

International ESOL

Listening Exam

Level 3 C2

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	What book did you see?		
b	What play did you see?		
c	What songs did you see?		
d	What cars did you see?		

2. Tick (✓) one box			For marker use
a	Yes, they were picked yesterday		
b	Yes, they are a very good price		
c	No, we do not have any cream		
d	No, we have many different types		

3. Tick (✓) one box			For marker use
a	What shall I make for them?		
b	What way will they go?		
c	What can we put on the TV?		
d	What will be the day?		

4. Tick (✓) one box			For marker use
a	No it is all black and silver		
b	No it is an automatic		
c	No it has a manual gearbox		
d	No it has no spare tyres		

5. Tick (✓) one box			For marker use
a	It will be back at 11-30 am		
b	It will be at 11-15 am yesterday		
c	It will leave at 11-15 am		
d	It will be in the catering coach		

6. Tick (✓) one box			For marker use
a	That is very bad news		
b	That is very strange		
c	That is very good news		
d	That is very direct		

7. Tick (✓) one box			For marker use
a	I think it does lack colour and depth		
b	I think the yellow daisies are growing		
c	The colours will not last in the wash		
d	The way round this is by joining		

8. Tick (✓) one box			For marker use
a	How much money did all that cost?		
b	Where are the people who are sprinting?		
c	Where do the people go on Thursday?		
d	How many people attended the long jump?		

The assessment continues on the next page.

Marks for Part One		Out of 8
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Part Two – There are 2 separate recordings for Part 2 with 12 marks available in total.

Part Two A – There are 6 questions

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. Where do Amelia and Ava want to travel to?			For marker use
Tick (✓) one box			
a	Barnetby		
b	London		
c	Watford		
d	Doncaster		

2. Where does Cameron tell them they will change trains?			For marker use
Tick (✓) one box			
a	London		
b	Watford		
c	Barnetby		
d	Doncaster		

3. What does Amelia not like?			For marker use
Tick (✓) one box			
a	The train		
b	The changes		
c	The tube		
d	The rail works		

4. What time does the London train depart?			For marker use
Tick (✓) one box			
a	15-38		
b	15-46		
c	18-30		
d	14-53		

5. What type of ticket do Amelia and Ava want for the return journey?			For marker use
Tick (✓) one box			
a	Closed		
b	Open		
c	Standard		
d	1 st class		

6. What does Amelia pay for the ticket with?			For marker use
Tick (✓) one box			
a	Debit Card		
b	Cash		
c	Credit card		
d	Oyster card		

The assessment continues on the next page.

Marks for Part Two (A)		Out of 6
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Part Two B – there are 6 questions

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

Listen to the interview and answer the questions.

1. What theories does the book focus on?		For marker use
Tick (✓) one box		
a	Cognitive theory	
b	Separation theory	
c	Attachment theory	
d	Detachment theory	

2. What is the name of Tom's wife?		For marker use
Tick (✓) one box		
a	Gail	
b	Elaine	
c	Anne	
d	John	

3. What can children who are securely attached develop?		For marker use
Tick (✓) one box		
a	Less independence	
b	Good speaking skills	
c	Good self-esteem	
d	Less confidence	

4. What did Bowlby think the long term impact of children who did not form good attachments could be?		For marker use
Tick (✓) one box		
a	Increased confidence	
b	Increased aggression	
c	Decreased aggression	
d	Decreased affection	

5. How does Joel react if he cannot see his mother?			For marker use
Tick (✓) one box			
a	He laughs		
b	He is quiet		
c	He cries		
d	He is naughty		

6. What should Anne create when she gets home with Joel?			For marker use
Tick (✓) one box			
a	Special play time		
b	Special treats		
c	Change the routine		
d	Smiles and cuddles		

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. Who was eBay's first customer service representative?			For marker use
Tick (✓) one box			
a	Jim Grayson		
b	Jim Griffith		
c	John Grayson		
d	John Griffith		

2. What has changed consumer habits?			For marker use
Tick (✓) one box			
a	Seller feedback		
b	Company reviews		
c	Customer reviews		
d	Seller notices		

3. Apart from reviews/feedback what else do we look at when buying a washing machine?			For marker use
Tick (✓) one box			
a	The quality		
b	The location		
c	The price		
d	The offer		

4. What are consumers who leave a review more likely to feel towards a business?			For marker use
Tick (✓) one box			
a	Special		
b	Constancy		
c	Loyalty		
d	Faithless		

5. What can reviews create?			For marker use
Tick (✓) one box			
a	Consumer priority		
b	Consumer appointment		
c	Consumer arrangement		
d	Consumer engagement		

6. What can consumers form?			For marker use
Tick (✓) one box			
a	Detachment to a business		
b	Rejection of a business		
c	Social activities in business		
d	Attachment to a business		

7. How do consumers who leave reviews feel?			For marker use
Tick (✓) one box			
a	Confident		
b	Interested		
c	Valued		
d	Unhappy		

8. What business reviews offer that a marketing campaign cannot?			For marker use
Tick (✓) one box			
a	Benefits		
b	Surprises		
c	Assistance		
d	Profits		

9. What are the reviews described as like?			For marker use
Tick (✓) one box			
a	Bigger marketing campaigns		
b	Better marketing campaigns		
c	Macro marketing campaigns		
d	Micro marketing campaigns		

10. What benefits the business in the short and long term?			For marker use
Tick (✓) one box			
a	Consumer awareness		
b	Consumer satisfaction		
c	Brand awareness		
d	Brand alertness		

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 3 (C2)

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. There are 6 questions.

Text One

Introduction	1
Over the last 25 years the make- up of Scotlands working population has changed beyond all recognition.	2
	3
Women at work	4
With employment law and equal pay legaslation coming into place over the last 25 years, women have been encouraged to work and are not penalised for raising children.	5
	6
Employers offering flexible working practices or child care facilities at the workplace have also helped to make it easier for women with children to continue working. Although these in-house crèches are still comparatively rare and only usually provided by large organisations.	7
	8
	9
	10
	11
	12
Flexible working practices	13
Again linked to the number of women in the economy now, job-sharing, teleworking and homeworking are more common than ever before. This means workers do not have spend as much time in the workplace as the traditional 9 to 5 job, but workers can work from home or on the move due to advances in mobile office technologies with laptops and smart phones.	14
	15
	16
	17
	18
	19
	20
Tertiary/Service sector	21
The process of deindustrialisation has resulted in Scotland turning away from shipbuilding and _____to service sector jobs such as retail tourism and banking. With these new openings thousands of jobs have created in the Tertiary Sector.	22
	23
	24
	25
	26
Public sector	27
Scotland has a large number public sector workers, people employed to work for the State in areas such as the councils, the police, education and the NHS.	28
	29
	30
<i>Source: Office for National Statistics 2015</i>	

