



STATE CERTIFICATE OF LANGUAGE PROFICIENCY
MINISTRY OF EDUCATION LIFELONG LEARNING AND RELIGIOUS AFFAIRS
DIRECTORATE FOR THE CERTIFICATION OF LANGUAGE COMPETENCE

Script Rater Guide

MAY 2012



 Ευρωπαϊκή Ένωση Ευρωπαϊκό Κοινωνικό Ταμείο	 ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ <i>αξιοποιώντας στην κορύφωση της γνώσης</i> ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης	 ΕΣΠΑ 2007-2013 Ευρωπαϊκό Κοινωνικό Ταμείο
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ΤΟ ΠΑΡΟΝ ΕΝΤΥΠΟ ΔΙΑΝΕΜΕΤΑΙ ΔΩΡΕΑΝ ΣΤΟΥΣ ΒΑΘΜΟΛΟΓΗΤΕΣ ΑΓΓΛΙΚΗΣ ΤΟΥ ΚΠΓ

ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ ΑΘΗΝΑΣ (Β.Κ.Α.)

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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	Καθηγήτρια Βασιλική Δενδρινού
Αντιπρόεδρος	Αν. Καθηγήτρια Αικατερίνη Μητραλέξη
Γραμματέας	Αργυρώ Μάμμαλη

Ομάδα βαθμολόγησης γραπτών Αγγλικής

Επ. υπεύθυνες βαθμολόγησης Αγγλικής:	Βασιλική Δενδρινού	Ευδοκία Καραβά
Γενική Συντονίστρια:	Μόιρα Χιλλ	
Συντονιστές/τριες:	Χριστίνα Αγιακλή	Μαίρη Δρόσου
	Βασίλης Ζορμπάς	Βούλα Μουστακίδου
	Γωλ Μπουνιόλ	Σοφία Παναγή
	Μαρία Χαρίτου	

0. Foreword

The view of language that the KPG examination battery and, in particular, the test papers in English adhere to is that language is a semiotic system and that to use language for a variety of purposes means to take part in social practices.

The approach used in designing, evaluating and assessing writing activities and tasks is genre-based. The underlying assumption of a genre-based approach is that people do not simply write expressing their ideas, but they produce texts which conform to different social rules, depending on a variety of contextual factors such as what the writer wants to say, who it is that is writing, to whom s/he is writing, what the purpose of the text being produced is and in what discourse environment the text to be produced is to appear. The rules are institutionally bound and determine what kind of language (lexicogrammar) is appropriate in each instance and how language is organized into text. In other words, a genre-based approach brings together language, content and context, and focuses on the ways words and structures are used to make coherent and socially meaningful texts.

A key concept here is genres, defined as particular categories of texts with relatively stable structural forms (e.g. particular beginnings, middles and ends) and with well-established names which encode the functions, purposes and meanings of various social occasions of a particular culture (e.g. news report, letter, interview, promotional leaflet, novel, office memo, political speech, editorial, etc.).

The genre-based approach to writing assessment aims at identifying whether candidates are in the position to reproduce in their text the main conventions of a specific genre. To be in a position to achieve this, candidates for the writing text papers in the English exams need to activate their social and school literacies and their familiarity with the specific genre. This implies that they should have a language awareness which will inform their selections of the textual and lexicogrammatical features they are going to use.

In addition to genre conventions, candidates increasingly need to respond to the conventions of a specific register, since genres are realized through specific registers. Registers are language variations which determine what kind of language is used, at the levels of vocabulary and syntax, and they are closely related to the context of situation. Registers vary along three main parameters: the first relates to what candidates are asked to do in the writing activity, the 'content' of what is to be said; the second parameter relates to status and role relationships between the candidate-writer and the reader; and the third parameter relates to the purpose of communication (e.g. to explain, to promote, to persuade, to control) and the channel of communication (whether, for instance, the actual writing output is a written text to be read, a written text to be spoken out, etc). In fact, register relates to those contextual features which determine what type of language is used in a text.

Such contextual features which refer to who writes what to whom and for what purpose are always explicitly described in the rubrics of the writing activities. In order to perform a writing task, candidates are asked to assume a specific role and address specific readers conveying specific meaning through a particular type of text (genre). The aims of the writing activity then are to identify the degree to which candidates can use English in a socially meaningful way; can effectively and appropriately address in writing a variety of different audiences (individuals, groups, organizations, a broader reading public); and can effectively use the conventions of the required genre, register and style in order to achieve the predefined communicative purpose.

The view of language discussed above is also reflected in the evaluation criteria of the writing test paper. The first criterion is directly related to contextual features, i.e., the communicative purpose of the produced text, its appropriateness in terms of genre, register and style. The second evaluation criterion is related to text grammar (text organization, coherence and cohesion), and the third with sentence grammar and lexical features. Moving from the first towards the third criterion, evaluation focuses on whether a candidate has managed to convey a socially meaningful message. The errors that do not interfere with intended meaning are sometimes disregarded –particularly at B1 and B2 level – and generally speaking, the starting point of evaluation is what the candidate has accomplished rather than what s/he has done wrong.

The genre-based approach on which the writing paper is based determines writing task design. Unlike the writing activities in those examination batteries that include topics of general interest and focus tasks (such as writing an essay, a summary or a description), the writing paper in the KPG examinations:

- draws on real-life communication situations which are of interest to Greek speakers of English
- involves candidates in the production of a variety of genres
- provides a genre and register model at B1 and B2 level to activate candidates' social awareness
- provides reading input in English at C1 level so that writing is an interactive process
- involves candidates in a mediation activity which requires from them to relay information from a Greek text into English, sensitizing them to the cultural role of language,
- provides adequate contextual information of the social situation and require from candidates to reflect upon the context.

Overall, the KPG candidate taking the exams in English is expected to be an informed social subject, who interacts with the world around him/her, and who has been exposed in his/her everyday life and through his/her formal (first and foreign) language education to a variety of text types which s/he can actively analyze, reconstruct and reflect upon, when required.

Professor B. Dendrinos
Athens, May 2012

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.

A LEVEL ENGLISH EXAM

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

ACTIVITY 5: Fill in gaps 21-25 with the right word, as in the example. The first letter will help you. The missing words are PARTS OF THE BODY.

Συμπλήρωσε τα κενά 21-25 με τη σωστή λέξη, όπως στο παράδειγμα. Το πρώτο γράμμα θα σε βοηθήσει. Οι λέξεις που λείπουν αφορούν ΜΕΡΗ ΤΟΥ ΣΩΜΑΤΟΣ.

PARTS OF THE BODY * PARTS OF THE BODY * PARTS OF THE BODY

EX.	It is on top of our head and we can wear it short or long. It can be straight, wavy or curly.	H	A	I	R
21.	We have two of them and we use them to hear things, listen to music, etc.	E			
22.	It is on our face and we use it to smell things.	N			
23.	It is right under our head. Men often wear a tie around it.	N			
24.	It is between our neck and legs. Some students carry their schoolbag on it.	B			
25.	They are on our feet and there are five on each one.	T			

ANSWER KEY

21. EARS 22.NOSE 23.NECK 24.BACK 25.TOES

A2-level ACTIVITY

Use the correct form of the words in parentheses to fill in the gaps 46-50, as in the example.

Χρησιμοποίησε τη σωστή μορφή των λέξεων στη παρένθεση για να συμπληρώσεις τα κενά 46-50, όπως στο παράδειγμα.

TIME FOR A POSTCARD?

Do you want to send a postcard to your friends but don't know what to write? Follow these tips!



- Make your message short and write only the most important things!
- Show your (EX) feelings (feel) and tell them how (46) _____ (thrill) you are!
- Send a card with a photo of the place you are at, not of any other place!
- Write about the (47) _____ (interest) things you are doing and why you are enjoying yourself there!
- Add a few words about your hotel, etc., and how (48) _____ (comfort) it is!
- Write a few words about your meals and how (49) _____ (taste) they are!
- Describe something strange or (50) _____ (usual) you did there!
- Finish off with a warm ending like "Wish you were here!" or "See you soon!"

ANSWER KEY

46.THRILLED 47.INTERESTING 48.COMFORTABLE 49.TASTY 50.UNUSUAL

MODULE 3: Listening comprehension

A1-level ACTIVITY

ACTIVITY 2: Listen and fill in gaps 6-10 with the right word.

