



# MOCK EXAMINATION 2

## ENGLISH

Examination Preparation

# C2



# Contents

## Test





The format of the <i>English C2 examination</i> .....	5
Reading .....	6
Listening & Summarising .....	15
Writing .....	16
Speaking .....	17
Answer Sheet S30 .....	23

## Additional Information

### Marking Criteria

Listening & Summarising .....	38
Writing .....	39
Speaking .....	42
Points and Weighting .....	47
Background Information .....	49
Score Sheet M10 .....	52
Answer Key .....	53
Transcript .....	56

# Test Format

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

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** According to the latest data, women currently represent 56% of students attending higher education institutions. But this has not always been the case. Indeed, until the mid-nineteenth century, women in Britain were forbidden from engaging in formal tertiary education altogether.
- a** Despite such accusations, the college prided itself on its adherence to a conservative and 'male' system that sanctioned the studying of hard subjects such as mathematics. Davies felt that special treatment for female students could undermine the project and that 'different' would be viewed as synonymous with 'inferior'. Yet she was not deaf to the ongoing moral objections, acknowledging that her colleges did not aim at 'changing the occupations of women, but rather towards securing that whatever they do shall be done well'.
- b** The extension of education privileges to women was not met with broad enthusiasm, however. Hostilities largely coalesced around the view that allowing women access to academia would distract them from their natural role as wife and mother, although others cited so-called medical evidence that excessive mental stimulation could cause women to suffer 'anorexia scolastica' – dramatic weight loss and damage to the reproductive system.
- c** However, a university qualification would afford women the same opportunities and theoretical access to professions as their male counterparts and this attracted considerable consternation. Consequently, no college was permitted to issue degrees to women. It was not until the 1920s that women's achievements were recognised on an equal footing with men's.
- d** If Cambridge was brazenly flying the flag for female emancipation and equality, then the Oxford colleges were, to some extent, flying under the radar. Oxford's female-only colleges, Somerville and Lady Margaret, admitted fewer students and to a variety of 'softer subjects' and in so doing, drew less indignation.
- e** Long before the establishment of the first female-only university, objections to the exclusion of women from higher education had been regularly expressed. But it was not until the Langham Place Group – the first true feminist group – began to gain traction on a range of equality issues, that female tertiary education became feasible. In 1869, Emily Davies succeeded in opening Girton College, Cambridge.





# Marking Criteria: Listening & Summarising

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 <b>entirely</b> satisfies all criteria for successful completion of the task.	10 points The text satisfies <b>most</b> of the criteria for successful completion of the task.	5 points The text fails to satisfy <b>several</b> criteria for successful completion of the task.	0 points The text contains passages that are unclear. The text does <b>not</b> satisfy the criteria.

**Examination Preparation**

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## 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.