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 1		
b	Line 2		
c	Line 6		
d	Line 7		

2. Which line has a spelling error?			For marker use
Tick (✓) one box			
a	Line 2		
b	Line 4		
c	Line 5		
d	Line 8		

3. Which phrase could replace “penalised” on line 7?			For marker use
Tick (✓) one box			
a	Put in a better position		
b	Put at an unlikely advantage		
c	Put at an unfair disadvantage		
d	Put in a different position		

4. Which line has a grammatical error?			For marker use
Tick (✓) one box			
a	Line 10		
b	Line 12		
c	Line 14		
d	Line 16		

5. Which word can replace the missing word on line 23?			For marker use
Tick (✓) one box			
a	Teaching		
b	Industrialisation		
c	Mechanised		
d	Manufacturing		

6. Which line as a grammatical error?			For marker use
Tick (✓) one box			
a	Line 19		
b	Line 25		
c	Line 28		
d	Line 30		

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

Business and Organisation

When hiring large numbers of staff, organisation is important. Everyone within the company needs to understand their role.

Structuring a business

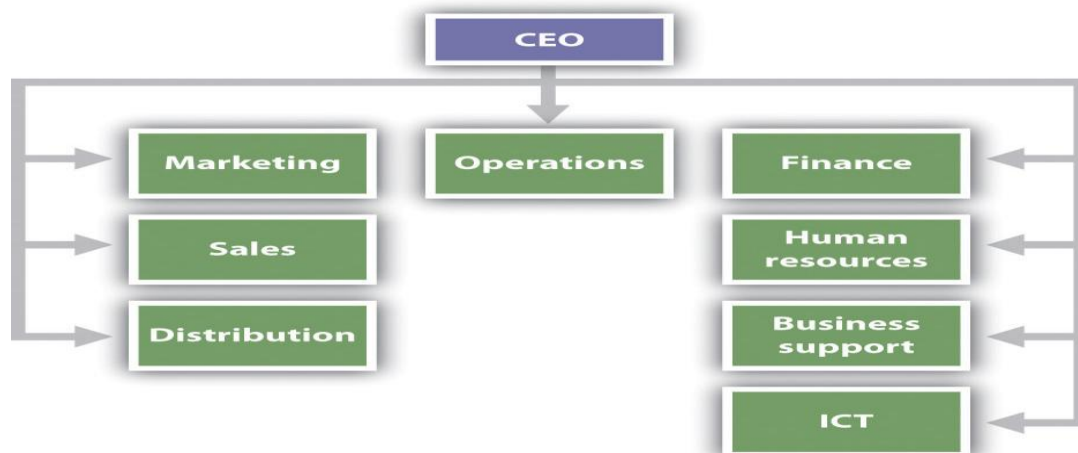
Managers need to organise their staff and keep them motivated for a business to flourish and to function with efficiency.

As a business grows in size and takes on more staff, managers need to make sure employees understand their role within the company. Organisation is the way a business is structured. One method of organisation is to set up departments covering the four main areas of business activity:

- Finance
- Human resources
- Marketing
- Operations

Organisation charts

Organisation charts are diagrams that show the internal structure of the business. They make it easy to identify the specific roles and responsibilities of staff. They also show how different roles relate to one another and the structure of departments within the whole company.



It is worthwhile understanding some key positions of influence in larger organisations:

The Board of Directors are elected by the owners/shareholders. They act as a committee to meet and oversee the running of the firm. They seek re-election at the Annual General Meeting (AGM).

The Managing Director (MD) or Chief Executive Officer (CEO) - this position is

appointed by the Board and forms an important link between senior managers and the Board of Directors. The CEO is the main decision maker in the organisation and is involved in the day to day running of the organisation. The CEO will delegate roles, duties and tasks to other managers, however through reporting, monitoring and control systems will keep up to date with issues affecting performance.

The Chairperson is the position of the Head of the Board of Directors. The Chairperson is appointed by the Board of Directors and is usually very experienced in the industry. A high profile company such as Tesco or BP will appoint a Chairperson who will be able to deal effectively with the media as they will be in the public eye.

Executive Directors are appointed to the Board due to their expertise and knowledge in the field. They are normally recommended by the CEO to sit on the board.

Non-executive Directors are directors who are independent and assume the role of consultants to the organisation. They are less likely to be influenced by a strong CEO and their appointees.

Adapted from bbc.co.uk/bitesize

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

1. What do managers need to do with their staff for the business to be efficient?			For marker use
Tick (✓) one box			
a	Keep them efficient		
b	Keep them motivated		
c	Keep them interested		
d	Keep them active		

2. Which is not a main area of business activity?			For marker use
Tick (✓) one box			
a	Operations		
b	Marketing		
c	Business support		
d	Human resources		

3. What does an organisation chart show?			For marker use
Tick (✓) one box			
a	Structure of departments		
b	Structure of human resources		
c	Structure of internal roles		
d	Structure of business activity		

4. Looking at the chart who is in charge of the organisation?			For marker use
Tick (✓) one box			
a	Human resources		
b	The manager		
c	Operations		
d	The CEO		

5. Who is elected by the shareholders?		For marker use
Tick (✓) one box		
a	Chief executives	
b	Managing directors	
c	Board of directors	
d	The sales team	

6. Who is usually very experienced in the industry?		For marker use
Tick (✓) one box		
a	The finance director	
b	The chief executive	
c	The chairperson	
d	The consultants	

7. What will an effective chairperson do?		For marker use
Tick (✓) one box		
a	Deal with all the problems	
b	Deal with the CEO	
c	Deal with the staff	
d	Deal with the media	

8. Who will be less influenced by the CEO?		For marker use
Tick (✓) one box		
a	Executive directors	
b	The chairperson	
c	Non-executive directors	
d	All board of directors	

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

Why study sociology – a brief overview.

Sociology's prime benefit is gaining a greater understanding of the complex and confusing yet charmingly simple nature of mankind, and the societies in which we organise ourselves. By studying societal behaviour, we can make comparisons, attempt to solve issues and gain a rational understanding of some of society's more frustrating habits. This could also make you more employable, due to the fact that the UK employs a broad demographic in their work force, and therefore having a more comprehensive awareness of those cultures must be a good thing.

The traditional occupation for sociology graduates has been social work or some other form of public sector welfare work such as the probation service. However, in practice sociology graduates go into a much wider range of jobs. In industry, for instance, human resource management (or personnel as it used to be called) is one application close to welfare but additionally aspects of marketing draw upon sociological skills. Virtually all sociology courses include methods of social research and these can have an enlightening effect upon market research.