Άκουσε και συμπλήρωσε τα κενά 6-10 με τη σωστή λέξη.

Jobs people do...

6.	The speaker is a n _____.
7.	The speaker is a s _____.
8.	The speaker is a p _____.
9.	The speaker is a f _____.
10.	The speaker is a m _____.

Listen again and check your answers.

ANSWER KEY

6.NURSE 7.SECRETARY 8.PILOT 9.FIREMAN 10.MUSICIAN


TAPESCRIPT


- 06.** *Well, my job is to care for the sick in this hospital and sometimes to help the doctors, too.*
- 07.** *I used to work 9.00 to 5.00, typing letters and memos, answering the phone, taking messages, etc. Really boring job!*
- 08.** *I fly 4 days a week and the most common destination is Toronto, Canada...So we use the company Airbuses for these long trips.*
- 09.** *We don't get much money but to know that we can save someone from a big fire is a big reward!*
- 10.** *No, I don't sing the songs myself, I write the music and the lyrics. I also play the guitar.*

A2-level ACTIVITY


ACTIVITY 5: Listen and fill in gaps 16-20 with the right word, as in the example.

Ακουσε και συμπλήρωσε τα κενά 16-20 με τη σωστή λέξη, όπως στο παράδειγμα.





EX.	<u>H</u> <u>E</u> <u>A</u> <u>D</u> <u>M</u> <u>A</u> <u>S</u> <u>T</u> <u>E</u> <u>R</u>
16.	B _ _ _
17.	E _ _ _
18.	R _ _ _ _
19.	B _ _ _ _
20.	D _ _ _



ANSWER KEY

16.BELL 17.EXAM 18.RULER 19.BREAK 20.DESK


TAPESCRIPT

- EX:** *What do you call... someone who organizes everything at school –the teachers, the class programme, school events, excursions... .*
- 16.** *It's something that makes a buzzing sound when classes start and finish. What is it?*
- 17.** *What do you call the final test students have to take at the end of the school year?*
- 18.** *You use this to measure things with – to see how long they are. It's thin and made of plastic or wood. What is it?*
- 19.** *What do you call the free time between classes – the time when students can play with their friends, eat their sandwich, drink something, and relax?*
- 20.** *What do you call the writing table students sit at when at school?*

B LEVEL ENGLISH EXAM

MODULE 1

ACTIVITY 8: Use the correct form of the words in parentheses to complete the items 51-55, as in the example.

<p>Stress Management</p> <p>A good way of dealing with stress is to practise Positive Thinking.</p> 	<p>Here are some tips.</p>
	<ul style="list-style-type: none"> • Think back to moments in your life when you did things (EX) <u>well</u> (good). • Focus on your (51)_____ (success) moments. • Avoid negative thoughts, where you see yourself as a (52)_____ (fail). • Remember: most problems have a (53)_____ (solve) –so don't just sit there worrying. Do something about it. • If you can't do anything about a difficult situation, accept it calmly – don't get (54)_____ (stress) out about it. For example, if you are involved in an accident, be grateful that you have escaped with only minor (55)_____ (injure). You could have been seriously hurt, or worse!

ANSWER KEY

51.SUCCESSFUL 52.FAILURE 53.SOLUTION 54.STRESSED/STRESSFUL 55.INJURIES

ACTIVITY 9: Think of ONE word that can go with BOTH sentences (56-60) in each set. The first letter of the word is given.

<p>56. a) For me, reading a book b _ _ _ _ surfing the net anyway. b) My wife always b _ _ _ _ me at backgammon. She's a very good player.</p>
<p>57. a) They've known each other for a g _ _ _ many years b) It's a g _ _ _ thing you called – I was beginning to get worried.</p>
<p>58. a) She d _ _ _ _ _ _ _ _ a speech lasting 60 minutes b) They d _ _ _ _ _ _ _ _ the pizzas to our house but they were cold.</p>
<p>59. a) I'll do anything in my p _ _ _ _ to help you, but you have to help yourself, too! b) Our aim is to give people more p _ _ _ _ over their lives.</p>
<p>60. a) The film sends a clear m _ _ _ _ _ _ about the causes of poverty b) She's out right now – can I take a m _ _ _ _ _ _?</p>

ANSWER KEY

56.BEATS 57.GOOD 58.DELIVERED 59.POWER 60.MESSAGE

MODULE 3

ACTIVITY 5: Listen and fill in items 16-20 with the right word.

DINNER TIME

Use singular or plural as needed

What does Sarah want them to get out of the cupboard?

EX. plates.

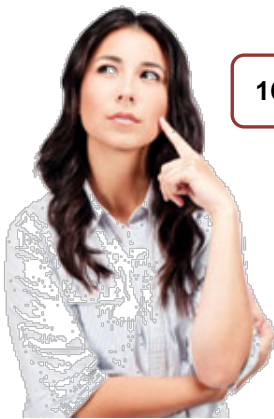
18. _____

16. _____

19. _____

17. _____

20. _____



ANSWER KEY

16.BOWL 17.CUPS 18.VASE 19.GLASSES 20.KNIFE

TAPESCRIPT

- EX. *Take them all out cause we need the big white ones for the main course, and then the smaller blue ones for the fruit.*
- 16. *Now, for the salad I'll need that big one cause I'm going to make a lot. Let's use that lovely glass one – yes, that big, deep one.*
- 17. *They'll probably want Greek coffee afterwards, so get the white ones out of the top cupboard.*
- 18. *Now we need something to put the flowers in.... find that big crystal one, fill it with water, and put it in the middle of the table.*
- 19. *Right! Well, we'll be drinking wine as well as water, so put out two for each guest.*
- 20. *Give me the big sharp one – careful – the one I use for cutting the meat.*

ACTIVITY 6: Listen and fill in items 21-25 with the right word.

COLUMN A - QUESTIONS		COLUMN B - ANSWERS	
21.	Who's the speaker talking about?	Her _____.	
22.	What are the speakers talking about?	With training we can become more _____.	
23.	Who is the speaker referring to?	Her _____.	
24.	Who's the speaker talking about?	Her _____.	
25.	What do the speakers say about natural phenomena?	That interest in them is a matter of _____.	

ANSWER KEY

21.COACH 22.INTELLIGENT 23.GRANDMOTHER 24.PARENTS 25.CULTURE/ETHNICITY

TAPESCRIPT

- 21. *Come on mum! Please hurry up - I can't be late for practice again. He'll kill me! He was so angry on Wednesday – all the players were there, and he told me that if I was late again he'd drop me from the team.*
- 22. *- Did you know that with proper training you can become more intelligent?*
- Really?
- Yea, a team of researchers from Stanford and other universities developed a programme to enhance functions of the brain, our memory, attention, creativity among other things...
- Wow! Well I reckon I could use all of that, now that I am in my fifties.
- 23. *She's such an important person to me! She's 80 now, but she still has a great memory, and it's lovely when she talks to all of us about when she was young. She had six children – my father is her eldest son, but she really loves me cause I have her name.*
- 24. *I don't know if they'll let me go. They don't like me being out late at night, and they worry a lot. They keep calling my mobile to ask where I am, who I'm with, and so on. I'm an only child – I wish I had brothers or sisters; they wouldn't worry so much about me then.*
- 25. *- Do you think the general public really cares about what we call physical science?*
- I think that the British and the Americans, unlike other cultures, couldn't care less.
- I too often wonder why we don't pay as much attention to the displays of nature (like earthquakes, volcanic eruptions, or thunderstorms) as people ... say... in South America or Africa...

C1 LEVEL ENGLISH EXAM

MODULE 1

ACTIVITY 7: Fill in the gaps in items 51-55 in Column B with a word or expression which has approximately the same meaning as the underlined slang words in Column A.

