

ΥΠΟΕΡΓΟ 2: Επιμόρφωση Αξιολογητών και Ανάπτυξη Εκπαιδευτικού Υλικού για την Εξ αποστάσεως Εκπαίδευση Εξεταστών της Αγγλικής



THE C1/C2 LEVEL SPEAKING TEST

ASSESSING ORAL PRODUCTION
AT C LEVEL

ORAL EXAMINER INFORMATION PACK

SEPTEMBER 2014



1. THE C LEVEL EXAM: DISTINGUISHING CHARACTERISTICS

The C level language exam, introduced November 2013, aims to certify C1 and C2 level competence, on the scale set by the Council of Europe, as described by the *Common European Framework of Languages* (CEFR). The C level candidate, according to CEFR (2001), belongs to the proficient user category, and certification at this level indicates a target language user who is both highly proficient and efficient in foreign language use.

The theory of language underlying the C level exam is the same as that on which all other KPG exams are based. The view of language that the KPG exam battery adheres to is that language is a social phenomenon, and that to use language for a variety of purposes means to take part in social practices. Language is a dynamic, interactive, social phenomenon between the speaker and listener (or the reader and writer). We convey meanings not by single, isolated sentences which occur in a vacuum, but by more complex exchanges produced in a specific context in which the participants' beliefs, expectations, the knowledge they share about each other and of the world, and the situation in which they interact play a crucial part and determine the linguistic choices they will make. Language is not used to express grammar or vocabulary; it is used to perform or fulfil certain functions or purposes (e.g. to agree or disagree, to invite, to congratulate, to advise, to promote, to convince, to request, etc.) and the functions we want to perform will determine the shape of the text that emerges as we communicate with one another.

The C level exam has the following characteristics:

1. It is an integrated-graded exam. Each module contains an equal number of C1 and C2 level items.
2. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system
3. The C level exam includes mediation activities for production, as does the B level exam. That is, candidates at this level are required to produce oral or written speech in English prompted by a Greek text.
4. Rubrics are always in English.

2. OVERALL LANGUAGE ABILITY OF THE C LEVEL CANDIDATE

The **C-level** candidate is a **proficient user** of English. According to the CEFR's (2001) "global" representation, a **C2 level** candidate:

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

A **C1 level** candidate:

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

With reference to the CEFR (2001), the illustrative scales for C level competence in reading, writing, listening and speaking are as follows:

Illustrative scale for overall reading comprehension	
C2	<ul style="list-style-type: none"> • Can understand and critically interpret virtually all forms of the written language, including abstract, structurally complex, or highly colloquial literary and non-literary writings. • Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	<ul style="list-style-type: none"> • Can understand in detail lengthy, complex texts, whether or not they relate to her/his own area of specialty, provided s/he can reread difficult sections.

Illustrative scale for overall written production and interaction	
C2	<ul style="list-style-type: none"> • Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. • Can express her/himself with clarity and precision, relating to the addressee flexibly and effectively.

C1	<ul style="list-style-type: none"> • Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. • Can express her/himself with clarity and precision, relating to the addressee flexibly and effectively.
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Illustrative scale for overall listening comprehension	
C2	<ul style="list-style-type: none"> • Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
C1	<ul style="list-style-type: none"> • Can understand enough to follow extended speech on abstract and complex topics beyond her/him own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

Illustrative scale for overall oral production and interaction	
C2	<ul style="list-style-type: none"> • Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. • Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. • Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. • Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	<ul style="list-style-type: none"> • Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion • Can express her/himself fluently and spontaneously, almost effortlessly. • Has good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. • There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

3. EXPECTATIONS FOR ORAL PRODUCTION AT C LEVEL

The C level candidate is expected to be able to produce continuous oral discourse fluently, spontaneously and almost effortlessly while drawing on her/his personal knowledge and experience and/or on information which is provided in the exam material. Her/his language must be appropriate to the communicative situation, while her/his pronunciation and intonation must not obstruct the communication of her/his message in the target language.

More specifically, **the C1 level candidate** is expected to be able to:

- present and justify an opinion or express and explain why they wish for/intend to do something,
- present and develop an idea or argument,
- agree with and support someone else's point of view,
- present and develop various aspects of an issue or a problem,
- make an assumption or develop possible scenarios in relation to a situation and how this will develop, how people will act, etc.,
- express reservations about others' ideas or proposals or about the causes or consequences of a situation,
- develop the pros and cons of one or more proposals,
- propose the solution to a problem and defend their proposal by justifying why they think it would be effective,
- give instructions for taking action or present an action plan,
- summarise the main points of a talk or a discussion,
- present a common decision or conclusion related to an issue or an action plan.
- ask for explanations or clarifications,
- comment on/react to previously stated positions.

In addition to the above, **the C2 level candidate** should be able to:

- present and develop various arguments, views and ideas in a way which is appropriate for different interlocutors in different contexts,
- narrate in a natural way situations, events, facts and personal accounts in a coherent and cohesive way,
- use idiomatic expressions, being aware of how they are used in given social circumstances,
- reword in official language something that was originally said in everyday language, transfer whatever their interlocutor has said to another audience, and vice versa (e.g. explain something to children),
- make a public announcement eloquently with the proper style and language, so as to convey a message to their audience,
- present a complex issue to an audience unfamiliar with it, adjusting the

- language according to the needs of the given communicative situation,
- correct an incorrect statement,
 - use the appropriate expressions and strategies in order to give the floor to their interlocutor or take the floor (and maintain it), to intervene in a discussion, or to gain time in order to think or state the end of their contribution,
 - intervene in discussions relating to social issues with clear arguments and formal or informal language depending on the communicative situation (using humour, emotional language or indirectness when it is required),
 - develop organized ideas about an issue posed by their interlocutor,
 - add information from different sources in order to re-define a problem, and
 - describe in detail the way an activity is carried out.

In terms of oral mediation, **C level candidates** are expected to be able to perform the following tasks:

- mediate by summarising the content of a Greek written or spoken text, conversation etc., into English,
- solve a problem in English by mediating information from a Greek text in a convincing way,
- present and develop various aspects of an issue or problem in English based on information from a Greek text.

4. OVERVIEW OF THE C LEVEL EXAM

As with all other level exams, the C level exam consists of 4 modules or tests. Each module aims at assessing specific communicative uses of language.

Module 1: Reading comprehension

Module 1 tests reading comprehension skills and language awareness. It requires candidates to skim through or scan complex, demanding texts of different discourses, genres, registers, styles and lengths, aiming at assessing candidates' understanding of the overall or detailed meanings in a text, and their ability to make text or context-related inferences or intelligent guesses, draw conclusions, etc. Moreover, some items are designed to assess their ability to make language choices that are correct and appropriate to the linguistic, discursive and social context.

C2 level texts are longer than C1 level ones and need finer intellectual processing, whereas the questions asked at C2 level are more demanding in terms of the language functions and cognitive processes required.

The test consists of 70 items, 50 multiple choice items (25 for each level) and 20 short answer items (10 for each level). The 50 multiple choice items are awarded a maximum of 30 points (0,6 of a mark per item) whereas the 20 short answer items

are awarded a maximum of 20 points (1 mark per item). The duration of this test is 120 minutes.

Module 2: Writing

This module tests candidates' ability to produce written discourse and function as mediators through written production. It consists of 2 activities, both of which require the candidates to interact with prompt texts. In Activity 1, candidates are required to understand, interact with and respond to an English text, whereas Activity 2 requires candidates to use mediation strategies to produce a written text based on information in a Greek text.

At C2 level, mediation strategies are more demanding in terms of the complexity of messages and the precision required in relaying information. Therefore, candidates' performance is also assessed in terms of the level of literacy they possess and the natural flow of the written output based on the language choices that are correct and appropriate to the linguistic, discursive and social context.

Each activity is marked with a maximum of 15 marks. The maximum total marks the candidate can obtain from both written activities is 30 points from marker A and another 30 points from marker B, i.e., the successful candidate can obtain a maximum of 60 points for module 2. The duration of this test is 120 minutes.

