

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS  
FACULTY OF ENGLISH STUDIES  
RESEARCH CENTRE FOR ENGLISH LANGUAGE  
TEACHING, TESTING AND ASSESSMENT



# Script Rater Guide



ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ  
STATE CERTIFICATE OF LANGUAGE PROFICIENCY  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ  
ΘΡΗΣΚΕΥΜΑΤΩΝ | MINISTRY OF EDUCATION LIFELONG LEARNING  
AND RELIGIOUS AFFAIRS  
ΔΙΕΥΘΥΝΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΓΝΩΣΗΣ ΞΕΝΩΝ ΓΛΩΣΣΩΝ | DIRECTORATE FOR THE CERTIFICATION OF LANGUAGE  
COMPETENCE

MAY 2010

**ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ ΑΘΗΝΑΣ (Β.Κ.Α.)**

Ανδρέα Παπανδρέου 37, 151 80 Μαρούσι

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**Δραστηριότητες του Β.Κ.Α.**

- Η συγκέντρωση και ταξινόμηση των γραπτών των εξετάσεων Αγγλικής, Γερμανικής και Ισπανικής
- Η βαθμολόγηση γραπτών των εξετάσεων Αγγλικής, Γερμανικής και Ισπανικής
  - Η βαθμολόγηση των κειμένων του τετραδίου (Ενότητα 2 της εξέτασης)
  - Η βαθμολόγηση των ανοικτών απαντήσεων σε φυλλάδια της Ενότητας 1 και της Ενότητας 3 της εξέτασης.
- Η διενέργεια επιστημονικών συναντήσεων των επιστημονικά υπευθύνων των γλωσσών με τους συντονιστές του έργου της βαθμολόγησης
- Η διενέργεια σεμιναρίων από τους επιστημονικά υπεύθυνους των γλωσσών με τους βαθμολογητές
- Η βαθμολόγηση των κλειστών απαντήσεων των εξετάσεων όλων των γλωσσών του ΚΠΓ, μέσω του OMR.

**Στελέχωση του Β.Κ.Α.****Επιτροπή του Βαθμολογικού Κέντρου (Ε.Β.Κ.)**

Πρόεδρος	Βασιλική Δενδρινού
Γραμματέας	Ειρήνη Γεωργούλα

**Προετοιμασία και υλοποίηση του έργου για τη βαθμολόγηση των γραπτών Αγγλικής**

Επ. υπεύθυνες βαθμολόγησης Αγγλικής:	Βασιλική Δενδρινού Ευδοκία Καραβά
Γενική Συντονίστρια:	Παρασκευή Μουστακίδου
Συντονιστές/τριες:	Χριστίνα Αγιακλή Βασίλης Ζορμπάς Έλλη Μαρμαρά Σούζαν Μουτσουρούφη Αμαλία Μπαλούρδη Σοφία Παναγή Μαρία Χαρίτου Χαρτζουλάκης Βασίλης Μόιρα Χιλλ

# 1. MARKING A LEVEL WRITING

## 1.1 Marking short answers

Incorrect spelling is not penalized for either Module 1 or 3, so long as the word(s) is intelligible.

### Module 1: Reading comprehension

#### A1-level ACTIVITY

Read items 21-25 and fill in the gaps of the puzzle with the right word, as in the example. The first letter is given.

EX.	Some expensive shirts, dresses and scarves are made of _____.	S	I	L	K
21.	Shoes, bags and belts are often made of ....	L			
22.	T- shirts are usually made of ....	C			
23.	Winter sweaters, trousers and coats are often made of ....	W			
24.	Books, posters and boxes are usually made of .....	P			
25.	Chairs and tables are usually made of .....	W			

#### ANSWER KEY

21. LEATHER, 22. COTTON, 23. WOOL, 24. PAPER, 25. WOOD

#### A2-level ACTIVITY

Use the correct form of the words in parentheses in the statements below (46-50), as in the example.



**Montville  
Middle  
School**

324 Holdridge  
Ave., Montville,  
Vermont, VT,  
42007

### **Suffering from stress? Don't worry! You can fight it!**

**EX:** Remember that a **beautiful** (beauty) day starts with a good night's sleep!

**46.** Make sure you tidy up your room. A tidy room makes your parents happy and you a more \_\_\_\_\_ (relax) person.

**47.** Ask for help when you must do something difficult or \_\_\_\_\_ (danger), such as fixing a leak in the roof. Don't expect to do everything on your own!

**48.** Do one thing at a time. You can't do everything at once! Start with something boring and do the more \_\_\_\_\_ (interest) chores later.

**49.** Spend more time with people who are \_\_\_\_\_ (friend) and kind. Avoid those who always want to pick a fight.

**50.** Finally, end your day with your \_\_\_\_\_ (favour) activities, like listening to music, watching TV, etc.

For more information & suggestions feel free to contact us at:  
[mms@mmschool.com](mailto:mms@mmschool.com)

#### ANSWER KEY

46. RELAXED, 47. DANGEROUS, 48. INTERESTING, 49. FRIENDLY, 50. FAVOURITE

**Module 3: Listening comprehension**

**A1-level ACTIVITY**

Listen to 5 people giving Inspector X their statements, and find out where each one was when the accident happened. Fill in items 6-10 below.

**Where were they?**



<b>6.</b>	The woman was at the .....
<b>7.</b>	The man was at the .....
<b>8.</b>	The girl was at .....
<b>9.</b>	The boy was at .....
<b>10.</b>	The little girl was at the .....

**ANSWER KEY**

6. MOVIES/ CINEMA, 7. PARK, 8. HOME/ (HER) ROOM 9. SCHOOL, 10. SUPERMARKET

**TAPESCRIPT**

**06. Woman:** *At 7.00 o'clock? I was at the movies, with my friend Becky Jones. We saw the new Vampire movie!*

**07. Man:** *Me? At 7.00 o' clock? I took my dog for a walk in the park.*

**08. Girl:** *7.00 o'clock... I remember! I was in my room, doing my homework.*


**09. Boy:** *I went back to school at 6.30 to practice for the school play. We didn't finish until 10.00.*

**10. Little girl:** *I had to help dad with the shopping. We went to the supermarket at 6.00 and came back at 8.00.*

**A2-level ACTIVITY**

Each of the people below is a famous person. Listen and fill in the blanks (16-20) with the correct word or words, as in the example.

*FAMOUS PEOPLE IN  
THE TWENTIETH CENTURY*



Home | Hotels | Articles | Celebrities | About Us | Contact Us | Hotel Login

*stay where they stay...*

**SOLVE THE QUIZ AND WIN OUR AMAZING PRIZES!**

**EX.** Helen Keller was a(n) **writer**

**16.** Shirley Temple was a(n) \_\_\_\_\_


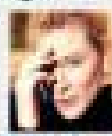


**17.** Andrea Bocelli is a(n) \_\_\_\_\_

**18.** Julia Gillard is a(n) \_\_\_\_\_

**19.** David Randolph Scott is a(n) \_\_\_\_\_

**20.** Mark Spitz is a(n) \_\_\_\_\_

Celeb Spottings:

New books on big stars:  
*Hollywood was my Home*  
*Life With No Privacy*  
*The Other Side of the Fence*

**ANSWER KEY**

**16.** ACTRESS/ MOVIE STAR, **17.** SINGER, **18.** POLITICIAN, **19.** ASTRONAUT, **20.** ATHLETE/ SWIMMER

**TAPESCRIPT**

- EX:** *Helen Keller could not hear or speak. But, she wrote a book called "The Story of My Life" and became famous.*
- 16.** *Shirley Temple became famous when she was still a child. She got her start in the movies at the age of three and starred in more than 50 films.*
- 17.** *I've heard people say that "If God had a singing voice, he would sound like **Andrea Bocelli**." Born in Tuscany, the blind vocalist became one of the greatest voices in contemporary opera.*
- 18.** *Julia Gillard was born in Wales, but has lived in Australia since 1966, where she became very involved in politics. Today, she's second in command of a political party.*
- 19.** *David Randolph Scott, commander of the Apollo 15 mission, was the seventh person to walk on the Moon and the first person to drive on the Moon.*
- 20.** *Mark Spitz won seven gold medals at the Munich Olympic Games. Only Michael Phelps has surpassed Spitz's achievements in the swimming pool, with 14 medals.*

## 1.2 Marking scripts

### ACTIVITY 1.1

Complete this questionnaire and win a ticket to visit THAMES Studios in London!

1. How often do you go to the cinema? *Every week* (every month, every Saturday, once a month, two times a month, etc.)
2. Do you prefer to go to the movies or watch TV at home? *(To) go to the movies. Why? I like to be (or to go) with my friends.*
3. What kind of films do you like best? Write three.
  - 1) *action films* (detective movies, historical movies, etc.)
  - 2) *horror films* (comedies, serials, science fiction, etc.)
  - 3) *romance films* (Westerns, documentaries, etc.)
4. What nationality is your favourite actor or actress? *English* (American, Greek)
5. What is special about your favourite actor or actress? *She's beautiful* (He's very tall, She's very young etc)
6. Do you watch TV during the week? *Yes.* How often? *Every day* (Every night, weekends, etc.)
7. What kind of TV shows do you like best? Write two.
  - 1) *Reality shows* (talk shows, the news, about sports, etc)
  - 2) *Soap operas* (funny shows, cartoons, etc)

### Evaluation criteria and output expectations

Activity 1.1 is graded on a scale of **6-0** for TASK COMPLETION and LANGUAGE PERFORMANCE as described below

#### TASK COMPLETION (2-0)

Candidates are graded on a **2-0** scale depending on whether or not they filled out the questionnaire, and on whether or not they provided meaningful answers, giving the information required (see grading scale, p. 54).

The answers above are indicative of what is expected. However, *any* logical response is accepted even if the information seems untrue. For example, if for question 1 a candidate says *every day*, the information is most likely wrong but we have no way of checking this and, besides, we are not concerned with how true the information provided is. We are only concerned with whether or not the candidate provides information and his/her answer makes sense. In fact, we even accept answers that make sense but are not totally correct, as for example: *Every year* for question 1, or *about history* for 3.1, or for the "why" part of question 2: *because I am alone*. Note that they cannot use the same words on two or more occasions. For example, for item 3 one candidate wrote *detective* movies and then again for item 7 s/he said *detective* shows (which is not right anyway)

**Examples** of answers which may be grammatically correct, but **make no sense**:

- Question No. 1: *Every time.*
- Question No. 2: *To go home.*
- Question No. 3: *Football.*

- Question No. 4: *My favourite actor is Aivazis*
- Question No. 5: *He has a nose.*
- Question No. 6: *The day*

### **LANGUAGE PERFORMANCE (4-0)**

**GRAMMAR:** Candidates are graded on **2-0** scale depending on the degree of the grammaticality of their answers (see grading scale, p. 51), providing that these answers make sense. Responses which are ungrammatical for the linguistic context or violate rules of the English language are problematic. Of course, we do expect minor grammatical errors, such as singular forms instead of plurals, wrong use of the infinitive, or the use of the definite instead of the indefinite article, as the response to item 6 (How often do you watch TV?) *six times the week*.

**Examples** of answers, some of which make sense, but are **ungrammatical**:

- Question No. 1: *Once week* (contextually ungrammatical)
- Question No. 2: *Is the television* (contextually ungrammatical & violation of English grammar)
- Question No. 3: *History* (contextually ungrammatical)
- Question No. 4: *England* (contextually ungrammatical)
- Question No. 5: *He play funny* (violation of English grammar).
- Question No. 6: *Good kind* (violation of English grammar).

**VOCABULARY & SPELLING:** Candidates are graded on a **2-0** scale for their vocabulary range and control. Candidates should be able to provide the right words, in the right form and to spell them correctly. (Spelling errors are expected and should not be seriously penalized as long as they do not make the words unrecognizable or semantically incorrect.)

## **ACTIVITY 1.2**

**Write an email (about 60 words) to your friend Berta about an English film you saw and loved, entitled 'ADVENTURES BY THE SEA', and include Information Points 1-3. Sign as Billy, NOT with your real name.**

### **INFORMATION POINTS**

- 1) what kind of film it is
- 2) what the story is about
- 3) what you liked about it

## **Evaluation criteria and output expectations**

Activity 1.2 is graded on a scale of **9-0** for TASK COMPLETION and LANGUAGE PERFORMANCE as described below

### **TASK COMPLETION (2-0)**

Candidates are graded on a **2-0** scale depending on whether or not:

- (a) they actually produced a text (of about **60 words**) that has the characteristics of an email, such as an opening like a greeting (*Hi! How are you?*), a main body with the information stated simply and a closing (which could be something like *bye for now, love, kisses or wishes*) of a personal nature, i.e., addressed to a friend.
- (b) they responded to the communicative purpose, i.e., tell a friend that they saw a film they liked very much and say a few things about the film
- (c) use the film title (ADVENTURES BY THE SEA) as a clue to develop a story line of some sort (and say what the film was about)

### **LANGUAGE PERFORMANCE (7-0)**

**GRAMMAR:** Candidates are graded on a **3-0** scale depending on whether or not they were able to produce simple grammatical structures, and in this case, given the task at hand, make use of present and past constructions, such as:

- Yesterday I went to the cinema. I saw a film I loved (past construction)
- The film is about a young woman. She lives alone... (present construction)
- I like the film because it is romantic (causative construction)

At A1 level, candidates are expected to show only limited control of simple grammatical structures and sentence patterns. Occasional and minor grammar errors are of course expected but, ultimately, candidates should be able to produce an intelligible text.

**VOCABULARY & SPELLING:** Candidates are graded on a **2-0** scale depending on whether or not they were able to use a basic repertoire of words and simple phrases related to the topic – films - (and prompted by the given cues). The words used should express intended meaning and conform to the basic morphological rules of the English language. Occasional spelling errors are expected and should not be taken into account as long as they do not interfere with the intelligibility of the text locally or as a whole.

**COHESION-COHERENCE:** Candidates are graded on a **2-0** scale depending on whether or not they were able to produce a coherent text and to use simple and limited in range cohesive devices, such as: and, but, so, etc.

**BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM**

A1 script 1: Fully satisfactory		
<p><i>Dear Berta,</i>  <i>Last week I saw a thrilling film on TV. I saw it with my parents and I really enjoyed it. It was a film based on the adventures by the sea. The story was about two young people who visited a magic island. There was a tropical jungle with towering palm trees and amazing, colourful plants and flowers.</i>  <i>I liked it very much because there were a lot of magic pictures of wildlife, there.</i></p> <p style="text-align: right;"><i>Love,</i> <i>Billy</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
78 words	2	The candidate has responded to the requirements of the task by producing an email with the appropriate opening and closing and with the main body containing all the required information as stated in the rubrics. Also, the candidate has successfully responded to the communicative purpose of the task by telling his/her friend about the film they saw.
LANGUAGE PERFORMANCE		
Grammar:	3	In terms of grammar, the candidate has produced correct and appropriate grammatical structures. In particular, the past constructions (past simple and past continuous tense) are used correctly and appropriately. The script also exhibits a very good use of embedded clauses (e.g. 'young people who visited a magic island', '...because there were a lot...').
Vocabulary & spelling:	2	The candidate has used a very good range of vocabulary, necessary for expressing intended meaning. Lots of adjectives are used effectively for the description of the film. The words used conform to the basic morphological rules of the English language. There are no spelling mistakes.
Cohesion-coherence:	2	The script is coherent and all cohesive devices used are appropriate and correct.
<b>TOTAL SCORE</b>	<b>9</b>	



A1 script 2: Moderately satisfactory		
<p><i>Dear Berta,</i>  <i>I writte you this letter about a film which I watched yesterday.</i>  <i>The entitled was ADVENTURES BY THE SEA. It was a documetary. I learn many things about sea. For the big fishes and others. I watched the boats and the treasures under the water.</i>  <i>I like this films because I love sea. I can't wait to watch that film again.</i>  <i>Your friend Bill</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
66 words	2	The candidate has responded to the requirements of the task by producing an email with an introductory and a concluding sentence. In terms of content, the script includes all the required information as stated in the rubrics. The candidate also has generally managed to respond to the communicative purpose of the task by telling his/her friend about the film s/he saw.
LANGUAGE PERFORMANCE		
Grammar:	1	In terms of grammar, the candidate has made some errors, which affect intelligibility only locally. In particular, there are some errors regarding the formation of some present and past constructions (e.g. 'I writte', 'I learn' instead of 'I learnt').
Vocabulary & spelling:	1	The word range is poor and some words are morphologically incorrect, preventing intelligibility (e.g. "entitled", "documetary". ) There is just one spelling mistake (e.g. "writte"), which does not interfere with the intelligibility of the text.
Cohesion-coherence:	2	The script is generally coherently and cohesively linked.
<b>TOTAL SCORE</b>	<b>6</b>	

A1 script 3: Unsatisfactory		
<p><i>Dear Maria,</i>  <i>I was see a film last Friday and I want to tell you for the film. It is action film with the Tsaki-Tsan. It is a very good film. The story is about for one woman who someone want to take she. I like from the film the guns and the places. The places are soo beautifull.</i>  <i>Many kisses</i>  <i>lagoudaki</i>  <i>John</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
63 words	1	The candidate has produced an email with an appropriate opening and closing remark, but not produced a text about the required topic because the script is not about a film entitled Adventures by the Sea. Yet, it does contain information about having seen a film. The candidate tells his friend what the story was about and explains what he liked about the film.
LANGUAGE PERFORMANCE		
Grammar:	1	In terms of grammar, the candidate has made many errors, which affect intelligibility in some parts (e.g. 'for one

		woman who someone want to take she').
Vocabulary & spelling:	1	The script contains a very poor range vocabulary. There are also some spelling mistakes (e.g. 'soo beautiful'), which, however, do not interfere with the intelligibility of the text.
Cohesion-coherence:	2	The script is generally coherently and cohesively linked.
<b>TOTAL SCORE</b>	<b>5</b>	

**NOW, YOU MARK THE SCRIPTS BELOW AND BE READY TO DISCUSS THE EVALUATION CRITERIA:**

<b>A1 script 4</b>	
<p><i>Dear Berta,</i>  <i>I write to tell you about a film I saw this Saturday. Its name is "ADVENTURES BY THE SEA". It was really fantastic.</i>  <i>It was a thriller. In this film there was a big shark near a beach. This shark was eating all the people who was swimming in this beautiful sea.</i>  <i>I don't want to tell you the end because you must to see it. Write me soon and tell me if you like it.</i>  <i>Love, Spyros</i></p>	
<b>A1 script 5</b>	
<p><i>Dear Berta,</i>  <i>Yesterday I saw a film with my favourite actress. The name of the film was "ADVENTURES BY THE SEA". You must saw this film. I laughed very must because the film was comedy. A girl named Maria went vacation in an island. There was very surprise things which makes you lafd a lot.</i>  <i>But the best of the film was the finish because Maria married a man on a boat.</i>  <i>I hope to see the film and like it.</i>  <i>With love</i>  <i>Billy</i>  <i>Xxx</i></p>	
<b>A1 script 6</b>	
<p><i>Dear Berta,</i>  <i>Last night I saw one film with the name Adventures by the sea. This movie was science fiction film. The story speake from one team which started to go one travel with one boat. But during of travel they found one different world to us and there happen very much events. This film I like it because there wasn't relaxed.</i>  <i>With Love</i>  <i>Billy</i></p>	

**ACTIVITY 2.1**

Use the cues below to write the story of Larry Plotter. Use the example as an opening line.

*The story of Larry Plotter*



**EXAMPLE**

When Larry was *a young boy, he wanted to become a magician.*

Every day, when he came home from school,  
.....



In his room .....

He read .....



When he was older, Larry .....

Last year, at a costume party .....

## Evaluation criteria and output expectations

Activity 2.1 is graded on a scale of **6-0** for TASK COMPLETION and LANGUAGE PERFORMANCE as described below.

### **TASK COMPLETION (2-0)**

Candidates are graded on a **2-0** scale depending on whether or not they used the verbal and visual cues to produce phrases which complete the captions, in complete sentence form (see grading scale, p. 51). Any response that makes sense is OK. Note that whereas some candidates produced a cohesive text since the rubric instructions say "Use the cues below to write the story of Larry Plotter" (see example B below), completing the captions is fine as well.

#### **A. Here is an example of isolated responses:**

(EX) *When Larry was a young boy, he wanted to become a magician (the example).*  
 (caption 2) *Every day, when he came home from school, he did magic.*  
 (caption 3) *In his room he had many magic things.*  
 (caption 4) *He read lots of books and magazines about magic.*  
 (caption 5) *When he was older, Larry met a beautiful girl and he fell in love with her.*  
 (caption 6) *Last year, at a costume party was a magician.*

#### **B. Here is an example of a cohesively linked text:**

*The story of Larry Plotter*  
*Larry Plotter was a young boy and he wanted to become a magician. Every day, when he came home from school he did many magical tricks. In his room, he has his magical hat. He read many magical books with different tricks. When he was older, Larry find a beautiful girl friend. Last year, at a costume party he became a magician.*

**Examples** of answers which may be grammatically correct, but which **make no sense**:

- Caption 2: *he studied his lessons*
- Caption 3: *he had a bed and other furniture*
- Caption 4: *many novels*
- Caption 5: *was tall*
- Caption 6: *he went with his girl friend*

### **LANGUAGE PERFORMANCE (4-0)**

**GRAMMAR:** Candidates are graded on **2-0** scale depending on the degree of the grammaticality of their answers (see grading scale, p. 54), providing that these answers make sense. In this case, they are expected to be able to produce simple grammatical structures, making use of past constructions. (The historical present may also be used). Responses which are ungrammatical for the linguistic context or violate rules of the English language are problematic. Of course, minor grammatical errors, such as the use of a wrong past construction form or the omission of a subject, use of present instead of past, are expected.

**Examples** of answers which make sense but are **ungrammatical** :

- Caption 2: *he play magic trick* (violation of English grammar)
- Caption 3: *there was many magics* (contextually ungrammatical & violation of English grammar)
- Caption 4: *magazines of witches* (violation of English grammar)
- Caption 5: *found a girl who was liking* (violation of English grammar)
- Caption 6: *Larry wear a costume* (violation of English grammar)

**VOCABULARY & SPELLING:** Candidates are graded on a **2-0** scale for their vocabulary range and control. Candidates should be able to provide the right words, in the right form and to spell them correctly. (Spelling errors are expected and should not be seriously penalized as long as they do not make the words unrecognizable or semantically incorrect.)

## ACTIVITY 2.2

Imagine you live in Corfu and yesterday in the centre of town you saw your favourite actor/actress. Write an email about this to your friend Jonathan (about 80 words).



### Helpful IDEAS!

Say:

- Who it was
- Where he or she was when you saw him/her
- What he or she was doing
- What he or she looked like (describe him/her)

## Evaluation criteria and output expectations

Activity 2.2 is graded on a scale of **9-0** for TASK COMPLETION and LANGUAGE PERFORMANCE as described below.

### TASK COMPLETION (2-0)

Candidates are graded on a **2-0** scale depending on whether or not:

- (a) they produced a text (of about **80 words**) that has the characteristics of an email, such as an address form like *Dear Jonathan*, or an opening such as *I hope you're well*, an introduction to the topic, such as *You'll never guess what happened today*, a main body with information making use of the "Helpful Ideas", and a closing of a personal nature, i.e., addressed to a friend, such as *I hope to see you soon*.
- (b) they responded to the communicative purpose, i.e., tell a friend that they just happened to come across their favourite actor or actress
- (c) use (SOME or ALL) the cues (Helpful Ideas) to tell their friend who this actor was, where s/he was and what s/he was doing when the candidate supposedly saw him/her, and say what s/he looked like (i.e., what s/he was wearing, etc.)

### LANGUAGE PERFORMANCE (7-0)

**GRAMMAR:** Candidates are graded on a **3-0** scale depending on whether or not they were able to produce simple grammatical structures, and in this case, given the task at hand, make use of past and past progressive constructions, such as:

- *This morning I was at the square. Guess who I saw. Brad Pitt!* (past construction)



- He was wearing blue jeans and a Corfu T-shirt (past progressive construction)
- He's very nice and kind. He gave me his autograph. (present and past construction)

At A2 level, candidates are expected to use simple structures correctly but still make errors such as subject + verb disagreement, or tense disagreement and mix up. In other words, occasional grammar and syntax errors are expected but, ultimately, candidates should be able to produce a fully intelligible text.

**VOCABULARY & SPELLING:** Candidates are graded on a **2-0** scale depending on whether or not they were able to use a basic repertoire of words and simple phrases related to the topic, prompted by clues (helpful ideas). The words used should express intended meaning and conform to the basic morphological rules of the English language. Occasional spelling errors are expected and should not be taken into account as long as they do not interfere with the intelligibility of the text locally or as a whole.

**COHESION-COHERENCE:** Candidates are graded on a **2-0** scale depending on whether or not they were able to produce a fully coherent text and use simple cohesive devices.

**BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM**

A2 script 7: Fully satisfactory		
<p><i>Dear Jonathan, How are you? I am in Corfu and yesterday I met in the centre of town my favourite actor... Guess! He was Johny Depp! I was surprised when I saw him. He was drinking coffee and talking with a girl. He was handsome and laughing all the time. I went near him and talked to him. He was very kind with me and friendly. I asked him to take a picture with him in and he didn't denied. I took a photo and thanked him. I believe I am in love with him. I hope to come soon in Corfu. You never know. Maybe you will see him too. With love Georgia</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
114 words	2	The candidate has responded to the requirements of the task by producing an email with the appropriate opening and closing and with the main body containing all the required information. Also she has successfully responded to the communicative purpose by writing to her friend about coming across her favourite actor
LANGUAGE PERFORMANCE		
Grammar:	3	The candidate has produced correct and appropriate grammatical structures. In particular, the past constructions are used correctly and appropriately. There are only a few grammatical errors ('didn't denied' and 'hope to come soon'), which do not interfere with intelligibility.
Vocabulary & spelling:	2	The candidate has used a very good range of vocabulary, necessary for expressing intended meaning. The words used conform to the basic morphological rules of the English language. There are no spelling errors.
Cohesion-coherence:	2	The script is coherent and all cohesive devices used are appropriately and correctly.
TOTAL SCORE	9	

A2 script 8: Moderately satisfactory		
<p><i>Dear Jonathan,</i>  <i>How are you? I'm fine but yesterday in the centre of town I saw my favourite actress.</i>  <i>My favourite actress is Jeniffer Aniston. When I saw her, I run and her said to give me an autograph. She give me a autograph and I said thanks fourth.</i>  <i>She has got blue eyes, brown hair. She is tall and beautiful. She has married a beautiful man. Her man is tall, clever and he has got many money.</i>  <i>We'll looking forward.</i>  <i>Bye for now,</i>  <i>Billy</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
85 words	2	The candidate has responded to the requirements of the task by producing an email with an introduction and a closing remark. In terms of content, the script includes all the required information. Although there are errors, the candidate has generally managed to respond to the communicative purpose of the task, which is telling his friend about his favourite actress.
LANGUAGE PERFORMANCE		
Grammar:	1	The candidate has made some errors, which affect intelligibility locally (e.g. 'her said to give me...'). Some of these errors concern the formation of the irregular past (e.g. 'run' instead of 'ran', 'give' instead of 'gave').
Vocabulary & spelling:	2	The script contains basic vocabulary, but it is used appropriately to express intended meaning. There are just a few inappropriate language choices (e.g. "fourth", "her man"). There is just one spelling mistake ("forward"), which does not interfere with the intelligibility.
Cohesion-coherence:	2	The script is generally coherently and cohesively linked.
<b>TOTAL SCORE</b>	<b>7</b>	

A2 script 9: Unsatisfactory		
<p><i>Dear Jonathan yesterday I saw my favourite actor, Brand Pit. I liked very much Brand Pit is very good actor and I liked his film and I cried because he is very popular and beautiful actor. I talked he and he talked me for he life and for childrens. Brand Pit said me for dogs in your home have 3 dogs and some pets. I am so great and next year he came again in Corfu.</i></p> <p style="text-align: right;"><i>by Bill</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
78 words	1	The candidate produced an email with an opening remark but with an abrupt closing and not an appropriate closing remark. In terms of content, the candidate has not managed to cover the required information; that is, where the actor was and what he was doing. Therefore the communicative purpose of the text has been only partly achieved.
LANGUAGE PERFORMANCE		
Grammar:	0	The candidate has made serious grammar errors, which seriously affect intelligibility in some parts of the text (e.g.

		'said me for dogs in your home have 3 dogs...').
Vocabulary & spelling:	1	The script contains a poor range of vocabulary, but there are no spelling mistakes.
Cohesion-coherence:	0	The script is problematic in terms of cohesion and coherence.
<b>TOTAL SCORE</b>	<b>2</b>	

**NOW, YOU MARK THE SCRIPTS BELOW and be ready to discuss the evaluation criteria:**

<b>A2 script 10</b>	
<p><i>Hello Jonathan, how are you? I hope you are having a great time with your parents in Paris. I am feeling great and I wanted to tell you that I am with my sister in Corfu and passing a wonderful time. Yesterday, I had met by chance my favorite actor Hugh Grant in the centre of the town. I was in a pub with my sister and he was sitting all alone in the next table. He was very beautiful and handsome too. He was also reading a newspaper about Times just like every one else. He looked like never before. I thought he was in his early forties, but he was looking much younger though. He has brown straight hair and blue almond-shaped eyes. Also, an upturned nose with many dimples in his neck. He always wears costumes and athletic trousers. Oh, you cannot imagine how cute he was. He was staring at us all the time. How romantic! Hope I am going to see you soon.</i></p> <p><i>Love,</i> <i>Cacey</i></p>	
<b>A2 script 11</b>	
<p><i>Dear Jonathan</i></p> <p><i>Yesterday I meet a famous actor. He was Bradd Pitt. I saw him in center of Corfu. He went for shopping with his wife and his aunt.</i></p> <p><i>He is very beautiful. He is tall with brown hair and eyes. We take foto with him. He look like in his mum. Bradd Pitt is a famous actor and I love him very much.</i></p> <p><i>I will want to see him again. Do you want to see him? If you want to see him write an email to me.</i></p> <p><i>See you soon!</i> <i>Your friend</i></p>	
<b>A2 script 12</b>	
<p><i>Dear Jonathan</i></p> <p><i>Hi! Are you ok? Oh, you don't imagine how I saw Eleni Menegaki and we talk about T.V.</i></p> <p><i>She love T.V. and she said she is very happy. She want to go and the Zakynthos. But she can't because she has got and hers job. She said she like to go to park and to cinema. I want to go to cinema together and we went. We saw the film "Happy birthday". It is a fanny film. She is very happy and she want to see me again.</i></p> <p><i>This is! I want to talk you about and the Corfu but now I can't! Will all my love.</i></p> <p><i>Bessy</i></p>	



## 2. MARKING B1, B2 AND C1 LEVEL WRITING

### 2.1 Marking short answers

#### What are 'short answers'?

Modules 1 and 3, that is the reading and listening comprehension papers of the exam contain 'choice' and 'short answer' items. Choice items, such as multiple-choice, multiple matching, true or false, find the correct order, etc., involve the candidate in a process whereby s/he has to *select* the correct response among two, three or more choices (A-B, A, B, or C, A-H, etc.). These are all objective type items in the sense that there is only *one* correct answer and as such they can easily be marked mechanically, with the help of an OMR. The last 5-10 items of these papers are also objective type items, but they do not involve selection. Candidates have to think of the response by themselves and write down the word or words. However, these items are not open ended either. They are objective items in the sense that there is either only one possible answer or a limited number. We call these *expandable* (short answer) items and they are marked not by machine but by the evaluators –the people who have been trained to rate scripts. How expandable are these items? This is not *always* possible to determine, as they are often 'communicative' type items and communication itself is unpredictable. In order to construct the key provided to evaluators, the English team does not merely rely on their own judgment. It examines the responses of a significant sample of candidates. That is, a team of 15-20 'experts' examine a random sample of 100 short answers on each test paper by actual candidates and then finalizes the key to the short answers.

#### How are short answers marked?

As already mentioned short answer items are marked by hand rather than by machine on the basis of a key constructed by the team of experts. In case the evaluator comes across an answer that s/he thinks may be correct and appropriate –an answer not included in the key, s/he does not decide on his/her own. S/he first discusses it with his/her group coordinator, who acts in the capacity of a 'judge'. If this unforeseen response is worth considering, the English team experts are consulted. The final decision is announced, recorded and announced on the bulletin board of the Centre so that evaluators who were not present when this decision was taken can see it.