COLUMN A: Slang expressions		COLUMN B: Conventional expressions
51.	When her boss told her to work over the weekend again, she told him to shove it and he <u>sacked</u> her!	Her boss consistently wanted her to work overtime with no benefits, and when she declined impolitely he _____ her!
52.	The truth is that she just wouldn't <u>give in</u> to his every whim.	Actually, she refused to _____ with all his demands.
53.	I'm <u>heading out</u> now, folks... Check ya all out later.	I'm _____ now, people. I'll be catching up with you later.
54.	We've been through thick and thin together in these 12 years of marriage, and now she's <u>dumping me</u> for another guy.	We've been through so much together and now, after 12 years of marriage, she's _____ out on me for someone else.
55.	She told him to beat it, 'cause she was <u>pissed off</u> with him, so he went straight to the pub!	She told him to go, because she was _____ with him, so he went straight to the pub and got drunk.

ANSWER KEY

51. FIRED (DISMISSED) 52. COMPLY (AGREE) 53. LEAVING (OFF, GOING) 54. WALKING 55. ANGRY

ACTIVITY 8: Put the jumbled words in column B in the correct order to complete items 56-60.

COLUMN A		COLUMN B
56.	Theatre programme Our dynamic programme of social enterprise _____ what goes on stage.	us – important – as – to – as – is
57.	Terms and conditions of a voucher This voucher cannot be used _____ or coupon.	any – conjunction – other – with – in – offer
58.	Book blurb Few things offer a more _____ completing a cryptic crossword.	stress – than – break – satisfying – from - mental
59.	A health magazine There are two factors to consider _____ jet lag.	manage – how – deciding – when – to
60.	A novel By arriving early _____ a seat by the window.	get – enough – been – had – to – lucky – she

ANSWER KEY

56. IS AS IMPORTANT TO US AS/ IS TO US AS IMPORTANT AS
 57. IN CONJUNCTION WITH ANY OTHER OFFER
 58. SATISFYING MENTAL BREAK FROM STRESS THAN
 59. WHEN DECIDING HOW TO MANAGE
 60. SHE HAD BEEN LUCKY ENOUGH TO GET

MODULE 3

ACTIVITY 4: Listen and fill in items 21-25 with the right word.



PEOPLE'S PROFESSIONS

21.	This woman is interviewing a female _____.	
22.	This woman is interviewing a male _____.	
23.	This man is interviewing a female _____.	
24.	This man is interviewing a male _____.	
25.	This woman is interviewing a female _____.	

ANSWER KEY

21. POLITICIAN (DIPLOMAT, SENATOR)
 22. DENTIST
 23. SINGER (MUSICIAN, COMPOSER)
 24. BUSINESSMAN/CONSULTANT (MANAGER, EXECUTIVE)
 25. DOCTOR/PHARMACIST

TAPESCRIPT

21. - *Well explain to me why that enhances your foreign policy credentials?*
- *Well, it certainly does, because our next door neighbors are foreign countries. They are in the State that I am the executive of.*
- *Have you ever been involved with any negotiations, for example, with the Russians?*
- *We have trade missions back and forth, we do. It's very important when you consider even National Security issues with Russia as...*
22. - *Stephan you're really passionate about your work but you..it also tires you doesn't it?*
- *Yes, definitely it does when I have to work long hours...uhh basically in my line of work umm... I kind of limit myself to the "confined" area of the mouth, and I have to do lots of fill-ins and root canals and then you have patients...they experience pain and when they see me injecting some formula into...you know... the gums, they go hey-wire and crazy because some of them are afraid of ...*
23. - *It's exciting for you, I mean this is your thing. You've always been in music since you were really young.*
- *Well yes, I've been playing music since I was really little. I was a piano player since I was 4 but I always made pop music and I'm just, I'm really excited. I wrote my entire new album "The Fame Monster" which is coming out on the 23rd and I'm really excited about the new music.*
24. - *...Thank you very much indeed for joining us. Now you've been working at that company founded by your brother since the latter part of the 1970s, so you know better than anyone what does "workforce management" actually mean and what does "Kronos" do?*
- *Sure thank you Tom. What "Kronos" does is we help companies effectively manage their workforce. What's interesting is the single largest expense of just about any organization is their staff, their employees. So what we do is that we help companies try to optimize that asset, that investment...*
25. - *Talking about medical errors and the problems that they cause. Do they happen often?*
- *It's actually kind of scary. There's estimated to be 1.5 million medication errors a year in the United States.*
- *What kind of errors are we talking about?*
- *A variety of things. People given the wrong medication, the wrong dose of medication, drugs that interact with each other in a bad way.*


2. Marking scripts

2.1. Marking A level scripts

ACTIVITY 1.1

Complete this questionnaire for a new music magazine.

Συμπλήρωσε αυτό το ερωτηματολόγιο για ένα καινούριο μουσικό περιοδικό.

Music World	July Issue
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #ffff00; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> <input type="radio"/> TEENAGERS & </div> <div style="background-color: #d9534f; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> <input type="radio"/> THEIR FAVOURITE </div> <div style="background-color: #a6c9ec; padding: 5px; display: flex; align-items: center;"> <input type="radio"/> SINGER </div> </div>	<div style="border: 1px dashed black; background-color: #ffff00; padding: 10px;"> <p>PERSONAL INFORMATION</p> <p>Name: <u> Alex Petrou </u></p> <p>Age: <u> 15 </u></p> <p>Country: <u> Greece </u></p> </div>
<p>1. Who is your favourite singer? <u> (My favourite singer is) Helena Paparizou. </u></p> <p>2. Where was he or she born? <u> (She was born) in Sweden. </u></p> <p>3. How often do you listen to his or her songs? <u> (I listen to her songs) every day. </u></p> <p>4. Three reasons you like him or her (a) <u> She has a nice voice. </u></p> <p style="margin-left: 40px;">(b) <u> She is very beautiful. </u></p> <p style="margin-left: 40px;">(c) <u> Her songs are great. </u></p> <p>5. When did you first hear him or her sing? <u> (I heard her sing) some years ago. </u></p> <p>Send us your answers and we will choose the most popular singer. Our magazine is planning to interview him or her.</p> <p>6. Write <u>two</u> questions you want us to ask him or her.</p> <p><u> What do you like to do in your free time? </u></p> <p><u> When is your birthday? </u></p>	
	<p>THANK YOU Music World</p>

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)

TASK PERFORMANCE:

Candidates are graded on a **2-0** scale for the following (see also grading scale, p.54):

- filing out the questionnaire
- providing the information required
- producing meaningful answers

The answers provided on the task sheet (p.12) are indicative of what is expected. However, we accept any logical, meaningful response. We do not accept responses which are grammatically correct but make no sense in this context.

LANGUAGE PERFORMANCE (4-0)

GRAMMAR:

Candidates are graded on a **2-0** scale depending on the degree of the grammaticality of their answers (see grading scale, p.54), providing that these answers make sense. Responses which are ungrammatical for the linguistic context or seriously violate rules of usage, are problematic. Of course, we do expect minor grammatical errors, such as wrong tenses or wrong formation of the question form.

Examples of answers, some of which make sense, but are ungrammatical: 1) Is the Hatzigiannis (violation of English grammar), 2) He born in Athens (violation of English grammar), 3) He listened 3 years ago (contextually ungrammatical & violation of English grammar), 4) Because he is good sing (violation of English grammar), 5) Tomorrow (contextually ungrammatical) 6) What songs are you like? (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 appropriate words, in the right form and to spell them correctly. (Some spelling errors are actually expected and should not be seriously penalized as long as they do not make the words unrecognizable or semantically incorrect).

ACTIVITY 1.2

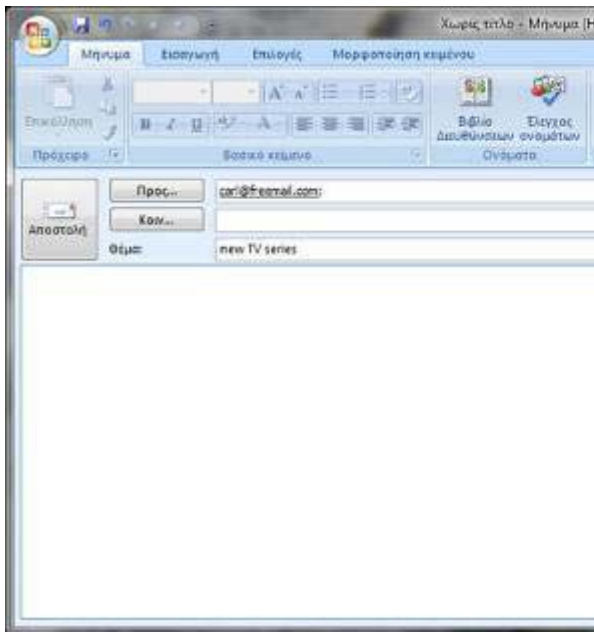
Write an email (60-70 words) to your Spanish friend Carla about a new TV series you particularly like. Use the TIPS below. Sign as 'Nikos' or 'Niki' (not with your real name).