Module 3: Listening comprehension

This module tests candidates' ability to understand, with relative ease, standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic and vocational life. Texts, at this level, are non-scripted, authentic or simulated-authentic, involving a wide range of speakers speaking different dialects, with different accents and geographical/social varieties of speech. Candidates are tested on their ability to understand the overall and specific meanings in the oral texts, infer meanings, identify finer points, appreciate register shifts, and extract specific information.

At C2 level, the oral texts used are heard only once, whereas at C1 they are heard twice.

This test consists of 20 multiple choice items (10 for each level) and 10 short answer items (5 for each level). The 20 multiple choice items are awarded a maximum of 30 points (1,5 marks per item), whereas the 10 short answer items are awarded a maximum of 20 points (2 marks per item). The duration of this test is 30 minutes.

Module 4: Speaking

This module aims to test candidates' speaking and oral mediation skills, and specifically, candidates' ability to (a) support a point of view based on written prompts, given in the form of a role card, and discuss an issue developing their own arguments), (b) respond to questions requiring their understanding of the content of multi-modal or/and literary texts, and (c) function as mediators by relaying orally in English information from a Greek text.

At C2 level, the questions and tasks are more demanding and more complex in terms of the ideas included and the issues discussed, than at C1 level. Similarly, mediation strategies are more demanding in terms of the complexity of messages and the precision required in relaying information.

The maximum total marks a successful candidate can obtain from all three activities is 20 points from examiner A and another 20 points from examiner B, that is, a maximum total of 40 points. The duration of the test is 30 minutes.

The minimum score for achieving the C1 level certification is 60/200, whereas that for the C2 is 120/200.

5. CONTENT AND STRUCTURE OF THE C LEVEL SPEAKING TEST

Duration	30 minutes
Mode of participation	Candidates are tested in pairs but do not converse with each other. They interact with the Examiner / Interlocutor.
Activities	
<u>Warm-Up/Introducing Ourselves:</u> (2 min for both candidates)	
Addressing each candidate separately, the Examiner asks a few general questions (e.g., related to age, studies/work or hobbies) to break the ice and get to know the candidates. The questions also provide information in relation to the candidate profile, enabling the examiner to choose more appropriate tasks. <u>Candidates are not assessed.</u>	
<u>Activity 1: Debate</u> (8 minutes for both candidates - 4 per candidate)	
Each candidate responds to a task, consisting of a question with two parts, posed by the Examiner. In the first part, each candidate is asked to support a point of view, for or against a topic, based on written prompts provided on a cue card. In the second part, each candidate is asked to support a point of view/position, discuss an issue, on the same theme as the one in the first part of the question, providing his/her own arguments and/or examples.	
<u>Activity 2: Justification/Support of an opinion</u> (8 minutes for both candidates – 4 minutes each)	
Each candidate is given one or more multimodal and/or literary text(s) and a task, which consists of a question with two parts, requiring his/her understanding of the content of these texts, the issues they address, the social implications that can be derived from these issues, etc. Each candidate is given a different task and multimodal and/or literary text(s).	
<u>Activity 3: Mediation</u> (10 minutes for both candidates- 5 minutes each)	
Each candidate responds to a task, which consists of a question with two parts, requiring him/her to function as a mediator by relaying orally in English information from a Greek text, in order to fulfill a specific purpose based on the given task instructions. In the first part of the question, each candidate is asked to mediate by summarizing the content of a Greek text into English, whereas in the second s/he is asked to present and develop various aspects of an issue or problem, in English, based on information mediated from the same Greek text.	

Materials used in the test	
The Candidate Booklet	<ul style="list-style-type: none"> • information about the test and guidelines on how to carry it out, • the Speaking Test Assessment Criteria Grid, • two pages of prompts (cue cards) for activity 1 • three pages of Multimodal and/or literary texts for activity 2, • six pages of Greek texts for activity 3, consecutively numbered. Each text has a title reflecting the theme and content of talk prompted by these texts.
The Examiner Pack	<ul style="list-style-type: none"> • the Interlocutor Frame, • the test items, i.e., the tasks for Activities 1, 2 and 3, • potential trouble spots during the Speaking Test and how to deal with them, • the C level Oral Assessment Criteria and Rating Scale

6. POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE C LEVEL SPEAKING TEST

Activity 1: Debate (each candidate responds to a task, consisting of a question with two parts)

- ➔ Select a debate topic. Each debate topic consists of a question with 2 parts: The first part requires candidates to develop an argument (for or against) in relation to the topic of the debate. For this part, candidates are provided with cue cards (one FOR and the other AGAINST) which contain prompts to help them develop their arguments. The second part requires candidates to express their opinion on an issue related to the topic of the debate.
- ➔ Each pair of candidates is given the same debate topic. Candidate A is usually assigned the cue card FOR and Candidate B the cue card AGAINST.
- ➔ Give Candidates A and B the debate topic. Ask candidate A the first part of the question accompanying the cue card 'FOR'. When Candidate A has responded, ask Candidate B the first part of the question accompanying the cue card 'AGAINST'.
- ➔ When Candidate B has responded, ask him/her the second part of his/her question.
- ➔ When Candidate B has responded to the second part of his/her question, turn to Candidate A and ask him/her, the second part of his/her question, and wait for his/her response.
- ➔ If a candidate fails to respond to a question, is shy, confused, etc., help him/her out by repeating the question, saying it a bit slower, showing support, etc. If a candidate fails to respond again, do not insist by giving prompts, helping out, etc., but carry on with the procedure.
- ➔ Make sure you choose DIFFERENT questions from the SAME SET for each candidate.

Activity 2: Justification/Support of an opinion (each candidate responds to a task consisting of a question with two parts, related to a multimodal and/or literary text)

- ➔ Select a **different** multimodal and/or literary text with the corresponding task, for each candidate. Each task has a question with 2 parts, the first one requiring the candidate's understanding of the multimodal text and the second focusing on the issues the text addresses, the social implications that can be derived from these issues, etc.
- ➔ When choosing multimodal and/or literary texts, take into account what you have come to know about the candidates from the warm up stage (e.g. age, social experiences, interests, etc.)
- ➔ Begin with Candidate B. Choose a multimodal and/or literary text and ask him/her BOTH parts of the question, simultaneously, and wait for his/her response.
- ➔ Choose a different multimodal and/or literary text for Candidate A and ask him/her BOTH parts of the question, simultaneously, and wait for his/her response.
- ➔ If a candidate fails to respond to a question, is shy, confused, etc., help him/her out by repeating the question, saying it a bit slower, showing support, etc. If a candidate fails to respond again, do not insist by giving prompts, helping out, etc., but carry on with the procedure.
- ➔ Make sure you choose DIFFERENT multimodal and/or literary texts and tasks for each candidate.

Activity 3: Mediation (each candidate responds to a task, consisting of a question with two parts both of which refer to the same Greek text)

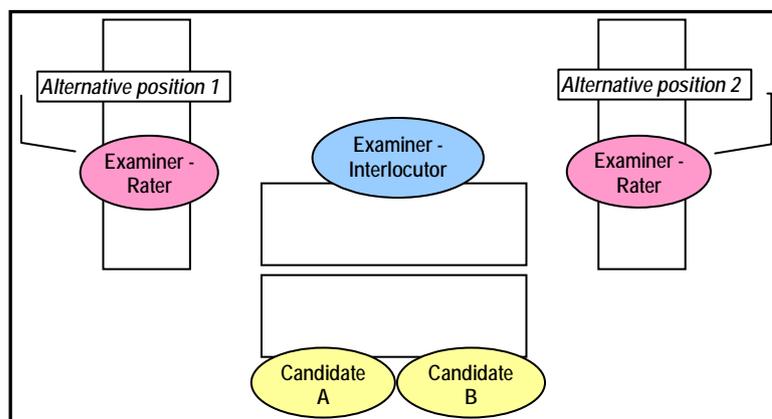
- ➔ Select a different Greek text for each candidate, taking into account what you have come to know about him/her (e.g. age, social experiences, interests, etc.).
- ➔ Begin by referring Candidate A to his/her selected Greek text and asking the question, with 2 parts, which relates to it. Ask him/her BOTH parts of the question, simultaneously.
- ➔ Refer Candidate B to his/her selected Greek text and ask him/her the question, with 2 parts, which relates to it. Ask him/her BOTH parts of the question, simultaneously.
- ➔ Allow both candidates to read their texts for about 2-3 minutes.
- ➔ When they have both finished reading, address Candidate A again, repeat both parts of his/her question and ask Candidate B to **close his/her booklet** while Candidate A is speaking. Wait for Candidate A's response.
- ➔ When Candidate A has responded, turn to Candidate B, repeat both parts of his/her question and wait for his/her response.
- ➔ If a candidate fails to respond to a question, is shy, confused, etc., help him/her out by repeating the question, saying it a bit slower, showing

support, etc. If a candidate fails to respond again, do not insist by giving prompts, helping out, etc., but carry on with the procedure.