Some of the large retail firms, from Laura Ashley through Marks and Spencer to Tesco, recognise that their chief concern is people and consequently have taken sociology graduates into their management training schemes. In fact, the range has tended to broaden in both the public and private sectors. In recent statistical reviews for example, graduate entry into the police force is a noticeable addition to the former and journalism to the latter.

Many sociology graduates go into teaching. This embraces school teaching, further education and the option to remain in higher education. Prospective school teachers and teachers in further education go on after graduation to take a postgraduate certificate in education and there are specialist courses for each sector, i.e. primary, secondary, tertiary and also teaching for special needs.

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

1. What is the nature of mankind?			For marker use
Tick (✓) one box			
a	Naïve		
b	Meek		
c	Simple		
d	Modest		

2. What can we gain by studying social behaviour?			For marker use
Tick (✓) one box			
a	Organising behaviour		
b	Societal organisations		
c	Rational understanding		
d	Logical understanding		

3. What does the UK employ in their work force?			For marker use
Tick (✓) one box			
a	A broad demographic		
b	A broad awareness		
c	Frustrating habits		
d	A wide society		

4. Which service do many graduates go into?			For marker use
Tick (✓) one box			
a	Probation		
b	Welfare		
c	Sector		
d	Culture		

5. What was human resources called in the past?			For marker use
Tick (✓) one box			
a	Management		
b	Services		
c	Personnel		
d	Industry		

6. How is the effect of social research methods on market research described?			For marker use
Tick (✓) one box			
a	As persuasive		
b	As informative		
c	As transforming		
d	As enlightening		

7. Which is not a retail firm mentioned?			For marker use
Tick (✓) one box			
a	Tesco		
b	Laura Ashley		
c	Morrisons		
d	Marks and Spencer		

8. What is the retail firm's chief concern?			For marker use
Tick (✓) one box			
a	Production		
b	Society		
c	Profits		
d	People		

9. What does the latter sector refer to?			For marker use
Tick (✓) one box			
a	Public		
b	Police		
c	Journalism		
d	Private		

10. Which is a specialist course?			For marker use
Tick (✓) one box			
a	Infant teaching		
b	Secondary teaching		
c	Law teaching		
d	English teaching		

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

Which dog breed do Londoners favour?

Londoners are officially in love with the French Bulldog above all other breeds. In almost all corners of the capital new owners are now choosing to make one of the celebrity favourite pets a family member, research has revealed.

The diminutive pooches have been paraded around the globe in filtered Instagram shots from celebrities such as the Beckhams and Lady Gaga in recent years, leading to a surge in popularity.

The breed only made it into London's top ten most popular in 2011, but according to the Kennel Club, it is now top of the list after registrations increased by 448 per cent.

Hugh Jackman, Leonardo DiCaprio and West Londoner Holly Willoughby are among other famous owners of the pointy-eared pups, which topped the chart in every London region except the North, where the traditional Labrador Retriever is still the most common choice.

East London hipsters and City dwellers who vary from the French Bulldog rage are more likely to opt for an alternative compact dog such as a pug or dachshund to take for a walk by the canal, according to the research.

The new data comes ahead of the Kennel Club's Discover Dogs event at ExCel Centre this weekend - where fans can meet and pet more than 200 different breeds.

Caroline Kisko, Secretary of the Kennel Club, said: "There has been a definite move away from traditional, larger dog breeds in London towards smaller dog breeds, many of which are increasing in popularity at an astronomical rate."

Adapted from <http://www.msn.com/en-gb/lifestyle/home-and-garden/french-bulldog-named-as-londons-favourite-breed-of-dog/>

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

1. Which dog is now the most popular in London?			For marker use
Tick (✓) one box			
a	Labrador		
b	French bulldog		
c	Retriever		
d	German shepherd		

2. Which phrase could replace “diminutive pooches”?			For marker use
Tick (✓) one box			
a	Celebrity dogs		
b	Designer pug		
c	Small dogs		
d	Designer breeds		

3. How have the pooches been paraded around?			For marker use
Tick (✓) one box			
a	Instagram		
b	Facebook		
c	Google		
d	WhatsApp		

4. Who is the celebrity West Londoner?			For marker use
Tick (✓) one box			
a	Lady Gaga		
b	Hugh Jackman		
c	David Beckham		
d	Holly Willoughby		

5. What word could replace “rage” in paragraph 5?			For marker use
Tick (✓) one box			
a	Storm		
b	Frenzy		
c	Temper		
d	Trend		

6. Who is the quote from in the last paragraph?			For marker use
Tick (✓) one box			
a	ExCel centre		
b	Caroline Club		
c	Caroline Kisko		
d	Kennel club		

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 3 (C2)

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 a formal application for a university place. They have asked for a detailed account of your academic and personal achievements. You must explain fully why you should get this place and discuss what you hope to achieve after the course and in the future. The application should be addressed to: Miss Salvi, Department Head, Corton University, Little Dorton. LD9 1ZZ. UK.</p>
You should write between 250 and 300 words.	
Option 2	<p>You have been asked to write a detailed report for your manager about the standard of sports and cultural facilities in your area. You need to provide appropriate recommendations for improvements.</p>
You should write between 250 and 300 words	
Option 3	<p>You have been asked to write an article discussing and evaluating inventions or developments that have changed the world in the past 20 years. Illustrate the impact they have had on society.</p>
You should write between 250 and 300 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	You have been asked to write a film review persuading people that they should see your favourite film. Give a detailed description of the plot, characters and why you think the film is worth seeing.
You should write between 250 and 300 words	

Use this space to plan your writing:

[illegible]

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.

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 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 3 (C2)

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. Your responses **must** be in sentences.

You must answer the questions with precision, accuracy and with ease. Full marks to be awarded if the candidate answers the question with a full and comprehensive explanation.

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.

Each dialogue should last approximately **2 minutes**.

You will have up to 5 minutes preparation time.

Scenario 1
Discuss ways education can improve somebody's life. Use your own experiences and those you may have read about. The interlocutor will ask you questions.
Scenario 2
Discuss with the interlocutor countries you would like to visit, why you would like to visit them and anything else that may be of interest. The interlocutor may ask questions.
Scenario 3
Climate change is always in the news. Discuss with the interlocutor your views on the subject. The interlocutor may ask questions.
Scenario 4
Discuss with the interlocutor your views on the way the world is changing. 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 1:

Discuss ways education can improve somebody's life. Use your own experiences and those you may have read about. 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 2:

Discuss with the interlocutor countries you would like to visit, why you would like to visit them 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:

Climate change is always in the news. Discuss with the interlocutor your views on the subject. 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 4:

Discuss with the interlocutor your views on the way the world is changing. The interlocutor may ask questions.