#### Frequently Asked Questions

1. Are short answers with spelling mistakes considered wrong?  
No, not if the answer is fully intelligible, since these are items in a reading or a listening comprehension test. They are intended to measure the candidates' comprehension rather than their production performance. Therefore, if level candidates' response shows that they have understood the text in question and produced a semantically and pragmatically correct answer, the item is counted as correct.
2. Which responses are counted as wrong?
  - ⇒ Those which are grammatically correct but do not show that the respondent had understood the text in question.
  - ⇒ Those which contain semantic, morphological and/or grammatical errors that *distort* the intended message.
  - ⇒ Those which require a specific number of words (one, two, three, etc.) and the candidate provides fewer or more words than s/he is supposed to. The response in such cases is penalized even if it is correct and appropriate.
  - ⇒ Those responses which require a two or three word response and the candidate's answer is only partially correct.
  - ⇒ Those responses which require that candidates put jumbled words in the correct order, and they do not succeed.

**B1 LEVEL ENGLISH EXAM**

At B1 level, expectations for written production are less demanding than expectations for comprehension – particularly in comparison to B2 and C1 levels. This means that, if the candidate’s answer shows that s/he has fully understood the text, we accept it even if it is not fully appropriate, semantically and/or grammatically correct. We do not penalize incorrect spelling, so long as the word(s) is intelligible.

**MODULE 1**






**ACTIVITY 5.3:** The words in Column A are from the text about body language. Change them so that they can complete sentences 41-45 in Column B below.

COLUMN A	COLUMN B
person	41. She has a very pleasant _____.
intelligent	42. He writes with _____ and humour.
different	43. What’s the _____ between talent and genius?
strong	44. He has twice the _____ of someone his age and half the body fat.
honest	45. Remember that _____ is the basis of every healthy relationship.

**ANSWER KEY**

41. PERSONALITY 42. INTELLIGENCE 43. DIFFERENCE 44. STRENGTH 45. HONESTY

**ACTIVITY 6:** Fill in the gaps in items 46-50 with ONE word so that the instructions make sense.







<p><b>Do you know the road traffic signs?</b></p> <p>What do these signs mean? You need to know if you are going to be a safe driver. Prove that you know them. We have written the first letter of each word for you.</p>		
	46.	This sign means road w_____ ahead. Be careful!
	47.	If you see this it means you are not allowed to t_____ right.
	48.	When you see this sign there is a speed limit of 30 k_____ an hour.
	49.	When you see this sign outside a garage, it means that you are not allowed to p_____ there.
	50.	This sign means no entry. You cannot drive a car into this road but you can ride your b_____.

**ANSWER KEY**

46. WORKS (WORK) 47. TURN 48. kms/ KILOMETRES 49. PARK 50. BIKE/ BICYCLE

**MODULE 3**

**ACTIVITY 4:** Listen and write in the blank spaces below (16-20) what sort of book each speaker is reading from, as in the example.

EX.	An encyclopaedia	
16.		
17.		
18.		
19.		
20.		

**Listen again and check your answers.**

ANSWER KEY (Expandable)<sup>1</sup>

**16. TELEPHONE BOOK/ TELEPHONE DIRECTORY/ YELLOW PAGES**

We also found: a telephone (*book is assumed*), (a) phone book, telephone catalogue, telephone list

**17. RECIPE BOOK/ COOK BOOK/ COOKERY BOOK /COOK-BOOK, COOKBOOK**

We also found: cooking book and other relevant responses

We also found but **rejected:** cooks, book (of) resipe, cooks, recipes.

**18. DICTIONARY**

We also found but **rejected:** school book

**19. GUIDE BOOK/ TRAVEL GUIDE/ TOURIST GUIDE**

We also found but **rejected:** geography book

**20. STORY BOOK/ CHILDREN'S BOOK**

We also found: (a) story (*book is assumed*), several versions of "fairytale" (fairy tale, ferytale) and novel

We also found but **rejected:** a history, text book

**Transcript:**

**EX.** Venus is named after the Roman goddess of love. Sometimes it can be seen shining brightly just before dawn or just after sunset. For a long time many scientists thought that Venus had plants, animals and possibly life. However because it is so hot we now know.

**16.** Ah here it is under J... Jackson.. Peter, John, Cindy no.. ah..found it Sylvia Jackson 250 840456"

**17.** It says here that "Bara Brith is Welsh for currant bread and that there are lots of variations on it". It looks really easy to make but the only thing is that you have to soak the dried fruit overnight .. mm

**18.** A teacher's pet- idiomatic expression "A student who is seen to be favoured by the teacher"

**19.** This is one of the best ones I've come across. Look at these maps and information about Barcelona... There is even a bit of history on the sites and attractions oh and this is very important- where to eat... how to avoid the touristy places.

**20.** "Every afternoon as they were coming home from school, the children used to go and play in the Giant's garden. It was a lovely garden with soft green grass. Here and there stood beautiful flowers like stars and there were twelve peach trees that in Spring broke out into delicate blossoms of pink and peach..."

<sup>1</sup> Answers (a) may be with or without the indefinite article, (b) may or may not contain the word book, as it is assumed present.

**B2 LEVEL ENGLISH EXAM**

**MODULE 1**

**Activity 6.3:** The words in Column A (41-45) appear in the text. Change them so that they are in the right form for the sentences in Column B.

COLUMN A		COLUMN B
WORDS FROM THE TEXT		STATEMENTS
know	41.	She told Parliament she had no [redacted] of the affair.
popular	42.	Recently the [redacted] of the government has fallen dramatically.
explore	43.	I really enjoyed Nielsen's book. Basically, it's an [redacted] of the human mind.
valued	44.	I don't know exactly what the ring is worth, but I think it's quite [redacted].
north	45.	He comes from the North, so naturally he's got a [redacted] accent.

**ANSWER KEY**

41. KNOWLEDGE 42. POPULARITY 43. EXPLORATION 44. (IN)VALUABLE 45. NORTHERN

**Activity 7:** The word missing in each pair of sentences below (46-50) is the same, even though it has a different meaning in each case. Find these words. Their first letter is given.

46.	I don't like politics and I've never been a member of a political [redacted]. It's Ann's birthday next week and she wants to invite Jason to her [redacted].	p _____
47.	I can't accept this job if it [redacted] moving to another country. If trains are on strike, you can use another [redacted] of transport.	m _____
48.	I would just like to [redacted] out that I was right all along. I can't really see the [redacted] of getting a new bike – the one you have is fine.	p _____
49.	If we want to arrive by lunchtime, we ought to [redacted] off at about 10.30. If you are thinking of buying a new TV [redacted], there's a lot to consider these days.	s _____
50.	My friend went up to the [redacted] to order another drink. There was a heavy metal [redacted] across the window that prevented it from opening.	b _____




**ANSWER KEY**

46. PARTY, 47. MEANS, 48. POINT, 49. SET, 50. BAR

**MODULE 3**

**Activity 7:** What are these people going to do? Listen and complete items 16-20 with ONE word, as in the example.

ANSWER COLUMN	
0.	To help the <u>homeless</u> .
16.	To lose _____
17.	To give up _____

18. To take up _____	
19. To work _____	
20. To start doing _____	

Listen again and check your answers.

**ANSWER KEY** (Expandable)

- 16. WEIGHT (POUNDS/ KILOS)
- 17. SMOKING
- 18. DANCING (DANCE)
- 19. LESS (PART-TIME)
- 20. YOGA

**TRANSCRIPT:**

- EX.** *A friend of mine told me that he helps out once week in a shelter for the homeless... I was really impressed. I've never volunteered for things like that before but now I'm determined. My church runs a shelter like that.. I'll see how I can help out.*
- 16.** *Well you know what it's like- I'm dreading it, having to just shift those last few pounds. I mean the wedding's booked, I'm so pleased for my sister, she'll make a beautiful bride but the dress she's got me to wear.. it's gorgeous but I just can't fit into it right now. And having to start counting calories and cutting back on all the things I love!! I must think of the end result.. those photos*
- 17.** *I just have to give it up. It's such a nasty habit. I've tried to in the past, but I've only ever managed to last a week before lighting up again. Looks like I'll have no choice now what with the ban and everything. Anyway I finished my last packet yesterday... it was like saying goodbye to a faithful friend.*
- 18.** *My friend Nancy's just joined a sea diving club and she's enjoying it so much. I'm really envious -I told her so too. Well she suggested that I do something unusual too, you know, such as parachute jumping or tae-kwo-do I mean could you just see me doing that? Anyway Angus suggested that we do Latin dances together. I think I'll take him up on his offer...*
- 19.** *This economic crisis has really made people think about what's important to them- there's more to life than work, work, work... As for me, I'm fed up with long hours, never being around for the kids and I'm definitely going to do something about it.*
- 20.** *Well I've stopped watching the news, it's just so depressing. All the crime and disaster and negative stories, ugh, makes me more anxious. So I think yoga's the best thing to help me deal with feeling stressed and worried. Just to relax, do something for me... cos I desperately don't want to go on any pills.*

**C1 LEVEL ENGLISH EXAM**

**Activity 5.4** Fill in the gaps in 51-55 with the appropriate **TWO** linking words to complete the statements.

<b>0.</b>	Lessing's writing was informed by her experiences, as <span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> <span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> by her views on social justice.	Lessing's writing was informed by her experiences, as <i>well as</i> by her views on social justice.
<b>51</b>	<span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> <span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> Lessing grew up in poor living conditions, she became a great writer.	
<b>52.</b>	Pamuk's talent did not come out of the air; on <span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> <span style="background-color: #ffcc99; border: 1px solid black; padding: 2px;"> </span> , he was connected with the great tradition.	

53.	_____ was Coetzee close to the great tradition, but he was the tradition as well.	
54.	_____ fact that they had enormous difficulties to face, writers came into being.	
55.	Some writers never find a publisher; as _____ their voice is unheard.	

**ANSWER KEY**

51. EVEN THOUGH (**NOT** EVEN IF ...), 52. THE CONTRARY, 53. NOT ONLY, 54. DESPITE THE, 55. A RESULT/ A CONSEQUENCE

**ACTIVITY 6:** Turn headlines into reported news. Fill in gaps 56-60 with TWO words so that Column B statements make sense, as in the example. The meaning of the underlined word in the headlines of Column A may help you, but you may have to use a different word altogether.






A: News headlines		B: Reported news
0.	PRESIDENT WORRIED ABOUT NEW ECONOMIC CHALLENGES	The President <b>expressed concern</b> about the strikes, because they cost the country millions of euro, and the economy continues to face new 'serious challenges'.
56.	U.S. SET FOR INDIA NUCLEAR TALKS	The US Secretary of State arrived in India yesterday, and _____ to begin discussing a civil nuclear co-operation deal.
57.	MILLIONAIRE HEIR <u>GUILTY OF ARMED ROBBERY</u> , SAYS COURT	The son of millionaire Alexander Nabovich will face a jail sentence of up to 3 years, after having been _____ of planning a hotel room robbery.
58.	MAYOR J. R. SOROYAN <u>HEADS FOR THIRD TERM IN POWER</u>	Our city's mayor, James Robert Soroyan has caused a major political upheaval by announcing his _____ run for a third term in office.
59.	E.U. LEADERS <u>TO CONCERN THEMSELVES</u> WITH BANK CRISIS	European leaders will meet next week _____ the global economic crisis at an emergency summit in Paris later this week.
60.	ITALY'S BERLUSCONI LEAVES HOSPITAL AFTER <u>ASSAULT</u>	Italian Prime Minister Silvio Berlusconi was discharged from hospital on Thursday, four days after having _____, which left him with a fractured nose and broken teeth.

**ANSWER KEY**

56. IS ABOUT (IS READY / IS GOING), 57. FOUND GUILTY, 58. INTENTION TO/ DECISION TO (WISH TO / PLANS TO / AIMS TO), 59. TO DISCUSS, 60. BEEN ATTACKED/ASSAULTED (BEEN BEATEN)

**MODULE 3**

**ACTIVITY 4:** Read items 21-25. Listen to five people talking and decide what profession they are describing (e.g., doctor, lawyer, engineer). Fill in each gap with ONE appropriate word.

- 21. \_\_\_\_\_ 
- 22. \_\_\_\_\_ 
- 23. \_\_\_\_\_ 
- 24. \_\_\_\_\_ 
- 25. \_\_\_\_\_ 

Listen again and check your answers.

**ANSWER KEY**

**21. LIBRARIAN (BOOKSELLER), 22. TEACHER, 23. FIREFIGHTER (FIREMAN /FIREWOMAN), 24. SECRETARY, 25. DENTIST**

**TRANSCRIPT:**

**21. LIBRARIAN:** *They help people find the books or information they need for business, academic or leisure purposes. They must be familiar with today's sophisticated research and information sources and still be able to help a young reader find a new picture book. They must possess first-hand knowledge of all the materials from catalogues and periodicals to reference books, bestsellers and literary classics.*

**22. TEACHER:** *...9 through 12 but you will be doing a lot more than that. Be lesson planning, managing your classroom, creating group projects and much more. Be ultra-prepared! Be overprepared, and by this I mean know what your lesson is for the day, know minute-to-minute what you expect from your students and when you're planning your lessons, really see it from their perspective.*

**23. FIREFIGHTER:** *They battle blazes in forests and range lands. These fires can grow to the size of a small country threatening wildlife as well as homes and businesses in their path. As soon as flames are spotted, they drive or fly to the fire scene with hand tools, chain saws, pumps and hoses and heavy earth-moving machinery. A basic principle in fighting forest fires is to create a gap or fire break to stop the spread of the flames....*

**24. SECRETARY:** *Basically, when I come into the office, I come in, get everything going for the day, turn on all the machines, make sure that they're ready and working. You know, I change our little message greeting on the voicemail to what day it is and... umm... and then I come through and sort of check the fax machine, and change all our calendars, make sure the clocks are working, refresh the cooler, go through all those general maintenance items for the office. I go into my email on my computer and make sure there...you know...there...if there's any projects going on that I get a handle on and first thing in the morning....*

**25. DENTIST:** *...with the mouth. More specifically they look at the teeth and the gums and any of the supporting structures that hold the teeth; for example, the bone. Simple things such as doing fill-ins, removing cavities, taking out teeth that can not be fixed or...*

### **3. Marking B1 level scripts**

#### **PURPOSE OF THE WRITING AND MEDIATION TEST**

The purpose of the Module 2 test is to assess the B1 level candidates' written performance in English and their ability to function as mediators. In particular, it aims at determining whether candidates:

- ◆ "Can write straightforward, connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence" (CEFR, p. 62) in order to address individuals, groups, or a broad reading public, using English in a socially meaningful way in order, for example, to report or describe events and people, give accounts of experiences, narrate stories, summarize or report factual information, etc. and relay information from a Greek text into English, without serious errors that interfere with intelligibility."



In order to compose a text of a particular text type, candidates are expected to use their social knowledge and experiences, their language awareness and reading skills in Greek.

An important part of the exam, the Module 2 test counts for 30% of the total (100 exam points) and, in order for candidates to pass it, they must achieve at least 30% of the possible maximum score (i.e., 9 out of 30 for both texts). Candidates who do not sit for the written component automatically fail the exam.



### ACTIVITY 1

Imagine you are Nick (see the picture below) and that you often read the **School News in English** magazine. One of its sections invites readers to talk about their experiences. Your friend Helena wrote about a bad experience she had with a dog. Now you **write your OWN story** (in about 100 words) **about losing (and then finding) your wallet** with everything in it (money, ID card, etc.)

<b>MAY 2010</b>	
<h2>Tell us about it!</h2> <p><i>We asked our readers to tell us all about a bad experience they had. Here's what we got this month.</i></p>	
	<p>When I was around 7 years old, I was chased and bitten by the neighbour's bulldog that was running around the neighbourhood without a leash. I was taken to hospital and of course my parents were very upset. After that, I was too scared to go out alone, until the dog was taken away. The owner would not keep it under control, as he was supposed to. The dog had already attacked a few other people, and killed a couple of kittens in their own yard. The dog was mean, but the owner was a greater menace. He didn't care what his dog did to others.</p> <p style="text-align: right;"><b>Helena</b></p>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: right;"><b>Nick</b></p>



**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 1**

**Criterion 1**

Candidates are asked to write an account of a bad experience they are supposed to have had, for a section of a school magazine (**topic and genre**). Using the given text as a model, candidates are expected to narrate their own story about losing and finding their wallet (**communicative purpose**). They are to produce a public discourse text in a personal, direct and informal tone, as in the model text (**register & style**).

**Criterion 2**

Candidates are expected to produce a **coherent original** text (100 words) of the same genre, register and style as the model text, but on a *different* topic. The text is likely to be in one paragraph, as in the model text (**text organization**). In terms of **cohesion**, we expect a few simple but appropriate linking devices within and across sentences.