- ➔ Make sure you choose DIFFERENT Greek texts and tasks for each candidate.

7. THE GENERAL SPEAKING TEST PROCEDURE

- Throughout the exam, there are two assessors and two candidates in the exam room.
- Both assessors evaluate the candidate and fill in both parts of the “Oral Production Evaluation Form”.
- The assessor who has the role of *Evaluator 1* sits on the side and is silent. S/he listens, observes, takes notes, and rates each candidate’s performance on the spot, using the “Oral Production Evaluation Form”.
- The assessor who has the role of Examiner - Interlocutor is the one who sits facing the two candidates and who conducts the test, interacting with them. S/he rates candidates when they have left the exam room. So, besides being the Examiner, s/he has the role of *Evaluator 2*.
- The candidates are examined in pairs.
- The candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the questions of Activity 1, it is candidate B that is asked to begin Activity 2 and candidate A that is asked to begin Activity 3 and so on.
- Assessors should change roles frequently. It is recommended that they change roles as Evaluator 1 and Examiner (+Evaluator 2) when they have conducted the test with 2-3 pairs of candidates. However, the frequency of role changing is up to them.
- Both people conducting the speaking test are equally responsible for carrying out the test successfully.



8. THE ROLE OF THE EXAMINER

Responsibilities of Examiners

- To assess the candidates' oral performance by taking into account the level and purpose of the C level exam.
- To create a comfortable atmosphere providing the candidates with sufficient encouragement enabling them to perform to the best of their abilities.
- To ensure test condition consistency by following the guidelines for examiner conduct.

Examiner conduct throughout the test

- Speak clearly and loudly for candidates to understand.
- Always use English (even if the candidate slips into his/her mother tongue).
- Smile and have a friendly, cheerful attitude towards the candidates to make them feel at ease.
- Do not interrupt candidates while they are speaking as this might affect their confidence and their flow of ideas.
- Always assess taking into account what the candidate has managed to do rather than what the candidate has done wrong. Remember that this is a stressful experience for the candidates and the language produced during the exam will not resemble a natural conversation.

Before the test begins

- Bring the candidates into the exam room, show them where they are supposed to sit, introduce yourself and your colleague, and ask for the candidates' names.
- Explain the duration and procedure of the test (use body language to make your language more comprehensible) in order to prepare the candidates and to familiarize them with your speech pattern and the English speaking environment. **Use the Interlocutor Frame throughout the test.**

During the test

- Always speak clearly for candidates to understand. If you sense that they have not understood your instructions, repeat them and use body language to make instructions comprehensible.
- Demonstrate sensitivity and allow candidates time to respond, moving on to the next task or candidate, when it is obvious that there will be no further response. Long pauses should be avoided since they will make the candidate feel uncomfortable.
- When each task is assigned, make sure the candidates understand what they are expected to do. If they seem confused, check their understanding by asking "Do you understand this task?" "Would you like me to repeat?".
- Do not show that you disapprove of their performance when they give a wrong response, but do provide positive feedback ("OK", "that's fine") when they manage to respond, despite errors.
- If the candidate gets stuck or seems unable to continue, try encouraging him/her by repeating the last part of his/her previous utterance, or prompting him/her by saying "anything else?"
- Do **not** correct candidates' errors.

- Be supportive. Never show displeasure, disappointment, surprise, even when the candidate has provided an unexpected answer.
- Use conversational signals (e.g., nodding of head, phrases like “uh hum”) to mark participation in the exchange and to help it flow.

At the end of the test

- Thank the candidates for their participation.
- Do not give any information regarding the candidates’ performance.
- Say goodbye and lead them out of the room.
- Take the completed evaluation form from the second examiner and fill in your marks.

9. POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

PROBLEM	SOLUTION
What do I do...	Follow suggestions below
...if the candidate is hesitant, makes long pauses or produces little output?	<ol style="list-style-type: none"> 1. Repeat the candidate’s last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add...?). 3. Ask the candidate if s/he wants the question repeated.
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.
...if the candidate draws a blank and seems unable to answer?	<ol style="list-style-type: none"> 1. Repeat the question/task.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher’s role and supply the candidate with a word s/he is searching for or to complete the candidate’s phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to, but this should be taken into account in the assignment of the final mark.

10. THE INTERLOCUTOR FRAME FOR THE C LEVEL SPEAKING TEST

In order to ensure that all KPG candidates are treated fairly in oral exams and undergo the same test taking experience, and in order to reduce the variation in the talk of interlocutors (and the kind of accommodations they make) an *Interlocutor Frame* has been introduced for all levels of the speaking test. Other examination systems have introduced the same practice (e.g. Cambridge Local Examinations Syndicate) which they call Interlocutor Scripts. In essence, an Interlocutor Frame (or script – just like a script an actor reads from) spells out exactly what the interlocutor should say from the moment the candidates enter the room till the moment they depart. Research has shown (see Fulcher 2003) that interlocutor frames do minimize the differences between the talk of interlocutors and result in a fairer test.

Please acquaint yourself thoroughly with the frame and use it to conduct the speaking test.

INTERLOCUTOR FRAME FOR C LEVEL – Part 1 (warm-up & Activity 1)

Introducing ourselves – Ice-breaking questions (2 minutes for both candidates) [NOT MARKED]

Examiner: Good afternoon. Welcome. Can I have your evaluation forms, please? *(Take them and give them to your co-assessor, making sure you don't mix up who is who).*

Thank you, please take a seat.

My name is _____ (and) this is my co-assessor _____. S/he will be observing us.

Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or give any other clarifications necessary but only in English. So... What is your name? *(Write it down)*. And yours? *(Write it down)*.

Examiner: *(Addressing Candidate A)* So _____ *(his/her NAME)*, what do you do ...? / where do you live? / do you have a lot of free time – any hobbies? etc. *(any general questions to break the ice and get to know the candidate.)*

Examiner: *(Addressing Candidate B)* And what about you _____ *(his/her NAME)*, why are you sitting for this exam? / what do you do ...? / are you very busy at work/school? etc. *(any general questions to break the ice and get to know the candidate.)*

Activity 1 (8 minutes for both candidates - 4 minutes each)

Examiner: Ok. Let's start with Activity 1. I will ask each one of you a question with two parts and you will each have about 4 minutes to justify and support your position.

So, _____ *(Candidate A's NAME)* turn to page _____ of your booklet and look at cue card number _____. Here's the first part of your question. *(Choose a question with two parts from one of the sets appearing below, and ask Candidate A the first part of the question referring him/her to its cue card).*

Examiner: *(When Candidate A has finished)*. Thank you.

Examiner: *(Candidate B's NAME)* turn to page _____ of your booklet and look at cue card number _____. Here's the first part of your question. *(Choose the other question with two parts and its cue card from the same set of questions as the one used for Candidate A, and ask Candidate B the first part of the question referring him/her to its cue card).*

Examiner: *(When Candidate B has finished)*. Thank you.

Now, the second part of your question is *(From the same set of questions, choose the second part of the question you chose for candidate B and ask him/her).*

Examiner: *(When Candidate B has finished)*. Thank you.

Examiner: Now, let's go on with _____ (Candidate A's NAME). Here's the second part of your question. (From the same set of questions, choose the second part of the question you chose for Candidate A and ask him/her).

Examiner: (When Candidate A has finished). Thank you.

INTERLOCUTOR FRAME FOR C LEVEL – Part 2 (Activity 2)

Activity 2 (8 minutes for both candidates - 4minutes each)

Examiner: We can now go on with Activity 2. I will give each one of you one or more texts or visuals and I will ask you a question with two parts. You each have about 4 minutes to answer.