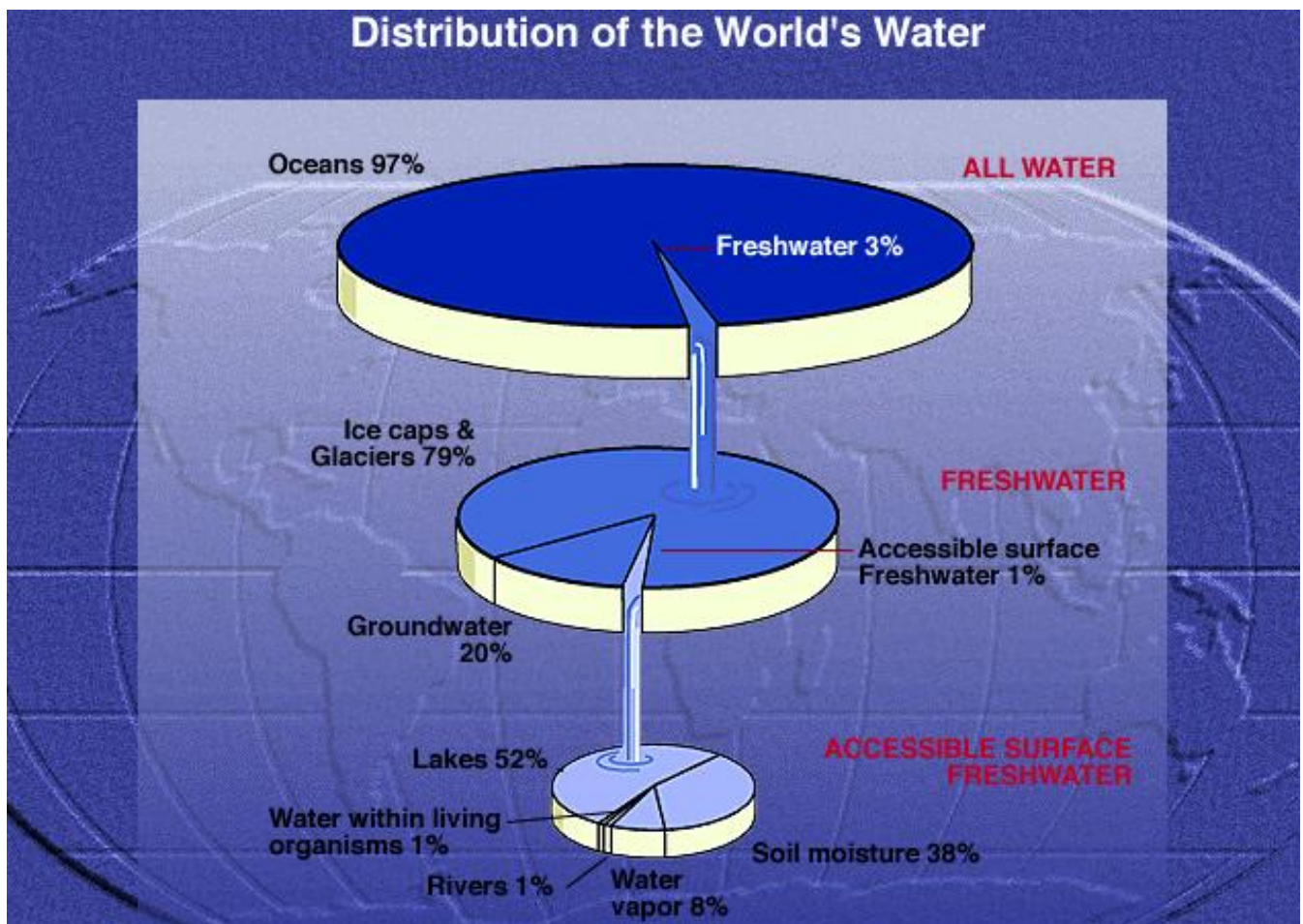
Part Three – There are 12 marks available for Part Three

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**.

Distribution of the World's Water



Discuss this image with your interlocutor

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 3 (C2)

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. **Candidate must answer the questions with precision, accuracy and with ease. Full marks to be awarded if the candidate answers the question with a full and comprehensive explanation.**

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

Part 1

1. How do you use your spare time?
2. Do you follow fashion trends?
3. What do you think makes a good holiday?
4. How do you usually celebrate important occasions?
5. Tell me about your favourite city.
6. Do you think keeping fit is important?

Each question carries 1 mark.

Candidate must answer the questions with precision, accuracy and with ease. Full marks to be awarded if the candidate answers the question with a full and comprehensive explanation.

The interlocutor may prompt the candidate to elicit more information to add to their response if one word responses are used.

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 a 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.

Each 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 education can improve somebody's life. Use your own experiences and those you may have read about. The interlocutor may ask questions.
Scenario 2
Discuss with the interlocutor countries you would like to visit, why you would like to visit them and anything else that may be of interest. The interlocutor may ask questions.
Scenario 3
Climate change is always in the news. Discuss with the interlocutor your views on the subject. The interlocutor may ask questions.
Scenario 4
Discuss with the interlocutor your views on the way the world is changing. The interlocutor may ask questions.

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 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 education can improve somebody's life. Use your own experiences and those you may have read about. The interlocutor may ask questions.

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:

Discuss with the interlocutor countries you would like to visit, why you would like to visit them 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 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:

Climate change is always in the news. Discuss with the interlocutor your views on the subject. The interlocutor may ask questions.

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 way the world is changing. The interlocutor may ask questions.

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.