Γράψε ένα email (60-70 λέξεων) στην Ισπανίδα φίλη σου την Carla και πες της για ένα νέο τηλεοπτικό σήριαλ που σου αρέσει πολύ. Χρησιμοποίησε τις παρακάτω ιδέες (TIPS). Υπόγραψε ως 'Νίκος' ή 'Νίκη' (όχι με το πραγματικό σου όνομα).



TIPS

- The title of the new TV series
- How often you watch it
- Why you like 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)

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

- (a) have produced a text of about **60-70 words** with the characteristics of an email addressed to a friend, i.e., an opening (e.g., *Hi! How are you?*), a main body with meaningful information, and a closing (e.g., *bye for now, love, kisses, etc.*).
- (b) have responded to the communicative purpose, which is to inform a friend about a new TV series they particularly like.
- (c) use the tips provided, in order to produce their text, i.e., state the title of the new TV series, say how often they watch it and why they like it.

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 causative constructions, such as:

- **My favourite TV series is...** (present construction)
- **I watch it once a week.** (present construction)
- **I like it because the characters are like me and my friends.** (causative construction)

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 are able to use a basic repertoire of words and simple phrases related to the topic – watching TV (prompted by the given cues). The words used should be meaningful 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 are able to produce a coherent text and to use simple and limited in range causal and additive cohesive devices, such as: and, so, because etc.

BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM

A1 script 1: Fully satisfactory
<p><i>Hello Carla, How are you? I'm fine. Recently started a new TV series. It's fantastic! It has great actresses and actors. The title is "Vasiliades". I watch it every day at nine o'clock. I like it because it's funny and adventure. I don't lost it. My family and me we relax in the living room in the evenings and we watch it. I hope when you will come to Greece we will watch it together. Love, Niki</i></p>

Criteria	Score	Comments
TASK COMPLETION		
73 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, the candidate has successfully responded to the communicative purpose of the task informing a friend about his/ her favourite TV series.
LANGUAGE PERFORMANCE		
Grammar:	2	In terms of grammar, the candidate has produced correct and appropriate grammatical structures. Occasional grammar errors (e.g. <i>I don't lost it</i>) affect intelligibility only locally.
Vocabulary & spelling:	2	The candidate has successfully used a satisfactory range of vocabulary and the words are morphologically and semantically correct.
Cohesion-coherence:	2	The script is generally coherent and cohesively linked. The message gets across clearly.
TOTAL SCORE	8/9	

A1 script 2: Moderately satisfactory

*Dear Carla,
 Yesterday I watched in TV the 'AVATAR'. I watch the serie every day. This series is my favorite because it has action, humorous and play my favorite character. I will prefer you to see this serie.
 Love,*

Criteria	Score	Comments
TASK COMPLETION		
40 words	1	The candidate has partly responded to the requirements of the task by producing a rather short email with an appropriate opening (although quite abrupt) and closing and with the main body containing the required information. The candidate has responded to the communicative purpose of the task by informing his friend about his favourite TV series and by including the tips given.
LANGUAGE PERFORMANCE		
Grammar:	1	The main sentence of the overly short text is structurally problematic, but the meaning does get across: "This series is my favorite because it has action, humorous and play my favorite character" whereas it should be "This series is my favorite because it has action, humor and my favorite character plays in it."
Vocabulary & spelling:	2	The candidate has produced a basic repertoire of words and simple phrases related to the topic (watching TV). There are occasional spelling mistakes which do not interfere with the meaning of the text as a whole, e.g. serie.
Cohesion-coherence:	1	The script is not always coherent and cohesion is a problem. Also, the short length of the text impacts on intelligibility.
TOTAL SCORE	5/9	

A1 script 3: Unsatisfactory

*Dear Carla,
 The seriel "Kings" is more beautiful than the "Lies dream". The "Kings" it is comedia and tragedy. One poor family know it the "Eugenia Palaialogou" She has*

got very much money but she hasn't got children. Markos has got one poor family. Aimilios Kanelopoulos has got a wife and one son, Alexis, has got a girl friend. Nefeli Malteo, Nefeli live with her dad and she doesn't love Alexi, she loves Leonidas. Leonidas is son to Mardo's. This serial I like it because is tragedy and comedia and I like very much comedies.
Kisses, Dora

Criteria	Score	Comments
TASK COMPLETION		
97 words	1	The candidate has partly responded to the requirements of the task but failed to provide an appropriate introduction to the email. The email is too long but with no reference to the reasons the candidate likes this TV series and how often he/she watches it. Therefore, the candidate has only partly fulfilled the communicative purpose of the task.
LANGUAGE PERFORMANCE		
Grammar:	1	In terms of grammar, there are a lot of inaccurate structures (e.g., <i>The "Kings" it is comedia and tragedy</i>), <i>Leonidas is son to Mardo's</i>) and wrong tenses/ verb forms (e.g., <i>Nefeli live with her dad</i>).
Vocabulary & spelling:	1	Generally, the candidate displays limited vocabulary. Also, there are some spelling errors which do not interfere with the meaning (e.g., <i>seriel, comedia</i>).
Cohesion-coherence:	1	The script is mostly incoherent and not cohesively linked.
TOTAL SCORE	4/9	


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

A1 script 4 Score: ____
<i>Hi Carla. How are you? I'm fine. Last week I saw a new TV series. I liked it so much. The title is "Harry Potter". It is a documentary about a magician. I always watch it because it is an interesting documentary. The film start at nine o'clock. I love it because it is a very good film.</i> <i>Love,</i> <i>Nikos</i>
A1 script 5 Score: ____
<i>How are you? I'm fine. Let me tell you a few things. About you're a new TV series. The title of the new TV series is Magic pen. Is a child lost a pen his.</i> <i>I watch every because is nice series I like.</i> <i>I like because she has adventure and because are small kinds.</i> <i>Yours</i> <i>Niki</i>
A1 script 6 Score: ____
<i>Dear Carla,</i> <i>Hi, how are you?</i> <i>I see a new TV series the title of the series is "Tragon boy". I see it every Saturday and Sanday at 10:30 o'clock. I like he is boy because he has paower's end is a intresting boy in series.</i> <i>See you soun</i> <i>Your friend</i> <i>Nikos</i>

ACTIVITY 2.1

Complete the captions, as in the example, to make your own ghost story.

Συμπλήρωσε τα λόγια κάτω από τις εικόνες, όπως στο παράδειγμα, και φτιάξε τη δική σου ιστορία με φαντάσματα.

<p>1. ✓</p>  <p>EXAMPLE</p>	<p>2.</p> 
<p>Some people believe that in Scotland <u>you can see a lot of ghosts.</u></p>	<p>They say _____!</p>
<p>3.</p> 	<p>4.</p> 
<p>They also say ghosts _____.</p>	<p>Because ghosts do not like daylight, _____.</p>
<p>5.</p> 	<p>6.</p> 
<p>They like to frighten _____!</p>	<p>Of course, some people don't believe in ghosts. They think _____!</p>

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. 49). Any response that makes sense is OK. Note that whereas some candidates produced a cohesive text since the rubric instructions say "Complete the captions to make your own ghost story" (see example B below), completing the captions is fine as well.

A. Here are examples of isolated responses:

(EX) Some people believe that in Scotland you can see a lot of ghosts.

(caption 2) They say ghosts live in castles, forests or churches.

(caption 3) They also say ghosts scare people at midnight.

(caption 4) Because ghosts do not like daylight, they appear at night when people are asleep.

(caption 5) They like to frighten children, babies and animals.

(caption 6) Of course, some people don't believe in ghosts. They think ghosts are just funny stories!

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

Ghosts

Some people believe that in Scotland you can see a lot of ghosts. They say ghosts live in castles, forests or churches. They also say ghosts scare children at night. Because ghosts do not like daylight, they usually visit people when it's dark outside. They like to frighten children, babies and animals. Of course, some people don't believe in ghosts. They think that ghosts exist only in our imagination.