Start with Candidate B this time.

Examiner: Let's start with _____ (Candidate B's NAME). _____ (his/her NAME), turn to page _____ (Select a page from the Candidate Booklet) and look at visual(s) / text (s) number (s) _____ (Select one or more texts from this page) and _____ (read out its question, which is given below). Look at your visual(s) / text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate B has finished). Thank you.

Examiner: Now, _____ (Candidate A's NAME), it's your turn. Please, go to page _____ (Select a different page from the Candidate Booklet) and look at at visual(s) / text (s) number (s) _____ (Select one or more texts from this page) and _____ (read out its question which is given below). Look at your at visual(s) / text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate A has finished.) Thank you.

INTERLOCUTOR FRAME FOR C LEVEL – Part 3 (Activity 3)

Activity 3 (10 minutes for both candidates- 5 minutes each)

Examiner: Now, let's move on to Activity 3. I will give each one of you a Greek text to read and a question with two parts to answer. After reading your texts, you will each have about 5 minutes to respond to the question. You can use the blank paper to take a few notes if you wish. You can both read your texts for about two minutes and then, before you start, I will repeat the questions for you.

Start with candidate A this time.

Examiner: Let's start with _____ (his/her NAME). Go to page _____ (Select a page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.

Now, _____ (Candidate B's NAME), Go to page _____ (Select a different page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.

After about two minutes

Now, _____ (Candidate B's name) please close your booklet until ____ (Candidate A) has finished responding. Let's start with _____ (Candidate A's NAME).

Ready? Ok (Repeat the question). (When Candidate A has finished). Thank you.

Examiner: Now, _____ (Candidate B's NAME), let's continue with you. Ready? OK (Repeat the question). (When Candidate B has finished). Thank you.

This is the end of the examination. Have a nice morning/afternoon/ evening.

11. THE C LEVEL ORAL ASSESSMENT CRITERIA AND RATING SCALE

The new common rating scale for oral production consists of two main parts:

- **Part 1, 'Task completion'**, focuses on the extent to which the candidates have completed the set tasks. This part includes criteria which have to do with the degree to which the candidates responded appropriately and achieved the communicative purpose of the task. Candidates' performance is assessed **separately for each task**.
- **Part 2**, focuses on **overall language performance** and consists of criteria which focus on the quality of language output. The 6 criteria which make up this part relate to the **candidates' performance as a whole** during the test.

The **C level Oral Assessment Rating Scale** (see Appendix 5) consists of the following two parts:

Part 1: Criteria for 'task completion'

These are broken down into criteria for assessing activity 1 (Debate), activity 2 (Justification/Support of an opinion) and Activity 3 (Mediation), and provide descriptors on a scale from 1 to 5, each point of the scale representing a different level of achievement:

- **Point 1** describes the candidate who had a poor attempt at responding even to the first part of the task, gave a brief, uninformative or wrong answer or no answer at all. His/her performance is **unsatisfactory for C1 level**.
- **Point 3** describes the candidate who responded reasonably to the first part of the task but had some difficulty with the second part, and whose performance is **satisfactory for C1 level**.
- **Point 5** represents a candidate who responded effectively to all parts of the activity and whose output is **fully satisfactory for C2 level**.

Part 2: Criteria for overall language performance ('Quality of production')

This part of the rating scale focuses on the candidates' quality of language performance on all activities of the speaking test. The criteria that make up the second part of the scale correspond to the components of oral communicative ability and are common across levels since they derive from a common theory of language and a common view of communicative language ability. These include:

- **Pronunciation and intonation:** whether the candidate pronounces clearly, stresses individual words correctly and uses appropriate intonation when forming sentences.
- **Lexical range and appropriacy of linguistic choices:** whether the candidate uses a sufficient range of vocabulary, appropriate for the situation as determined by the question/task.
- **Grammatical accuracy:** whether the candidate uses the language accurately.
- **Fluency:** whether the candidate produces language with spontaneity and with relative ease.
- **Communication strategies:** whether the candidate use strategies, e.g. clarification requests, use of synonyms, paraphrase etc., to overcome gaps in communication and facilitate the flow of conversation.

- **Cohesion and coherence:** whether the candidate's ideas are logically ordered and sentences appropriately linked.

The points 1 to 5 on the Likert scale for language performance, represent the following:

- 1= Unsatisfactory** (OUTPUT UNSATISFACTORY FOR C1)
- 2= Partly unsatisfactory** (OUTPUT PARTLY SATISFACTORY FOR C1)
- 3= Moderately satisfactory** (OUTPUT SATISFACTORY FOR C1)
- 4= Satisfactory** (OUTPUT PARTLY SATISFACTORY FOR C2)
- 5= Fully satisfactory** (OUTPUT SATISFACTORY FOR C2)

The points on the rating scale are not **marks**. Each point on the 5 point Likert scale represents a different qualitative judgment of the level achieved by the candidate. This judgment concerns his/her overall language performance on the test.

Although all criteria are assessed on a scale of 1 to 5, each criterion has been assigned a **different weighting** depending on the level being tested. The **final mark** for the speaking test is thus calculated automatically on the basis of the examiner's assessment of each criterion on the five point scale and on the basis of the weighting factor that has been assigned to each criterion.

The rating scale includes descriptors for points 1, 3 and 5.

12. USING THE OFFICIAL ASSESSMENT FORM

There are two columns for marking. Column 1, on the left-hand side, is filled in by Evaluator 1 who assesses while the candidates are taking the test, and Column 2, on the opposite side, which is filled in by Evaluator 2 (the Examiner), as soon as the candidates leave the exam room.

- Make sure the candidates' names and code numbers are on their respective forms.
- Both Evaluators mark the boxes in the columns in ball point pen (black or blue).
- Remember when you are assessing as instructed that a **1** on an activity indicates not merely that the candidate has no competence in English whatsoever or that s/he has not talked at all but that s/he does not have the particular knowledge or competence that a C level user of English should have.
- Since Evaluators record their marking separately, their ratings may differ.
- Do not mark the form before you have made your final decision on the points you will award.
- The overall rating for each candidate – the total mark on the test – is electronically computed, so there is no space provided on the Form for this.
- Make sure that you know how you will be marking the Assessment Form. Corrections are not permitted on the Form, which should not be wrinkled or damaged in any way. However, if you do make a mistake and must correct it, take it to the Exam Centre Committee so that they will help you deal with the problem.
- Fill in the appropriate boxes for each scale like this: ■

13. EVALUATING CANDIDATES' ORAL PERFORMANCE AT C LEVEL

A SPEAKING TEST SIMULATION TASK

C LEVEL SPEAKING TEST SIMULATION TASK

This task serves as an overall assessment of your understanding of the C level assessment criteria and your ability to apply them effectively in assessing the oral production of two candidates, as you would do in a real KPG speaking test.

Before viewing

In order to work on the simulation, you will need:

- the *C level Oral Assessment Criteria & Rating Scale* found in Appendix 6,
- the C level Simulation Evaluation Form, which you will fill in during viewing, found in this section further down,
- the specific tasks for the C level activities from the Examiner Pack used in the simulation, (see Appendix 1) and
- the actual materials for the C level tasks from the Candidate Booklet, i.e., prompts (cue cards), multimodal and/or literary texts and Greek texts, used in the simulation (see Appendices 2, 3 and 4, respectively).

While viewing

While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the C level oral assessment criteria. You may wish to note down some examples of their language performance to help you justify your marks.

After viewing

Once you have completed your assessment, compare your answers with the KEY, which you can find in Appendix 5.

C Level Simulation – Evaluation form

	Ismini		Tindareos	
TASK COMPLETION	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE/INTERVIEW 1-5				
ACTIVITY 2 ONE SIDED TALK 1-5				
ACTIVITY 3 MEDIATION 1-5				
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5				
Lexical range and appropriacy of linguistic choices 1-5				
Grammatical accuracy 1-5				
Fluency 1-5				
Communication strategies 1-5				
Cohesion & coherence 1-5				

APPENDIX 1: TASKS AND QUESTIONS FROM THE EXAMINER PACK

ACTIVITY 1: DEBATE

TASK 1 (Page 3)

Candidate A (Card 1)

Young adults should live with their parents, even when they can support themselves. Defend this opinion by using the cues in CARD 1 below. Then support the view that the economic crisis in Greece is bringing people closer together and is motivating collaborative action.