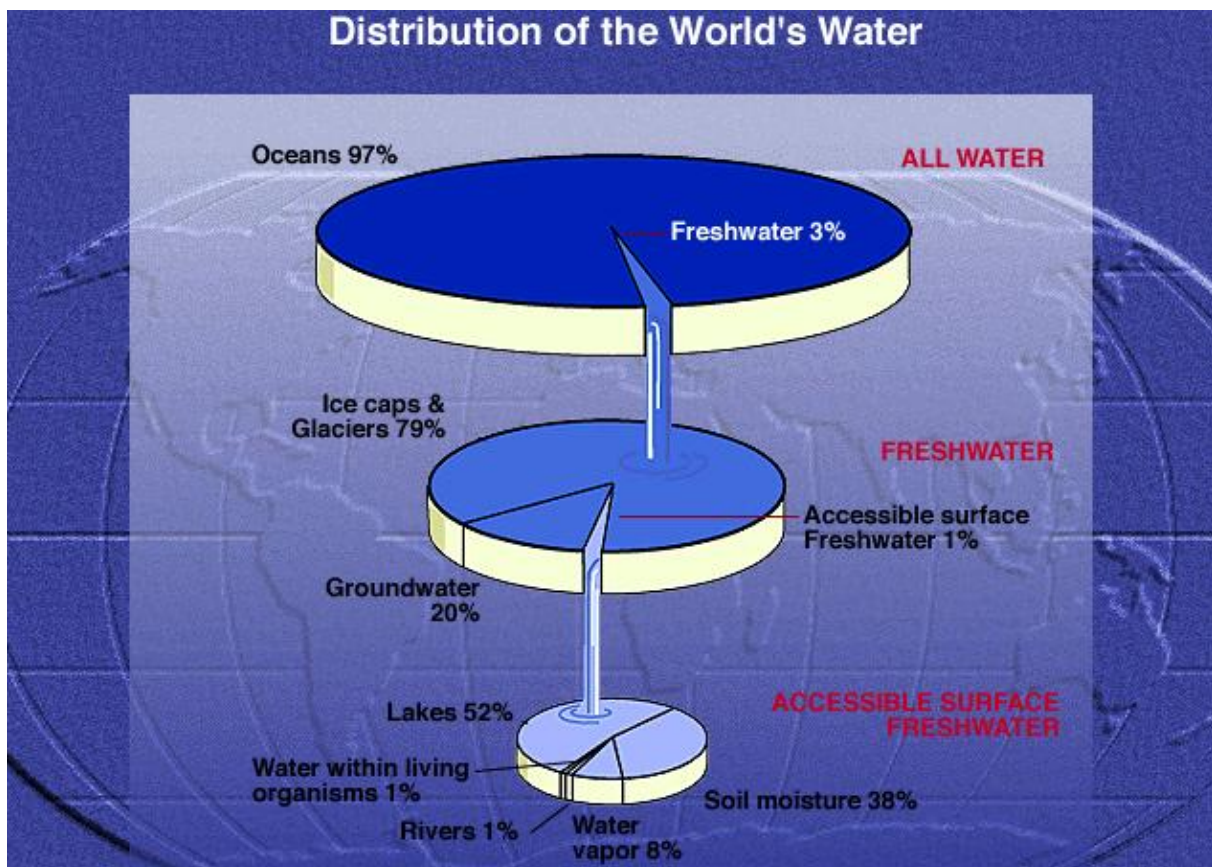
These notes may be used during the discussion, but they may **not** be removed from the examination room.

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.

Candidate prompt:

Distribution of the World's Water



Marks for Part Three		Out of 12
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Possible ideas the interlocutor can encourage/prompt to be discuss based on the statement:

- What does the image suggest about the distribution of water?
- Are you surprised by anything on the image?
- What do you think can be done to ensure that everyone has access to clean drinking water?
- Do you think the information presented is accurate?

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 3 (C2)

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 3 (C2) 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. I went to the theatre last night.
2. Are these strawberries fresh?
3. The children will want some lunch soon.
4. Is the car an automatic?
5. When is the next train to Oxford please?
6. The passes for the English exam have increased this year.
7. I don't think that the painting is very imaginative.
8. The graph shows that the main event that people attended was the sprinting.

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.

Part 2a - Conversation - 3 people

Cameron – Good afternoon, my name is Cameron, how can I help you?

Amelia – Hi, we are looking to see which train would be the best to get from Barnetby to Watford on Thursday afternoon. What time do we have to be at the meeting, Ava?

Ava – We need to be there by 6-30 in the evening at the very latest.

Cameron – Well, let me just look and see what we can find for you. Oh yes, you could catch the 14-53 from Barnetby. Change at Doncaster and catch the 15-46 to London Kings Cross. You can then either go by tube or walk to Euston station and then there are trains every half hour to Watford. So you should be there for 6-30. Will you be going to Watford Junction or Watford High Street?

Ava – I am not sure; Amelia, do you know which station we need to get off at?

Amelia – I am pretty sure we need to be off at Watford Junction, then we can get a taxi to the hotel. I really don't like the tube so I would rather walk from Kings Cross to Euston. Cameron, can you tell me how long the wait is at Doncaster and if you know if there are any disruptions like rail works affecting this train journey? It is very important that we are not late.

Cameron – The Barnetby train arrives in Doncaster at 15-38 and the London train departs at 15-46 so there is an 8-minute wait. No, there are no planned rail works that would affect your journey on that day.

Amelia – Great, can we book those times, please, and we would like to reserve a seat.

Cameron – Certainly, would you like a return journey booking as well? This would be cheaper for you.

Ava – Yes please, but we would like open tickets for the return journey because we are not sure what time the conference will end.

Cameron – Yes, I will book an open ticket but if you have a rough idea of when you are returning I can reserve you a seat. But if you don't manage to leave at that time you can still use your ticket on any train.

Amelia – Yes please, do that, I think we should be leaving Watford at 16-30 on the Friday.

Cameron – I have reserved your seat on both journeys. The total price is £242.80, please. Will you be paying by card?

Amelia – Yes.

Cameron – Please enter your pin number... please take your card out and here are your tickets.

Amelia – Thank you very much for all your help.

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.

Part 2b - Conversation 2

Interviewer (I) - Hello and welcome to Talk FM radio. We have with us now Gail Salvi to talk about her new book "How to leave your baby". If you have any questions or comments for Gail, please email or text on our usual contact details which can be found on the website. Hello Gail, now can you tell me what your book is about and why you felt the need to write it?

Gail – Hello Tom, well first of all the book is really like a help book for parents when they have to return to work after maternity/paternity leave. It looks at the problems they face and concentrates on attachment theories and possible strategies parents can apply. I decided to write this as I was hearing more and more about parents having problems with their children when returning to their workplace. As you know, stay at home parents are rapidly becoming a thing of the past.

Interviewer – I must admit we had problems with our little boy when my wife returned to work a few months ago. So what is this "attachment theory" and how could it help?

Gail – It is a psychological theory developed by Bowlby and developed further by Ainsworth. It basically looks at the bonds babies form and their meaning and consequences. It is a part of their cognitive learning and how they explore their environment. Children who are securely attached can develop increasing independence, exploring their environment with the confidence that they can return to a carer who will respond to their needs. Therefore, securely attached children will develop good self-esteem and know that they are considered worth looking after.

