.</p> <p>Errors, if present do not affect meaning.</p>

1	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses a range of simple and less common language. Although some less common words could be used inappropriately. Spelling of simple and some complex words is accurate. Errors impede meaning some of the time	Uses simple and some complex grammatical devices with accuracy. Displays some good use of simple and complex sentence structures. Conjunctions used, are on the whole accurate. Errors impede meaning some of the time.	Uses straight forward organisational features and devises and patterns to aid the reader. Appropriate paragraphing and mostly accurate punctuation is used to organise the text and aid the reader some of the time. Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate complex ideas in an appropriate 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 C1	Grammar and sentence structure does not meet the level required at C1	Organisation and punctuation does not meet the level required at C1	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 200 and 250 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	<p>Uses a wide and varied range of vocabulary, effectively, accurately, coherently and within the correct context.</p> <p>Language is coherent and appropriate.</p> <p>Spelling is accurate. Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a wide and varied range of simple and complex, grammatical forms with accuracy and coherence.</p> <p>Displays very good control of simple and complex sentence structures.</p> <p>A variety of conjunctions are used appropriately and effectively.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a wide and varied range of organisational devices and patterns to aid the reader.</p> <p>Appropriate paragraphing and accurate punctuation is used to organise the text and aid meaning.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses the conventions of the named format to communicate complex ideas effectively and in an appropriate way.</p> <p>Errors, if present are minimal and do not affect meaning.</p>
2	Most of the content demands are addressed. There may be minor oversights or some irrelevant information. The reader is on the whole informed.	<p>Uses a wide range of vocabulary, effectively coherently and appropriately.</p> <p>Language is on the whole coherent and appropriate.</p> <p>Spelling is mostly accurate. Errors, if present do not affect meaning.</p>	<p>Uses a good range of simple and complex, grammatical forms with accuracy.</p> <p>Displays good control of simple and complex sentence structures.</p> <p>A wide range of conjunctions are used appropriately.</p> <p>Errors, if present do not affect meaning.</p>	<p>Uses a good range of organisational devices and patterns to aid the reader.</p> <p>Appropriate paragraphing and accurate punctuation is used to organise the text and aid the reader most of the time.</p> <p>Errors, if present do not affect meaning.</p>	<p>Uses most of the conventions of the named format to communicate complex ideas in an appropriate way.</p> <p>Errors, if present do not affect meaning.</p>

1	Misinterpretations of the task and the content demands are not fully addressed. The reader is not fully informed.	Uses a range of simple and less common language. Although some less common words could be used inappropriately. Spelling of simple and some complex words is accurate. Errors impede meaning some of the time	Uses simple and some complex grammatical devices with accuracy. Displays some good use of simple and complex sentence structures. Conjunctions used, are on the whole accurate. Errors impede meaning some of the time.	Uses straight forward organisational features and devises and patterns to aid the reader. Appropriate paragraphing and mostly accurate punctuation is used to organise the text and aid the reader some of the time. Errors impede meaning some of the time.	Uses some of the conventions of the named format to communicate complex ideas in an appropriate 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 C1	Grammar and sentence structure does not meet the level required at C1	Organisation and punctuation does not meet the level required at C1	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 2 (C1) 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 2 (C1) 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 2 minutes.

At the start all candidates must state:

Name

Centre

Date

Part 1		
Question	Answer	Mark
1		/2
2		/1
3		/1
4		/1
5		/1
Total marks for part 1		/6

Part 2 Candidates should speak for 2 minutes

Set scenario/role play/dialogue.

Part 2 C1					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has good control of a wide range of language appropriate to the situation. Can select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has control of a range of language which is appropriate to the situation most of the time. Can select some suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has limited control of language which is sometimes not appropriate for the given situation. Limited selection of suitable phrases. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Does not communicate effectively.	
Accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a good degree of grammatical accuracy; errors do not impede meaning.	Maintains a limited degree of grammatical accuracy; 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 pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, spontaneously and lucidly. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors some of the time.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/pauses do affect meaning.	
Totals	/3	/3	/3	/3	/12

Part 3 – Candidates should speak for 2 minutes

Photograph/article/mind map

Part 3 - C1					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has good control of a wide range of language appropriate to the situation. Can select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has control of a range of language which is appropriate to the situation most of the time. Can select some suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has limited control of language which is sometimes not appropriate for the given situation. Limited selection of suitable phrases. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Does not communicate effectively.	
Accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a good degree of grammatical accuracy; errors do not impede meaning.	Maintains a limited degree of grammatical accuracy; 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 pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, spontaneously and lucidly. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors some of the time.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/pauses do affect meaning.	
Totals	/3	/3	/3	/3	/12

Format, content and structure of assessment papers to assess Level 2 (C1 - Expert)

C1 – Expert

CEFR descriptor (Council of Europe)

*Can understand a **wide range of demanding**, longer texts, and recognise **implicit meaning**. Can express him/herself **fluently and spontaneously** without much obvious searching for expressions. Can use language **flexibly and effectively** for social, academic and professional purposes. Can produce clear, **well-structured, detailed text on complex subjects**, showing controlled use of **organisational patterns, connectors and cohesive devices**.*

Topics

- Books and literature
- Media
- Arts
- News, lifestyles and current affairs
- Scientific development
- Technical language
- Legal language

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 C1

3 parts

30 marks

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

I = interlocutor

C = candidate

Part 1

informal talk/conversation

Answer 5 pre-set questions read by interlocutor

Multiple choice/free range answers

6 marks

Speaking time: 2 minutes

Part 2

Present information from on one from a range of scenarios

Interlocutor choice of subjects

Mark Scheme based

12 marks

Preparation time: up to 5 minutes

Speaking time: 2 minutes

Part 3

Discussion based on a prompt

Photograph/map/charts/ newspaper articles provided

Mark scheme based

12 marks

Preparation time: up to 5 minutes

Speaking time: 2 minutes

Listening C1

3 parts

30 marks

Part 1

Read by the interlocutor

8 marks

Multiple Choice

Part 2

Recording – native English speakers – will be more than one voice

10 marks

Multiple Choice

Part 3

Recording – native speakers - usually a monologue

12 marks

Multiple Choice

Reading C1

4 parts – one text per part

4 texts (3 texts with a maximum word count of 500 words, 1 text with a maximum word count of 300 words).

30 marks in total

Part 1

shorter text – to include spelling mistakes and word choice

6 questions

Multiple Choice

Part 2

Text – to include implicit meaning and fact opinion

8 questions

Multiple Choice

Part 3

Text – looking for information

8 questions

Multiple Choice

Part 4

Text– language, idioms etc.

6 questions

Multiple Choice

C1 Writing

2 parts

30 marks

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

- Formal letters
- Reports
- Blogs
- Articles
- Emails

Intended reader specified expressing stance, opinion, justification and argumentation.

15 marks

Mark scheme to cover requirements

Word count: Between 200 and 250 words.

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

- Email to friends
- Announcements
- Descriptive
- Blog

15 marks

Mark scheme to cover requirements

Word count: Between 200 and 250 words.