Candidate B (Card 2)

Young adults should **not** live with their parents even when they can support themselves. Defend this opinion by using the cues in CARD 2 below. Then support the view that family values have changed in Greece, and explain how and why.

TASK 2 (Page 3)

Candidate A (Card 3)

Social networks have a positive influence on individuals. Support this opinion, using the cues in CARD 3 below. Then explain how one could use social networking or just the internet for educational purposes, in the school context.

Candidate B (Card 4)

Social networks have a negative influence on individuals. Support this opinion, using the cues in CARD 4 below. Then explain how social networking has changed human relationships.

ACTIVITY 2: ONE-SIDED TALK

TASK 1 (Page 5, multimodal texts 1&2)

Focus on one of the two comics below and explain what you think is funny about it. Then tell us whether you find it offensive or not, and justify your opinion.

TASK 2 (Page 5, multimodal texts 3&4)

Tell us what you think is humorous about each of the two comics below and then tell us what sort of comment comic 3 or 4 makes about today's social conditions and human relationships.

TASK 3 (Page 6, multimodal texts 5&6)

By looking at the two advertisements from the 1950s below, tell us why such advertisements would be totally inappropriate today and, to the extent that you can, explain how advertisement discourse has changed since then – how different ads are today.

TASK 4 (Page 6, text 7)

Read **Text 7** and comment on the remark the writer makes. Then explain what type of social criticism it makes about today's society.

ACTIVITY 3: ORAL PRODUCTION & MEDIATION

TASK 1 (Page 8, text 1)

Read Text 1 and tell us in English what it promotes. Then, on the basis of the same text, tell us exactly what the “Synergy Project” offers to potential clients.

TASK 2 (Page 9 text 2)

Read Text 2 and explain in English if you think the title of this book-review is appropriate and explain why you think so. Tell us the basic points that Stiglitz makes in his book, arguing against the neoliberal ideology that has made society so intolerably unfair.

TASK 3 (Page 10, text 3)

Read Text 3 and tell us what stevia is. Then, on the basis of the same text, tell us what the aim of the article is and what it foresees about this product.

APPENDIX 2: CUE CARDS FOR ACTIVITY 1 FROM THE CANDIDATE BOOKLET

ACTIVITY 1: DEBATE

TASK 1

Candidate A

CARD 1

YES

- strengthens family bonds
- helps save money
- contributes to family expenses/housework

Candidate B

CARD 2

NO

- become independent
- have privacy
- avoid conflicts with family members

TASK 2

Candidate A

CARD 3

YES

- easier communication all over the world
- more business opportunities
- helps us find old acquaintances

Candidate B

CARD 4

NO

- fosters a superficial sense of friendship
- danger of being harassed
- possibility of being “cyber-stalked”

APPENDIX 3: MULTIMODAL/LITERARY TEXTS FOR ACTIVITY 2 FROM THE CANDIDATE BOOKLET

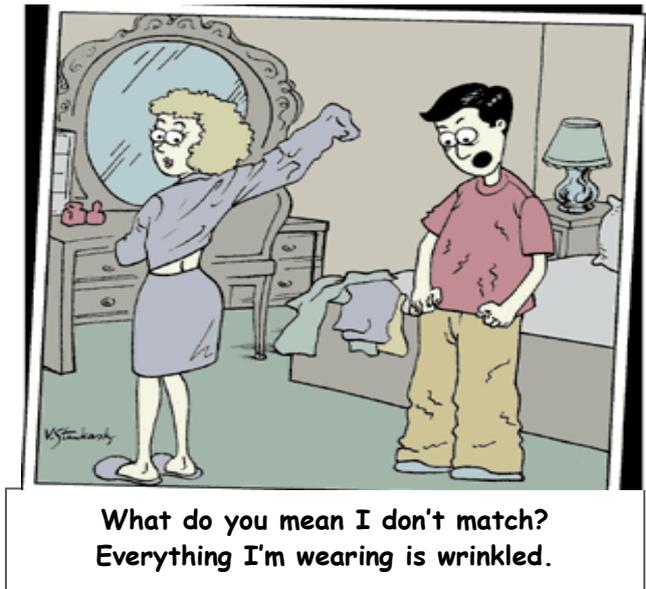
ACTIVITY 2: ONE-SIDED TALK

TASK 1

1



2



TASK 2

3



4



TASK 3

5

TO BUILD A MAN TRAP:
FILL PICNIC BASKET WITH
**UNDERWOOD
DEVILED HAM
SANDWICHES**

You need only two things to make a picnic a success. An eligible young man and a hamper full of Underwood Deviled Ham 'n egg sandwiches. That devilicious whole ham flavor is the surest way to your man's heart. Isn't that reason enough to buy Underwood Deviled Ham? (The sandwiches work just as well in a lunch-box).

SANDWICH SET! Comparable to \$3.75 value yours for just \$1.50 with Underwood Deviled Ham Wrapper. Send for Sandwich Set, Underwood Deviled Ham, Box 543714, St. Paul 4, Minn. Expires Oct. 31, 1963.

UNDERWOOD DEVILED HAM MAKES A SANDWICH

6

WIVES.

Look this ad over carefully. Circle the items you want for Christmas. Show it to your husband. If he does not go to the store immediately, cry a little. Not a lot. Just a little. He'll go, he'll go.

CIRCLE ALL THE QUALITY DORMEYER APPLIANCES YOU WANT!

HAND MIXERS	AUTOMATIC TOASTERS	COFFEE MAKERS	WAFFLE GRILLS	HAND MIXERS
FRYPAN SKILLETS	PERKY COOKERS	PAPER HOT CUPS	CAN OPENER/TIMER COMBINATION	HAIR SHAVERS

Husbands:
Look this ad over carefully. Pick out what you, wife wants. Go buy it. Before she starts to cry.

Dormeyer
1234 N. Wilshire • Chicago, Illinois 60614

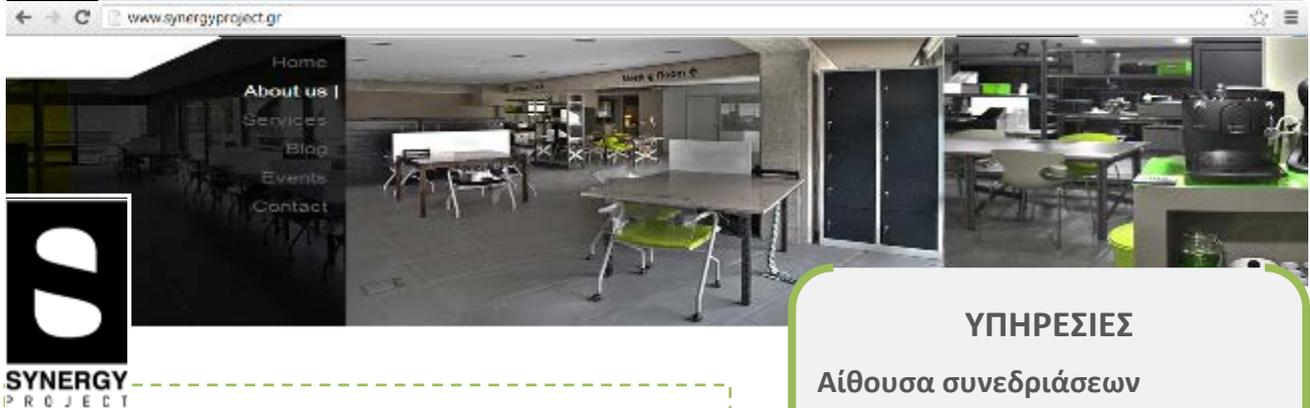
TASK 4

7 "Shakespeare, in the familiar lines, divided great men into three classes: those born great, those who achieve greatness, and those who have greatness thrust upon them. It never occurred to him to mention those who hire public relations experts and press secretaries to make themselves look great." (Daniel Boorstin)

