telc
LANGUAGE TESTS

MOCK EXAMINATION 1
ENGLISH

Examination Preparation

C2

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To the readers of this booklet

telc – language tests are the right choice for you
- if you are interested in an officially recognised assessment of language proficiency or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e. V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. The introduction of the VHS Certificate in English (Volkshochschul-Zertifikat Englisch) in 1968 marked an important milestone, as it was the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers approximately 60 language tests in ten languages for both general and specific purposes, all aligned with the *Common European Framework of Reference for Languages* (CEFR). Our examinations are administered worldwide in more than 20 countries in cooperation with numerous telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

The rigorous standards upheld during the development, implementation and evaluation of exams ensures the high value of telc certificates. All telc examinations adhere to a task-based approach, which is central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent, scientifically recognised methods of test development. telc gGmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte. org), an organisation of internationally recognised test providers. Many public and private educational institutions, employers and government bodies – in Germany and throughout the world – recognise telc certificates as proof of a candidate's English skills. Every telc Certificate includes a detailed and comprehensive description of the foreign language competencies demonstrated by the test taker.
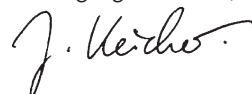
What is the purpose of a mock examination?

It is essential that candidates preparing for a standardised language test know what is expected of them during the test. The mock examination informs the test taker about the aims, tasks, and assessment criteria, as well as the procedures involved in the administration of the exam. telc Mock Examinations are available as free downloads at www.telc.net , where you can also find additional practice materials and other useful information.

How can you find out more?

We are sure that we can help you find the test that best fits your needs. Please write to us (info@telc.net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.

Managing Director, telc gGmbH

Contents

Test

Additional Information

Test Format

	Subtest	Aim	Type of Test	Points	Time
Written Examination		**Reading**			
	1	Reconstructing a text	5 sequencing items	10	
	2	Reading for detail	10 multiple-choice items	10	80 min.
	3	Understanding explicit and implicit meaning	10 matching items	20 / 40	
		Listening & Summarising			
		Writing a summary of a talk	Integrated skills task	40	60 min.
	Break				20 min.
		Writing			
		Writing an essay	Argumentative text	40	90 min.
Oral Examination	**Preparation time**				20 min.
		Speaking			
	1	Presentation	Individual examination		6–8 min.
	2	Question and Answer Session		40	7–9 min.
					15 min.

Reading

Note: You will be using the reading material in this subtest for the writing subtest later in the exam.

Reading, Part 1

The text below has been jumbled. Decide on the most appropriate order. Mark your answers on page 2 of the answer sheet.

Sequence	0	1	2	3	4	5
Paragraph	Z					

z

"Intelligence" derives from the Latin verb *intelligere,* meaning to pick out or discern. A form of this verb, *intellectus,* became the preferred technical term in medieval times for abstract thought and reasoning, and was strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul.

a

Within this discipline, various approaches to understanding human intelligence have been adopted. The psychometric approach, which provides the theoretical underpinnings of intelligence quotient tests, is the most researched. However, there are psychometric tests that are not intended to measure intelligence itself but some closely related construct, such as scholastic aptitude. There is widespread acceptance, but this form of assessment remains controversial.

b

They study various measures of problem solving, as well as mathematical and language abilities. One challenge in this area is to define intelligence so that it means the same thing across species. A further challenge is to integrate the concept of artificial intelligence, which has added a new facet to the definition of intelligence.

c

Whilst humans have hitherto been the primary focus of intelligence researchers, scientists have also attempted to investigate animal intelligence. These researchers are interested both in studying mental ability in a particular animal population, and comparing abilities between different breeds.

d

This older interpretation was rejected by the early modern philosophers, all of whom favored the word "understanding". The term "intelligence" was therefore uncommon in English language philosophy, although it later became central in the field of psychology.

e

Nor is this the only divergence of opinion. Although they may not dispute the stability of IQ test scores or the fact that they predict certain forms of achievement rather effectively, some critics of IQ argue that basing a concept of intelligence on IQ test scores alone is to ignore many important aspects of mental ability.

Intelligence. (n.d.). In Wikipedia. Retrieved May 14, 2013, from https://en.wikipedia.org/wiki/Intelligence

Reading, Part 2

Read the following text and decide which answer fits best: a, b or c.
Mark your answers for items 6–15 on page 2 of the answer sheet.

Who Owns Intelligence?
by Howard Gardner

ALMOST a century ago Alfred Binet, a gifted psychologist, was asked by the French Ministry of Education to help determine who would experience difficulty in school. Given the influx of provincials to the capital, along with immigrants of uncertain stock, Parisian officials believed they needed to know who might not advance smoothly through the system. Proceeding in an empirical manner, Binet posed many questions to youngsters of different ages. He ascertained which questions when answered correctly predicted success in school, and which questions when answered incorrectly foretold school difficulties. The items that discriminated most clearly between the two groups became, in effect, the first test of intelligence.

Today thousands of psychometricians – specialists in the measurement of psychological variables – earn their living courtesy of Binet's invention. But although it has prevailed over the long run, the psychologists' version of intelligence is now facing its biggest threat. Many scholars and observers – and even some iconoclastic psychologists – feel that intelligence is too important to be left to the psychometricians. Experts are extending the breadth of the concept – proposing many intelligences, including emotional intelligence and moral intelligence. They are experimenting with new methods of ascertaining intelligence, including some that avoid tests altogether in favor of direct measures of brain activity. They are forcing citizens everywhere to confront a number of questions: What is intelligence? How ought it to be assessed? And how do our notions of intelligence fit with what we value about

human beings? In short, experts are competing for the "ownership" of intelligence in the next century.

Perhaps surprisingly, intelligence tests came to be seen, rightly or wrongly, as primarily a tool for selecting people to fill academic or vocational niches. In one of the most famous – if irritating – remarks about intelligence testing, the influential Harvard psychologist E. G. Boring declared, "Intelligence is what the tests test." So long as these tests did what they were supposed to do (that is, give some indication of school success), it did not seem necessary or prudent to probe too deeply into their meaning or to explore alternative views of the human intellect.

Psychologists who study intelligence have argued chiefly about three questions. The first: Is intelligence singular, or does it consist of various more or less independent intellectual faculties? The purists – ranging from the turn-of-the-century English psychologist Charles Spearman to his latter-day disciples Richard J. Herrnstein and Charles Murray (of The Bell Curve fame) – defend the notion of a single overarching "g," or general intelligence. The pluralists – ranging from L. L. Thurstone, of the University of Chicago, who posited seven vectors of the mind, to J. P. Guilford, of the University of Southern California, who discerned 150 factors of the intellect – construe intelligence as composed of some or even many dissociable components. In his much cited The Mismeasure of Man (1981) the paleontologist Stephen Jay Gould argued that the conflicting conclusions reached on this issue reflect alternative assumptions about statistical

procedures rather than the way the mind is. Still, psychologists continue the debate, with a majority sympathetic to the general-intelligence perspective.

The public is more interested in the second question: Is intelligence (or are intelligences) largely inherited? This is by and large a Western question. In the Confucian societies of East Asia individual differences in endowment are assumed to be modest, and differences in achievement are thought to be due largely to effort. In the West, however, many students of the subject sympathize with the view that intelligence is inborn and one can do little to alter one's intellectual birthright.

Studies of identical twins reared apart provide surprisingly strong support for the "heritability" of psychometric intelligence. That is, if one wants to predict someone's score on an intelligence test, the scores of the biological parents (even if the child has not had appreciable contact with them) are more likely to prove relevant than the scores of the adoptive parents. By the same token, the IQs of identical twins are more similar than the IQs of fraternal twins. And, contrary to common sense (and political correctness), the IQs of biologically related people grow closer in the later years of life. Still, because of the intricacies of behavioral genetics and the difficulties of conducting valid experiments with human child-rearing, a few defend the proposition that intelligence is largely environmental rather than heritable, and some believe that we cannot answer the question at all.

Most scholars agree that even if psychometric intelligence is largely inherited, it is not possible to pinpoint the sources of differences in average IQ between groups, such as the fifteen-point difference typically observed between African-American and white populations. That is because in our society the contemporary – let alone the historical – experiences of these two groups cannot be equated. One could ferret out

the differences (if any) between black and white populations only in a society that was truly color-blind.

One other question has intrigued laypeople and psychologists: Are intelligence tests biased? Cultural assumptions are evident in early intelligence tests. Some class biases are obvious – who except the wealthy could readily answer a question about polo? Others are more subtle. Suppose the question is what one should do with money found on the street. Although ordinarily one might turn it over to the police, what if one had a hungry child? Or what if the police force were known to be hostile to members of one's ethnic group? Only the canonical response to such a question would be scored as correct.