Note that we do not accept responses which are grammatically correct but make no sense. For example: 2) They say there is a ghost, trees and a church. 3) They also say ghosts are black. 4) Because ghosts do not like daylight, they have breakfast.¹ 5) They like to frighten a cat and a man with glasses. 6) Of course, some people don't believe in ghosts. They think children are laughing.

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. 49), providing that these answers make sense. In this case, they are expected to be able to produce simple grammatical structures, making use of present constructions. Responses which are ungrammatical for the linguistic

¹ There might be responses which make sense, are grammatically accurate, but the information is not 100% correct. For example, the response "Because ghosts do not like daylight, they sleep at night" is incorrect information wise. Ghosts do not sleep... However, since we cannot expect everyone to know that (and we are not testing the candidates' world knowledge), we accept a response such as this which makes sense and is in line with what the picture shows.

context or violate rules of the English language are problematic. Of course, minor grammatical errors, such as the omission of a subject or the wrong use of a present construction, are expected.

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

- Caption 2: (They say) **live in castles and forests**. (violation of English grammar)
- Caption 3: (They also say ghosts) **is scaring a child** (contextually ungrammatical & violation of English grammar)
- Caption 4: (Because ghosts do not like daylight), **people are sleeping**. (contextually ungrammatical)
- Caption 5: (They like to frighten) **baby crying, cat and boy**. (violation of English grammar)
- Caption 6: (Of course, some people don't believe in ghosts. They think) **are funny**. (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 have just moved to another city with your parents. Send an email (70-80 words) to your friend Ann to tell her about it. Sign as Alex (not with your real name).

Φαντάσου ότι μόλις μετακόμισες σε μια άλλη πόλη με τους γονείς σου. Στείλε ένα email (70-80 λέξεις) στην φίλη σου την Ann, και πες της σχετικά με τη μετακόμισή σου. Υπόγραψε ως Alex (όχι με το πραγματικό σου όνομα).

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)

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

- (a) they produced a text (of about 70-80 words) that has the characteristics of an email, such as an address form like Dear Ann, or an opening, such as How are you or I hope you're well, an introduction to the topic, such as I have news for you, a main body with information making use of the cues given, 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., inform their friend about moving to another city.
- (c) they used (SOME or ALL) the cues to inform their friend about the place they moved to, why their family had to move there, if they like it and how they spend their free time there.

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, causative and present constructions and descriptive language:

- About a month ago my parents told me we had to move to another city (past construction)
- We came here because my father got a new job. (causative construction)
- In my free time here I watch TV and surf the Internet. (present construction)
- The place is beautiful with many shops and parks. (descriptive language)

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 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 fully coherent text and use simple cohesive devices (e.g. and, but, so, because).

BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM

A2 script 7: Fully satisfactory
<i>Dear Ann, Hi! How are you? I'm writing to tell you that I have just moved to Athens</i>

with my parents. We had to move here because my parents can't find jobs in Komotini. I don't like living in Athens, it is difficult and I don't have friends. In my free time I play computer games, I read a book or I watch TV. I would like to invite you in Athens. For one weekend. Would you like to come? That's all for now!
With love,
Alex

Criteria	Score	Comments
TASK COMPLETION		
87 words	2	The candidate has responded meaningfully to the requirements of the task by producing an email with the appropriate opening and closing. The main body contains the necessary information (e.g., city he/she moved to, why, whether he/she likes it or not, etc). Therefore, the candidate has successfully responded to the communicative purpose of the task.
LANGUAGE PERFORMANCE		
Grammar:	3	In terms of grammar, the candidate has produced correct and appropriate grammatical structures. There are only very few errors (e.g., <i>find job</i> instead of <i>find a job</i> ; <i>invite you in Athens</i> instead of <i>invite you to Athens</i>) which do not interfere with intelligibility.
Vocabulary & spelling:	2	The candidate has used a satisfactory range of vocabulary to create a meaningful message. There are only 2 spelling mistakes (<i>writting</i> instead of <i>writing</i> and <i>watch</i> instead of <i>watch</i>).
Cohesion-coherence:	2	The script is coherent and cohesive devices are all appropriately used. The message gets across very clearly throughout.
TOTAL SCORE	9/9	

A2 script 8: Moderately satisfactory

Dear Ann
My family and I we have just moved to another city.
The city is in the countryside.
My family had move there because my father wark there.
In my free time I play with my friend and I' go for a work with my bog. See you. I looking for wark to meting you.
Your friend from Greece
Alex

Criteria	Score	Comments
TASK COMPLETION		
61 words	2	This email is too short email (60 words), but the candidate has responded to task requirements by including all the appropriate information, has responded to the communicative purpose by informing a friend about moving to another city, the reasons for moving there and the ways s/he spends time in the new city.
LANGUAGE PERFORMANCE		
Grammar:	1	In terms of grammar, the candidate has produced only basic structures throughout the script. There are also a few inaccuracies regarding grammatical structures (e.g., <i>My family and I we have just moved</i>) and tenses (e.g., <i>My family had move there, I looking for wark to meting you</i>).

Vocabulary & spelling:	1	The candidate's vocabulary range is rather poor and spelling errors are frequent throughout. Normally, spelling errors do not impact intelligibility but the resulting text is quite awkward (e.g., <i>because my father wark there, go for a work with my bog</i>).
Cohesion-coherence:	1	The script is usually coherent and cohesive devices are used appropriately. The message gets across clearly although the opening and closing are a bit abrupt.
TOTAL SCORE	5/9	

A2 script 9: Unsatisfactory

*Dear Ann,
Hi! How are you? I m fine! Where are you?
I and my famile going to the Lodo.
Or we going to the Lodo because we not have coins and going for jobs.
I ame because who I am not is the Lodon.
Usualy I am with the new my friends. I often listen to music and watch TV.
I will you see in hapy!
Love, Alex*

Criteria	Score	Comments
TASK COMPLETION		
69 words	1	The candidate has produced a text which has the characteristics of an email with an appropriate opening and closing. However, he/she has partly achieved the communicative purpose of the task as there is no reference to where the city is located and no details on whether s/he likes it.
LANGUAGE PERFORMANCE		
Grammar:	1	In terms of grammar, there are quite a few errors as regards grammatical structures (e.g., <i>the new my friends</i> , etc) or tenses (e.g., <i>my famile going...</i> probably instead of <i>my family went / moved</i> , etc). These errors usually impede the intelligibility of the text.
Vocabulary & spelling:	1	The candidate's vocabulary range is rather limited. There are quite a few spelling mistakes, too.
Cohesion-coherence:	1	The script is not always coherent and cohesive devices are not always successfully used. The message does not get across clearly.
TOTAL SCORE	4/9	

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

A2 script 10 Score: ____

*Hi Ann
I moved to Athens today and I am very happy because Athens is a very big city.
My mum is teacher she should come here for two years. I spend my free time here
playing the guitar, dancing my favourite songs and drawing a lot of things. This
town is very big and here I have a lot of things to do. I will miss you a lot. Send
greetings to all the children by me.
Kisses,
Alex*

A2 script 11 Score: ____

Dear Ann

Hi! Wat's up Ann? If you ask me wat's up I am find thank you. I moved to another city I lost my friends and I lost my school. I just moved at Kalikratia and I have a very very big house It has another think but heare I have my p.c. I have very friends near. My family move because they don't work. But I have very free time because neare it isn't school.

Kisses your best friend, Alex

A2 script 12 Score: ____

Dear Ann,

I'm writting to you because I want to told you that me and my parents moved in my village at Neapoli. I'm very sad because probably I never saw you aigain. I told to my parents that I don't want to moved here because I'll never see my friends at Athens. But I can't stop to remember you I send you this message for invited you to my village for holidays. There is a lots of things to do, I'm waiting for your replies...

Love, Alex!

2.2. Marking B level scripts

PURPOSE OF THE WRITING AND MEDIATION TEST

The purpose of the Module 2 test is to assess the B 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 type, candidates are expected to use their background 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 levels of the exam). Candidates who do not sit for the written component automatically fail the exam.