However, children who don't get the chance to form good attachments run the risk of developing poor internal working models which can have very negative impacts on their view of themselves and their ability to form relationships with other people. Bowlby was worried that the long-term impacts included increased aggression and even 'affectionless psychopathy' where a person cannot show affection or concern for others.

I - We have received an email from Anne in Lincoln who says that she has had to return to work part time, after been able to have 12 months off with her baby Joel. Joel is ok going to the nursery but when she picks him up and gets home Joel will not be put down and cries if he cannot see her, have you any advice?

Gail – This is a common reaction I see every day in the clinic. Basically, Anne, you need to make this a more positive experience. I do understand it is distressing but you must put things into place that positively reinforce it is a normal and positive thing to drop him off and return. Try not to let Joel see it is upsetting you. Be all smiles and cuddles and perhaps create sometime when you first get home to concentrate on Joel, perhaps make this your reading time or special play time. In the book I do offer many strategies that can be incorporated into your routine to help with this problem.

I – Thank you, we are going to the news now but when we come back there will be more of your questions for Gail.

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.

Part 3 – Broadcast

The emergence of feedback and customer reviews.

Why should we get into a stranger's car – or buy a total stranger's laptop? In 1997, eBay introduced a feature that helped solve the problem: Seller Feedback. Jim Griffith was eBay's first customer service representative; at the time, he says "no-one had ever seen anything like it". The idea of both parties rating each other after a transaction has now become ubiquitous. You buy something online – you rate the seller, the seller rates you. Or you use a ride-sharing service, like Uber – you rate the driver, the driver rates you. And a few positive reviews set our mind at ease about a stranger.

Seller feedback and the emergence of customer reviews have changed the consumer habits of most people on a huge scale.

Feedback or reviews are now one of the most important marketing tools used, whether it is an individual selling on an auction site or it is a multi-national company selling cars. For example, when buying a new washing machine what do we look at, yes the price but then it will be the reviews/feedback to see what other people have said about the product.

Let's have a look at why feedback/reviews are becoming increasingly important to businesses and individual sellers:

They enable consumers to have a say and can create consumer loyalty. Consumers who take the time to leave an online review for a business are far more likely to feel a certain loyalty to a business and keep coming back year after year. Through the act of leaving an online review and establishing a relationship with the business, it allows the consumers to feel like they have a voice and are able to provide feedback in a positive and meaningful way.

Reviews/feedback can create active consumer engagement. Many times online review pages can become active social communities where consumers leave reviews and keep coming back to see if others have made comments on their reviews or to simply see what other consumers have to say about your product or service in general. This creates a social community of consumer engagement that allows consumers to form an attachment to both the business and the other consumers as well.

As said previously, a handful of positive online business reviews are worth a great deal and can offer a business benefits that a simple marketing campaign can't. They are like micro marketing campaigns that keep working long after the online review has been posted, giving a constant positive image to potential consumers and creating a continual brand awareness that benefits the business for the short term and for the long term.

Adapted from <http://www.bbc.co.uk/radio> 4 and <http://theonlinedepartment.com/8-reasons-why-online-reviews-are-important-to-your-business/>

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

International ESOL

Marking Scheme for Level 3 (C2) 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 3 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	b	Insert relevant CEFR standard
2	a	
3	a	
4	c	
5	c	
6	c	
7	a	
8	d	

Transcript

1. I went to the theatre last night.
2. Are these strawberries fresh?
3. The children will want some lunch soon.
4. Is the car an automatic?
5. When is the next train to Oxford please?
6. The passes for the English exam have increased this year.
7. I think that the painting is not very imaginative
8. The graph shows that the main event that people attended was the sprinting.

Part 2 (a)

Correct answers only – no alternatives

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

Transcript:

Part 2a - Conversation - 3 people

Cameron – Good afternoon my name is Cameron, how can I help you?

Amelia – Hi, we are looking to see which train would be the best to get from Barnetby to Watford on Thursday afternoon. What time do we have to be at the meeting Ava?

Ava – We need to be there by 6-30 in the evening at the very latest.

Cameron – Well let me just look and see what we can find for you. Oh yes, you could catch the 14-53 from Barnetby. Change at Doncaster and catch the 15-46 to London's King Cross. You can then either go by tube or walk to Euston station and then there are trains every half hour to Watford. So you should be there for 6-30. Will you be going to Watford Junction or Watford High Street?

Ava – I am not sure; Amelia do you know which station we need to get off at?

Amelia – I am pretty sure we need to be off at Watford Junction then we can get a taxi to the hotel. I really don't like the tube so I would rather walk from Kings Cross to Euston. Cameron, can you tell me how long the wait is at Doncaster and if you know if there are any disruptions like rail works affecting this train journey? It is very important that we are not late.

Cameron – the Barnetby arrives at Doncaster at 15-38 and the London train departs at 15-46 so there is an 8-minute wait. No there are no planned rail works that would affect your journey on that day.

Amelia – great can we book those times please and we would like to reserve a seat.

Cameron – certainly, would you like a return journey booking as well? This would be cheaper for you.

Ava – yes please but we would like open tickets for the return journey because we are not sure what time the conference will end.

Cameron – yes I will book an open ticket but if you have a rough idea of when you are returning I can reserve you a seat. But if you don't manage to leave at that time you can still use your ticket on any train.

Amelia – yes please do that, I think we should be leaving Watford at 16-30 on the Friday.

Cameron – I have reserved you seat on both journeys. The total price is £242.80 please. Will you be paying by card?

Amelia – yes, credit card.

Cameron – Please enter your pin number... please take your card out and here are your tickets.

Amelia – thank you very much for all your help.

Part 2 (b)

Correct answers only – no alternatives

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

Transcript

Part 2b - Conversation 2

Interviewer (I) - Hello and welcome to Talk FM radio. We have with us now Gail Salvi to talk about her new book "How to leave your baby". If you have any questions or comments for Gail, please email or text on our usual contact details which can be found on the website.

Hello Gail, now can you tell me what your book is about and why you felt the need to write it?

Gail – Hello Tom, well first of all the book is really like a help book for parents when they have to return to work after maternity/paternity leave. It looks at the problems they face and concentrates on attachment theories and possible strategies parents can apply. I decided to write this as I was hearing more and more about parents having problems with their children when returning to their workplace. As you know stay at home parents are rapidly becoming a thing of the past.

I – I must admit we had problems with our little boy when my wife, Elaine, returned to work a few months ago. So what is this "attachment theory" and how could it help?

Gail – It is psychological theory developed by Bowlby and developed further by Ainsworth. It basically looks at the bonds babies form and their meaning and consequences. It is a part of their cognitive learning and how they explore their environment. Children who are securely attached can develop increasing independence, exploring their environment with the confidence that they can return to a carer who will respond to their needs. Therefore, securely attached children will develop good self- esteem and know that they are considered worth looking after.