Psychometricians have striven to remove the obviously biased items from such measures. But biases that are built into the test situation itself are far more difficult to deal with. For example, a person's background affects his or her reaction to being placed in an unfamiliar locale, being instructed by someone dressed in a certain way, and having a printed test booklet thrust into his or her hands. And as the psychologist Claude M. Steele has argued in these pages (see "Race and the Schooling of Black Americans," April, 1992), the biases prove even more acute when people know that their academic potential is being measured and that their racial or ethnic group is widely considered to be less intelligent than the dominant social group.

The idea of bias touches on the common assumption that tests in general, and intelligence tests in particular, are inherently conservative instruments – tools of the establishment. It is therefore worth noting that many testing pioneers thought of themselves as progressives in the social sphere. They were devising instruments that could reveal people of talent even if those people came from "remote and apparently inferior backgrounds," to quote from a college catalogue of the 1950s. And occasionally the

tests did discover intellectual diamonds in the rough. More often, however, they picked out the privileged. The still unresolved question of the causal relationship between IQ and social privilege has stimulated many a dissertation across the social sciences.

The concept of intelligence has in recent years undergone its most robust challenge yet. Some who are informed by psychology but not bound by the assumptions of the psychometricians have invaded this formerly sacrosanct territory. They have put forth their own ideas of what intelligence is, how (and whether) it should be measured, and which values should be invoked in considerations of the human intellect. For the first time in many years the intelligence establishment is clearly on the defensive – and the new century seems likely to usher in quite different ways of thinking about intelligence.

One evident factor in the rethinking of intelligence is the perspective introduced by scholars who are not psychologists. Anthropologists have commented on the parochialism of the Western view of intelligence. Some cultures do not even have a concept called intelligence, and others define intelligence in terms of traits that we in the West might consider odd – obedience, good listening skills, or moral fiber, for example. Neuroscientists are skeptical that the highly differentiated and modular structure of the brain is consistent with a unitary form of intelligence. Computer scientists have devised programs deemed intelligent; these programs often go about problem-solving in ways quite different from those embraced by human beings or other animals.

Even within the field of psychology the natives have been getting restless. Probably the most restless is the Yale psychologist Robert J. Sternberg. A prodigious scholar, Sternberg, who is forty-nine, has written dozens of books and hundreds of articles, the majority of them focusing in one or another way on intelligence.

Sternberg began with the strategic goal of understanding the actual mental processes mobilized by standard test items, such as the solving of analogies. But he soon went beyond standard intelligence testing by insisting on two hitherto neglected forms of intelligence: the "practical" ability to adapt to varying contexts (as we all must in these days of divorcing and downsizing), and the capacity to automate familiar activities so that we can deal effectively with novelty and display "creative" intelligence.

Sternberg has gone to greater pains than many other critics of standard intelligence testing to measure these forms of intelligence with the paper-and-pencil laboratory methods favored by the profession. And he has found that a person's ability to adapt to diverse contexts or to deal with novel information can be differentiated from success at standard IQ-test problems. His efforts to create a new intelligence test have not been crowned with easy victory. Most psychometricians are conservative – they like the tests that have been in use for decades, and if new ones are to be marketed, these must correlate well with existing instruments. So much for openness to novelty within psychometrics.

Others in the field seem less bound by its strictures. The psychologist and journalist Daniel Goleman has achieved worldwide success with his book Emotional Intelligence (1995). Contending that this new concept (sometimes nicknamed EQ) may matter as much as or more than IQ, Goleman draws attention to such pivotal human abilities as controlling one's emotional reactions and "reading" the signals of others. In the view of the noted psychiatrist Robert Coles, author of The Moral Intelligence of Children (1997), among many other books, we should prize character over intellect. He decries the amorality of our families, hence our children; he shows how we might cultivate human beings with a strong sense of right and wrong, who are willing to act on that sense even when it runs counter to self-interest. Other, frankly popular

accounts deal with leadership intelligence (LQ), executive intelligence (EQ or ExQ), and even financial intelligence.

Like Coles's and Goleman's efforts, my work on "multiple intelligences" eschews the psychologists' credo of operationalization and test-making. I began by asking two questions: How did the human mind and brain evolve over millions of years? and How can we account for the diversity of skills and capacities that are or have been valued in different communities around the world?

Armed with these questions and a set of eight criteria, I have concluded that all human beings possess at least eight intelligences: linguistic and logical-mathematical (the two most prized in school and the ones central to success on standard intelligence tests), musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal.

I make two complementary claims about intelligence. The first is universal. We all possess these eight intelligences – and possibly more. Indeed, rather than seeing us as "rational animals," I offer a new definition of what it means to be a human being, cognitively speaking: Homo sapiens sapiensis is the animal that possesses these eight forms of mental representation.

My second claim concerns individual differences. Owing to the accidents of heredity, environment, and their interactions, no two of us exhibit the same intelligences in precisely the same proportions. Our "profiles of intelligence" differ from one another. This fact poses intriguing challenges and opportunities for our education system. We can ignore these differences and pretend that we are all the same; historically, that is what most education systems have done. Or we can fashion an education system that tries to exploit these differences, individualizing instruction and assessment as much as possible.

(Source: Gardner, Howard. "Who Owns Intelligence?"
The Atlantic Monthly, 283 2 Feb. 1999: 67–76.)

Example

  a Binet is described as a brilliant pioneer, whose work remains influential today.
  b Increasing urbanisation prompted the idea to regulate immigration by means of an intelligence test.
  c The first test of intelligence was commissioned in order to restrict access to educational institutions.
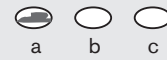
6 **a** Most psychometricians are partial to means of analysis that refrain from enlisting human participants.
     b There is a widespread belief that the traditional view of intelligence has been too narrow and disregards indispensable components of intelligence.
     c Traditional approaches to assessing intelligence have been supplanted by approaches employing more sophisticated technology.

7 **a** Advocates of multiple intelligences represent a minority in the field of psychology.
     b Scholars who defend the view of multiple intelligences argue that there is ample data to corroborate their position.
     c Tests based on the assumption of multiple intelligences have justifiably been used to successfully select academic candidates.

8 **a** A multitude of twin studies have provided evidence that IQ scores correlate equally with environmental and heritary factors.
     b Results of twin studies substantiate the Western world's opinion of heritability.
     c Studies show that correlations of intelligence among siblings stay constant throught their lives.

9 **a** A shortcoming of intelligence tests can be the moral ambiguity of some of the questions.
     b Bias towards certain social strata could easily be remedied because it is not difficult to recognize.
     c Differences in scores between different racial groups are attributed to environmental factors.

10 **a** As a means of compensating for the awareness of being tested as an academically inferior group, differentiated testing policies have been introduced.
     b Many scholars have published academic papers denying that certain groups receive preferential treatment.
     c Testing practice did not promote the social equality that early researchers in the field had desired.

11 a Psychologists have recently found new evidence to defend the concept of general intelligence.
   b Developments in artificial intelligence might give rise to a redefinition of intelligence.
   c Scholars concur that the core characteristics of intelligence are basically the same worldwide.

12 a Sternberg has found a new method to prove that standard test items neglect to consider certain factors of intelligence.
   b Sternberg holds that there are more suitable methods of intelligence than the old-fashioned use of paper and pencil.
   c Sternberg is known for incorporating adaptability and creativity into intelligence testing.

13 a Moral intelligence can be described as the determination to benefit the public as much as possible as long as one is not personally being harmed in any way.
   b People with poor social skills might have a lower IQ in the sense of traditional intelligence but on the other hand, they would score higher in terms of emotional intelligence.
   c The concepts of emotional and moral intelligence did not encounter as much resistance as the attempt to popularise practical and creative intelligence.

14 a According to the author, human beings may vary in their aptitude, but a common ground of certain shared abilities can nevertheless be identified.
   b The author agrees with the psychologists' view of intelligence only insofar as he concedes that scientific statements must be rigorously operationalised.
   c The author maintains that while all human beings share eight types of intelligence, there are certain types that deserve to be valued over others.

15 a The author believes that a school system that makes allowance for diverging aptitudes is as much desirable as it is unfeasible.
   b The author favours a school system that makes the most of students' varying aptitudes.
   c The author views the concept of customising education to differing needs as a transient trend.