**Criterion 3**

In terms of **lexicogrammar**, candidates are expected to use descriptive and emotive language when narrating their experience and expressing their personal feelings about it. Their script is likely to make use of past constructions, simple sentence forms and vocabulary relevant to the topic.

**Irrelevant script:** A script that is not on the given topic but on the same issue as the model text or another issue altogether (e.g., being bitten by a dog, being bitten by a fish, losing their parents in a supermarket, having a car accident).

Here is an example of an irrelevant script.

<b>B1 script 13</b>
<i>When I was six years old I have an accident with my brother. He was driving his bike when he take me down with it. He run and tell it to my mother and she come to help me. She went me quick to the hospital. I stay two monthes at home because I broke my leg. During those two monthes I went to the hospital two hours a day to check my leg. The doctor who work there was very friendly and talkative. When I need his help he gives to me. After that day ofcourse I have never drive a bike. That is my bad expirience.</i>
<b>Score: _____</b>

**BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM**

<b>B1 script 14: Fully satisfactory</b>
<i>A few years ago when I was 19 year old I lost my wallet. I was in the shopping center looking for a pair of shoes and all seemed fine, and believe when I say that, nobody could imagine what was about to happen. When I picked the shoes I wanted, I realized that I had lost my wallet with all my money. I looked everywhere, in the changing rooms, I asked all the people if they had seen anything but nothing. I started losing hope when a lady told me that I had something in my pocket. It was my wallet. I was so nervous that I didn't see it. In the end all went fine. I paid for the shoes and I left the shop but I'll never put my wallet in my pocket again. Nick</i>
<b>Words: 138</b>
<b>Comments:</b> This candidate has clearly responded to the task in terms of all three criteria. The text produced is a narration of a personal story about losing and finding a wallet, it is written in a direct and informal tone

and the communicative purpose has been fully achieved. The text grammar and the organization of ideas are satisfactory and the script is totally coherent. There are a couple of lexicogrammatical errors (e.g., A few years ago when I was 19 year old I lost my wallet, 'I was in the shopping center looking for a pair of shoes and all seemed fine, and believe when I say that, nobody could imagine what was about to happen') but no spelling mistakes. There are also instances of awkward phrasing due to translation from Greek (all seemed fine, and believe when I say that).

(Score: 14-15)

**B1 script 15: Moderately satisfactory**

*One year ago one day after school I lost my wallet. I was looking for two weeks. At my house, at school, everywhere I went to the police station and I told the policemen about what happened. I keep looking for it as the policemen.*

*One day when I was doing my homework I thought that the before I lost my wallet I put it in my jacket and I forgot it the school's gim. I took my jacket from my wardrobe but my jacket had a broken pocket .*

*The next day I went to the gim I found my wallet in a corner of the building and I pick it up and I saw that nowone stole me anythink. When I returned at home I call the police and I told them I found my wallet and the chase finished.*

Words: 142

Comments: The candidate has fully satisfied criterion 1, in terms of content, communicative purpose and genre (i.e. providing a good narrative). The organization of his/her ideas (criterion 2) is fairly good including simple but mostly correct cohesive devices (e.g. 'one day', 'the next day', 'when' etc.). In terms of criterion 3, the candidate has used simple structures a few of which are problematic (e.g. 'I keep looking for it as the policemen,' 'I thought that the before...'). The text includes a few serious grammar errors (e.g. wrong verb tenses, 'I keep looking...', 'I pick it up') and some incorrect words (e.g. 'broken pocket') and spelling errors (e.g. 'gim', 'anythink' etc.) but generally the message gets across clearly.

(Score: 9)

**B1 script 16: Unsatisfactory**

*When was 13 years old, I lost my wallet with- everything inside money , my credit card and my school report. I go to the police for this thing and police says me to tell this in my neighbours to go and found my wallet. After this thing, I go to my bedroom and start reading my homework. In the evening, I go to my friend to play and tell her to lost my wallet. My friend says that my wallet sow it in the park when take part in a football team two days after this happened. This people who take my wallet they are doing and other things. In Friday my mum his lost his bag. After two hours police found his bag. The wallet says me police had take it a school friends. After this month, my wallet didn't found.*

Words: 143

Comments: This is an unsatisfactory for B1 level script. The candidate has responded to criterion 1 in terms of content, communicative purpose (s/he has used the cues included in both the rubrics and the model text) but his/her output does not satisfy criteria 2 and 3. In terms of criterion 2, the text has a poor organization and cohesion problems (e.g. 'I go to the police...my wallet'). In terms of criterion 3, there are serious lexicogrammatical (e.g. '...my wallet sow it...', 'police says me to tell this in my neighbours') and syntax errors (e.g. 'my wallet didn't found') which are frequent, often making the text unintelligible.

(Score: 4)

**NOW, YOU MARK THE SCRIPTS BELOW AND BE READY TO DISCUSS THE EVALUATION CRITERIA.**

**B1 script 17: Score \_\_\_\_\_**

*When I was 7 years old, the local school was three kilometres far away. I had to woke up at 7:00 o'clock to took breakfast and at 7:30 I had to leave and I was waiting the bus. I had a wallet and inside I had my pocket money and my ID card. One day while I was waiting the bus I lost my wallet. When I arrived at school I searched all my class but I didn't find anythink. When I went home I told to my mum if she saw it anywhere but she didn't. Next day while I was waiting for the bus I saw my wallet at the edge of the road. I was very lucky because I found it and inside had all my pocket money and my ID card. Since then I care about my things and I'll never forgive myself if I lose it again.*

*Nick*

**B1 script 18: Score \_\_\_\_\_**

*Hello I'am Nick. I told you a story with me.  
Before three months I losing my wallet. I went to buy a CD with my lovely music. When I left in a shop and I choose my CD I put my hant in my pocket and I understand that my wallet missing. The first mooving it was to go to the police station. I told them what happen and they ask me wha I have in my wallet. I told them for the money about 60€, some cards and a letter from my friend at Germany. When I explaint them somebody come in a police station whith my wallet. He found it in a street. I was verry lucky because he was verry good man. The police give it to me and I went to buy the CD but now with my wallet!*

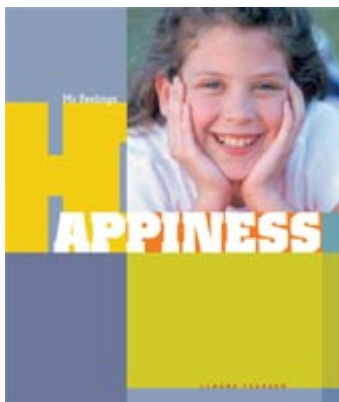
*Nick*

**B1 script 19: Score \_\_\_\_\_**

*Last summer, I was in Mykonos on holidays. While I was walking in the streets I saw a wonderful T-Shirt and I wanted to buy it immediately. When I searched into my bag to find my wallet, I understood that I lost it. Unfortunately in my wallet I had all my money, my ID cart, etc. I was really upset and nervous so I decided to walk again from where I start my walk to the place that I saw this fabulous T-Shirt. I didn't find it. I went to the hotel I was living and when I went into my room I saw my wallet on my bed with everything in it. I'm glad I didn't lose it, but I'm really sad because I couldn't remember where was the shop with the T-Shirt.*

**ACTIVITY 2**

Imagine your friend Chloe, who has been complaining about feeling down, asks you for help. Using information from the text below, send her an **email** (about 100 words). **Tell her what she can do**, so as to feel better. Sign as Alex (do **not** use your real name).

**DON'T WORRY. BE HAPPY!****ΑΝΕΒΑΣΜΕΝΗ ΔΙΑΘΕΣΗ ΟΛΗ ΜΕΡΑ!**

Είναι γνωστό ότι «η καλή μέρα από το πρωί φαίνεται!». Γι' αυτό είναι σημαντικό να ξεκινάμε τη μέρα μας όσο πιο ευχάριστα γίνεται. Για παράδειγμα, η μουσική έχει έναν μοναδικό τρόπο να μας φτιάχνει τη διάθεση και είναι εύκολο να τη βάλουμε για τα καλά στη ζωή μας. Τι πιο απλό από το να αντικαταστήσουμε τον βαρετό και πολλές φορές εκνευριστικό ήχο του ξυπνητηριού με το αγαπημένο μας τραγούδι;

**ΑΣΚΗΣΗ & ΔΙΑΤΡΟΦΗ**

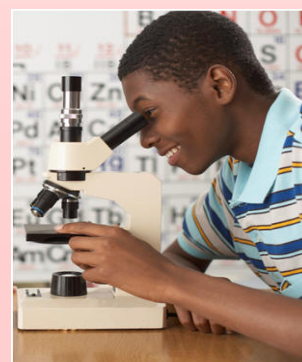
Η άσκηση μας φτιάχνει τη διάθεση. Γυμναστική, γιόγκα, τρέξιμο ή και γρήγορο περπάτημα μας δίνουν την απαραίτητη ενέργεια για να ξεκινήσουμε τη μέρα μας δυναμικά. Ακολουθεί απαραίτητα το πρωινό γεύμα, πλούσιο σε φρούτα και δημητριακά. Οι διατροφολόγοι το θεωρούν ως το πιο σημαντικό γεύμα της ημέρας, γι' αυτό κι εμείς δεν το ξεχνάμε ποτέ.

**Η ΜΕΛΩΔΙΑ ΤΗΣ ΕΥΤΥΧΙΑΣ**

Η μουσική καλό είναι να μας συνοδεύει ακόμα κι όταν φεύγουμε από το σπίτι. Ο αγαπημένος μας σταθμός στο αυτοκίνητο, το mp3 ή το iPod με αποθηκευμένα όλα τα αγαπημένα μας κομμάτια μπορούν να κάνουν θαύματα μέσα στο λεωφορείο ή στο μετρό! Φυσικά, αν γνωρίζουμε κάποιο μουσικό όργανο, βρίσκουμε χρόνο να παίξουμε –για τους φίλους μας ή για μας τους ίδιους!

**ΕΡΓΑΣΙΑ ΚΑΙ ΧΑΡΑ**

Το εργασιακό μας περιβάλλον το φροντίζουμε γιατί είναι σημαντικό για καλή διάθεση. Εδώ, περνάμε αρκετές ώρες της ημέρας και γι' αυτό πρέπει ο χώρος να μας αρέσει και να μας δημιουργεί θετικές σκέψεις. Φυσικά, το τι αρέσει στον καθένα είναι προσωπικό ζήτημα και γι αυτό τον προσωπικό μας χώρο τον φτιάχνουμε όπως αρέσει σ' εμάς – με τα δικά μας αγαπημένα πράγματα.



**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2**

**Criterion 1**

Using the Greek text on “Tips on how to feel better” as a prompt, candidates are expected to produce an email message (**genre**), addressed to a friend who’s been complaining about feeling sad, unhappy. The **communicative purpose** of the email is to give advice and make suggestions on what she can do to feel better during the day (this is the **topic**). The script should have a personal, friendly, and informal tone (**register** and **style**). Indicators of formal greetings or address are inappropriate. Moreover, as this is a mediation activity, candidates are to extract relevant information from the Greek text and use it in their script, but it is not necessary that they include information from all four parts of the text. It is also possible to add a few of their own ideas.

**Criterion 2**

Text **organization** should be suitable for an email message. In other words, we expect an informal opening (some kind of greeting and a statement about the purpose of this message), a main body (with advice and suggestions) and an informal closing (which may be a short statement or a farewell remark). In terms of **cohesion and coherence**, simple linking words and cohesive devices are expected and all ideas should be coherently linked.

**Criterion 3**

Candidates are expected to make use of modality appropriate to giving advice (e.g. ‘should’, ‘can’, “if I were you”) and imperatives. Elliptical clauses, which are characteristic of email messages, are acceptable. The vocabulary used should be conducive to the topic in question.

**Irrelevant script**: A script that is not on the given topic, or a script on the same issue as the model text. A linguistically satisfactory text with no information from the Greek text is irrelevant.

**BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM.**

<b>B1 script 20: Fully satisfactory</b>
<p><i>Dear Chloe,</i></p> <p><i>I have some advice that might help you feel better.</i></p> <p><i>Firstly, you should know that music is one way to relax. If I were you I would put my favourite song to wake me up instead of the alarm. You could also buy an mp3 to hear your favourite music even when you are not in your house. Another way to relax is to put daily exercise and healthy diet in your life, this is very effective according to a research. Finally you should make sure that the place you work makes you feel positive and comfortable. Besides this is the place you spend the most of your day .</i></p> <p><i>I hope these ideas help!</i></p> <p><i>Alex</i></p>
<b>Words: 118</b>
<p><u>Comments</u>: The script is satisfactory in terms of all three criteria. It fully meets the communicative purpose of the task and the genre produced is an email of friendly, informal style and personal tone. The mediation task is fully achieved. The script is fully coherent and cohesively linked and it includes appropriate opening and closing expressions. There are no spelling mistakes and hardly any lexicogrammatical errors.</p>
<b>(Score: 15)</b>
<b>B1 script 21: Moderately satisfactory</b>
<p><i>Dear Chloe</i></p> <p><i>In your last e-mail you mention that you are felling down. So I found some usefull informations.</i></p> <p><i>First of all music is the most inportant. You can listen to music all day when you get up, while you are eatting and when you are slipping. Also</i></p>



*exercise give us energy to start our day with power. And finally you must eat helthy. The most inportand meal of the day the breakfast must be full of fruits and cerials.*

*I believe that this letter will help you to feel better. I will be waiting to hearing from you.*

*Your e-friend*

*Rannia*

**Words: 102**

Comments: This text fully satisfies criterion 1 in terms of content, communicative purpose and genre. In terms of criterion 2, this text presents a fairly good organization of ideas which makes it fully coherent. Although the cohesion devices used are rather simple (e.g. 'First of all', 'also') they are mostly correct. Sometimes, the advice given is presented as useful information (e.g. 'Also exercise give us energy' ). The text has an informal opening stating the purpose of the message but the closing is partly formal (e.g. 'I will be waiting to hearing from you'). In terms of criterion 3, there are a few grammatical errors. (e.g. 'useful informations', 'exercise give us,' 'you must eat helthy') which do not interfere with intelligibility. There are also some incorrect words and numerous spelling errors (e.g. wile, slipping, helthy, usefull etc.).

**(Score: 10)**

**B1 script 22: Unsatisfactory**

*Dear Chloe,*

*Hi! How are you? Thanks for your email! I'm sending you the email because I want to give you some information about that you feel down.*

*All people must have a good feel because that is good for the organizms. One way is you get up with musik because in this way you get up and you feeling very good. Also you in order to feel good is the daily gym because fulfilled your organizm energy. Furthermore in order to you feel good is also important the place which you work in place which we work must we have put our favourites things because in this way we feeling very good.*

*Some information I can give you. I hope need to you. I'm looking forward to hearing for you.*

*Kisses*

*Alicia*

**Words: 133**

Comments: This text has responded to a few of the criteria but the output is unsatisfactory. In terms of criterion 1, the text has the expected genre (an email to a friend), the communicative purpose has been achieved, the register and style are partly appropriate for a friendly email and the mediation task is partly achieved. In terms of criterion 2, the text has an informal opening and states the purpose of the message but the closing is rather formal. The organization of ideas is somewhat problematic and some cohesive devices are inappropriate for an informal email (e.g., 'Furthermore'). In terms of criterion 3, the text is particularly problematic due to syntax and lexicogrammatical errors (e.g., 'good for the organizms', 'you feeling very good'), some of which impede intelligibility (e.g., 'some information about that you feel down', 'have a good feel', 'in place which we work must we have put our favourites things'), and some spelling errors (e.g., 'organizms', 'musik').