APPENDIX 4: GREEK TEXTS FOR ACTIVITY 3 FROM THE CANDIDATE BOOKLET

ACTIVITY 3: ORAL PRODUCTION & MEDIATION

TEXT 1: THE SYNERGY PROJECT



Ο συνεργατικός χώρος, γνωστός στη διεθνή πρακτική με το όνομα coworking space, είναι ένας ειδικά διαμορφωμένος και πλήρως εξοπλισμένος χώρος γραφείων, ο οποίος απευθύνεται κυρίως σε ελεύθερους επαγγελματίες, ανθρώπους που δουλεύουν από το σπίτι, μικρές επιχειρήσεις και φοιτητές. Στόχος των coworking spaces είναι να παρέχουν λύση στέγασης σε όποιον επιθυμεί να εργασθεί αλλά το ατομικό του περιβάλλον εργασίας δεν τον καλύπτει απόλυτα σε υποδομές. Ο ρόλος τους όμως δεν σταματά στην παροχή του χώρου και των ανέσεων ενός σύγχρονου γραφείου. Μία λογική συνεργασίας προάγεται και ο χρήστης του χώρου έχει την δυνατότητα να δικτυωθεί με επαγγελματίες από διάφορους τομείς, να ανταλλάξει βοήθεια, απόψεις και ιδέες για την δουλειά του και να διαμορφώσει νέες συνεργασίες.

Το Synergy Project άνοιξε τις πόρτες του στην πιο όμορφη γειτονιά της Αθήνας, δίπλα στο Μουσείο της Ακρόπολης και μια ανάσα από το σταθμό του μετρό. Δημιουργήθηκε σε 200 τετραγωνικά μέτρα ανοιχτού χώρου σύγχρονης σχεδίασης και εργασιακής λογικής, με διαμόρφωση που ευνοεί την συνεργατικότητα. Σκοπός του είναι να προσφέρει οικονομικές και ευέλικτες λύσεις στον κάθε επαγγελματία, εταιρία και φοιτητή, οι οποίοι ψάχνουν ένα χώρο για να δουλέψουν, εξοπλισμένο με τις πιο πλήρεις και σύγχρονες υποδομές γραφείου.

Το Synergy Project προσφέρει την επιλογή ενοικίασης ενός έτοιμου και ολοκληρωμένου εξοπλισμένου γραφείου σε εκείνον που ψάχνει για επαγγελματικό χώρο και θέλει να αποφύγει τις επιβαρύνσεις που επέρχονται από την μίσθωση ενός ακινήτου όπως είναι το ενοίκιο, τα κοινόχρηστα και τα τρέχοντα έξοδα.

ΥΠΗΡΕΣΙΕΣ

Αίθουσα συνεδριάσεων

Ο μοντέρνος και πλήρως εξοπλισμένος χώρος συνεδριάσεων του Synergy Project έχει διαμορφωθεί ώστε να εξυπηρετεί συναντήσεις εργασίας των 6-8 ατόμων. Διαθέτει τα πιο σύγχρονα τεχνολογικά εργαλεία ώστε να παρέχει κάθε δυνατή ευκολία στους χρήστες.

Θέσεις εργασίας

Το Synergy παρέχει στον επαγγελματία και στον φοιτητή την δυνατότητα να προσαρμόσει τις προσφερόμενες υπηρεσίες σύμφωνα με τις ανάγκες τους.

Προσωπικοί εργασιακοί χώροι

Συνδυάζοντας την αποκλειστικότητα που παρέχει ένας προσωπικός εργασιακός χώρος και την εύκολη αλληλεπίδραση με την κοινότητα, τα Προσωπικά γραφεία προσφέρονται ιδανικά για ελεύθερους επαγγελματίες που ενδιαφέρονται για τη μόνιμη στέγαση των αναγκών τους.

Γραφείο συνεργασίας

Το γραφείο συνεργασίας δημιουργήθηκε ώστε να εξυπηρετεί μικρές ομάδες (έως 5 ατόμων) όπως startup επιχειρήσεις και φοιτητικές ομάδες.

ΤΟ ΤΕΛΟΣ ΤΟΥ... ΑΜΕΡΙΚΑΝΙΚΟΥ ΟΝΕΙΡΟΥ

Ο νομπελίστας οικονομολόγος Joseph E. Stiglitz περιγράφει τους μύθους της οικονομίας και το αφόρητο βάρος της ανισότητας.



Στο βιβλίο του *The Price of Inequality: The Avoidable Causes and the Invisible Costs of Inequality*, ο Stiglitz περιγράφει πώς η αχαλίνωτη εξουσία και η ασυγκράτητη απληστία γράφουν τον επιτάφιο του αμερικανικού ονείρου.

Η υπόσχεση για την Αμερική ως γη της ευκαιρίας έχει συντριβεί από τους σύγχρονους πλεονέκτες τυράννους, οι οποίοι αποτελούν το 1%, ενώ μεγάλα τμήματα του 99% σ' όλο τον κόσμο έχουν αρχίσει να διαδηλώνουν την οργή τους. Σ' αυτή τη συχνά χασοτική οργή, όπως την έχουμε δει στο κίνημα Occupy Wall Street και στους indignados της Ισπανίας, ο Stiglitz δίνει σχήμα, ευφράδεια, ουσία και κύρος.

Και δεν το κάνει στο όνομα μιας αντι-καπιταλιστικής επανάστασης αλλά με στόχο να αποσπασθεί ο καπιταλισμός από τον φονταμενταλισμό της ελεύθερης αγοράς και να μπει στην υπηρεσία των πολλών, όχι των λίγων.

Καπιταλισμός με αρχές

Ο Stiglitz είναι ένας από τους οικονομολόγους που προσπαθούν να εμψυχήσουν και πάλι ηθικές αρχές στον καπιταλισμό. Υποστηρίζει ότι φτάνουμε σ' ένα επίπεδο ανισότητας που είναι «αφόρητο». Σ' εκείνους που αναζητούν τις «προσόδους» περιλαμβάνονται επικεφαλής μονοπωλιακών επιχειρήσεων, χρηματιστές, μεγαλοδικηγόροι και πολλοί από αυτούς που υποτίθεται ότι ρυθμίζουν το σύστημα – πολιτικοί και δημόσιοι λειτουργοί, οι οποίοι διαφθείρονται και εξουδετερώνονται από τους «λομπίστες» και από την απληστία τους.

Στο «πεδίο μάχης των ιδεών», οι κυβερνήσεις στρέφουν τη μια ομάδα πολιτών εναντίον της άλλης, δαιμονοποιώντας π.χ. εκείνους που παίρνουν επιδόματα κοινωνικής πρόνοιας, ενώ αυτό που ο Stiglitz αποκαλεί «επιδότηση προς τις εταιρείες» παραμένει ανεξέλεγκτο.

Γράφει ο Stiglitz: «Το να προσέχεις το συμφέρον των άλλων (μ' άλλα λόγια την κοινή ευημερία) είναι στην πραγματικότητα μια προϋπόθεση για τη δική σου ευημερία... δεν είναι απλώς καλό για την ψυχή, είναι καλό και για την επιχειρηματικότητα».

Δυστυχώς, αυτό ακριβώς είναι που δεν καταλαβαίνουν ποτέ οι πλεονέκτες και το τίμημα το πληρώνουμε όλοι!

Stevia

4 | 12 | ΟΙΚΟΝΟΜΙΑ

ΤΟ ΧΡΗΜΑ

Η στέβια κερδίζει τους Έλληνες παραγωγούς

Το ενδιαφέρον για νέες εναλλακτικές καλλιέργειες, με σκοπό την παραγωγή προϊόντων που έχουν ζήτηση, όχι μόνο στην εγχώρια αλλά και στη διεθνή αγορά, γίνεται ολοένα και πιο έντονο. Σε αντίθεση με τις παραδοσιακές καλλιέργειες, όπως αυτές του βαμβακιού ή της πατάτας, που πλέον είναι χαμηλές σε ανταγωνιστικότητα, η στέβια κερδίζει συνεχώς έδαφος. Ήδη στην Ελλάδα μετράμε 53 στρέμματα βιολογικής καλλιέργειας στέβιας και άλλα 700 περίπου συμβατικής, με την ζήτηση για το νέο «αντικατάστατο» της ζάχαρης να βαίνει τα τελευταία χρόνια διαρκώς αυξανόμενη.