Reading, Part 3

*Read the following text and decide which statement best matches each paragraph. It may be possible that in one or more instances, there is no matching paragraph. Mark your answers for items 16–25 on on page 2 of the answer sheet. Mark the items that have no answer with an **x**.*

By Liberal Things
By Northrop Frye

a
I have spoken of society as a continuum, and the more the student is absorbed by the university, the more aware he becomes of the continuity of human life. Tradition becomes visible to him: the tutorial, the seminar, the informal teaching lecture that modulates into questions and discussion—all these have come down practically unchanged from the days of Plato. He finds that science and philosophy are built on the work and on the criticism of previous thinkers, that the arts recreate their own classics, that history gathers precedent and shape with every significant event. This is the most obvious contrast between the university and ordinary life, where we are aware only of a liquid and dissolving stream of events. Yesterday's newspaper goes out in the garbage, and most of our memory of yesterday goes out with it; propaganda, advertising, fashions, and most entertainment depend on our forgetting on Monday whatever was said to us last Friday. The university preserves the memory of mankind, of mature man as distinct from the childishness immersed in the dissolving present or the senility immersed in the past.

b
It may seem strange to say that the world undervalues memory, when it is so fascinated by television programmes in which bags of gold are handed over to people with total recall. But a man with a large stock of facts is not always a student, any more than a miser is always an economist.

c
The kind of memory the university is interested in and tries to develop is practice memory, the skill and knowledge developed by constant application, the steady repetition that goes on in the unconscious, teaching us, as the proverb says, to skate in summer and swim in winter. This is the habit of learning, in the sense used by medieval scholars when they spoke of a man who could read Latin as having the "habit" of Latin.

d
When he studies, the student is building up these practical learning skills in himself by repeating what previous students have done before him, like an embryo summing up its earlier evolution. In the college's motto, *Abeunt studia in mores,* the word *studia* has precisely this meaning of habit or repetition. (In fact, in its original context, which is one of the naughtier poems of Ovid, it means bad habits.)

e
The student's habits are formed on different levels. On the surface of his mind he carries specific facts; most of these he will forget if he has no occasion to use them later, and like liquor permits, they are not transferable. Below this come his ideas and social attitudes, and below this again, the basis of the whole structure, is his imagination, his vision of the world he lives in and the world he wants to live in. The whole process makes up the training of the intelligence.

f

I have said that I do not mean by intelligence the intellect alone. Still less do I mean what is measured by I.Q. tests, the speed and accuracy of one's mental motor responses. I mean by intelligence the power which the disciplined mind has of arriving at a decision. Most decisions in ordinary life are settled by custom or prejudice, but even there we can see what ferocious battles in the mind may spring up in any crisis. The emotion bucks and plunges; the intuition leaps ahead and is lost to view; the imagination throws up one phantasm after another; the memory mutters and gibbers like a chained ape; the intellect urges the most reckless courses of action as the only logical ones. I know that psychology has technical terms for all this; I give the words in common use. All these powers and many others are fighting each other to exhaustion whenever a woman is buying a new hat.

g

At university the student's mind is attacked on all fronts. The sciences demand intellect, the arts demand good taste, or disciplined imagination and emotions. The student soon finds, however, that no matter what he studies, all the resources of his mind have to be brought into play. They may be differently grouped for different studies, but they are always all there, and all necessary.

h

It is very dangerous to assume that only the emotions can stampede the mind. When the intellect starts screaming "If you accept this, then you must do that" the intellect must be taught to behave itself like everything else. In short, learning to think is a much more complicated matter than training the intellect. A student soon finds that learning about things is very elementary and very easy. If he is reasonably bright and has a week to cram, a small corner of his mind can usually learn enough about his subjects to get him through.

i

But the university does not want him merely to know about things, but to know them, to realize them and make them part of himself. This is more difficult: for one thing, it demands moral qualities, like courage and honesty. A century ago, Thomas Huxley, discussing liberal education, tried to shock the highbrows of his day by describing the intellect as a "clear, cold logic engine." This was before the days of automobiles, and the metaphor will not commend itself to anyone who has gone into his garage on a winter morning and been faced by a clear and cold engine. Engines need heat and fuel to get anywhere, and there has never been a thinker whose thoughts were not driven by passion and desire toward an end seen by the imagination.

j

The impact of the university rouses all the powers of the mind to fullest activity, and stirs up as much mental conflict as possible. The first casualty of this conflict is the notion we spoke of before, that the social clichés we hear all around us are the laws of nature and God, or magic formulas that answer all problems. The God the student thinks he believes in may only be Santa Claus; his notion of beauty may be only a vague association with the memory of something pleasant; his conscience may be only a sense of what pleased his mother at the age of four; his ideas may reflect only the chatter of his playmates. If so, he is in precisely the position of the young men in Athens asked by Socrates if they knew what justice or temperance or courage were. Of course they knew; everybody knows things like that. Except me, says Socrates: I don't know; you'll have to tell me. Two minutes later the boy finds his ideas crumbling like a ball of wet sand.

k

As we know, the authorities soon decided this sort of thing was corrupting youth. They may well have been right. War has begun in the student's mind, where all was quiet before, and if he does not instantly impose peace of boredom or scepticism or sentimental faith, there is no telling where it may lead. The powers of the awakened mind are not children's toys, and the university cannot guarantee that anything it offers will be harmless.

l
Everything depends on how the student reacts to seeing his sand castle destroyed by the first long reach of the sea. The conflict in his mind at this stage is really a war between two communities. On one side is the voice of ordinary society, offering comfort and adjustment. I am the real world, it says, and nothing you do is of any use unless it's useful to me. My ideas are woolly, but they are warm; they are sloppy, but you can relax in them.

m
On the other side is the university and the authority it derives from art and science. In place of the familiar and cosy it offers rigorous definition, exact measurement, tough subtle arguments, and moments of austere and profound beauty. Such a community has its own attractions, to a keen student very great attractions, but the world is right in a way. Education can only lead to maladjustment in the ordinary world: that is its end and its purpose. If one's view of society has been formed by the great philosophers, one cannot be satisfied with the view of it taken by luxury advertising; it is not easy to find the tragedy of life in soap operas if one has found it in the wrath of Achilles or the madness of Lear.

Excerpt (pg. 93–96) from: "By Liberal Things" a speech given at Victoria College on 24 September, 1959. Northrop Frye's Writings on Education. Volume 7. Ed. Jean O'Grady and Goldwin French. University of Toronto Press, 2000: pg. 88–103

In which section does the author

16 … suggest that education comes at the price of alienation?

17 … reject the idea that reasoning should be dispassionate?

18 … depict the various forces that govern our choices?

19 … imply that ignorance may be bliss?

20 … suggest that university is eye-opening with respect to established values and beliefs?

21 … imply that education has the potential to be disruptive?

22 … praise the endurance of certain forms of learning?

23 … state that a student draws from a pool of mental resources according to the subject of study?

24 … mention the challenge of mastering classical studies?

25 … implicitly criticise the mere accumulation of information?

Listening & Summarising

Situation

You will now hear a talk. You will hear it once. You have been asked to write a structured summary of what you hear for someone who cannot attend.

Task

Make notes on the paper provided while listening to the talk.

After the recording has been played, use your notes to write a concise summary of the talk on Answer Sheet S30. You should include the five main points and two subpoints for each. Write a coherent text, using full sentences.

The notes you make here will also be needed for the subtest Writing.

Professor Judith Harris
Artificial Intelligence –
'A Perfect and Beautiful Machine'

After listening

You now have 45 minutes in which to write your summary. Write the summary on pages 3 to 6 of the answer sheet.

At the end of the subtest Listening & Summarising

Please hand in pages 3 to 6 of the answer sheet. Leave the texts of the subtest Reading and your notes on the talk on your table. You will need these later for the subtest Writing.

There will now be a break of 20 minutes, for which you must leave the examination room.

Writing

You are required to write an essay dealing with the overall subject of this examination. Choose one of the topics given below:

▪ Can intellectual success at school be predicted, and to what extent can excellent academic achievements predict success later in life?

OR

▪ In what way do current developments in artificial intelligence affect our understanding of the nature of intelligence?

OR

▪ How justified is it to describe intelligence as multidimensional? Relate this concept to developments in society and discuss possible future implications.

You are expected to work with facts and arguments gleaned from at least three of the texts you have heard or read in the previous parts of the examination. For this you can refer to the three texts of the subtest Reading in your test booklet and the notes you made during the subtest Listening & Summarising.

At all times it is necessary for you to make clear whether you are quoting directly or indirectly from one of the sources or whether you are giving your own opinion or evaluation.

Write your essay on pages 7 to 14 of the answer booklet. You have 90 minutes for this subtest.

Oral Examination

Overview of the Oral Examination

The oral examination has two parts and lasts approximately 15 minutes. At the beginning there is a brief introductory conversation between the candidate and the examiners. The introductory conversation is unmarked.

Part 1: Presentation (approximately 6–8 minutes)

20 minutes before the oral examination, the candidate receives a task sheet with two topics in order to prepare a presentation on one of these topics. The presentation should take between 6 and 8 minutes.