**(Score: 5)**

NOW, YOU MARK THE SCRIPTS BELOW and be ready to discuss the evaluation criteria:

<b>B1 script 23: Score</b> ____
<p><i>An email to my friend Chloë</i>  <i>FROM: ALEX</i>  <i>TO: CHLOE</i></p> <p><i>Dear friend chloë,</i>  <i>I herd that you has been complaining about feeling down. I can give you some advices which if you folowing you can feel better in a few days and for the rest of your life may be.</i>  <i>First of all, you must go to a gym for threë or four days per week. The gymnestic is very important for our body and health.</i>  <i>Second you must eat every morning a good breakfast, because is the most important meal of the day.</i>  <i>You can also go to learn music and learn to play a musical instrument. The music will be change your life, because will be came you cool!</i>  <i>I'm looking forward to see you soon.</i>  <i>Yours</i>  <i>Alex</i></p>
<b>B1 script 24: Score</b> ____
<p><i>Hi Chloë,</i>  <i>Last month you asked me for help about feeling down. I found a text in a magazine which 'tells' what somebody can do to feel better. You should replace the alarm's clock sound with your favourite song. That's because 'the good day starts with a good morning'. You should also run or walk fast and eat fruits and cerial in your breakfast. These gives you energy. Doctors say that breakfast is the most important meal of the day. Listening to music is an other way to feel better because it relaxes you. You can listen to music even when you go to school with an mp3 player! You should decorate the place you work in because you spend there many hours.</i>  <i>Write me soon if you feel better with these ways.</i>  <i>See you soon,</i>  <i>Alex</i></p>

### 3. Marking B2 level scripts

#### PURPOSE OF THE FREE WRITING PRODUCTION AND MEDIATION TEST

The purpose of the Module 2 test is to assess candidates' written performance in English and their ability to function as mediators. In particular, it aims at determining whether candidates are able to:

- ◆ express themselves in writing (addressing individuals, groups, organizations, a specific or broader reading public) using English in a socially meaningful way in order, for example, to report events, give advise, promote a service, etc. and relay information from a Greek text into English, without serious errors that interfere with intelligibility.

In order to compose a text, of a particular type (genre), register and style, candidates are expected to use their social knowledge and experiences, their language awareness and reading skills in Greek.

An important part of the exam, the Module 2 test counts for 30% of the total (100 exam points) and, in order for candidates to pass it, they must achieve at least 30% of the possible maximum score (i.e., 9 out of 30 **for BOTH** texts). Candidates who do not sit for the written component automatically fail the exam.

**ACTIVITY 1**

Read the situation card below, and write a **letter** (about 150 words) to your Australian cousin Anne to:

- **tell her** you're getting married
- **describe** your partner and the relationship you have with each other
- **explain** why you have decided that it's a good idea to get married, though you've known each other for only a few months.

End your letter by **inviting** Anne to the wedding, and sign as Nick/Nicky. Do NOT use your real name.

**Situation card**

Imagine you're Nick/Nicky, aged 25, a shop assistant. You met your partner 5 months ago, when s/he came to work in the same shop. You started dating and now are already thinking of getting married next September.

**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 1****Criterion 1**

Candidates are expected to write a **letter** addressed to their cousin Anne about their **forthcoming marriage (genre & topic)**. In their letter, they are asked to (a) **announce** the good news, (b) **describe** their partner and their relationship with him /her, (c) **explain** their decision to get married very soon and (d) finally invite their cousin to the wedding (**communicative purpose**). In terms of **style**, the script is to be **informal**, and the **tone direct** and **personal**.

**Criterion 2**

Text **organization** should be suitable for a personal letter. We expect: an informal opening (some kind of greeting and a statement about the purpose of this letter), the main body of the letter (in which they are expected to talk about their partner and their relationship with him/her), and a closing statement (inviting their cousin to the wedding and providing a farewell remark). Simple linking words and **cohesive** devices are expected. All ideas should be **coherently** linked.

**Criterion 3**

We expect use of declarative statements, past and future structures, as well as the use of simple present.

**Irrelevant script:** Below is a script that includes information not relevant to the context of situation and is considered irrelevant.

**B2 script 25**

*Dear Anne,*

*You met your partner 5 months ago when she came to work in the same shop. You started dating and now are already thinking of getting married next September. They have decided that it is a good idea to get married though you have known each other for only a few months.*

*The Anne and Nick the relationship you have with each other. I prefer because the sent e-mails on the peoples and going to holiday. Anne going to the Australia with 15 days holiday. Anne going to holiday. End your letter by inviting to the wedding, and sign it as Nick.*

*Anne coming the Australia and coming to the with my house. And going to coffe with a going to shopping and supermarket. I have been go the restaurant eat and drink. You met your partner 5 months ago, when he*



*came to work in the same shop. You started the shopping and you started the dating and now are already thinking of getting married next October.*

Score: \_\_\_\_\_

**BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM**

**B2 script 26: Fully satisfactory**

*Dear Anne,*

*How are you? In your last letter you told me that you are coming to visit me. Well, a reason to visit me is that... I'm getting married!*

*My partner is Joe and he's very good with me. He's very handsome, tall with black hair and green eyes. He's friendly, lovely and funny and we have a very good relationship with each other.*

*We met five months ago when he came to work in the shop I work. We start dating, going to the cinema, eating lunch together and now we're thinking of getting married!*

*We like each other very much, we fell in love when we saw each other for the first time. We decided that we want to get married because we think that we're our second half of each other and we are having fun when we're together.*

*So, I want to invite you to my marriage with Joe, which is on September 18th at the church near the village's square.*

*Hope you come.*

*Yours,*

*Nicky*

**Words: 171**

Comments: The script successfully meets all three criteria. In terms of criterion 1, the candidate has fully addressed the topic, has responded to the communicative purpose and has produced the appropriate genre (i.e. an informal letter to a friend). Its style is informal and its tone personal and direct as expected. In terms of criterion 2, the cohesive devices used are appropriate for this type of script and the candidate has managed to produce a well-organised and coherent script. In terms of criterion 3, the choice of vocabulary and grammar is conducive to the communicative purpose of the text, with minor errors (e.g. '*we think that we're second half*', '*we start dating*', '*invite you to my marriage with*') which do not have an impact on the communication of the intended meaning.

**(Score: 13-14)**

**B2 script 27: Moderately satisfactory**

*Dear Anne,*

*How are you? I hope you are well! I have to tell you so much things but I don't know where to begin. I would be very happy if you will accept my invitation. I'm getting married...*

*First of all, as you know I work in a shop as a shop assistant. At work I met my partner, five months ago and since then I am very happy. I think that he is the man of my dreams. We have a realy exceptional relationship because we have the same character and common interests. It is unbelievable, isn't it?*

*Physically, my boy friend is tall, slim and has black eyes. He is in his early thirties and good-looking.*

*Even though we have known each other for only a few months, however we*

*have decided to get married because one compete the other. It is amazing. All in all, we are getting married next September and I want you to come. Please tell me yes! Call me!*  
*Love,*  
*Nick*

**Words: 169**

Comments: This script partly satisfies the three criteria. First of all, the communicative purpose of the task has been achieved and the type of text produced is appropriate using a friendly, informal and personal tone. The organization of the text is suitable for a personal letter, with an 'opening' about the purpose of the letter and an informal 'closing' containing an invitation to the wedding and a farewell remark. However, some cohesive devices are more formal than expected and thus inappropriate for a personal letter (e.g. 'first of all, even though', 'however', 'all in all'). In terms of criterion 3, there are some inappropriate lexical choices (e.g., 'physically', 'compete the other') and few grammar errors (e.g. 'so much things but I don't know where to begin', 'if you will accept my invitation') which however do not impede intelligibility.

**(Score: 11)**

**B2 script 28: Unsatisfactory**

*Dear Anne,*  
*Hello! How are you Anne? I am so happy to write with you. Thanks you for all letters.*  
*First of all I have nine month to see you. I miss you and now I get married Nick. I am with Nick five months. I am so happy. I have I good boyfriend, easy-going, lovely and sociable. Nick don't know you because you leave in Australia and not see you. Further I believe that he will be a good husband because love all people and children and will become a good father. I believe that I tell you.*  
*To sum up, I believe to see you later!*  
*Best wishes,*  
*Maria*

**Words: 111**

Comments: First of all, the script is too short and secondly, it is particularly problematic, in terms of criteria 2 and 3. It's also problematic in terms of criterion 1 since it does not really achieve the communicative purpose (to invite to the wedding) and, thus, does not adequately get the required message across. In terms of criterion 2, the script lacks organization and the ideas do not flow smoothly. Moreover, the linking devices are not used appropriately and are rather formal for this type of text (e.g. 'first of all', 'to sum up', 'further'). In terms of criterion 3, the linguistic selections deviate from norms of both usage and use for the most part and the lexicogrammatical errors sometimes impede intelligibility (e.g. 'I believe that I tell you', 'I have I good boyfriend'). Vocabulary range is rather limited for this level and the grammatical structures used are too simple.

**(Score: 4)**

**NOW, YOU TRY TO MARK THE SCRIPTS BELOW AND BE READY TO DISCUSS THE EVALUATION CRITERIA:**

**B2 script 29: Score \_\_\_\_\_**

*Dear Anne,*  
*Thanks for your letter. It was great to hear from you. I hope all the family is well.*  
*Anyway I am writing this letter because I have some great news. I know that you are so far away from us but I wanted to tell you something that is so special for me. I'm getting married! Isn't it great?*  
*I understand that you might think I am very young yet but I really believe that I am ready for this big step. The man that I love so much, and*

*I hope you feel something so strong some day, works in the same shop with me. I know him five months but I feel like I know him for years. We spend a lot of time together, we have fun and I really can't imagine my life without him. He is sweet and he has the same interests as me.*

*My parents believe that we are going too fast and they advised me to think it more. I've never thought that I will marry so young and with someone that I know so little but now it's different. I'm sure for what I'm going to do. I hope to understand me and help me with my family.*

*We're getting married next September. I hope you can all come, especially you. I want you to be with me in this special day. I am waiting to hear from you.*

*Love, Nicky*

**B2 script 30: Score \_\_\_\_**

*Dear Anne,*

*Hi! How are you? I'm sorry do not writing a letter because I have forgotting for this adress and do not answer it. Well it has a very good news for me but it hasn't see them. Well it has good news, I get married next September and I'm very happy and cry again. Well first of all my partner is very polite, funny and love very much and my partner it has 5 months together.*

*First of all my partner is a beauty but he is polite and I think it's very good idea to get married but I know only a faw months. Also I think is very interesting just get married who know only 5 months. Also just married it's fine because two people man and woman it has loving and it is a good step for yours life.*

*Anyway I'm very happy to answer this letter. Well I have read the subjects for school and don't forgotting just answer it.*

*Love, Nicky*

**B2 script 31: Score \_\_\_\_**

*Dear Anne,*

*Hello Annie! How are you? I am writting to tell you that I will marry my partner Maria next September. I met my partner Maria five months ago in the shop where I am working as an shop assistant and then I started dating with her and now we are already thinking of getting married.*

*Maria is a kind person, generous, smart, and generally is the best partner I have ever had. She is tall, blond with light blue eyes. Her father is tall and he has black eyes and black hair. Her mother is blond. She has brown eyes and she is pleased of getting married with her daughter.*

*I have decided to get married because I am twenty five years old I haven't more time to met other partner. Also I believe that my partner is the most beautiful woman I have ever seen.*

*I would like to join you to the wedding and I want you to come to my wedding.*

*Yours, Nick*

**ACTIVITY 2**

Using the information in the text below, write **an article** (150 words) for a European magazine, in which you

- **present** the findings of a survey on how Greek young people spend their free time.
- **express your opinion** about the most and least popular leisure activities among young people.

The title of your article is: HOW YOUNG PEOPLE SPEND THEIR FREE TIME.

**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2****Criterion 1**

Candidates are expected to use information from an article in Greek and produce a magazine article of their own, about how young people spend their free time (**genre & topic**). Specifically, we expect them to inform readers about the findings of a survey on leisure activities of young Greeks and about their own view on the issue (**communicative purpose**). The **style** of the text should be semi-formal, the **tone** should be non-personal (Scripts in the form of an essay or a formal letter are inappropriate).

In order to respond to the requirements of this mediation activity, candidates are expected to select and include pertinent verbal as well as numerical information in their script. They are also

expected to express their personal opinion either on how young Greeks spend their free time, or on the results of the survey.

### **Criterion 2**

Candidates are expected to use the title provided and produce a coherent text, possibly divided into two or three paragraphs. The cohesive devices should be appropriate to the semi-formal style of the text. In terms of text organization, we expect: (a) an introduction giving information about the survey, (b) a main body presenting the findings of the survey, which may appear in bulleted form, and (c) a conclusion where candidates express their opinion.

### **Criterion 3**

In terms of grammar, candidates are expected to make use of informative language and simple present or past structures. The lexical choices should be conducive to the content and communicative purpose of the text.

**Irrelevant script:** If candidates do not use the information from the Greek text, their script should be considered unsatisfactory whereas if they write on a different topic their script should be considered irrelevant even if it is in good English.

**Now look at the script below and think about what mark you would give.**

<b>B2 script 32</b>
<b><i>HOW YOUNG PEOPLE SPEND THEIR FREE TIME</i></b>
<i>I have decided to write this article so I can present to you the findings of a survey on how Greek young people spend their free time. This study was conducted by the research center of institute of youth over a sample of five thousand young people who live and work at Greece from 18 to 30 years old. The finding show that 70% of the young people spend their free time watching television, 59% are using computer, 50% spend their free time with friends, 30% doing sports, 18% reading books, 22% going to cinema or theater, 10% concerts and music, 14% traveling and trips, 7% with painting and photographs, 5% resting and 22% with other activities. As you can see by the results of the study many young people prefer of doing nothing and just watch TV maybe they are so tired from university studies and work so they just want to sit and do nothing so they could explain the way are getting lazy at their free time.</i>
<b>Score: _____</b>

**BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM.**

<b>B2 script 33: Fully Satisfactory</b>
<b><i>HOW YOUNG PEOPLE SPEND THEIR FREE TIME</i></b>
<i>Many people seem to be interested in how young spend their free time. So, last December five thousand people that live in Greece and are between eighteen and thirty years old were asked. The results of the survey are the following:</i>
<i>Most of young people in Greece spend their free time watching television and the least of them relax. About fifty nine percent is using the computer. Other people are just hanging out with friends and others like to exercise. About 18% said they read. Some people go to the theater or the cinema and some others relax by being in concerts. Young people also like painting, going trips or doing other stuff.</i>
<i>I think it's sad that young people are more interested in sitting inside their house in front of a screen watching TV or playing computer than</i>



*going out with friends in the cinema, in a concert or taking trips with them. It's also bad that less and less people today read or exercise. But I think the worse thing is that young people don't rest enough. They are supposed to be the new generation, the "fresh ones" and I think it is very bad that they don't sleep enough because they want to have fun.*

*To sum up, young people seem to be less worried about their future that they used to be. They just want to have fun and don't focus on reading and exercising which would make them smarter and healthier. Although I think one day will be on the right way.*

**Words: 274**

Comments: The script is satisfactory in terms of all three criteria. Although the word limit has been exceeded, the text type produced is appropriate (i.e., an article of semi-formal style) and the communicative purpose of the task has been fully achieved. Having extracted information from the Greek source text, the candidate uses the information to present the results of the survey and give his/her own opinion. Although the script is coherent and cohesively linked, there are minor lexicogrammatical errors (e.g., going out with friends in the cinema, But I think the worse thing is that young people don't rest enough) that do not impede understanding in any way.

**(Score: 12)**

**B2 script 34: Moderately satisfactory**

***HOW YOUNG PEOPLE SPEND THEIR FREE TIME***

*Have you ever thought of what to do in your free time? That is what we always do. Everyone has his own hobbies and spends his/her free time in a different way. For this topic a recent research had been done on 5000 young peoples between 18-30 years old who live in Greece.*

*First of all, according to the research results, 70 per cent of the young people spend their free time watching TV, and 59% is using computer. Hanging out with friends is also a popular activity for this age, and about 50% had chosen it. Taking pictures, reading books, going to travels or going to concerts are unfortunately chosen by 10%-14%.*

*On the other hand, we can say that greek people are really enjoying going to cinema or to theatre because 22% of young people agree with it.*

*Luckily, the amount of young people who join a sports team or a sports club is about 30%. But almost nobody is just sitting at home or sleeping to relax a little.*

*To sum up, I believe that watching TV and playing on computer is the most popular activity among young people, but I am so sorry to say that young people don't give importance to art according to the research.*

**Words: 211**

Comments: In terms of criterion 1, the script is appropriate and responds to the communicative purpose required (i.e., to inform readers about the results of a survey and give an opinion). In terms of criterion 2, the ideas included in the second and third paragraph are not coherently linked (the findings are not presented in order of statistical significance or are not logically ordered). However, the organization of the text is the expected one with an introduction giving information about the survey, main body presenting the findings of the survey and a conclusion including the candidate's opinion. In terms of criterion 3, there are a few lexicogrammatical errors that do not, however, interfere with intelligibility.