Ενάμιση χρόνο μετά την αδειοδότηση των γλυκαντικών ουσιών της στέβιας για χρήση στα τρόφιμα, η στιγμή για την πραγματοποίηση του πρώτου συνεδρίου θεωρείται πλέον κατάλληλη. Επιλέχθηκε ο Βόλος καθώς εκεί έχουν αναπτυχθεί ήδη καλλιέργειες. Σύμφωνα με τους διοργανωτές, στην απόφαση για τη διεξαγωγή του συνεδρίου συνέβαλε το γεγονός ότι πολλές εταιρείες έχουν εισάγει τρόφιμα με χρήση



γλυκαντικού από στέβια στην αγορά και πως το ενδιαφέρον του κόσμου είναι πολύ μεγάλο.

Η «νέα ζάχαρη» έχει κατακτήσει ήδη μεγάλο ποσοστό τη βιομηχανίας τροφίμων και οι προβλέψεις είναι σήμερα κάτι παραπάνω από αισιόδοξες. Τα επόμενα χρόνια, η στέβια εκτιμάται ότι θα καλλιεργείται σε 8 εκατομμύρια στρέμματα παγκοσμίως για να καλύψει τη διεθνή κατανάλωσή της. Αξίζει να σημειωθεί ότι προηγμένες χώρες, όπως η Ιαπωνία,

παρουσιάζει διείσδυση στην αγορά μεγαλύτερη του 40%, έχοντας αντικαταστήσει πλήρως τη ζάχαρη και άλλα τεχνητά γλυκαντικά. Πλέον η χρήση της στέβιας έχει διαδοθεί και χρησιμοποιείται ως συμπλήρωμα διατροφής ή τρόφιμο από πολυάριθμες χώρες.

Αξίζει να σημειωθεί ότι η Ελλάδα θεωρείται «προνομιούχος» χώρα για την εν λόγω καλλιέργεια, αφού η φωτοπερίοδος ευνοεί την ανάπτυξη του φυτού, δίνοντας εξαιρετικά μεγάλες παραγωγές σε σχέση με άλλες χώρες, όπου το φυτό έχει το μισό ή και λιγότερο τελικό ύψος πριν την περίοδο της κοπής.

Τα οικονομικά αποτελέσματα της ετήσιας καλλιέργειας της στέβιας, με βάση διεθνή στοιχεία (σε περίπτωση παραγωγής των σποροφύτων από τον αγρότη) είναι:

- Το κόστος παραγωγής κυμαίνεται στα 400-500 € / στρέμμα
- Το καθαρό κέρδος ανά στρέμμα κυμαίνεται από 150 - 250 ευρώ, ανάλογα με την στρεμματική απόδοση και ανάλογα με την τιμή πωλήσεως των ξηρών φύλλων της στέβιας, η οποία σήμερα κυμαίνεται από 1- 1,5 ευρώ/ κιλό. Δηλαδή το καθαρό κέρδος θα ανέρχεται περίπου στο 50% του ετήσιου κόστους (δηλαδή απόδοση κεφαλαίου 50%).

APPENDIX 5: C Level Simulation KEY

TASK COMPLETION	Ismini		Tindareos	
	comments	mark	comments	mark
ACTIVITY 1 DEBATE 1-5	<p>The candidate responds to the task assigned in a fully satisfactory manner. She uses the prompts provided as a starting point to develop her arguments and provides a clear response to the second question justifying her arguments.</p> <p>Her repetition of some points already mentioned to answer the first question of the task when answering the second question can be considered as acceptable because talking about the dangers that lurk when you are speaking to people you do not know when using social networks can be considered as relevant to how social networking has changed human relationships.</p>	5 (2x1=2)	<p>The candidate responds minimally to the task instructions by simply repeating the prompts given with no elaboration and provides a brief but somewhat informative response to the second question.</p>	2 (0,5x1=0,5)
ACTIVITY 2 JUSTIFICATION / SUPPORT OF AN OPINION 1-5	<p>The candidate partly responds to the requirements of the task. She responds to the first of the two questions and in a partly satisfactory manner to the second one.</p> <p>Actually, she did not really answer the second question, that is, she did not say how advertisements are different today. Maybe she lacked the relevant sociocultural knowledge.</p>	3 (1x1=1)	<p>The candidate has difficulty in identifying and discussing the main issue presented in the second multimodal text, and fails to provide a clear and justified response to the second question. He explains comic number 3 but does not explain well comic 4. Does not make any generalized comments about today's social conditions and human relationships. He only refers to what is happening to the couple depicted in comic 3. In general, his answer is too short.</p>	2 (0,5x1=0,5)
ACTIVITY 3 MEDIATION 1-5	<p>The candidate mediates effectively and accurately making a judicious choice of information appropriate to the task set. However, she does not include all content points in her answer. For example she does not explain why it is financially convenient for one to use the Synergy Project premises and does not explain how the Synergy Project will prove useful to start-up businesses.</p>	4 (1,5x1=1,5)	<p>The candidate responds to what he was asked by transferring some information, views, arguments in the foreign language, but does so with some difficulty, avoiding to transfer linguistically challenging pieces of information. His answer is very short and at times not easy to understand. He includes only very few content points required by the task. He barely answers the second question.</p>	2 (0,5x1=0,5)

QUALITY OF PRODUCTION	comments	mark	comments	mark
PRONUNCIATION AND INTONATION 1-5	The candidate articulates clearly and effortlessly. S/He can vary intonation and place sentence stress correctly in order to express finer shades of meaning. She has native like pronunciation.	5 (2x0,5 =1)	The candidate has acquired a clear and natural intonation and pronunciation. However, he makes a few mistakes in pronunciation (e.g. <i>"akiendansis"</i> for <i>"acquaintances"</i>).	3 (1x0,5 =0,5)
LEXICAL RANGE & APPROPRIACY OF LINGUISTIC CHOICES 1-5	The candidate shows great flexibility in reformulating ideas using different language forms to accurately convey subtle nuances of meaning, to emphasize, to make distinctions and to eliminate ambiguity. She also has extensive knowledge of many idioms and colloquial terms. There are no evident signs that show that the candidate is obliged to restrict what she wants to say because of gaps in language knowledge. However, she is repetitive at times. In Activity 1 when talking about how social networks have changed human relationships. In Activity 2 she uses a lot <i>"and everything"</i> when she could explain what she means better). She also says <i>"and stuff like that"</i> in few cases. The above could be considered as a sign that shows that she is somewhat obliged to restrict what she wants to say. In Activity 2 she says <i>"they will have to make everything for their husbands"</i> instead <i>"to do everything"</i> .	4 (1,5x2 =3)	The candidate has a relatively rich vocabulary but gaps in lexical knowledge frequently force him to use paraphrase or to search for expressions or use avoidance strategies. He may use words, phrases and expressions that do not fully match the context of the situation. There are quite a few signs that show that he is obliged to restrict what he wants to say and that he is often in search for words. For example, he has to rephrase his answer to the first part of the question in Activity 2 when explaining comic 3 <i>"Ok, eh, in the first, eh, talk number 3 eh the man tal says that, eh, his woman doesn't have to ask him how he has his days. Well, he says that he doesn't, eh, have to waste her time asking him how his days went and he can just check his blog and see what he uploaded about his day."</i> He does not find the right words to answer the second part of the question in Activity 3 about what the article forsee about stevia. <i>"Eh, the aim of the article is to produce our products in other countries rather than Greece and because we have a good weather because we have a good weather here, we have the sun and...and there is not a lot of "stevia" in other countries."</i>	2 (0,5x2 =1)
GRAMMATICAL ACCURACY 1-5	The candidate has consistent control of complex grammatical structures, even when her attention is focused elsewhere (e.g. in forward planning). She self-corrects when necessary (e.g. <i>"but I think</i>	4-5 (1,5x1= 1,5)/2x 1=2)	The candidate is comprehensible but makes errors in the morphology of parts of speech, in syntax or in the use of structures that are	2 (0,5x1 =0,5)