Part 2: Question and Answer session (approximately 7–9 minutes)

After the presentation, the examiners will ask several follow-up questions. They can use the standard questions that are provided, but are also free to ask their own questions. The aim of this part of the examination is to have a conversation about various aspects of the topic and to assess the candidate's ability to defend his/her viewpoints.

Oral Examination – Candidate Sheet

Part 1: Presentation (approximately 6–8 minutes)

Situation:
You are taking part in a formal panel discussion. You are asked to introduce the topic.

Task
Choose either topic A or B. You have 20 minutes to prepare a presentation on this topic. You may make notes and refer to them during your presentation but you should not read a prepared text. Your presentation should last 6–8 minutes. It should be clear and well structured, highlighting the points that you think are the most essential and providing supporting details.

Topic A
How do you think that **technological developments have affected education** in schools and in the workplace? Your talk should include examples of how the way that we learn or what we learn has changed as a result of the use of computers and access to the Internet. You should also consider possible future developments.

or

Topic B
Present your opinion of the **European Union**, considering past, present and future developments. You can focus on one or several aspects such as political, historical, cultural, environmental, economic or other factors.

Oral Examination – Examiner Sheet

Part 2: Question and Answer Session (approximately 7–9 minutes)

After the presentation, the examiners should ask a number of follow-up questions along the lines of "In your talk you mentioned…. Could you explain that in greater detail?" These questions should develop naturally and spontaneously from what has been said. The following examiner questions are examples and should only be considered as a guide.

However, the examiners should also intentionally jump from one aspect to another so that the candidate has to comment on the topic from various viewpoints. The examiners should ask at least two of the following questions for this purpose. Questions should address aspects that have not been covered at all, or only briefly, and also encourage the candidate to express an opinion on an abstract level.

Topic A

How do you think that **technological developments have affected education** in schools and in the workplace? Your talk should include examples of how the way that we learn or what we learn has changed as a result of the use of computers and access to the Internet. You should also consider possible future developments.

Examiner Questions

1. How should the school curriculum be updated in light of technological developments? For example, should we still teach pupils to calculate using pen and paper?

2. It has been argued that digital literacy is the ability to effectively navigate, evaluate and create information using digital technologies. Does this give the younger generation a competitive advantage?

3. What are your views on how education should be funded? Is it the taxpayer's responsibility to put a computer in every classroom? Why (not)?

4. Since technology plays an ever more dominant role in the 21st century, how can we ensure that our communication skills and interpersonal relationships do not suffer?

5. How is the way we read texts on websites fundamentally different to the way we read books? Is one superior?

6. How is the easy access to information on the Internet influencing the way people now deal with knowledge?

7. What teaching qualities are specific to face-to-face instruction and not possible with a computer?

Oral Examination – Examiner Sheet

Part 2: Question and Answer Session (approximately 7–9 minutes)

After the presentation, the examiners should ask a number of follow-up questions along the lines of "In your talk you mentioned…. Could you explain that in greater detail?" These questions should develop naturally and spontaneously from what has been said. The following examiner questions are examples and should only be considered as a guide.

However, the examiners should also intentionally jump from one aspect to another so that the candidate has to comment on the topic from various viewpoints. The examiners should ask at least two of the following questions for this purpose. Questions should address aspects that have not been covered at all, or only briefly, and also encourage the candidate to express an opinion on an abstract level.

Topic B

Present your opinion of the **European Union,** considering past, present and future developments. You can focus on one or several aspects such as political, historical, cultural, environmental, economic or other factors.

Examiner Questions

1. Some countries belong to the European Union but do not have the Euro since they do not support the idea of a single currency within Europe. What is your viewpoint?

2. In what ways do the countries that belong to the European Union understand each other better and profit from each other on an intercultural level?

3. Some say that the European Union is a perfect place for organised crime and human trafficking because of the lack of borders. What is your opinion?

4. In what way do you feel yourself to be a European citizen or would you always only identify with your particular country of origin? Justify your statement.

5. Many people criticise the inefficient European Union policies that may be good for one group or country but not for another. What is your opinion of EU legislation?

6. To join the European Union a state needs to fulfil certain economic and political conditions, but is there a limit as to which and how many countries should be allowed to join the European Union? Justify your opinion.

7. What lessons can the European Union learn from history? Give examples.

telc
LANGUAGE TESTS

1 1 3 5

ENGLISH C2

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

Beispiel: 23. April 1989
Example: 23 April 1989

1989.04.23

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · masculino · masculin · maschile · erkek · мужской
☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

Beispiel: 17. Februar 2014
Example: 17 February 2014

2014.02.17

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

001 – Deutsch
002 – English
003 – Français
004 – Español
005 – Italiano
006 – Português
007 – Magyar
008 – Polski
009 – Русский язык
010 – Český jazyk
011 – Türkçe
012 – عربي
013 – 汉语
000 – andere/other

Answer Sheet S30

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1 1 3 5

Reading Part 1

	a	b	c	d	e	
1	○	○	○	○	○	1
2	○	○	○	○	○	2
3	○	○	○	○	○	3
4	○	○	○	○	○	4
5	○	○	○	○	○	5

Reading Part 2

	a	b	c	
6	○	○	○	6
7	○	○	○	7
8	○	○	○	8
9	○	○	○	9
10	○	○	○	10
11	○	○	○	11
12	○	○	○	12
13	○	○	○	13
14	○	○	○	14
15	○	○	○	15

Reading Part 3

	a	b	c	d	e	f	g	h	i	j	k	l	m	x	
16	○	○	○	○	○	○	○	○	○	○	○	○	○	○	16
17	○	○	○	○	○	○	○	○	○	○	○	○	○	○	17
18	○	○	○	○	○	○	○	○	○	○	○	○	○	○	18
19	○	○	○	○	○	○	○	○	○	○	○	○	○	○	19
20	○	○	○	○	○	○	○	○	○	○	○	○	○	○	20
21	○	○	○	○	○	○	○	○	○	○	○	○	○	○	21
22	○	○	○	○	○	○	○	○	○	○	○	○	○	○	22
23	○	○	○	○	○	○	○	○	○	○	○	○	○	○	23
24	○	○	○	○	○	○	○	○	○	○	○	○	○	○	24
25	○	○	○	○	○	○	○	○	○	○	○	○	○	○	25

After completing the subtest Reading, please separate this sheet from the others and hand it in.

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

SNT   MNT

S   Q   P

Listening & Summarising

Raters only

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1 1 3 5

Listening & Summarising

Rater 1

Main Points

5   4   3   2   1   0

	4	2	0
Subpoint 1			
Subpoint 2			
Subpoint 3			
Subpoint 4			
Subpoint 5			

Language

A   B   C   D

Code No. Rater 1

Rater 2

Main Points

5   4   3   2   1   0

	4	2	0
Subpoint 1			
Subpoint 2			
Subpoint 3			
Subpoint 4			
Subpoint 5			

Language

A   B   C   D

Code No. Rater 2

telc rating

Main Points

5   4   3   2   1   0

	4	2	0
Subpoint 1			
Subpoint 2			
Subpoint 3			
Subpoint 4			
Subpoint 5			

Language

A   B   C   D

Code No. telc Rater

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After completing the subtest Listening & Summarising, please separate this sheet from the others and hand it in.

1 1 3 5

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Test versiyonu · Тестовая версия

Writing

Raters only

0294557361

1 1 3 5

1 1 3 5

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

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1 1 3 5

telc English C2

1 1 3 5

4233557368

1 1 3 5

Writing

Rater 1		Rater 2		telc Rating	
Wrong topic? yes no		Wrong topic? yes no		Wrong topic? yes no	
1 A B C D	Task Management	1 A B C D	Task Management	1 A B C D	Task Management
2 A B C D	Coherence/Cohesion	2 A B C D	Coherence/Cohesion	2 A B C D	Coherence/Cohesion
3 A B C D	Accuracy	3 A B C D	Accuracy	3 A B C D	Accuracy
4 A B C D	Repertoire	4 A B C D	Repertoire	4 A B C D	Repertoire

Code No. Rater 1

Code No. Rater 2

Code No. telc Rater

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telc
LANGUAGE TESTS

| | | | | | | | | | | | | | 1 | 1 | 3 | 5 | | | | | | |

Familienname · Surname · Apellido · Nom · Cognome · Soyadi · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adi · Имя

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Test versiyonu · Тестовая версия

Examiners only!
Oral Examination

Speaking

Examiner 1

Content					
1 Task Management		**A**	**B**	**C**	**D**
Part 1	Presentation	○	○	○	○
Part 2	Question and Answer Session	○	○	○	○

Language (Parts 1 and 2)	**A**	**B**	**C**	**D**
2 Fluency	○	○	○	○
3 Repertoire	○	○	○	○
4 Accuracy	○	○	○	○
5 Pronunciation / Intonation	○	○	○	○

Code No. Examiner 1

Examiner 2

Content					
1 Task Management		**A**	**B**	**C**	**D**
Part 1	Presentation	○	○	○	○
Part 2	Question and Answer Session	○	○	○	○

Language (Parts 1 and 2)	**A**	**B**	**C**	**D**
2 Fluency	○	○	○	○
3 Repertoire	○	○	○	○
4 Accuracy	○	○	○	○
5 Pronunciation / Intonation	○	○	○	○

Code No. Examiner 2

0524557367

M a r k i n g   C r i t e r i a :
L i s t e n i n g   &   S u m m a r i s i n g

The candidate's performance in this subtest is assessed on the basis of content (25 points) and use of language (15 points). Thus a maximum of 40 points may be awarded. No points will be deducted if words or passages are quoted verbatim from the lecture.