**(Score: 10-11)**

**B2 script 35: Unsatisfactory**

*The aim of this text show how young people spend their free time. These*

*are the results of this aim.*

*On an interview which becoming show that a lot of youngs 70% right watch TV for a long hours. After that 59% percent show that youngs play computer games and they do not their homeworks. Additionally, some youngs prefer to go out with their friends and they discuss some subjects or they try to find a solution at their problems. And finally a little youngs read books and do their homeworks because they always go out with their friends or do some sports.*

*Nowadays I believe that youngs don't read and play games which are bad for their eyes.*

**Words: 119**

Comments: The text fails to meet the three criteria. The writer has failed to produce an article in which s/he informs readers about the results of the survey and gives his/her opinion about the most and least popular leisure activities. The text lacks coherence and is poorly organized. Information about the context of the survey has not been provided in the first paragraph while the conclusion does not include the writer's personal opinion, as expected. In terms of criterion 3, the script is particularly problematic due to its many lexicogrammatical errors (e.g., 'find a solution at their problems'). There is poor lexical range and sometimes errors of accuracy and appropriacy impede intelligibility (e.g., 'The aim of this text show how young people spend their free time'. 'These are the results of this aim. And finally a little youngs read books and do their homeworks because they always go out with their friends or do some sports')

**(Score: 4-5)**

**NOW TRY TO MARK THE SCRIPTS BELOW:**

**B2 script 36: Score** \_\_\_\_

***Young people and free time***

*Free time for young people is a huge issue as they have no much time.*

*Also a huge issue is that when they have free time where they spend it!*

*According to a valid research the most young people prefer watching tv to going on trips. Also many young people use their computers and go out with their friends. A little less number of young people prefer going to gym, reading, going at cinema and listening music. Some of them like photograph, painting and relaxing.*

*In my opinion young people shouldn't watch tv so much. They must spend their time on visiting other countries and learning about the history of them. It is very exciting to travel in other places. I could say that is an opportunity for us to create our spirit. Also I believe that young people must to be informed from radio when they want to learn about news.*

*We can make our life better.*

**B2 script 37: Score** \_\_\_\_

***HOW YOUNG PEOPLE SPEND THEIR FREE TIME***

***Young people and free time***

*Greek young people haven't got a lot free time but this time which they have doing many and diferent things or activities. A lot of Greek young people at their free time watches TV or using their pc for example playing video game, chat or surfing to the internet.*

*A big part of young people are spending their free time with their friend*

*or doing sports but some people prefer to go at the theatre or at the cinema.*

*A little part of young people reading books, relax, take photos or painting, going at the performance or listen musick alone at home.*

*I think the least popular leisure activities are unpopular because bored or old-fashioned. In my opinion TV or pc are the most popular mashines at our days and gets in our lives. I thing nonone now don't know to use the internet or the pc. This is the reason witch TV have got the first position at the list.*

**B2 script 38 Score** \_\_\_\_

### **HOW YOUNG PEOPLE SPEND THEIR FREE TIME**

*It nowadays a very big problem is the free time of Greek young people. Last December took place a survey which named "young people and free time".*

*The Greek people spend their free time with a lot of activities. The majority of them watch TV or use the computer. The half of the questioners said that they meet with their friends. A not so big number of questioners said that they do sports like football, basketball, etc. The rest of the questioners said that they study for the university, read books for hobby, they go to the theater. Also many youngs to trips and a small amount of young relax.*

*The most popular leisure activity of the youngs is the TV. In my opinion TV is very useful but we shouln't watch it to spend our free time because if we watch many hours TV we will have problems with our eyes or we will become unsociable.*

*The least popular leisure activity is relaxing. In my opinion relaxing is very important for our life because without it we can't live. On the other hand we have to go out with our friends or we have to do sports because sports activities can help us with our health. Also the young people have a lot of energy and we can do a lot of activities.*

## **4. Marking C1 level scripts**

### **PURPOSE OF THE MODULE 2, C1 LEVEL TEST**

The purpose of the Module 2 paper is to assess candidates' written performance in English and their ability to function as mediators. In particular, it aims at determining whether candidates are able to express themselves in writing (addressing individuals, groups, organizations, a target or a broader reading public) using English in a socially meaningful way in order to, for example, clarify or explain a statement, draw a conclusion, argue an issue, etc. (see illustrative descriptors for writing below), and relay information from a Greek text into English, without errors that interfere with intelligibility.

In order for C1 level candidates to show that they have developed the skills required to achieve a specific communicative purpose and that they can produce grammatically correct and communicatively appropriate written discourse, they will be required to write texts concerning personal or social problems / topics, to argue issues and opinions, to provide detailed accounts of events (real or hypothetical), to narrate experiences and stories, etc. (see illustrative descriptors below). Candidates' texts are expected to be fully coherent and the language used must ensure text cohesion. Style and register must be conducive to the specified social context.

A basic difference between the C1 and B2 level written production is that the former is based on another written text. Therefore, C1 level candidates taking the Module 2 test perform interactively. The text s/he is asked to produce for Activity 1 presupposes the comprehension of another text in English (which may well be



accompanied with illustrations, graphs or tables) and demands the use of interactive strategies (e.g. choice of an appropriate opening, relating his/her contribution to that of the text to be read).

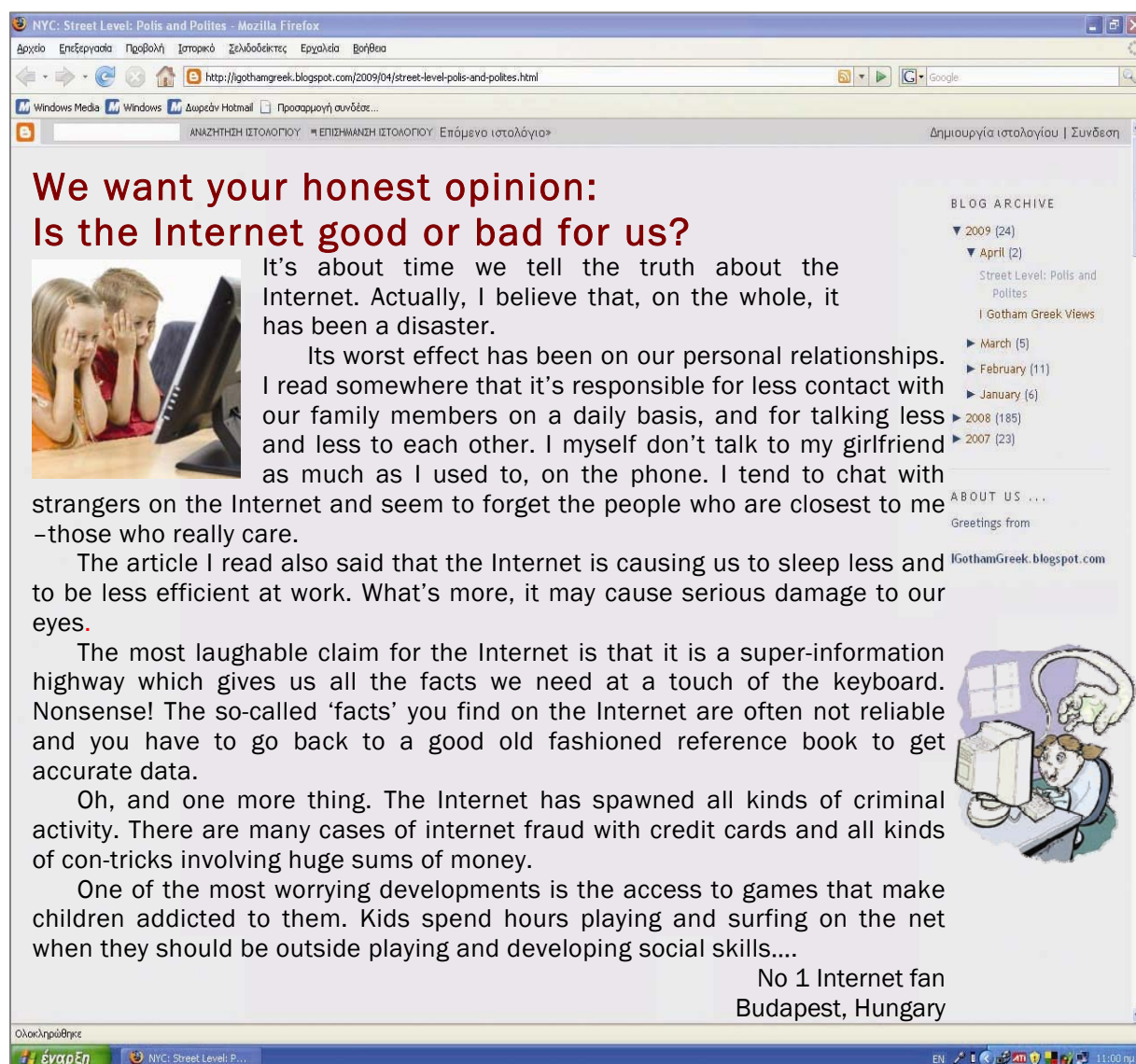
For Activity 2, as in B2 level, the C1 level candidates, will be required to produce a text which is based on another text (mono or multi-modal), in Greek, requiring them to use mediation strategies that mainly involve processing and relaying information from one language to another, summarizing in English the main idea or specific points conveyed in Greek texts.

As an important part of the exam, the Module 2 test counts for 30% of the total (100 exam points) and in order for candidates to pass it they must achieve at least 30% of the possible maximum score, (i.e., 9 out of 30 for both texts). Candidates who do not sit for the written component automatically fail the exam.

### ACTIVITY 1

Students of a High School in Germany have designed a **blog** to discuss issues affecting the lives of young Europeans. This week's topic is about the impact of the Internet. Read what the text below written by a Hungarian blogger says and then write a **response** to express your **arguments in favour of** the Internet (180-200 words). Sign as "A Greek blogger" (do not sign with your real name). **Your response may refer to:**

- Increased communication opportunities
- Access to more information
- Great source of entertainment
- Availability of services
- Possible to buy things online



**We want your honest opinion:  
Is the Internet good or bad for us?**

It's about time we tell the truth about the Internet. Actually, I believe that, on the whole, it has been a disaster.

Its worst effect has been on our personal relationships. I read somewhere that it's responsible for less contact with our family members on a daily basis, and for talking less and less to each other. I myself don't talk to my girlfriend as much as I used to, on the phone. I tend to chat with strangers on the Internet and seem to forget the people who are closest to me – those who really care.

The article I read also said that the Internet is causing us to sleep less and to be less efficient at work. What's more, it may cause serious damage to our eyes.

The most laughable claim for the Internet is that it is a super-information highway which gives us all the facts we need at a touch of the keyboard. Nonsense! The so-called 'facts' you find on the Internet are often not reliable and you have to go back to a good old fashioned reference book to get accurate data.

Oh, and one more thing. The Internet has spawned all kinds of criminal activity. There are many cases of internet fraud with credit cards and all kinds of con-tricks involving huge sums of money.

One of the most worrying developments is the access to games that make children addicted to them. Kids spend hours playing and surfing on the net when they should be outside playing and developing social skills....

No 1 Internet fan  
Budapest, Hungary

**BLOG ARCHIVE**  
 ▼ 2009 (24)  
 ▼ April (2)  
 Street Level: Polis and Polites  
 I Gotham Greek Views  
 ► March (5)  
 ► February (11)  
 ► January (6)  
 ► 2008 (185)  
 ► 2007 (23)

**ABOUT US ...**  
 Greetings from  
 IGothamGreek.blogspot.com

**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 1****Criterion 1:**

We expect the candidate to write a text for a blog discussion on the value of the Internet (topic & genre). Specifically, they are to present a different opinion from that of the blogger in the source text about the 'evils' of the Internet and to talk in favour of the Internet (**communicative purpose**), using the prompts provided. Basically, candidates are expected to present and support their views on an issue, NOT to argue against the other blogger's view, though this is acceptable. As the candidate's script is in response to the text provided, it is expected to have a similar style to the given text, which is semi-formal.

**Criterion 2:**

Candidates are expected to follow the organization of the source text and produce a flowing script, divided into paragraphs. Specifically, we expect informal paragraphing and a loose structure but ideas in/among paragraphs should be **cohesively** and **coherently** linked (with a few simple and appropriate linking devices within and across sentences).

**Criterion 3:**

We do not necessarily expect to find argumentative language, but it is likely to see scripts with expressions such as *I disagree, I think, I believe*, etc, where the candidate expresses his / her opinion. The use of present tenses is expected. Candidates are also expected to produce grammatically and syntactically correct utterances and use a wide range of vocabulary.

**Problematic scripts:** A script that is in the form of an essay or a formal letter should be considered inappropriate in terms of genre.

**Irrelevant scripts:** Scripts that refer to the internet but do not focus on its advantages should not be considered irrelevant. An irrelevant script would be one which refers to a different topic altogether or to technology in general.

**Here is a text that may present some problems when marking. How would you mark it?**

**C1 Script 39**

*As we all know, computers have involved in our lives. Sometimes they can be usefull for people but sometimes not. There are many opinions about Internet but this blog reflects mine.*

*Many people find Internet as a way of communication, so do I. It's a way that gives us the opportunity to be associated with other people and meet them. Also, it's a way of entertainment which, in my view, has discovered for this reason. For instance, you can play games with others or alone, watch your favourite movie, (or download it), listen to the most enjoyable songs and many other things. What's more, nowadays, it has become a way of buying products. Many users of Internet prefer buying from it, to buying from a shop, because it's quickly, efficient and sometimes cheaper.*

*On the other hand, many people overuse Internet and they have been impelled on this. This abundant use can cause damaged to your eyes and you may be abandoned from the people who you really need. Moreover, people tend to be more lonely in our times than before and Internet plays a great role in this. Then, you may be less efficient in your job, if you use it a lot and makes you don't sleep both in a high quality and in less time period. Finally, if you enter not reliable sites on Internet, you may get a virus or even worse you can be threatened. Great accounts of money have been earned by anonymous users-cheaters and this comes from the use of names and credit cards.*

*To sum up, you have to make a logical use of Internet and generally of computers because as many advantages exist, there are so many*

*drawbacks, too. Actually, you can eliminate its use by replacing it with other activities, more energetic one.*

**HERE ARE SOME SCRIPTS AND HOW WE MARKED THEM.**

<b>C1 script 40: Fully satisfactory</b>
<p><i>Well my friend, I think you are seeing only the bad aspects of the internet. Internet as well as all scientific innovations have positive and negative effects.</i></p> <p><i>First of all, lets talk about internet's impact on personal relationships. Many years ago, people could only communicate by mail. Communication between people living far away from each other was rare and difficult. Today, internet help us not only to keep in touch with our friends and relatives but also to meet people living in different parts of the world. And this in low cost. One thing is using internet as the only way of communication and another the opportunities that has given us.</i></p> <p><i>Secondly, internet is a super-information highway. Imagine those people that don't have a library near by or they cannot afford buying books. Of course not all sites provide "correct" information but each one of us has the responsibility to check the sources.</i></p> <p><i>Another positive effect of the internet is that it has become a great source of entertainment. And I'm not talking about games. I'm too old for that. But think about music, movies or even information about the concert programme of your favorite group. Moreover, internet give us possibility to get informed about the new releases and even to automatically buy it. And of course, buy many other things in a lower price. Have you thought about the time and money you gain by buying online airticket? Or the second hand offers?</i></p> <p><i>Last but certainly not least, you should think about the availability of services. Waiting hours in a queue to pay your taxes has become a piece of cake. You just sit in front of your P.C. drinking your coffee or wine and complete your application form.</i></p> <p><i>In conclusion my honest opinion about Internet is that is neither good or bad: it is helpful.</i></p> <p><i>Greek blogger</i></p>
<b>Words: 307</b>
<p><u>Comments:</u> This script meets all three criteria though it is a bit long. In terms of criterion 1, the candidate has successfully responded to the content and the communicative purpose of the task, producing an appropriate text for the required genre. Also the style and register are appropriate, similar to the source text. In terms of criterion 2, the script is well-organized into paragraphs, with the ideas cohesively and coherently linked. In terms of criterion 3, the lexicogrammatical choices are for the most part appropriate and fully convey intended meaning, with scarce lexicogrammatical errors which do not interfere with intelligibility (e.g. 'internet give us...').</p> <p style="text-align: right;"><b>(Score: 13-14)</b></p>
<b>C1 script 41: Moderately satisfactory</b>
<p><i>The Internet is one of the most famous and successful achievements which was invented in the last century. Of course, it has drawbacks but also advantages which sometimes have an excellent affection to the public.</i></p> <p><i>First of all, this invention has managed people to be on-line and spend many hours communicating each other or with very distant citizens.</i></p>

*Furthermore, the Internet can offer us some information which is important because it would be exhausting to ask for advice from an office. In addition, it is a great source of entertainment as the Internet is full of games (funny or not). One more advantage is that the Internet surely can busy us because it's a pleasant break for our lives. Moreover, it has many activities on-line in which you can meet new friends or people who might lose from the past.*

*Also, it can provide us with jobs or services as it is a good means and quite trustful. Finally, it's a perfect way to buy things online as the Internet is more economical from the shops.*

*In conclusion, it helps children with their subjects as it offers a really high level of education.*

*"A Greek blogger"*

**Words: 195**

**Comments:** This script partially meets the three criteria. In terms of criterion 1, the script is more like an essay than a text for a blog (genre). The style is more formal than expected. In terms of content, the candidate has used the prompts provided in the task rubrics, thus expressing arguments in favour of the internet. In terms of criterion 2, the ideas are not well-organized and there is a rather abrupt conclusion. The cohesive devices used are not always correct or appropriately used (e.g. 'furthermore', 'in conclusion'). In terms of criterion 3, there are several inappropriate language choices ('distant citizens', 'the Internet surely can busy us') and lexicogrammatical errors ('...has managed people to be...', '...more economical from...'), which sometimes interfere with intelligibility.