However, children who don't get the chance to form good attachments run the risk of developing poor internal working models which can have very negative impacts on their view of themselves and their ability to form relationships with other people. Bowlby was worried that the long-term impacts included increased aggression and even 'affectionless psychopathy' where a person cannot show affection or concern for others.

I - We have received an email from Anne in Lincoln who says that she has had to return to work part time, after been able to have 12 months off with her baby Joel. Joel is ok going to the nursery but when she picks him up and gets home Joel will not be put down and cries if he cannot see her, have you any advice?

Gail – this is a common reaction I see every day in the clinic. Basically Anne you need to make this a more positive experience. I do understand it is distressing but you must put things into place that positively reinforce it is a normal and positive thing to drop him off and return. Try not to let Joel see it is upsetting you. Be all smiles and cuddles and perhaps create sometime when you first get home to concentrate on Joel, perhaps make this your reading time or special play time. In the book I do offer many strategies that can be incorporated into your routine to help with this problem.

I – Thank you, we are going to the news now but when we come back there will be more of your questions for Gail.

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

The emergence of feedback and customer reviews.

Why should we get into a stranger's car – or buy a total strangers laptop? In 1997, eBay introduced a feature that helped solve the problem: Seller Feedback. Jim Griffith was eBay's first customer service representative; at the time, he says "no-one had ever seen anything like it". The idea of both parties rating each other after a transaction has now become ubiquitous. You buy something online – you rate the seller, the seller rates you. Or you use a ride-sharing service, like Uber – you rate the driver, the driver rates you. And a few positive reviews set our mind at ease about a stranger.

Seller feedback and the emergence of customer reviews have changed the consumer habits of most people on a huge scale.

Feedback or reviews are now one of the most important marketing tools used, whether it is an individual selling on an auction site or it is a multi - national company selling cars. For example, when buying a new washing machine what do we look at, yes the price but then it will be the reviews/feedback to see what other people have said about the product.

Let's have a look at why feedback/reviews are becoming increasingly important to business and individual seller:

They enable consumers to have a say and can create consumer loyalty. Consumers who take the time to leave an online review for a business are far more likely to feel a certain loyalty to a business and keep coming back year after year. Through the act of leaving an online review and establishing a relationship with the business, it allows the consumers to feel like they have a voice and are able to provide feedback in a positive and meaningful way.

Reviews/feedback can create active consumer engagement. Many times online review pages can become active social communities where consumers leave reviews and keep coming back to see if others have made comments on their reviews or to simply see what other consumers have to say about your product or service in general. This creates a social community of consumer engagement that allows consumers to form an attachment to both the business and the other consumers as well.

As said previously, a handful of positive online business reviews are worth a great deal and can offer a business benefits that a simple marketing campaign can't. They are like micro marketing campaigns that keep working long after the online review has been posted, giving a constant positive image to potential consumers and creating a continual brand awareness that benefits the business for the short term and for the long term.

Adapted from <http://www.bbc.co.uk/radio> 4 and <http://theonlinedepartment.com/8-reasons-why-online-reviews-are-important-to-your-business/>

C2 – Reading Mark Scheme

Part 1

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

Part 2

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

Part 3

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

Part 4

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

International ESOL

Marking Scheme for Level 3 (C2) 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 3 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	<ul style="list-style-type: none"> • Insert option text
Insert relevant CEFR standards – there should be more than one	
Option 2	<ul style="list-style-type: none"> • Insert option text
Insert relevant CEFR standards – there should be more than one	
Option 3	<ul style="list-style-type: none"> • Insert option text
Insert relevant CEFR standards – there should be more than one	

Part 1 – Candidates should write between 250 and 300 words

Mark	Content	Accuracy and language	Range and grammar	Organisation	Format
3	The content demands of the task are all fulfilled with proficiency, covering all the main/relevant points, with appropriate and effective expansion of the topic. The reader is fully informed	Uses a wide and varied range of vocabulary and phrases, effectively, accurately, coherently and within the correct context. Language is coherent, effective and appropriate. Spelling is accurate. Errors, if present are minimal and do not affect meaning.	Uses a wide and varied range of complex, grammatical forms with proficiency, accuracy and coherence. Displays excellent control of complex sentence structures. A variety of conjunctions are used precisely, appropriately and effectively. Errors, if present are minimal and do not affect meaning.	Uses a wide and varied range of organisational devices and patterns to aid the reader. Appropriate and effective 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 complex ideas effectively, accurately and in an appropriate way. Errors, if present are minimal and do not affect meaning.
2	Content demands are addressed. Most of the main points are expanded upon.	Uses a wide range of vocabulary, effectively coherently and appropriately. Language is on the	Uses a wide range of simple and complex, grammatical forms with accuracy on the whole. Displays good control of	Uses a wide range of organisational devices and patterns to aid the reader.	Uses most of the conventions of the named format to communicate complex ideas in an appropriate way.

	<p>The reader is on the whole informed.</p>	<p>whole coherent and appropriate and mostly in the correct context.</p> <p>Spelling is mostly accurate.</p> <p>Errors, if present do not affect meaning.</p>	<p>complex sentence structures.</p> <p>A wide range of conjunctions are used appropriately.</p> <p>Errors, if present do not affect meaning.</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>Errors, if present do not affect meaning.</p>
1	<p>The content demands are addressed but fully expanded on. The reader is not fully informed.</p>	<p>Uses a range of language. Although some less common words could be used inappropriately.</p> <p>Spelling of complex words is mostly accurate.</p> <p>Errors impede meaning some of the time</p>	<p>Uses some complex grammatical devices with accuracy.</p> <p>Displays some good use of complex sentence structures.</p> <p>Conjunctions used, are on the whole accurate.</p> <p>Errors impede meaning some of the time.</p>	<p>Uses straight forward organisational features and devises and patterns to aid the reader.</p> <p>Appropriate paragraphing and mostly accurate punctuation is used to organise the text and aid the reader some of the time.</p> <p>Errors impede meaning some of the time.</p>	<p>Uses some of the conventions of the named format to communicate complex ideas in an appropriate way.</p> <p>Errors, if present may affect meaning.</p>

0	Content is not fully addressed with limited expansion. The reader is not informed.	Language and spelling does not meet the level required at C2	Grammar and sentence structure does not meet the level required at C2	Organisation and punctuation does not meet the level required at C2	Format does not follow any of the appropriate conventions.
Marks	/3	/3	/3	/3	/3
Total marks for part 1 = /15					