1. Content

This task assesses the candidate's ability to identify and convey the structure, main points and subpoints of a lecture. When marking the candidate's summary, the raters will determine whether this information has been adequately communicated. This means that the text must be informative and intelligible for a reader who has not heard the lecture.

A maximum of 5 points is awarded for naming the main points of the text (one point for naming each main point). For each main point there will be at least two subpoints. A maximum of four points per main point is awarded for covering these subpoints (two points each). For more information refer to page 54 and 55.

2. Language

The quality of language will be assessed globally and is worth 15 points, according to the following criteria:

- The text should be clear and written in a style and register appropriate to the context.
- The central argument of the lecture should be relayed in a manner that is both coherent and accurate.
- The text should demonstrate a very high level of lexical, grammatical, syntactic and orthographic control.

Points

A	B	C	D
15 points The text **entirely** satisfies all criteria for successful completion of the task.	10 points The text satisfies **most** of the criteria for successful completion of the task.	5 points The text fails to satisfy **several** criteria for successful completion of the task.	0 points The text contains passages that are unclear. The text does **not** satisfy the criteria.

Marking Criteria: Writing

The candidate's performance in this subtest is assessed on the basis of four criteria that are evenly weighted. A maximum of 40 points may be awarded.

Rating will be carried out both in the exam centres and on the premises of telc gGmbH.

1. Task Management

Performance is assessed according to the following criteria, which are based on what can be expected of a learner at C2 level of the CEFR:
- The text covers all aspects of the task in sufficient detail.
- The task is fulfilled in a clear, logical, effective and precise manner.
- The text demonstrates a clear line of argument and a sufficiently critical discussion or analysis of the source texts.
- The candidate's text adheres to the conventions of the appropriate genre.
- The candidate differentiates clearly between original ideas and those found in the sources.

N.B. If the candidate's text does not relate to the given task, the rater will indicate "Wrong Topic". In this case, the candidate will receive "D" for all four criteria.

A	B	C	D
The text **entirely** satisfies all criteria for successful completion of the task. The ideas are formulated clearly and precisely. The text deals appropriately with at least **three** of the texts heard and read in the exam. It is written in the correct genre, i.e. it is appropriate for the intended audience.	The text satisfies **most** of the criteria for successful completion of the task. For the most part, the text is clear and written in the appropriate genre. The text deals appropriately with at least **two** of the texts heard and read in the exam.	The text fails to satisfy **several** criteria for successful completion of the task. The text is unclear and/or is inappropriate for the intended audience. The text deals appropriately with only **one** of the texts heard and read in the exam.	The candidate's performance **fails** to satisfy the criteria. The text is inappropriate in terms of topic and/or genre. The text does not deal appropriately with any of the texts heard and read in the exam or the author consistently fails to distinguish original ideas from those found in the source material.

2. Coherence and Cohesion

Performance is assessed according to the following criteria:
- The text is easy to follow and provides sufficient guidance for the reader; it is a coherent whole.
- The text makes full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.

A	B	C	D
The text consistently demonstrates the competences expected at this level regarding coherence and cohesion.	The text largely meets the expectations, but there are a few incoherent or unclear passages. Cohesive devices are mostly used effectively.	The text is not consistently coherent and lacks clarity. A number of cohesive devices are used inappropriately or incorrectly or only simple linking devices are attempted.	Many passages of the text are incoherent and unclear. The text lacks linking devices or they are mostly used incorrectly.

3. Accuracy

Performance is assessed according to the following criteria:
- There are no or only very few morphological, lexical and syntactical mistakes, even when complex sentence structures are used.
- Spelling and punctuation are accurate.

A	B	C	D
The text consistently demonstrates the degree of accuracy expected at this level of competence.	The text largely meets the expectations, but there is evidence of some minor errors.	There are some significant and noticeable errors which at times. impair comprehension.	There are numerous noticeable errors which interfere with the meaning of the text. A few passages are difficult to understand upon first reading.

4. Repertoire

Performance is assessed according to the following criteria:
- The text contains a very broad range of vocabulary and syntax, including relevant academic vocabulary.
- The text consists mainly of complex grammatical structures.
- Unnecessary repetition is avoided through versatile use of a wide range of lexical items.
- Idioms and collocations are used appropriately.

A	B	C	D
The text consistently demonstrates the competences expected at this level.	The candidate's linguistic skills very occasionally restrict what he or she is trying to express. A broad range of vocabulary is demonstrated.	The ideas in the text are expressed imprecisely due to a restricted repertoire. Circumlocutions, simplifications and/or unnecessary repetition are in evidence.	The text does not demonstrate a broad range of linguistic resources. It consists largely of simple vocabulary and structures. There are instances of unnecessary repetition.

Points

	A	B	C	D
Task Management	10	7	3	0
Coherence and Cohesion	10	7	3	0
Accuracy	10	7	3	0
Repertoire	10	7	3	0

Marking Criteria for Listening & Summarising

	A	B	C	D
Language	The text **entirely** satisfies all criteria for successful completion of the task.	The text satisfies **most** of the criteria for successful completion of the task.	The text fails to satisfy **several** criteria for successful completion of the task.	The text contains passages that are unclear. The text does **not** satisfy the criteria.

The text should demonstrate a very high level of grammatical, syntactic and orthographic control. The text should be clear and written in style appropriate to the context.

Marking Criteria for Writing

	A	B	C	D
Task Management	The text consistently demonstrates the competences expected at this level regarding coherence and cohesion.	The text satisfies **most** of the criteria for successful completion of the task. For the most part, the text is clear and written in the appropriate genre. The text deals appropriately with at least **two** of the texts heard and read in the exam.	The text fails to satisfy **several** criteria for successful completion of the task. The text is unclear and/ or is inappropriate for the intended audience. The text deals appropriately with only **one** of the texts heard and read in the exam.	The candidate's performance **fails** to satisfy the criteria. The text is inappropriate in terms of topic and/or genre. The text does not deal appropriately with any of the texts heard and read in the exam or the author consistently fails to distinguish original ideas from those found in the source material.
	The text **entirely** satisfies all criteria for successful completion of the task. The ideas are formulated clearly and precisely. The text deals appropriately with at least **three** of the texts heard and read in the exam. It is written in the correct genre, i.e. it is appropriate for the intended audience.			
	The task is successfully completed in terms of including relevant content. The text demonstrates a clear line of argument and a sufficiently critical discussion of the source texts.			
Coherence and Cohesion	The text consistently demonstrates the competences expected at this level regarding coherence and cohesion.	The text largely meets the expectations, but there are a few incoherent or unclear passages. Cohesive devices are mostly used effectively.	The text is not consistently coherent and lacks clarity. A number of cohesive devices are used inappropriately or incorrectly or only simple linking devices are attempted.	Many passages of the text are incoherent and unclear. The text lacks linking devices or they are mostly used incorrectly.
	The text is easy to follow and provides sufficient guidance for the reader. The text makes full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.			
Accuracy	The text consistently demonstrates the degree of accuracy expected at this level of competence.	The text largely meets the expectations, but there is evidence of some minor errors.	There are some significant and noticeable errors which at times impair comprehension.	There are numerous noticeable errors which interfere with the meaning of the text. A few passages are difficult to understand upon first reading.
	There are no or only very few morphological, lexical, and syntactic mistakes, even when attempting complex sentence structures.			
Repertoire	The text consistently demonstrates the competences expected at this level.	The candidate's linguistic skills very occasionally restrict what he or she is trying to express. A broad range of vocabulary is demonstrated.	The ideas in the text are expressed imprecisely due to a restricted repertoire. Circumlocutions, simplifications and/or unnecessary repetition are in evidence.	The text does not demonstrate a broad range of linguistic resources. It consists largely of simple vocabulary and structures. There are instances of unnecessary repetition.
	The text contains a very broad range of vocabulary and syntax. Unnecessary repetition is avoided through use of a wide range.			