**(Score: 8-9)**

**C1 script 42: Unsatisfactory**

*I would like to express my argument in favour of Internet.*

*The impact of the Internet in our lives has not only disadvantages but also advantages which I believe they are outweighed and are helping us for a better future.*

*The most important advantage that provides Internet is the access to more information. More information for his/her homework for a student, more information for all subjects they might concern anyone. For example a lawyer for the laws they are in progress, a doctor for new operations, a book-keeper for taxation etc.*

*Also information about a travel a young European wants to make, for books and other things he/she wants to buy, the weather, the tradition of a country, to find a job and everything he is interested to.*

*Although Internet is useful, it must be used right. Internet gives us the opportunity to use it during the day even if we are at work. We can come in contact with other people for business or just to greet them. We can chat not only with people we know and see them every day, but also with them who have years to see we can make new friends.*

*Oh, and one more thing, Internet provides the ability to make a young man think and to entertain him/her with games.*

*Internet nowadays is so useful and makes our lives easier.*

*A Greek blogger.*

**Words: 233**

**Comments:** This script is unsatisfactory. In terms of criterion 1, although the candidate has attempted to achieve the required communicative purpose, the ideas have not been adequately developed. The genre is somewhat inappropriate as the introduction reads more like an essay. In terms of criterion 2, the ideas are not

well-organized and are not always cohesively and coherently linked (e.g. "Although Internet is useful.."). In terms of criterion 3, there are several lexicogrammatical errors which impede the intelligibility of the text (e.g. "a laweyr for the laws they are in progress", "...who have years to see").

(Score: 5-6)

**NOW YOU TRY TO MARK THE SCRIPTS BELOW:**

**C1 script 43: Score \_\_\_**

*"Internet is in our life!*

*I would like to present you the arguments of Internet. And first of all, I' ll beggin with the communication opportunities that internet offer us. You can tend to chat and you can communicate with people who are many many kilometers far away and you can do this for free. So, you can have a connection with people who love and care and you can have a normal relationship.*

*Also, you can find very important information or other service which you can use to your work or on your studies and do these easier. You can find whatever you want if you search carefully, articles, pictures, music, movies, information and other interesting things.*

*Finally, I must not forget to tell you about the most important, to buy things online. You have the possibility to buy whatever you want from stores which are on internet and the argument on this is that you can buy more quick and more cheap!*

*So, I believe these things which have done our life more confortamble and I don't thing that internet is the worst effect has been on our personal relationships, as some people tell us.*

*A greek blogger!*

**C1 script 44: Score \_\_\_**

*The impact of the Internet on us is a controversial issue. Some accuse it for destroying our personal relationships or for the lack of efficiency at work, for our misinformation even for taking huge sums of our money and of course for getting addicted to it, especially the children, because of the easy access to a great variety of games. But has someone of these people ever concerned about its benefits?*

*First of all, imagine yourself without having the opportunity to keep in contact with a friend of yours who lives in another city or even country. What would you do then? And what about the easy and fast chatting with your friends? It is something that we all need nowadays.*

*Secondly, someone should consider of the huge variety of websites including all the information needed about anything one wants; our school subjects, researches on issues at which somebody is interested in, the life and the career of his idol e.t.c. Without this opportunity everybody would only know a few things about all these issues.*

*Thirdly, Internet for someone who loves music for example is like a "heaven", a "shelter". One can do on the Internet anything he/she wants; watch a film, listen to music, watch videos, play games, anything! Personally, I cannot imagine myself without listening to music anytime I want and to anything I like.*

*In addition, there is the availability of services. A proof to this could*



*be the opportunity to buy things online or close airplane tickets for example without getting out of your home or even your room.*

*To sum up, I am in favour of the Internet's development and I believe that everyone should understand that nowadays thanks to the Internet we can do anything we like and this development has not stopped, yet.*

*A Greek blogger*

**C1 script 45: Score\_\_**

*The internet as all the things has many advantages and many disadvantages. I think that if you use it with mention you will have no problem.*

*Firstly with the internet you have the opportunity to access to more informations that you never can get them without internet. Although the internet is the cheapest was to inform about the history about the arts and for the news.*

*It is important to know that with the internet you have the availability of services and a great source of entertainment. The result of these is that you can find a job or you take a job fast and simply. Of course, the internet helps you to get easier your contaction, with the goverment for problems, and with the banks.*

*The most important advantage of the internet I believe that is the possible to buy thingo on-line. With this opportunity you have to choose about many things of the product and you can get it cheaper than in the shops.*

*In conclusion I believe that internet good for us but only when we use it clever and when we mention what we are going to do.*

*Greek blogger*



**ACTIVITY 2**

Imagine you are an ex-smoker and you want to share your experience of trying to quit smoking with others. Using information from the Greek article below, write a **letter** for the readers' column of the *CARING AND SHARING* magazine (about 200 words), in which you **relate** your experience, and **explain** what you did in order to quit smoking.

**Κόψτε το τσιγάρο σε 5 βήματα...**

Αν έχετε προσπαθήσει να κόψετε το τσιγάρο, γνωρίζετε πόσο δύσκολο είναι; Η νικοτίνη είναι πολύ εξαρτησιογόνος ουσία. Σε ορισμένους ανθρώπους προκαλεί τόσο εξάρτηση όσο και η ηρωίνη και η κοκαΐνη! Το να το κόψει κανείς είναι δύσκολο. Ωστόσο, δεν είναι ακατόρθωτο. Ιδού τα σημεία – κλειδιά, τα οποία, σύμφωνα με τις έρευνες που έχουν γίνει, θα σας βοηθήσουν να τα καταφέρετε...

**1. Προετοιμαστείτε**

- Ορίστε μια ημερομηνία για να ξεκινήσετε.
- Αλλάξτε το περιβάλλον. Απαλλαγείτε από όλα τα τσιγάρα και τασάκια στο σπίτι, στο αυτοκίνητο και στον χώρο εργασίας. Μην επιτρέπετε σε άλλους να καπνίζουν στο σπίτι.

**2. Λάβετε υποστήριξη και ενθάρρυνση**

- Πείτε σε φίλους, συγγενείς και συναδέλφους ότι πρόκειται να το κόψετε και ότι έχετε ανάγκη την υποστήριξή τους. Ζητήστε τους να μην καπνίζουν μπροστά σας ή να αφήνουν τσιγάρα σε... κοινή θέα.
- Ζητήστε τη συμβουλή ενός κατάλληλα εκπαιδευμένου επαγγελματία υγείας (γιατρού, φαρμακοποιού, ψυχολόγου).

**3. Αναπτύξτε νέες ικανότητες και συμπεριφορές**

- Όταν ξεκινήσετε την προσπάθεια να το κόψετε, αλλάξτε κάποιες καθημερινές σας συνήθειες. Χρησιμοποιήστε μια διαφορετική διαδρομή για να πάτε στη δουλειά σας. Πιείτε τσάι αντί για καφέ. Πάρτε πρωινό σε διαφορετικό μέρος.

**4. Χρησιμοποιείτε σωστά τη βοήθεια που προσφέρεται**

- Σήμερα, κυκλοφορούν θεραπείες κατά του τσιγάρου (τσιχλες ή διαδερμικά αυτοκόλλητα νικοτίνης).
- Ρωτήστε το γιατρό ή το φαρμακοποιό για την ορθή χρήση τους και διαβάστε προσεκτικά τις οδηγίες χρήσης.

**5. Ετοιμαστείτε για υποτροπή ή δύσκολες καταστάσεις**

- Αλκοόλ. Αποφύγετέ το. Η κατανάλωσή του μειώνει τις πιθανότητες να καταφέρετε να αντισταθείτε στο να ξαναρχίσετε το κάπνισμα.
- Άλλοι καπνιστές. Αν κάνετε παρέα με άτομα που καπνίζουν, μπορεί να σας παρασύρουν.
- Αύξηση βάρους. Μην αφήσετε την αύξηση βάρους να σας αποσπάσει την προσοχή από τον βασικό σας στόχο.
- Κακή διάθεση ή κατάθλιψη. Υπάρχουν πολλοί τρόποι – πέραν του τσιγάρου – για να βελτιώσετε τη διάθεσή σας.



**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2****Criterion 1:**

We expect candidates to extract information from the Greek article on “How to quit smoking” and to produce a letter in English for a magazine’s readers’ column (**genre**). The **communicative purpose** of the text is to describe their experience of trying to quit smoking (**topic**) and explain how they actually did it. The **style** of the text is to be personal and semi-formal. Note that as this is a mediation activity, candidates are expected to extract the necessary information from the Greek text and relay it so as to achieve the communicative goal. Of course, candidates may also resort to their own ideas and knowledge regarding ways of quitting smoking, but they should basically use information from the Greek source text.

**Criterion 2:**

Candidates’ scripts are expected to have (a) an informal opening – not necessarily an opening directly addressing the readers of the magazine (including a statement about the purpose of this letter), (b) the main body of the message referring to their experience of trying to give up smoking and how they achieved their goal (some information may be listed in bullet points and may be presented in any order) and (c) a closing possibly wishing luck to those interested in quitting smoking. In terms of **cohesion**, we do not expect an extensive use of connective words but cohesive devices should be appropriately used. Ideas should be **coherently** linked and flow smoothly.

**Criterion 3:**

In terms of grammar, candidates are expected to make use of past tense, which is necessary for narrating. In cases where candidates provide advice or suggestions to the reader, we expect to find the appropriate modality (‘it is important to...’, ‘you could..’, ‘you should...’ and imperatives).

**Problematic scripts:** Scripts that start by an account of candidates’ personal experience but after a while, turn into giving advice, should be considered appropriate. However, there are some cases where candidates provide suggestions and advice to readers on how to quit smoking rather than relating their personal experience at all; these should not be considered appropriate in terms of criterion 1.

**Irrelevant script:** Scripts that refer to smoking and ways of quitting should not be considered irrelevant.

**Below is a text that may present some problems when marking. Decide how you would mark it.**

<b>C1 script 46</b>
<p><i>Dear readers of the Caring and Sharing magazine,</i></p> <p><i>I inform you that I know how difficult is to quit smoking and what you are getting through your try to do this. I totally agree with you about how difficult it is but it does not mean that it is something impossible to do. Here are some effective ways to succeed in quitting smoking.</i></p> <p><i>The first thing that you should do is to be already prepared before you start trying. For instance, you can define the date you will start or change your environment like throwing all the cigarettes you have at you home, in your car, at work and of course stop others of smoking in your home.</i></p> <p><i>Moreover, it would be nice to have the support of your friends, relatives and colleagues. Inform them that you are about to quit smoking and ask them not to smoke in front of you or leave their cigarettes anywhere you can find them. Of course you could also ask the help of a specialist like a doctor or a psychologist.</i></p> <p><i>In addition, you could change your everyday habits. For example you could go to your work from a different road or drink tea instead of coffee or even have breakfast at a different place.</i></p> <p><i>Another thing that you could do is to use carefully the provided help. Nowadays there are plenty of treatments against smoking like gums or</i></p>

*nicotin stickers. What you have to do before use them is to ask your doctor of their right use and read carefully the instructions.*

*In the end, you should be ready to face difficult situations. Avoid drinking alcohol. The consumption of alcohol decreases the possibilities to resist in starting again smoking. Try not to be influenced by other persons you know who smoke. Do not get dragged of your main target by other factors like the increase of your pounds. It is something logical. In the end feeling depressed or being in bad mood is not a reason to start smoking. There are many other ways to feel better.*

*Follow these steps and you will soon see positive effects.  
A happy and healthy ex-smoker*

Score: \_\_\_\_\_

#### HERE ARE SOME SCRIPTS AND HOW WE RANKED THEM

##### C1 script 47: Fully satisfactory

*I'm an ex-smoker and I'm writting because I want to share my experience hoping to help others to quit smoking. I started to smoke when I was 15 years old, that means that I was a smoker for more than 15 years. The truth is that I've never experienced serious health problems. But the last 2 years I started to question my choice of being a smoker. 6 months ago I quit smoking and my life changed a lot.*

*One of the first things you have to do in order to get rid off this terrible habit is to find a strong motive: for me the motive was and still is to become a mother. The second step is to chose a date that your effort will begin. It is important not to choose Monday as the starting day.*

*The third thing is to change your habits: try to drink tea instead of coffee, replace all the activities related to smoking with new ones. And forget all about drinking alcohol. At least for the first two months. However, it is important also to inform all your friends about your effort. It is easier if they don't smoke around you and better if they don't forget their chigaretts.*

*Exercise helps you in a double way: makes your body feel healthier and on the same time enables you to get rid off the extra kilos that you'll get. Furthermore, physical exercise helps you to be in a better mood.*

*Quit smoking is not an easy job and as they say: 'once a smoker always a smoker'. This means that you have to fight for the rest of your life. Of course as I have been told - I'm still new - as time goes by things become easier. However, the risk of starting again is always there!*

*Yet I believe that it worth's the try! At least this is what I obtained from the experience*

Words: 322

Comments: This script meets all criteria, though it rather too long. In terms of criterion 1, the candidate has successfully responded to the content of the task and produced an appropriate text for the required genre. Also, the communicative purpose of the task has been achieved as the candidate relates to his /her experience and explains what s/he did in order to quit smoking in an indirect way, through giving advice, which is totally appropriate. The style and register of the text are appropriate given the expected genre. Also, the candidate has successfully relayed the necessary information from the source text in order to produce the appropriate text. In terms of criterion 2, the script is coherent and all ideas are cohesively linked. The script is successfully organized as there is an introductory paragraph where the candidate addresses the

readers of the magazine in order to share his /her experience and an appropriate closing, urging, in a way, the readers of the magazine to try following the suggested steps. In terms of criterion 3, there is a variety of linguistic choices, use of complex structures and few lexicogrammatical errors (e.g. 'Quit smoking is...') which do not interfere with intelligibility.

(Score: 13-14)

**C1 script 48: Moderately satisfactory**

*A few years ago, I was frantically smoking. I couldn't stop it until I decided. It was very difficult but I finally achieved that. These are some ways which helped me to stop it.*

*To begin with, the first thing that I do is the preparation. When I decided it I set up a date to start my try. I asked from my family and anyone else who was living at the house, not to smoke in front of me, because I couldn't stand it. I also threw away all the cigarettes in case to have no contact with them. That was a good start. Then, it comes the encouragement. I told my friends what I was going to and I asked their support. Moreover, I went to a doctor to give me some advices. In addition, I developped new abilities and behaviour. What I mean? I changed they way of my life by changing some usuals.*

*Another thing that I do and helped me to stop smoking is to do some therapies who are against to it. Finally, I prepared myself for all the difficult situations I was going to be faced with. For example, alcohol, other smokers, increase of weight and depression.*

*To sum up, these are some ways which helped me stop smoking. In my opinion, you could make a try to do the same thing and I am sure that you will feel healthy and happy.*

Words: 240

Comments: Although this script is satisfactory in terms of criteria 1 and 2, it is quite problematic in terms of criterion 3. The genre produced is appropriate and the communicative purpose (to relate their experience of quitting smoking and explain what they did) has been achieved. The candidate has quite successfully relayed the appropriate information from the source text. Also, the register and style are the appropriate ones. In terms of criterion 2, the script is organized into paragraphs, it is generally coherent and cohesive. In terms of criterion 3, language choices are not always appropriate (e.g. 'do the preparation', 'do some therapies'). There are also quite a few lexicogrammatical errors (e.g. '... in case to have no contact..', 'then it comes the encouragement'), which make the text problematic.