	<i>it's also has, you know, it's more advanced", "it's what they'd, it actually should be in a business"). She makes very few mistakes (e.g. "till a little time ago people used letter and then telephone" instead of "letters and then the telephone", "women will have to ask for their husbands to buy" instead of "women will have to ask from their husbands to buy")</i>		appropriate to the context of the situation . However, he self-corrects sometimes successfully and sometimes not (e.g. "eh, his woman doesn't have to ask him how he has his days..." self-corrects successfully and says "Well, he says that he doesn't, eh, have to waste her time asking him how his days went and he can just check his blog and see what he uploaded about his day.") No attempt to self-correct is also evident in some cases (e.g. "Want sell it in other countries").	
FLUENCY 1-5	The candidate expresses herself fluently and spontaneously at length with a natural flow of everyday language, avoiding or bypassing any difficulty so smoothly that the interlocutor hardly notices it. She shows great flexibility in reformulating ideas using different linguistic forms to give emphasis, to respond appropriately in relation to the communicative situation, and to eliminate ambiguity. Her speech resembles the speech of a native speaker, making it difficult for the listener to spot any grammar or other errors. She sometimes uses phrases such as "you know" to keep the flow of her speech going.	5 (2x1,5 =3)	The flow of speech is relatively slow because the candidate does not have all the language resources he needs. So he frequently needs to pause in search for expressions. (e.g. "Eh, the aim of the article is to produce our products in other countries rather than Greece and because we have a good weather because we have a good weather here, we have the sun and...and there is not a lot of "stevia" in other countries.")	2 (0,5x 1,5= 0,75)
USE OF COMMUNICATION STRATEGIES 1-5	The candidate replaces a word that she cannot remember with a corresponding form, in such a smooth way that it is rarely noticed. She can reformulate speech effortlessly and expertly. (e.g. "So, in order for them to want to buy it they will have to be... they will have to show something that they would need not something that they should get for someone else and not something they should ask, you know, someone else to get them.")	5 (2x1= 2)	The candidate uses paraphrase and circumlocutions to overcome gaps in language knowledge. When encountering a problem, he can reformulate what he wants to say without completely disrupting the flow of speech. For example, He expresses himself relatively fluently at times but not always. Conceptually difficult subjects such as the ones related to the questions of Activity 2 impede a natural, smooth flow of speech.	3 (1x1= 1)
COHESION & COHERENCE 1-5	The candidate produces speech that is coherent and cohesive, using appropriately and accurately a variety of fully organizational patterns and a wide range of connectives and other cohesive devices. Sometimes overuses fillers such as "you know", "and everything", "and stuff like that".	4 (1,5x1 =1,5)	The speech that the candidate produces sometimes has reasoning gaps (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes) . He is able to use words and phrases that serve as connectives of individual segments of the oral text but they still sometimes appear	2 (0,5x1 =0,5)

		<p>partially disconnected. (eg. In Activity 1 when asked "Social networks have a positive influence on individuals". <i>Support this opinion using the cues in card 3.</i>" he starts by saying "Well, yes they have positive," without making it clear what has positive and what is positive about it. He continues by saying "because it is easier to communicate all over the world and there are more business opportunities so you can talk with them where they are far away from you and you can find old akiendansis ... that you don't know.. that haven't seen for years. That's...". His speech is rather incoherent here.</p>	
TOTAL GRADE/20		16,5/17	5,75/6

APPENDIX 6: C LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Debate	The candidate responds minimally to task instructions by simply repeating the prompts provided for the debate with no further elaboration and/or provides a brief uninformative response to the second part of the question.	The candidate responds to the task assigned satisfactorily. S/He uses the prompts provided as a starting point to develop his/her arguments without extensive elaboration and responds to the second part of the question justifying some of his/her arguments.	The candidate responds to the task assigned in a fully satisfactory manner. S/He uses the prompts provided as a starting point to develop a comprehensive argument and provides a clear, well justified response to the second part of the question.
ACTIVITY 2 Justification/ Support of an opinion	The candidate has difficulty in identifying and discussing the main issue presented in the multimodal text(s), and fails to provide a clear and justified response to the second part of the question.	The candidate partly responds to the requirements of the task. S/He either addresses part of the question or responds in a partly satisfactory manner to both parts i.e., without elaborating his/her response, or without referring to all the information provided.	The candidate responds to the task in a fully satisfactory manner, effectively using the information given to answer the first part of the question and providing a clear and justified response to the second part of the question.
ACTIVITY 3 Mediation	The candidate transfers in the foreign language some of the required information in the greek text or alters some pieces of information displaying misunderstanding of the greek text or inability to transfer the information required correctly.	The candidate responds to what s/he was asked by transferring information, views, arguments in the foreign language, but does so with some difficulty, avoiding to transfer linguistically challenging pieces of information. The candidate is frequently forced to paraphrase extensively without it being required by the communicative situation.	The candidate mediates effectively and accurately making a judicious choice of information appropriate to the task set.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	The candidate's articulation of speech is clear but s/he makes mistakes in pronunciation or intonation, which sometimes require effort from the listener to understand him/her.	The candidate has acquired a clear and natural intonation and pronunciation.	The candidate articulates clearly and effortlessly. S/He can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Lexical range and appropriacy of linguistic choices	The candidate has a relatively rich vocabulary but gaps in lexical knowledge frequently force him/her to use paraphrase or give an example. S/He may use words, phrases and expressions that do not fully match the context of the situation.	The candidate has a broad lexical repertoire which allows him/her to overcome gaps easily with circumlocutions, without obvious searching for expressions or use of avoidance strategies. S/He has a good grasp of idiomatic expressions and colloquial speech. S/He may make occasional minor lapses but no serious lexical errors.	The candidate shows great flexibility in reformulating ideas using different language forms to accurately convey subtle nuances of meaning, to emphasize, to make distinctions and to eliminate ambiguity. S/He also has extensive knowledge of many idioms and colloquial terms. There are no evident signs that show that the candidate is obliged to restrict what s/he wants to say because of gaps in language knowledge.
Grammatical accuracy	The candidate is comprehensible but makes errors in the morphology of parts of speech, in syntax or in the use of structures that are appropriate to the context of the situation (e.g. s/he uses the passive voice and not the active when this is required by the communicative situation).	The candidate consistently maintains a high degree of grammatical accuracy and appropriacy; mistakes are few and generally difficult to spot.	The candidate has consistent control of complex grammatical structures, even when his/her attention is focused elsewhere (eg in forward planning).
Fluency	The flow of speech is relatively slow because the candidate does not have all the language resources s/he needs. So s/he frequently needs to pause in search for expressions.	Can express him/herself fluently and spontaneously with few hesitations. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	The candidate expresses him/herself fluently and spontaneously at length with a natural flow of everyday language, avoiding or bypassing any difficulty so smoothly that the interlocutor hardly notices it. S/He shows great flexibility in reformulating ideas using different linguistic forms to give emphasis, to respond appropriately in relation to the communicative situation, and to eliminate ambiguity.
Communication strategies	When the candidate does not know how to say something or when s/he has already said something and s/he realises that s/he has not been understood, s/he has some difficulty in overcoming the problem by using the appropriate communication strategy.	The candidate uses paraphrase and circumlocutions to overcome gaps in language knowledge. When encountering a problem, s/he can reformulate what s/he wants to say without completely disrupting the flow of speech.	The candidate replaces a word that s/he cannot remember with a corresponding form, in such a smooth way that it is rarely noticed. S/He can reformulate speech effortlessly and expertly.
Cohesion and coherence	The speech that the candidate produces sometimes has reasoning gaps (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes). S/He is able to use words and phrases that serve as connectives of individual segments of the oral text but they	The candidate produces well-structured oral speech with smooth flow, showing controlled use of organizational patterns, connectives and other cohesive devices.	The candidate produces speech that is coherent and cohesive, using appropriately and accurately a variety of organizational patterns and a wide range of connectives and other cohesive devices.

	still appear partially disconnected.		
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1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR C1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR C1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR C1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR C2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR C2)
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Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
πρόγραμμα για την ανάπτυξη
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