Marking Criteria: Speaking

The candidate's performance in the Speaking subtest is assessed according to five criteria.

1. **Task Management**
2. **Fluency**
3. **Repertoire**
4. **Grammatical Accuracy**
5. **Pronunciation and Intonation**

In each of these criteria, the candidate's performance is marked according to how it fulfils the target level C2, whether the performance is *"appropriate in all respects"*, *"appropriate in most respects"*, *"mostly inappropriate"* or *"completely inappropriate"*.

Below you will find the criteria individually defined with "can do statements" based on the *Common European Framework of Reference for Languages.* For easy reference during the examination there is a table at the end of this information.

Task Management is marked separately for each part of the oral examination. Language (criteria 2 – 5) applies to the oral performance as a whole.

1. Task Management

This criterion is applied to each individual part of the oral examination separately.
The candidate's performance is assessed according to the following criteria:

Part 1 Presentation
- The given task is successfully fulfilled as an extended monologue of the required length.
- The candidate uses the appropriate semi-formal register.
- The presentation is clearly and logically structured, with a suitable introduction and conclusion.
- Important points in the presentation are highlighted, making them easy to recall.
- The presentation deals with the topic with an appropriate measure of depth and abstraction.

Part 2 Question and Answer Session
- The candidate contributes actively and effortlessly to the conversation.
- The candidate's answers are well structured and pertinent, views and opinions are well-defended.
- The candidate's style of argumentation and register (semi-formal) are appropriate to the context.
- The candidate can handle probing or otherwise difficult questions in an appropriate manner.
- The candidate can readily comment on abstract or intellectually challenging ideas.

Marking

A	B	C	D
The candidate's performance is consistently appropriate to the given task at the required level of competence.	The candidate's performance is appropriate to the given task in most respects.	The candidate's performance is not appropriate to the given task in several respects. This mark is also given when the presentation lasts under 4 minutes.	The candidate's performance is (almost) completely inappropriate to the given task, or the candidate does not actively participate. This mark is also given if the presentation lasts under 3 minutes.

2. Fluency

The candidate's performance is assessed according to the following criteria:

▪ The candidate speaks very fluently and spontaneously without having to search for words.
▪ Irrespective of the candidate's natural rate of articulation, a smooth flow of speech is maintained.
▪ Possible hesitations or other minor disfluencies (repetition, revision and repair), do not arise from a lack of proficiency in the target language but are evidence of complex cognitive processes.
▪ The candidate uses linking devices, so that the communication is coherent.
▪ Communication appears natural, spontaneous and effortless; pauses are made deliberately and do not impede the communication.

Marking

A	B	C	D
Communication is effortless and natural. The candidate consistently speaks in a fluent and coherent manner.	Communication is natural most of the time. The candidate generally speaks fluently with only occasional disfluencies, mostly when voicing complex thoughts.	Communication does not always flow smoothly. The candidate often pauses in order to search for words, even when the thoughts are not very complex.	There are pauses in the flow of speech that disrupt communication. The candidate can only voice simple thoughts and answer easy questions relatively fluently.

3. Repertoire

The candidate's performance is assessed according to the following criteria:

▪ A very broad range of linguistic skills is demonstrated; the candidate expresses himself or herself precisely and in a varied way.
▪ The candidate does not give the impression of being in any way restricted in what he or she wants to say.
▪ The candidate commands a wide range of vocabulary, including idiomatic expressions and colloquialisms and can use them effectively in the given situation.
▪ The candidate can select effective and sophisticated language to deal with challenging topics.
▪ The candidate demonstrates correct use of determiners and qualifiers to express finer shades of meaning.

Marking

A	B	C	D
The candidate consistently demonstrates the competences expected at this level.	The candidate's linguistic skills very occasionally restrict what he or she wants to say. The most effective expression is not always chosen.	The candidate does not express him/herself precisely, often uses circumlocutions or simplifications.	The candidate's performance in no way demonstrates a broad range of linguistic skills.

4. Grammatical Accuracy

The candidate's performance is assessed according to the following criteria:

- Even when using complex language, there are hardly any grammatical errors.
- The candidate can maintain a high level of accuracy, even when concentrating on other things, such as expressing a thought precisely.
- The candidate monitors and repairs minor inaccuracies (back-tracking) discretely.

Marking

A	B	C	D
The candidate consistently demonstrates a high level of grammatical accuracy, however demanding the situation might be.	The candidate generally demonstrates a high level of grammatical accuracy except in a very demanding situation.	The candidate makes several grammatical errors, especially when using more complex structures.	The candidate frequently makes grammatical errors, even when using simpler structures.

5. Pronunciation and Intonation

The candidate's performance is assessed according to the following criteria:

- Pronunciation and intonation are clear and natural.
- The candidate uses correct rhythm and melody for words and sentences.
- The candidate can vary stress and intonation correctly in order to express finer shades of meaning.

Marking

A	B	C	D
The candidate consistently demonstrates clear and natural pronunciation and intonation, despite a slight accent.	The candidate generally demonstrates clear and natural pronunciation and intonation. Occasionally extra concentration is required on the part of the listener.	The candidate makes some mistakes in pronunciation and intonation so that extra concentration is required on the part of the listener most of the time.	The candidate makes frequent mistakes in pronunciation and intonation so that it is sometimes difficult to follow him/her.

Points

Content

1. Task Management

	A	**B**	**C**	**D**
Part 1: Presentation	8	5	3	0
Part 2: Question and Answer Session	8	5	3	0

Total points for Task Management: 16

If the candidate does not present either of the exam topics and instead gives a presentation on another topic, then the whole oral examination is given zero points (Wrong Topic).

Language (Parts 1 and 2 together)

	A	**B**	**C**	**D**
2. Fluency	6	4	2	0
3. Repertoire	6	4	2	0
4. Grammatical Accuracy	6	4	2	0
5. Pronunciation and Intonation	6	4	2	0

Total points for Language: 24

Total points for Subtest Speaking: 40

Marking Criteria for Speaking – Summary

		A	B	C	D
1. Task Management	Completing the task, actively participating, precise, clear and structured speech, strategical competence	The candidate's performance is consistently appropriate to the given task at the required level of competence.	The candidate's performance is appropriate to the given task in most respects.	The candidate's performance is not appropriate to the given task in several respects. This mark is also given when the presentation lasts under 4 minutes.	The candidate's performance is (almost) completely inappropriate to the given task, or the candidate does not actively participate. This mark is also given if the presentation lasts under 3 minutes.
2. Fluency	Fluency, spontaneity, coherence, effortlessness	Communication is effortless and natural. The candidate consistently speaks in a fluent and coherent manner.	Communication is natural most of the time. The candidate generally speaks fluently with only occasional disfluencies, mostly when voicing complex thoughts.	Communication does not always flow smoothly. The candidate often pauses in order to search for words, even when the thoughts are not very complex.	There are pauses in the flow of speech that disrupt communication. The candidate can only voice simple thoughts and answer easy questions relatively fluently.
3. Repertoire	Very broad range of vocabulary and syntax, connotations, qualifiers and idiomatic expressions.	The candidate consistently demonstrates the competences expected at this level.	The candidate's linguistic skills very occasionally restrict what he or she wants to say. The most effective expression is not always chosen.	The candidate does not express him/herself precisely, often uses circumlocutions or simplifications.	The candidate's performance in no way demonstrates a broad range of linguistic skills.
4. Grammatical Accuracy	Hardly any grammatical mistakes, correct usage of expressions	The candidate consistently demonstrates a high level of grammatical accuracy, however demanding the situation might be.	The candidate generally demonstrates a high level of grammatical accuracy except in a very demanding situation.	The candidate makes several grammatical errors, especially when using more complex structures.	The candidate frequently makes grammatical errors, even when using simpler structures.
5. Pronunciation and Intonation	Natural sound, stress and melody, intonation used to convey shades of meaning	The candidate consistently demonstrates clear and natural pronunciation and intonation, despite a slight accent.	The candidate generally demonstrates clear and natural pronunciation and intonation. Occasionally extra concentration is required on the part of the listener.	The candidate makes some mistakes in pronunciation and intonation, so that extra concentration is required on the part of the listener most of the time.	The candidate makes frequent mistakes in pronunciation and intonation, so that it is sometimes difficult to follow him/her.

Points and Weighting

	Subtest	Points	Maximum Number of Points	Weighting
Written Examination	**Reading**			
	Part 1 5 items, 2 points each	10		
	Part 2 10 items, 1 point each	10		25 %
	Part 3 10 items 2 points each	20	40	
	Listening & Summarising			
	Content	25	40	25 %
	Language	15		
	Writing		40	25 %
	Total for written exam		120	

	Subtest	Points	Maximum Number of Points	Weighting
Oral Examination	**Speaking**			
	Part 1 Presentation Content	8		
	Part 2: Question and Answer Session Content	8		
	Language (parts 1 and 2)	24		
	Total for oral exam		40	25 %

	Points	Weighting
Sub-Total of the Written Examination	120	75 %
Sub-Total of the Oral Examination	40	25 %
Total Points	160	100 %

When is a certificate awarded?