STRUCTURE OF THE WRITING AND MEDIATION TEST

Module 2 consists of 4 activities:

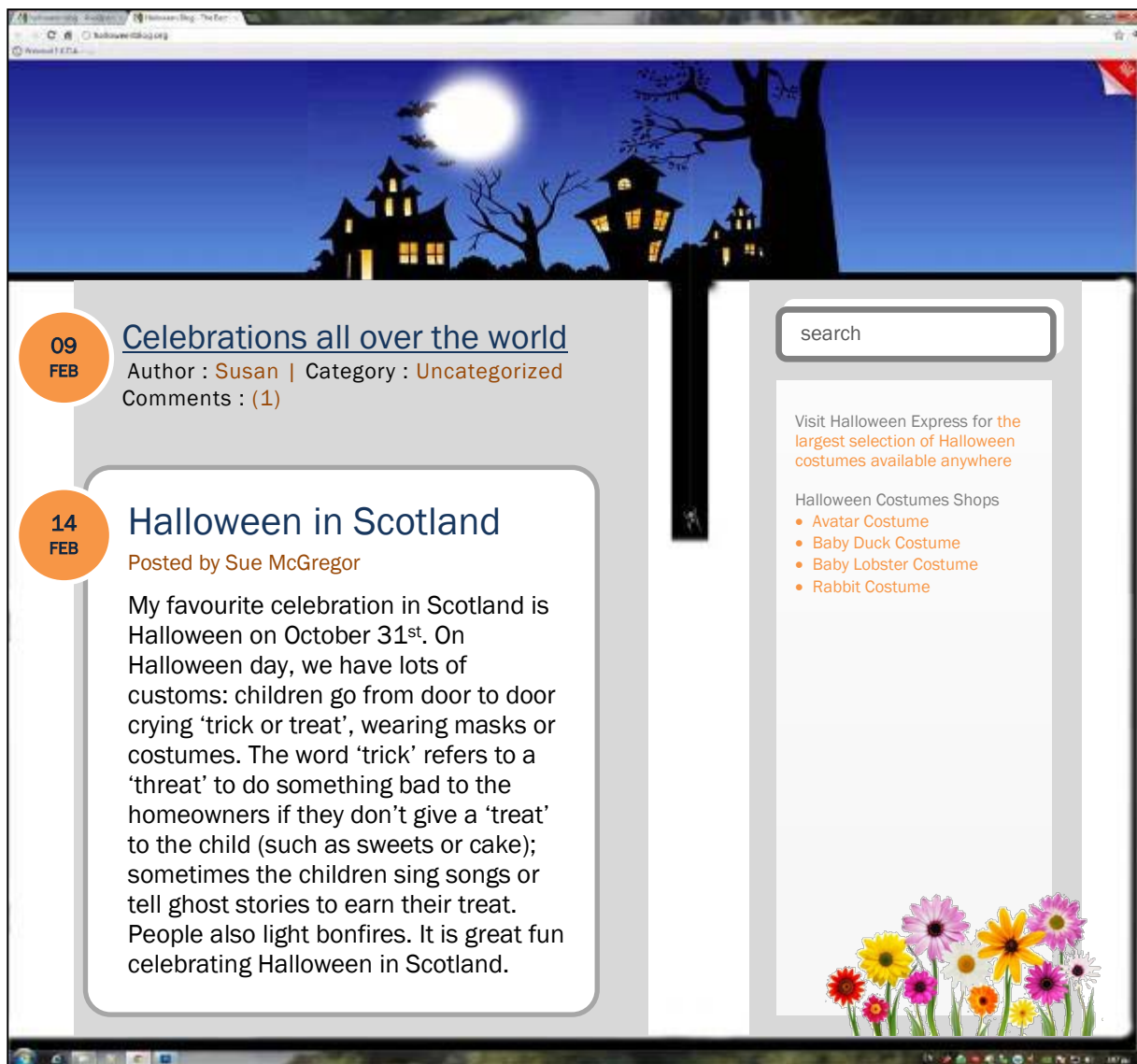
- 2 activities for written production (1 for B1 and 1 for B2)
- 2 activities for written mediation (1 for B1 and 1 for B2) based on the same Greek text

The duration of this test is 80 minutes. Just like the integrated-graded A level exam, the candidate is required to do all four activities if she/he wants to be certified for B2 level proficiency. The candidate who wants to be certified for B1 level language proficiency only needs to complete the activities marked as B1 (i.e. B1.1 and B1.2). The two activities for written production (B1.1 and B2.1) are marked with a maximum score of 7 points each while the two mediation activities (B1.2 and B2.2) are marked with a maximum score of 8 points each. The maximum total marks the candidate can obtain from all four written activities is 30 points from marker A and another 30 points from marker B. In other words, the successful candidate can obtain a maximum of 60 points for module 2.

ACTIVITY B1.1

Imagine you have been reading a **blog** where people from all over the world describe some of their favourite celebrations. Write about the celebration of *May 1st* (80 words) and **say what people do** on that day.

The model below will help you write your OWN text.



EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B1.1

Criterion 1: Task Completion

Candidates are asked to produce a text to be posted on a blog (genre) where people write to describe their favourite celebrations. Using the given text as a model, candidates are expected to produce their *own* text about the celebration of May 1st (topic). In their text, they are expected to: a) present the particular celebration of May 1st and b) describe what people do on that day (communicative purpose). Candidates should produce a public (discourse) text that has a personal tone (register & style) as in the model text.

Criterion 2: Text Grammar

Candidates are expected to produce a **coherent, original** text of the same genre, register and style as the model text but on a *different* topic. In terms of **text organization**, the text is expected to be in

one paragraph, as in the model text and all ideas should be coherently linked. **Simple and appropriate cohesive devices** are expected such as clause and sentence connectors (e.g., *First,..., Then,..., Finally,...* etc).

Criterion 3: Sentence Grammar

The choice of **vocabulary** and **grammar** should be conducive to the communicative purpose of the text, which is to present the celebration of May 1st. Finally, we expect simple grammatical/syntactic patterns and present constructions that describe what people usually do during this celebration (e.g., *They wear flower wreaths..., They walk in parks..., They go to the countryside...*).

Here is an interesting script for Activity 1. Although text type is appropriate, the communicative purpose is not achieved, since the candidate has produced a text about Halloween in Scotland (like the model text given) instead of a text about the celebration of May 1st. What mark do you think it could get?

B1.1 script 13
<p><i>One of the most famous celebration is the Haloween. This is a great celebration in Scotland in 31th October every year. Is a celebrate for all the world but it is most exciting for the kinds.</i></p> <p><i>First of all, you must buy a costume. There are many shop which are available to buy a costume. Avatar, baby, baby Lobster and rabbit are the most popular costume.</i></p> <p><i>In that day every child go from door to door crying "trick or treat". All children will wear their costumes. The children treat every person in each home they go. They usually treat sweets or cakes. Except for, you can say a song or narate a ghost story.</i></p> <p><i>It's a funny day for all people. That is the reason who is the greatest celebration in all Scotland.</i></p>
Words: 133

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B1.1 script 14: Fully satisfactory
<p><i>May 1st in Greece</i></p> <p><i>Posted by Michael</i></p> <p><i>My favourite celebration in Greece is May 1st. On May 1st, we take flowers and we put them on the balconies. It is a great view seeing the houses full of flowers. May 1st is in the middle of spring, the schools are closed and all the people are happy with their friends and families. But this day is very important for another reason, too. The workers from all over the country get to the roads, do strikes and complain about work conditions. They demand an ideal work environment. It is great fun celebrating May 1st in Greece.</i></p>
Words: 102
<p><u>Comments:</u> This candidate has clearly responded to the task in terms of all three criteria. In terms of criterion 1, the text produced is appropriate for a blog and the communicative purpose (to present the celebration of May 1st and describe what people do on that day) has been fully achieved. Its style is appropriate for a public discourse text and its tone is personal as expected. In terms of criterion 2, it is a well-structured, coherent script. Regarding criterion 3,, there is use of appropriate lexicogrammar which fully conveys the intended meaning.</p>
(Score: 7)

B1.1 script 15: Moderately satisfactory

The celebration of May 1st is an important celebration, as people around the world celebrate for the reduse of their work time. On this day, most of people go out in the roads in order to revollutionate. Apart from that they go out, in countryside with their families to take flowers. Other people, such as in Greece, celebrat this day with traditional dances and they roast lamp on the spit. In conclusion, this day is great celebrate for all people in the earth because they recall the day that revollutionate in order to reduse the work time. And of course May 1st is the celebration of flowers.