(Score: 9)

**C1 script 49: Unsatisfactory**

5 ways in order to stop smoking

*There are a lot of people today who try to stop smoking. if you asked them about how difficult it was they will say you it wasn't easy. So I'm writing this letter in order to tell you 5 ways in order to stop smoking.*

*One way to stop smoking is to prepare yourself, you have to change you environment. and you must stop buying another packets of siggarets. Another way is to have the support by your friends and you parents, you should tell them not to smoke in front of you. Also you should ask for an advice from doctors or by a shychologist.*

*The third way to stop smoking is to try to change your habbits, for instance you should drink a tea instead of a coffee. Another important method to stop smoking is to buy some medicines that helps you in order to quit smoking, but carefull you must take some information from your*

*doctor. The last method is to avoid the alcohol, the other smokers because they might convince you to start again smoking and if you put some weight you don't have to care about it.  
So that's the 5 ways in order to quit smoking, if you follow them you have a lot of possibilities to do it!*

**Words: 222**

Comments: This script is unsatisfactory because it partly responds to the three criteria. In terms of criterion 1, although the candidate has relayed information from the source text directly addressing the readers of the magazine, as expected, s/he has not achieved the communicative purpose because s/he has not related his / her experience. In terms of criterion 2, the script is generally coherent. However, in terms of criterion 3, there are many lexicogrammatical errors, which sometimes interfere with intelligibility (e.g. '...ask for an advice from...'; '...but carefull you must take some information from ...').

**(Score:5-6)**

**NOW TRY TO MARK THE SCRIPTS BELOW:**

**C1 script 50: Score \_\_\_\_**

*It was 26th of June when a friend of mine visited the doctor and told to him that he had to stop smoking because he had a terrible pain to his heart. Today he is in good health because he follows some orders. Also me, I was smoking a lot but according to the rules now I am having a better life.*

*"What I have to do to stop smoking", I believe that is a question which everyone had thought. I suggest you to organise a special day which you are preapering to stop smoking. Furthermore, is a good idea to visit a doctor who will inform you about smoking, and specially will give you advices how to stop this habit in a good way.*

*"I can not have my ordinary coffee without a cigarette", that is a prase which everyone tells in order not to stop smoking. I felt this situations and I can advice you that we have the ability to change our ordinary life. Instead of a coffee we can prefare a cup of tea or a glass of milk which are so healty for our body. Also our friends and relatives have the ability to support us in our challenge. We can talk to them about our dicission and every time that we feel sensitive they make us feel stronger and remind our target.*

*Personally when I decided to stop smoking I was not sure for my self and my decision but a programme in television and the doctor inform me about the results of smoking to our health. Some pictures of smokers lungs were enough to take my dicision more seriously.*

*"What is smoking?" Smoking is a habit which makes us believe that we can forget our problems and feel better in our soul. "Is the right way?" is a phrase which we have to think. Smoking, as I have expressed, is an ordinary habit and is in our mind to stop her and makes our life better and our body healthier.*

**C1 script 51: Score \_\_\_\_**

*Dear readers,*

*Stopping smoking is something which is very difficult and requires a lot of attention. The thing is that more and more people become addicted to smoking. As I said stopping smoking is very difficult but*



anyone can do it. As an ex-smoker I can tell you that it took me a long time to stop smoking but in the end I felt very pleased. So, here are some methods of stopping easily and quickly smoking.

Firstly, you should arrange a date when you will start to stop smoking. You should change your environment and throw all the packages with the cigarettes. You should not allow in anyone to smoke in your house. Secondly, you should ask for help from your friends or family and tell them not to smoke when you are in the same room. A good way also is to visit a doctor to give some more information. Thirdly, you should change your everyday usuals. For example, choose a different direction when you are going to your work or drink a tea instead of coffee.

Fourthly, you should buy some medicines which will make easier to you to stop smoking. For more information you should ask your doctor. Fifthly you should reduce alcohol because it will make you to start again smoking. You shouldn't also care if your friends smoke in front of you. You should not also eat more quantity.

Lastly, as you can see stopping isn't always easy. If anyone really wants it, and follow these instruction, then he will achieve his goal.  
Yours faithfully.

C1 script 52: Score \_\_\_\_

Dear Caring and Sharing readers

I am a 50-year-old ex-smoker. I know it sound impossible. I had been smoking for 35 years and you should know that nicotine is a really, really addictive thing. Quitting requires going through a rough time, but trust me, it's worth it.

There are some steps I followed - the more organized, the better. I first set a date. Then I rearranged my external environment, getting rid of all the cigarettes and asking everyone not to smoke inside the house or in front of me, so that I would not be tempted.

Second step I took is tell everyone I try to quit smoking and seek for support. I asked all my friends and co-workers not to smoke in front of me or leave any cigarettes near me. I also asked an expert's advice, a doctor's for example.

The third and most important step is developing new habits and changing your way of living. Simple things matter the most. Even changing your way of going to work, going on foot or using the bike. A change in eating habits is also a good idea, like replacing coffee with a hot cup of tea. Sports are strongly recommended too.

But you should always be prepared for the difficult times. Alcohol is a bad idea and should be avoided. It makes you helpless resisting smoking. Depression, bad mood or gaining weight are factors that will make you want to smoke but you have to resist!  
I'm not saying that quitting smoking is the easiest thing in the world but when it's accomplished, you'll get a taste of freedom.



**Appendices**

# **R a t i n g   g r i d s**

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**A-level MARKING GRID****Activity 1.1 & 2.1 (6 points each activity)**

<b>Task completion</b>		
Fully satisfactory	<b>2</b>	Has responded meaningfully to all items.
Satisfactory	<b>1</b>	Has responded to half of the items in a meaningful way or to all items but not always meaningfully.
Unsatisfactory	<b>0</b>	No or irrelevant responses.
<b>Language performance</b>		
Grammar	<b>0-2</b>	Some simple structures which are correct. There may be some errors but the message gets across clearly.
Vocabulary & Spelling	<b>0-2</b>	Basic vocabulary but the words are morphologically and semantically correct and the message gets across clearly. There are some spelling mistakes but they do not make the words unrecognizable.

**Activity 1.2 & 2.2 (9 points each activity)**

<b>Task completion</b>		
Fully satisfactory	<b>2</b>	Has responded meaningfully to task requirements.
Satisfactory	<b>1</b>	Has partially responded to task requirements.
Fail	<b>0</b>	No or irrelevant responses.
<b>Language performance</b>		
Grammar	<b>0-3</b>	Some simple structures which are correct. There may be some mistakes but the message gets across clearly.
Vocabulary & Spelling	<b>0-2</b>	Basic vocabulary but the words are morphologically and semantically correct and the message gets across clearly. There are some spelling mistakes but they do not interfere with the intelligibility of the text locally or as a whole.
Cohesion-coherence	<b>0-2</b>	Information is clearly organized, linked with simple cohesive devices.

<b>B1-level MARKING GRID</b>			
<p><u>Evaluation criterion 1: (Task completion) Text content/topic, communicative purpose [mediation], genre</u>  <u>Evaluation Criterion 2: Text grammar: organization/ ordering of ideas, coherence, cohesion of text</u>  <u>Evaluation Criterion 3: Sentence grammar, lexical features, spelling and punctuation</u></p>			<b>S C O R E</b>
<b>Has responded to all three criteria and the output is FULLY SATISFACTORY for B1 level</b>	Good organization of ideas, fully coherent text, simple but correct/appropriate cohesion devices.	Correct structures; appropriate vocabulary; standard spelling.	<b>15</b>
		Insignificant grammar errors; appropriate but limited vocabulary; few spelling errors that do not distort meaning.	<b>14</b>
	Good organization of ideas, fully coherent text, simple and mostly correct/appropriate cohesion devices.	Simple structures with a few insignificant errors; vocabulary is limited; there are occasional vocabulary and spelling errors that do not distort meaning.	<b>13</b>
		Simple structures with insignificant errors, vocabulary is limited but only few words are incorrect; spelling is acceptable.	<b>12</b>
<b>Has responded to some of the criteria and the output is MODERATELY SATISFACTORY for B1 level</b>	Fairly good organization of ideas, fully coherent text, using simple but mostly correct cohesion devices.	Simple structures with a few errors that do not distort meaning; limited and sometimes incorrect vocabulary and spelling.	<b>11</b>
		Simple structures with a few serious errors that do not interfere with intelligibility; limited but appropriate vocabulary ; some incorrect words and spelling.	<b>10</b>
	Fairly good organization of ideas, coherent text, simple cohesion devices which are sometimes incorrect and frequently inappropriate.	A few problematic structures; generally limited and somewhat inappropriate vocabulary; some incorrect words and spelling.	<b>9</b>
		A few problematic structures; limited and inappropriate vocabulary; some incorrect words and spelling.	<b>8</b>
<b>Has responded to a few of the criteria but the output is UNSATISFACTORY for B1 level</b>	Ideas are somewhat disorganized, but the text is generally coherent and the cohesion of the text is sometimes problematic.	Quite a few grammar errors, vocabulary and spelling but the errors generally do not impede intelligibility.	<b>7</b>
		Frequent grammar errors, use of some inappropriate vocabulary and often wrong spelling. But, these errors do not impede intelligibility.	<b>6</b>
	Poor organization of ideas, sometimes text is incoherent and the cohesion seriously problematic.	Grammar and vocabulary errors are frequent and parts of the text are sometimes difficult to understand.	<b>5</b>
		Grammar and vocabulary errors are very frequent and a few parts of the text are unintelligible.	<b>4</b>
<b>Seriously problematic text</b>	Irrelevant text		<b>3</b>
	Unintelligible text		<b>2</b>
	No response or scattered words		<b>1</b>

<b>B 2-level MARKING GRID</b>			<b>S C O R E</b>
<u>Evaluation criterion 1: (Task completion) Text content, genre, communicative purpose / mediation, register-style</u>			
<u>Evaluation criterion 2: Text grammar (organization, coherence / cohesion in text)</u>			
<u>Evaluation criterion 3: Sentence grammar, lexical features, spelling and punctuation</u>			
<b>Has responded to all three criteria and the output is FULLY SATISFACTORY for B2 level</b>	Fully appropriate text which responds to the communicative purpose required (Criterion 1) Coherent organization, use of appropriate cohesive devices and lexico-grammatical choices.	Selection of appropriate lexico-grammatical features, which fully convey intended meaning, with scarce errors of usage.	<b>15</b>
		Language choices which are for the most part appropriate for the text, with few errors which do not in any way impact on the communication of intended meaning.	<b>14</b>
	Appropriate text which, for the most part, responds to the communicative purpose required. Coherent organization. The use of cohesive devices and the lexicogrammatical choices are more or less appropriate.	Most linguistic choices conform to standard language norms. There are a number of errors but they do not interfere with intelligibility.	<b>13</b>
		Few linguistic choices do not conform to standard language norms but errors do not seriously interfere with intelligibility. Few awkward phrases and words.	<b>12</b>
<b>Has responded to some of the criteria and the output is MODERATELY SATISFACTORY for B2 level</b>	The text is more or less appropriate but it partially meets the communicative purpose required. The text is generally coherent. The cohesive devices used are for the most part correct though not always appropriate. Language choices are not always appropriate.	Certain linguistic choices deviate from standard norms of use. Errors sometimes interfere with intended meaning and there is a limited range of vocabulary.	<b>11</b>
		Several language choices deviate from standard norms of usage but they convey meaning. The vocabulary is limited and some forms of expression are awkward. Errors may interfere with intended meaning but only locally.	<b>10</b>
	The text is partly appropriate and it partly achieves the required communicative purpose. There are minor problems of coherence and some cohesive devices are inappropriate for the text. There are lexicogrammatical errors which may obstruct communication of meaning.	Several lexicogrammatical choices deviate from norms of both usage and use. The errors sometimes interfere with intelligibility. However, the overall meaning gets across clearly.	<b>9</b>
<b>Has responded to a few of the criteria but the output is UNSATISFACTORY for B2 level</b>	The text may be somewhat inappropriate but it gets the basic message across. There are problems of text coherence and the use of cohesion devices. The choice of lexicogrammar sometimes interferes with intelligibility.	Limited vocabulary, inappropriate expressions and serious errors of usage but the text is more or less intelligible.	<b>7</b>
		It is sometimes difficult to understand the text because of the lexicogrammatical errors.	<b>6</b>
	The text is inappropriate and it does not get the required message across. There is lack of coherence and cohesiveness is very problematic. Lexicogrammar inappropriate and often incorrect.	Many errors significantly hindering the understanding of the text as a whole and its various parts.	<b>5</b>
		Many serious errors of vocabulary, grammar, spelling, etc. so that text is often unintelligible.	<b>4</b>
<b>Seriously problematic text</b>	Irrelevant text		<b>3</b>
	Unintelligible text		<b>2</b>
	No response or scattered words		<b>1</b>

<b>C1-level MARKING GRID</b>			<b>S C O R E</b>
Evaluation criterion 1: <b>Text content/topic, type (genre), communicative purpose [mediation], register and style</b>			
Evaluation criterion 2: <b>Text grammar (organization, coherence and cohesion in text)</b>			
Evaluation criterion 3: <b>Sentence grammar and lexical features</b>			
<b>Has responded to all three criteria and the output is fully satisfactory for C1 level</b>	Fully appropriate text, with a natural flow, responding to the communicative purpose required. Fully coherent complex organization, use of appropriate cohesive devices and lexicogrammatical choices.	Selection of appropriate lexicogrammatical features, which fully convey intended meaning.	<b>15</b>
		Language choices which are for the most part appropriate for the text, which fully convey intended meaning.	<b>14</b>
	Fully appropriate text which responds to the communicative purpose required. Coherent complex organization, use of appropriate cohesive devices and lexicogrammatical choices.	Appropriate lexicogrammatical features, which fully convey intended meaning with scarce errors of usage.	<b>13</b>
		Language choices which are for the most part appropriate for the text, with few errors which do not in any way impact on the communication of intended meaning.	<b>12</b>
<b>Has responded to some of the criteria and the output is moderately satisfactory for C1 level</b>	Appropriate text which, for the most part, responds to the communicative purpose required. Coherent organization. The use of cohesive devices and the lexicogrammatical choices are more or less appropriate.	Most linguistic choices conform to standard language norms. There are a number of errors but they do not interfere with intelligibility.	<b>11</b>
		Few linguistic choices do not conform to standard language norms but errors do not seriously interfere with intelligibility. Few awkward phrases and words.	<b>10</b>
	The text is more or less appropriate but it partially meets the communicative purpose required. The text is generally coherent. The cohesive devices used are for the most part correct though not always appropriate. Language choices are not always appropriate.	Few linguistic choices deviate from standard norms of use. Errors sometimes interfere with intended meaning.	<b>9</b>
		Certain language choices deviate from standard norms of usage. Errors sometimes interfere with intended meaning and there is a limited range of vocabulary.	<b>8</b>
<b>Has only partly responded to the criteria but the output is unsatisfactory for C1 level</b>	The text is partly appropriate and it partly achieves the required communicative purpose. There are minor problems of coherence and some cohesive devices are inappropriate for the text. There are lexicogrammatical errors which may obstruct communication of meaning.	Several language choices deviate from standard norms of usage but they convey meaning. The vocabulary is limited and some forms of expression are awkward. Errors may interfere with intended meaning but only locally.	<b>7</b>
		Several lexicogrammatical choices deviate from norms of both usage and use. However, the overall meaning gets across clearly.	<b>6</b>
	The text may be somewhat inappropriate but it gets the basic message across. There are problems of text coherence and the use of cohesion devices. The choice of lexicogrammar sometimes interferes with intelligibility.	Many linguistic selections are inappropriate and language usage often deviates from the rules of grammar, syntax and morphology.	<b>5</b>
		It is sometimes difficult to understand the text because of the lexicogrammatical errors.	<b>4</b>
<b>Seriously problematic text</b>	The text is inappropriate and it does not get the required message across. There is lack of coherence and cohesiveness is very problematic. Lexicogrammar inappropriate and often incorrect. Many serious errors of vocabulary, grammar, spelling, etc. so that text is often unintelligible.		<b>3</b>
	Irrelevant or Unintelligible text		<b>2</b>
	Scattered words		<b>1</b>