Two conditions must be satisfied for a telc English C2 certificate to be awarded. Firstly, the candidate must receive a minimum of 96 points, i.e. 60% of the maximum number of points. Secondly, the candidate must receive at least 60% of the maximum number of points in the oral examination and in the written examination. That means a minimum of 24 points and 72 points respectively.

The final score is calculated by adding the number of points received on each of the subtests. The score breakdown is as follows:

144–160 points	Very Good
128–143 points	Good
112–127 points	Satisfactory
96–111 points	Pass
0–95 points	Fail

When can the exam be retaken?

Candidates may take the entire *telc English C2 exam* as often as they wish. In the case that the candidate failed only the oral or written examination of the test, that examination can be retaken any time before the end of the next calendar year. This deadline also applies to sitting parts of exams which a candidate was unable to attend on the original date.

Background Information
telc English C2

Answer Sheet S30

For candidates: At the beginning of the examination, each candidate is given an Answer Sheet S30. Page 1 is for the candidate's contact information and page 2 is for the answers to the three Reading subtests. Pages 1 and 2 must be filled in with a soft lead pencil. Pages 3–6 are for writing the summary from the subtest Listening & Summarising, and pages 7–14 are for writing the essay from the subtest Writing. The candidate may write on pages 3–14 with a pen.
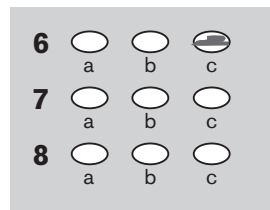
For raters: The bottom of page 6 and page 14 are for the use of raters only. The raters enter their code number and the results of their assessment in the appropriate box on page 6 (subtest Listening & Summarising) and page 14 (subtest Writing), using a soft lead pencil.

For examiners: During the Oral Examination (subtest Speaking), each examiner assesses the candidate using Score Sheet M10. After the examination, the examiners individually enter their code numbers and their final marks in the appropriate box on page 15 of the candidate's Answer Sheet S30, using a soft lead pencil.

Scoring
The answer sheets are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and, if the required marks have been achieved, a telc certificate at the attained level. Data collected during the electronic scoring will be used for the purpose of continuous test validation and improvement.

telc raters and examiners
All examiners who evaluate the candidates' oral performances possess a telc examiner licence. They have received this licence by successfully participating in a telc examiner training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach.

All raters who evaluate the candidates' written performance are licensed telc raters who have longstanding experience of evaluating writing samples. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

telc licences are valid for three years, after which time the examiners and raters must attend another training course in order to renew their licences and ensure that their rating standards remain consistent.

Further information can be found on our website: www.telc.net.

Written Examination

The written examination, which lasts 230 minutes (250 minutes including the break), consists of the following subtests: Reading, Listening & Summarising, and Writing. There is a 20-minute break after the Listening & Summarising subtest.

The examination begins with the Reading subtest, followed by Listening & Summarising. Once these subtests have been completed, the candidates will be asked to detach pages 1–6 from Answer Sheet S30. After the 20-minute break, the exam resumes with the Writing subtest. After 90 minutes, the examiner will collect all relevant answer sheets. This concludes the written component of the examination.

Oral Examination

Preparation Time

The candidate is given a task sheet with two topics and 20 minutes to prepare a presentation on one of these topics. During this time, the candidate must not consult any materials whatsoever, including a dictionary or online resources. Any notes made during this time can be used during the exam but the candidate should not read a prepared text.

Speaking

The oral examination, which is always carried out individually, should take about 15 minutes. It consists of two parts. First, the candidate is asked to give a 6–8 minute presentation. This is followed by the Question and Answer Session which should last 7–9 minutes.

The Role of the Examiners

The examiners ensure that the time frame for each part of the oral examination is adhered to, and that there is a smooth transition from the Presentation to the Question and Answer Session. One examiner will act as interlocutor and is responsible for signalling the beginning and end of the examination. However, both examiners will ask questions during the second part of the exam and take an active role in the discussion.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidate's performance individually. After the candidate has left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations but they do not need to reach a consensus regarding the marks awarded to the candidate. Finally, they transfer their assessments to the Answer Sheet S30. If there is any discrepancy between the two assessments, telc will take the average.

Framework for the Oral Examination

Although every examination conversation is different, in the interests of consistency and reliability, examiners should always adhere to a standard framework. The following typical prompts demonstrate how the examination can be given the necessary structure, leading the candidate through all the parts. In order to motivate the candidate to speak and keep the conversation going, the examiners should ask open questions as far as possible.

Beginning the exam	
Short introduction to ensure there is a friendly atmosphere. The first examiner begins.	*Welcome to this Oral Examination. I'm (name) and this is my colleague (name). Before we begin, could you tell us a little bit about yourself?*
Part 1: Presentation	
Should the candidate find that s/he is unable to speak for at least six minutes, the interlocutor will prompt the candidate to continue.	*Can you say some more? You still have a couple of minutes.*
Part 2: Question and answer session	
One examiner thanks the candidate and leads into the discussion. Both examiners ask follow-up questions and also use the questions that have already been formulated on the examiners' sheet.	*Thank you. Now let's move to the discussion section. In your presentation you mentioned….*
Indicating that the exam is nearly over the first examiner asks the last question:	*That brings me to the last question: …*
Ending the exam	
The first examiner concludes the examination taking care not to say anything that could be construed as an assessment.	*Thank you. We have come to the end of the exam. You will get your results in a few weeks.*

English C2
Oral Examination – Score Sheet M10

<div style="border:1px solid #000; padding:10px;">

Speaking

Candidate

Last Name

First Name

Content

1 Task Management

	A	B	C	D
Part 1 Presentation	○	○	○	○
Part 2 Question and Answer Session	○	○	○	○

Language (Part 1 and 2)

	A	B	C	D
2 Fluency	○	○	○	○
3 Repertoire	○	○	○	○
4 Grammatical Accuracy	○	○	○	○
5 Pronunciation and Intonation	○	○	○	○

</div>

Date   Examiner

Examination Centre

Attention: The marking results need to be transferred onto Answer Sheet S30, page 15

Answer Key

Reading Part 1

Sequence	0	1	2	3	4	5
Paragraph	Z	D	A	E	C	B

Reading Part 2
6   b
7   a
8   b
9   a
10   c
11   b
12   c
13   c
14   a
15   b

Reading Part 3
16   m
17   i
18   f
19   l
20   j
21   k
22   a
23   g
24   x
25   b

Listening & Summarising

Sample Outline for the Listening & Summarising Subtest

The summary should include the five main points mentioned in the Listening text; one point will be awarded for each of the main points (total: five points). The main points can also be conveyed in the form of indirect questions.

Table of Main Points

	Indirect Question	Heading
1	Can machines recognize and produce human language?	Developments in voice recognition and machine-produced language
2	Can machines play games and learn from the experience?	Developments in heuristic machine learning
3	Can machines respond creatively?	The creative potential of artificial intelligence
4	Are machines capable of emotion?	The future of machines developing the capacity to experience emotions
5	What distinguishes humans from machines?	Comparison of humans and androids

Table of Subpoints

Ten further points may be awarded for including additional information about each of the main points. The amount of additional information included for each main point may vary. Two points will be awarded for each additional piece of relevant information.

	Main Point	Subpoints
1	Can machines recognize and produce human language?	• Voice recognition software has helped the disabled. • Computers don't actually "understand". • Software that can generate spontaneous speech has not yet been developed. • How the Turing test is significant.
2	Can machines play games and learn from the experience?	• Computers neither tire nor make mistakes due to fatigue. • Both humans and computers can learn from their mistakes. • Computers may be better than humans at some games (chess). • Computers are less good at games that rely on strategy (Go).
3	Can machines respond creatively?	• Computers rely on an external power source, but some are able to locate their own power source. • Computers are generally limited by their programming, but some can create programs for other computers.
4	Are machines capable of emotion?	• Computers are probably not capable of human emotions. • Emotions might be just electrochemical responses. • Humans need emotions to function in society. • Computers would not perform more effectively if they did have emotions.
5	What distinguishes humans from machines?	• Androids are unlike humans because they don't eat, sleep and reproduce (Or: humans are organic). • In contrast to humans, androids lack free will.