Words: 107

Comments: In terms of criterion 1, the candidate has produced a text to be posted in a blog which presents the celebration of May 1st and describes what people do on that day. However, its tone is not personal as was expected. In terms of criterion 2, it is a well-organised text but not all cohesive devices are appropriate for the genre (e.g., *In conclusion*) and some are incorrectly used (e.g., *Apart from that they go out*). The script is problematic in terms of criterion 3 because of lexicogrammatical errors not expected at B1 level (e.g., *for the reduse, celebrat this day, this day is great celebrate, they recall the day that revollutionate*).

(Score: 5)

B1.1 script 16: Unsatisfactory

The celebration of May 1st in Greek always people don't work. Is day for workers. Is the best day for all. In this day all go in the countryside. There children running and play and sometimes sing songs. Also collect flowers and make ring with their. Parents, children and friends are very happy usually eat out with lovely persons. In my family have this custom. Such costumes mayby have in other countries of world. It is great happy celebrating of May 1st in Greek.

Words: 84

Comments: This script partly responds to criterion 1 and 2 and fails to meet criterion 3. In terms of criterion 1 (task completion), it responds to the topic and communicative purpose to some extent, as the topic is not well-developed, and the register and style are problematic. The last sentence of the model text is copied, having unsuccessfully replaced a few words, e.g., *great fun* is replaced by *great happy*. In terms of criterion 2 (text grammar), the text becomes incoherent at certain parts due to its many lexicogrammatical errors. As for criterion 3, (sentence grammar), there are many lexicogrammatical errors that interfere with the intended meaning, e.g., *in Greek always people don't work, usually eat out with lovely persons*, etc. There are also a number of spelling mistakes.

(Score: 3)

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

B1.1 script 17: Score _____

My favourite celebration in Greese is the 1st May. On the 1st May we have lots of fluouers: the children go pick them and must doing a diferent Stefan of flououers. And we can doing a preasent your mather and your father.

And letter we have lots of greates times for lufing, or a joks, and enjoy. By the time, are now eating a very delisious foods, and drinks, and I have a greate times for my fimely.

B1.1 script 18: Score _____

My favourite celebration it is the celebration of May 1st. This is an international celebration and people all over the world celebrate it! This is not actually a celebration but a strike. This strike began from America, where people have a lot of applications from their jobs. In our days, people celebrate it the first of May, they fun with their friends and they collect flowers. It is an enjoyable day for all the family and for the society which won something important. I believe that it is the most important celebration for all the world and I suggest you to come in Greece and celebrate it together!

B1.1 script 19: Score _____

May 1st is my lovely day. On May 1st all people wake up very early and they go somewhere along with their house somewhere in forest. In addition the people try to find a beautiful place where they live whole day. More over, many people bake or cook there. All of things becoming because in May 1st we celebrate for workaholics people. I love this day and I wish every day was May 1st because I have a great time with my friends and this is the most important.

ACTIVITY B2.1

Your school is participating in a European school project about “Carnival Celebrations around the World”. Write a **report** (100 words) as part of this project **giving information** about how carnival is celebrated in YOUR country. The hints below will help you.

HINTS

- Traditions in different places (e.g., ceremonies, food, etc.)
- Activities during celebrations
- Period of time and duration of celebration

**EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.1****Criterion 1: Task Completion**

Candidates are asked to imagine that their school is participating in a European school project about “Carnival Celebrations around the world”. They are expected to write a **report (genre)** in order to **provide information (communicative purpose)** about **how carnival is celebrated in their country (topic)**. Using the hints provided, they are expected to refer to a) the traditions in different places (e.g. ceremonies, food etc.), b) activities during the celebration of Carnival, c) the period of time and the duration of the celebration (**content**). Candidates should not be penalized if they do not use all the hints provided. Candidates are to produce a text in a **semi-formal style**, with an **impersonal tone**.

Criterion 2: Text Grammar

In terms of **text organization**, candidates are expected to transform the bullet points given to them as hints into a well-organized and continuous text. The organization of the text may vary as both formal paragraphing and/or sub-headings could be used. In terms of **cohesion**, some **appropriate** linking words within and across sentences are expected.

Criterion 3: Sentence Grammar

The **vocabulary** and **grammar** should be conducive to the topic and the communicative purpose of the text (words related to food, festivals, celebrations, clothes (e.g., *costumes, masks* etc). Therefore, candidates are expected to include simple **informative language** in their report (i.e., *this celebration takes place in...at... etc*).

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B2.1 script 20: Fully satisfactory
<p><i>“CARNIVAL CELEBRATIONS AROUND THE WORLD”</i></p> <p><i>Carnival in Greece is celebrated with happiness all over the country and the people have a great time.</i></p> <p><u><i>Traditions in different places</i></u></p> <p><i>In many places the people wear carnival costumes and masks and get to the roads to celebrate the carnival. Also, they throw serpants one each other.</i></p> <p><u><i>Activities during celebrations</i></u></p> <p><i>Many activities take place in Greece during celebratios. The most known is the parade that masquerades and vehicles do to choose the best.</i></p> <p><u><i>Period of time and duration of celebration</i></u></p> <p><i>The period of time that carnival takes place is between March and April and the length is nearly one month.</i></p>
Words: 106
<p><u>Comments:</u> This is a fully satisfactory script in terms of all three criteria. In terms of criterion 1, the text is a report providing information about how carnival is celebrated in Greece. Its style is semi-formal with a neutral and impersonal tone as is expected. In terms of criterion 2, the organization of the text conforms to the generic conventions of the specific genre (report), however the script ends rather abruptly as there is no conclusion. All the ideas are coherently and cohesively linked. In terms of lexicogrammar (criterion 3), there are few lexicogrammatical errors locally interfering with the intended meaning (e.g., <i>they throw serpants one each other, during celebratios, parade that masquerades and vehicles do to choose the best, the length is nearly one month</i>).</p> <p style="text-align: right;">(Score: 6)</p>
B2.1 script 21: Moderately satisfactory
<p><i>In my country carnival is so excited celebration. In Athens we take a lunch with all family. What I mean is that we call grandma and grandfa to eat and we prepare special foods. At Patra all young people go walks with masks and dance on roads for long hours. In this day all children wear masks and usually and older people. In families members play different games all together and it keep them lovely. In Greece carnival celebrated on February or sometimes on March. These celebrations are great and have so fun and happy feelings.</i></p>
Words: 96
<p><u>Comments:</u> This candidate has partly responded to the task in terms of all three criteria. In terms of criterion 1, this text describes how the carnival is celebrated in Greece and thus, achieves the communicative purpose set. The style and tone of the text are not always semi-formal and impersonal as required (e.g., <i>What I mean is..., we prepare special foods, etc.</i>). It is also not clear that the text produced is a report. In terms of criterion 2, the text is more or less coherent. As far as criterion 3 is concerned, there are a number of lexicogrammatical errors locally interfering with intended meaning (i.e., <i>These celebrations are great and have so fun and happy feelings., In families members play different games all together and it keep them lovely., etc.</i>), however, the basic message gets across.</p> <p style="text-align: right;">(Score: 4)</p>
B2.1 script 22: Unsatisfactory
<p><i>Here are some tips you can do to help your school project about Carnival Celebrations around the World.</i></p> <p><i>My country is called Greece and we celebrate the carnival that the other countries of the world. We have lots of customs: children go from door to door crying 'trick or treat' wearing masks or costumes. Also we are eating a lot of sweats, or cake. Sometimes the children can some activities during celebrations such as sing song or</i></p>

tell ghost stories or they tell about food and ceremonies. People also light bonfires. It is great fun celebrating Carnival in Greece.

Words: 99

Comments: In terms of criterion 1, this is an unsatisfactory script. In particular, it is not of the appropriate genre (i.e., it starts addressing someone) and it has failed to fulfill the communicative purpose required as the candidate has copied a lot from the model provided in Activity B1.1 about Halloween in Scotland. It should be noted though that the candidate is not penalized for the fact that the information he provides is inaccurate but only because s/he has copied part of the given text. Register / style is not appropriate as well. In terms of criteria 2 and 3, the script is less problematic as most of its information is copied from the model text given. For this reason, the text is not considered to have responded to the requirements of criterion 2 and 3.