Part 2 – Candidates should write between 250 and 300 words

Mark	Content	Accuracy and language	Range and grammar	Organisation	Format
3	The content demands of the task are all fulfilled with proficiency, covering all the main/relevant points, with appropriate and effective expansion of the topic. The reader is fully informed	<p>Uses a wide and varied range of vocabulary and phrases, effectively, accurately, coherently and within the correct context.</p> <p>Language is coherent, effective and appropriate.</p> <p>Spelling is accurate.</p> <p>Errors, if present are minimal and do not affect meaning.</p>	<p>Uses a wide and varied range of complex, grammatical forms with proficiency, accuracy and coherence.</p> <p>Displays excellent control of complex sentence structures.</p> <p>A variety of conjunctions are used precisely, 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 and effective 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, accurately and in an appropriate way.</p> <p>Errors, if present are minimal and do not affect meaning.</p>
2	Content demands are addressed. Most of the main points are expanded	Uses a wide range of vocabulary, effectively coherently and appropriately.	Uses a wide range of simple and complex, grammatical forms with accuracy on the whole.	Uses a wide range of organisational devices and patterns to aid the	Uses most of the conventions of the named format to communicate complex

	<p>upon.</p> <p>The reader is on the whole informed.</p>	<p>Language is on the whole coherent and appropriate and mostly in the correct context.</p> <p>Spelling is mostly accurate.</p> <p>Errors, if present do not affect meaning.</p>	<p>Displays good control of complex sentence structures.</p> <p>A wide range of conjunctions are used appropriately.</p> <p>Errors, if present do not affect meaning.</p>	<p>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>ideas in an appropriate way.</p> <p>Errors, if present do not affect meaning.</p>
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1	The content demands are addressed but fully expanded on. The reader is not fully informed.	Uses a range of language. Although some less common words could be used inappropriately. Spelling of complex words is mostly accurate. Errors impede meaning some of the time	Uses some complex grammatical devices with accuracy. Displays some good use of 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 fully addressed with limited expansion. The reader is not informed.	Language and spelling does not meet the level required at C2	Grammar and sentence structure does not meet the level required at C2	Organisation and punctuation does not meet the level required at C2	Format does not follow any of the appropriate conventions.
Marks	/3	/3	/3	/3	/3
Total marks for part 1 = /15					

International ESOL

Marking Scheme for Level 3 (C2) 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 3 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 – Speaking test C2					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has excellent control of a wide range of language appropriate to the situation. Can consistently select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has good control of a range of language which is appropriate to the situation most of the time. Can select suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has control of language which is mostly appropriate for the given situation. Good selection of suitable. phrases. Participants are not fully informed.	Has a limited range of language with a limited amount control. Does not fully recognise formal and informal setting. Does not communicate effectively. Not what is expected at this level	
Accuracy	Consistently maintains a high degree of grammatical accuracy with precision; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a very good degree of grammatical accuracy; errors do not impede meaning.	Maintains a good degree of grammatical accuracy; errors sometimes impede meaning or are not corrected.	Does not maintain constant grammatical accuracy; errors do impede meaning and are not corrected.	

Pronunciation	Uses clear pronunciation and intonation which consistently conveys meaning clearly at all times.	Uses very good pronunciation most of the time. Meaning is conveyed. Errors do not impede meaning.	Uses some good pronunciation but not consistently. Errors can impede meaning on occasion.	Speech is sometimes unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, spontaneously and lucidly with ease. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors most of the time.	Can express him/herself fluently some of the time. 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 2 Candidates should speak for 2 minutes

Set scenario/role play/dialogue.

Part 2 – Speaking test C2					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has excellent control of a wide range of language appropriate to the situation. Can consistently select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has good control of a range of language which is appropriate to the situation most of the time. Can select suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has control of language which is mostly appropriate for the given situation. Good selection of suitable. phrases. Participants are not fully informed.	Has a limited range of language with a limited amount control. Does not fully recognise formal and informal setting. Does not communicate effectively. Not what is expected at this level	
Accuracy	Consistently maintains a high degree of grammatical accuracy with precision; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a very good degree of grammatical accuracy; errors do not impede meaning.	Maintains a good degree of grammatical accuracy; errors sometimes impede meaning or are not corrected.	Does not maintain constant grammatical accuracy; errors do impede meaning and are not corrected.	
Pronunciation	Uses clear pronunciation and intonation which consistently conveys meaning clearly at all times.	Uses very good pronunciation most of the time. Meaning is conveyed. Errors do not impede meaning.	Uses some good pronunciation but not consistently. Errors can impede meaning on occasion.	Speech is sometimes unclear and incomprehensible. Errors do impede meaning.	

Fluency	Can express him/herself fluently, spontaneously and lucidly with ease. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors most of the time.	Can express him/herself fluently some of the time. 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 – Speaking test C2					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has excellent control of a wide range of language appropriate to the situation. Can consistently select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has good control of a range of language which is appropriate to the situation most of the time. Can select suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has control of language which is mostly appropriate for the given situation. Good selection of suitable. phrases. Participants are not fully informed.	Has a limited range of language with a limited amount control. Does not fully recognise formal and informal setting. Does not communicate effectively. Not what is expected at this level	
Accuracy	Consistently maintains a high degree of grammatical accuracy with precision; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a very good degree of grammatical accuracy; errors do not impede meaning.	Maintains a good degree of grammatical accuracy; errors sometimes impede meaning or are not corrected.	Does not maintain constant grammatical accuracy; errors do impede meaning and are not corrected.	
Pronunciation	Uses clear pronunciation and intonation which consistently conveys meaning clearly at all times.	Uses very good pronunciation most of the time. Meaning is conveyed. Errors do not impede meaning.	Uses some good pronunciation but not consistently. Errors can impede meaning on occasion.	Speech is sometimes unclear and incomprehensible. Errors do impede meaning.	

Fluency	Can express him/herself fluently, spontaneously and lucidly with ease. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors most of the time.	Can express him/herself fluently some of the time. 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 (C2 - Expert)

C2 – Expert

CEFR descriptor (Council of Europe)

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations

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 C2

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 C2

3 parts

30 marks

Part 1

8 Questions read by the interlocutor

8 marks

Multiple Choice

Part 2 a

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

6 marks

Multiple Choice

Part 2 b

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

6 marks

Multiple Choice

Part 3

Recording – native speakers - usually a monologue

10 marks

Multiple Choice

Reading C2

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

10 questions

Multiple Choice

Part 4

Text– language, idioms etc.

6 questions

Multiple Choice

C2 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 250 and 300 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 250 and 300 words.