Audio Script

Professor White:

Good afternoon, ladies and gentlemen. It gives me great pleasure to welcome you to today's lecture on artificial intelligence, the second in our interdisciplinary series entitled "The Anatomy of the Mind", which explores different approaches to understanding intelligence. The university is honoured that our Guest Speaker this afternoon, Professor Harris, has agreed to speak about how artificial intelligence fits into the wider philosophical debate about what it means to be human. Please join me in welcoming Professor Harris.

Professor Judith Harris:

Thank you, Professor White. It's a great pleasure for me to be here today. As you know, I'll be discussing artificial intelligence or AI. There's a lot of ground to cover and the research is extensive, so I'll be focussing on a few key questions. To begin with, I will speak about the activity many thinkers have claimed is distinctively human, namely the ability to speak and communicate using language. To what extent are computers able to process and generate human language? I'll then turn to ludic behaviour, something we humans share with much of the animal world – that is, engaging in games and play. Computers may be able to outperform humans on certain tasks, but to what extent are machines able to learn while engaged in play as we do? Anyone who has observed a child at play will know that humans can enjoy almost limitless creativity. In the third part of my talk I will address the extent to which machines can be considered "creative" or to have the power of imagination. From there I will move on to discussing what role emotions might play in artificial

intelligence and, finally, end by tackling the question of what might stand in the way of assembling artificial counterparts of ourselves.

So, let's start by looking at artificial speech. The big question here is, I suppose, will machines ever be able to hold a conversation like humans do; to speak and respond to a human being just like another human being does.

Research that has been carried out in the field of voice recognition has shed some interesting light on this question. The technology has been immensely helpful to the visually-impaired, who can dictate into a microphone, secure in the knowledge that their words will be 'understood' and inserted into a document. The software can also 'read' a written text aloud. Similarly, many computers and mobile devices nowadays can understand and carry out instructions.

Now I have just used the verbs 'understand' and 'read' to describe what the machine has done, but these words are perhaps misleading. The computer recognises sounds and speech patterns by comparing them to items stored in its memory, and then performs an action based on stored instructions. It only works with clear speech, and doesn't react well to strong accents or dialects. The machine has no need to understand the meaning of the words themselves, merely to find them in its rule book. This is a far cry from understanding as we know it.

Where does this leave spontaneity and originality? To develop true AI, the machine would need to be able to generate original speech or ideas, independent of any previous stimulus or specific programming. This has tremendous implications, and would be a huge leap forward; one that the experts are still working on.

Any AI machine that could do this, and this leads me to the last point I wanted to mention with regard to artificial speech, would have to pass the famous 'Turing Test', named after the British mathematician Alan Turing. Put at its simplest, the Turing test is a test in which an observer would communicate with a human and a machine without knowing which was which and would not be able to distinguish the machine's ability to show intelligent behaviour from that of the human. So far this has remained elusive, but for how long?

So, let's move on to the second issue: ludic behaviour, which is to say, behaviour characterized by play. Can machines play games and learn from the experience as we do? We know that tasks involving calculations or performing actions repeatedly are going to get done much faster and more efficiently by a computer. Machines neither tire, nor make errors due to fatigue; of course, people do. But there is an advantage to making mistakes, and that is that we can learn from them. So far we have been better than computers at this, but they are catching up on us. Computer programs nowadays are often 'heuristic' – this means that they try various solutions and can modify themselves according to what gives them the best results.

Games are a good example of this. We've seen how computer programs have evolved to play better and better chess. Perhaps it's wrong to talk of them 'playing chess', because what the computer does is to respond to a situation and predict possible outcomes, choosing the optimum outcome for what we think of as its 'move'. Because the computer can compute so much faster and more efficiently than a human brain it can 'see further ahead', that is look at more possible permutations of moves than a human mind can handle.

But there are still limitations to what computers can do. We'll be looking in more detail at some of these in a moment, but while we're talking about games, consider the oriental game, Go. More complex than chess, it has hundreds of pieces and places to play them. The pieces don't move around the board, but accumulate during the game, and can be removed in certain circumstances. Instinct and strategy define top players, and so far no computer has come close to beating the best of them. Which is not to say that one day it won't happen.

This brings me to my third point: can computers ever become truly creative? I think what we're getting at here is: can computers go beyond the way they are programmed? Can they break free of the rules that govern their behaviour – to be able to create something new and meaningful out of nothing?

We seem to be straying into the worlds of, well, science fiction. In one sense, computers as we know them are limited by the programs that are written for them, and by the need for a reliable and uninterrupted power source to keep them

working, but today computers can look for their own sources of power. And many computer programs today are themselves written – in whole or in part – by other computers, with no one human being actually understanding how the whole program works. Put the two together: self-charging machines that design their own heuristic software and you have to wonder where it will lead. If computers are able to reproduce other machines in their own image then perhaps at the end of the day the real question may be a theological one: is it only the belief in the – or the construct of a – soul that truly distinguishes mankind from machines?

Clearly, this is beyond the scope of today's talk, but now that I've mentioned the soul, this is probably the best point at which to move on to the next topic I wanted to cover: can programs ever be programmed to have – or develop – human emotions?

We feel, rightly or wrongly, that there's something humans possess, something somehow separate from our physical selves, where these emotions reside. Of course we may be wrong and these feelings may just be the result of electrochemical impulses firing off in our brains. But our emotions are essential for our social interaction with others – without them we are unfit for purpose. The question for computers, robots, androids or whatever else is coming along, will be whether they can progress from behaviourist stimulus and response to having genuine feelings of their own.

I tend to doubt it. As I see it, if machines need to interact with us or each other then they will do so more efficiently by being rational and predictable – it would

not be in their or our interest for them to become moody and capricious.

For the last part of my talk I would like to share some rather more speculative ideas. Consider, for example, the possibility of creating artificial versions of ourselves, perhaps even clones of ourselves using our own DNA in some futuristic fusion of flesh, silicon and steel. Well, I can't see far enough into the future to know whether there will ever be machines (let's call them androids) that will be able to live and communicate like us, but I can see some obvious difficulties.

Humans are wholly organic, and to survive they need to eat, sleep and reproduce. All of these functions are problematic with androids. The first may have analogies in practice, but the last is at present, if you'll pardon the pun, inconceivable. Perhaps a bigger problem is the question of free will. We have the ability – or so we like to believe – to make choices, often life-determining choices. It is hard to see that power delegated to a machine. In short, without freedom of choice, or some degree of free will, it is equally hard to see machines ever functioning in a way indistinguishable from humans.

So, I'd like to end here as I'm sure that some of you will have some questions …

C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

telc
LANGUAGE TESTS

Our Language Certificates
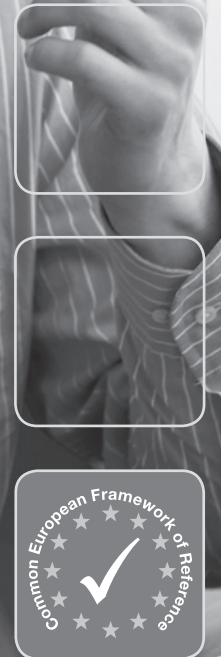
Common European Framework of Reference

ENGLISH

C2	telc English C2
C1	telc English C1
B2·C1	telc English B2·C1 Business telc English B2·C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1·B2	telc English B1·B2 telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

ČESKÝ JAZYK

B1	telc Český jazyk B1

PORTUGUÊS

B1	telc Português B1

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Medizin
B2	telc Deutsch B2+ Beruf telc Deutsch B2
B1·B2	telc Deutsch B1·B2 Pflege
B1	telc Deutsch B1+ Beruf Zertifikat Deutsch Zertifikat Deutsch für Jugendliche
A2·B1	Deutsch-Test für Zuwanderer
A2	telc Deutsch A2+ Beruf Start Deutsch 2 telc Deutsch A2 Schule
A1	Start Deutsch 1 telc Deutsch A1 Junior

ESPAÑOL

B2	telc Español B2 telc Español B2 Escuela
B1	telc Español B1 telc Español B1 Escuela
A2	telc Español A2 telc Español A2 Escuela
A1	telc Español A1 telc Español A1 Júnior

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2 telc Türkçe B2 Okul
B1	telc Türkçe B1 telc Türkçe B1 Okul
A2	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
A1	telc Türkçe A1

FRANÇAIS

B2	telc Français B2
B1	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
A2	telc Français A2 telc Français A2 Ecole
A1	telc Français A1 telc Français A1 Junior

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

اللغة العربية

B1	telc اللغة العربية B1

Free mock examinations can be downloaded at **www.telc.net**.

Examination Preparation

MOCK EXAMINATION 1
ENGLISH C2

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The examination *telc English C2* is a format that measures language competence at the highest level of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR).

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. This mock examination contains all the necessary information for the running and marking of the examination and can be used to simulate a real examination in English at level C2. It can be used in class to prepare candidates for the *telc English C2* examination as well as for examiner training and general information on this examination and the telc examination system.