(Score: 2)

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

B2.1 script 23: Score _____

“Carnival in my country”

The Carnival celebration it is one of the most impressive celebrations. It celebrate in a lot of counties around the world but the biggest is in Rio. People all over the world make a lot of customs and they dance all the time. It includes a lot of teams with different themes. When the carnival ends, people eat traditional foods and they dance traditinal dances. All the countries have a common, people entertaine and make this celebration alive. During of celebration people who take part fun and make people happy. The carnival is a celebration that we must keep it alive because it gives love and all the people enjoy it.

B2.1 script 24: Score _____

My favourite place for a carnival celebrations is Ag. Theodory, because it's so very wonderfull in up there. in a carnival celebrations we have a some foods, or drinks, and we have a customs. the customs will is a scare or lufing and in the carnival celebrations we have a dance on the street because is a crazy carnival in the world. The people we have separtines and take for anather people up there, and we have a greate times.

Why in this place all the people in up there it's so very happy for that. And the carnival celebrations in Ag. Theodory it's a good for you And athers people.

B2.1 script 25: Score _____

Carnival Celebrations around the World

The carnival is celebrated around the world as in my country. Every year the carnival is celebrated in my country traditional.

People are going some places and doing jokes. They usually dress different clothes, for example nurse clothes or pirates clothes and having fun together. Places, which going there, have food and heavy music and the people like dancing and singing. Also, in the carnival become some activities, for teenages, which they can win gifts or trips the other countries. There, they can see and speak with other people and like doing new friends. This carnival celebration is great and teens are fascinating. It is my favourite celebration and I suggest to celebrate together.

ACTIVITY B1.2

You are the person who found the kitten in the photo and you're excited. Using information from the small ad below, write an **email message** (about 80 words) **about this** to your Dutch friend Hanna, who has a cat too. Sign as Jean (not with your real name).

ΒΡΕΘΗΚΕ ΓΑΤΑΚΙ

Βρήκα αυτή την πανέμορφη γατούλα στις 30 Απριλίου και τη φιλοξενώ. Τη βρήκα στο πάρκο κοντά στο σπίτι μου, λίγο φοβισμένη. Κρύωνε. Δεν είχε microchip. Είναι μόλις 2,5 μηνών και παιχνιδιάρικη. Την ονόμασα Kitty. Χτες την πήγα για να την εξετάσει ο κτηνίατρος και τη βρήκε υγιέστατη. Αν κάποιος την έχασε να μου γράψει στην η-διεύθυνση (info@world.gr) και θα του δώσω οδηγίες να έρθει να την παραλάβει. Αν όμως την έδωξε, ευχαρίστως θα την κρατήσω. Λίγες μέρες μόνο την έχω και ήδη την αγαπήσα.

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B1.2**Criterion 1: Task Completion**

Using the Greek text above as a prompt, candidates are expected to produce an email message (**genre**), addressed to their friend Hanna, informing her about the cat they found, where they found it and when and explain what they are planning to do with it (**communicative purpose & topic**). In terms of **register and style**, the script should be informal and have a personal, direct and friendly tone. As this is a mediation activity, candidates are expected to relay (and not to translate) the relevant information of the Greek text. In case candidates do not use information from the Greek text effectively, their script must be penalized and if no information is used, their script may be considered as partly satisfactory or unsatisfactory.

Criterion 2: Text Grammar

Text organization should be suitable for an email message. It would thus be natural to find:

- (a) An informal opening (some kind of greeting and a statement about the purpose of this message).
- (b) The main body of the message, which should contain information about the cat that Jean found.
- (c) An informal closing, which may be a short statement or a farewell remark.

In terms of **cohesion** and **coherence**, a few simple but appropriate linking devices are expected and all ideas should be coherently linked.

Criterion 3: Sentence Grammar

The **linguistic choices** should be suitable and appropriate in such a way that they relay the information from the Greek text. Given the communicative purpose, we expect the use of past tense (to describe the incident of finding the cat). Simple sentence patterns and elliptical clauses, which are characteristic of email messages, are also acceptable. The **vocabulary** used should be conducive to the topic in question.

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM.

B1.2 script 26: Fully satisfactory
<p><i>Hi Hanna!</i></p> <p><i>I am very happy and gay these days because I found a beautiful cat in a park near my house. I decided to keep that sweet animal home with me. I couldn't find the owner (no microchip). I named the cat "kitty"! I have done all the necessary tests and kitty is ok and healthy. I posted my email for helping the guy who lost the cat. If nobody answers my post, that's all right, I'll keep kitty, because I love my new friend, wich is adorable!</i></p> <p style="text-align: right;"><i>Kisses, Jean</i></p>
Words: 91
<p><u>Comments:</u> In terms of criterion 1, the script is appropriate in terms of text-type (an email) and register / style (personal and informal) fully achieving its communicative purpose. As this is a mediation activity, the candidate has also managed to successfully relay the relevant information in the source text. In terms of the second criterion, the text is fully coherent with its ideas flowing smoothly. In terms of criterion 3, it makes good use of sentence structure and the selected vocabulary is appropriate for the personal tone of a friendly email. A couple of spelling errors are disregarded as they do not have an impact on the communication of the intended meaning.</p> <p style="text-align: right;">(Score: 8)</p>
B1.2 script 27: Moderately satisfactory
<p><i>My friend Hanna, I want to tell you something good. I am very exciting. I found a cat on Thirty April. Cat is very cute and playful. I found the cat on park behind my house. The cat had not microchip. Name's cat is kitty. We went to the doctor and he said that is health. I love this cat and I want to keep to my house. I look forward to stay with me. But I will give information on the internet if someone ask for the cat and want to take again.</i></p> <p style="text-align: right;"><i>Jean</i></p>
Words: 94
<p><u>Comments:</u> The candidate has partly responded to all three criteria. In terms of criterion 1, the text is appropriate (an email with direct and personal tone) and the communicative purpose has been more or less achieved. The organization of ideas is fairly good but some repetitions of lexical items (e.g., <i>I found a cat, Cat is very cute, The cat had not microchip</i>, etc.) and the lack of at least some basic cohesive devices make cohesiveness problematic. In terms of criterion 3, the text is particularly problematic due to inappropriate lexical selections and grammar errors (e.g., <i>I am very exciting, Cat is very cute and playful, Name's cat is kitty, he said that is health, I look forward to stay if someone ask and want to take again</i>).</p> <p style="text-align: right;">(Score: 4)</p>
B1.2 script 28: Unsatisfactory
<p><i>In Monday while I was walking in the park, I saw a small beautiful cat up the tree. Untill I saw I took in my home. The cat hadn't microchip. It is 2,5 monthly and seems very happy. I gave it's a name which is Kitty. Yesterday I and Kitty wente to the pet doctor and he is that Kitty is ok. If someone miss this pet, he can write in the following e-mail (info@world.gr). But if someone go out the cat, Thankly I take the cat for. A few days I have the Kitty and I love it.</i></p> <p><i>Yours Jean.</i></p>
Words: 101
<p><u>Comments:</u> As far as criterion 1 is concerned, the communicative purpose is partly achieved and the text is partly appropriate. However, the information derived from the source text was not effectively relayed and in some cases it has been directly translated from the Greek text (e.g., <i>A few days I have</i></p>

the Kitty and I love it). In terms of criterion 2, the text also lacks coherence mainly, due to its many lexicogrammatical errors (e.g., *Yesterday I and Kitty wente to the pet doctor and he is that Kitty is ok.* etc.) and its organization does not always resemble the organization of an informal email, i.e. there is no greeting or an informal opening (for example *Dear Hanna, How are you?*) or any closing remark. In terms of sentence grammar (criterion 3), many lexicogrammatical errors interfere with intended meaning (i.e., *Thankly I take the cat for., Untill I saw I took in my home., I gave it's a name which is Kitty, etc*).

(Score: 2)

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

B1.2 script 29: Score ____

Dear Hanna,

I am writing to you in connection with a kitten I found and now is my lovely new pet.

First of all, I found Kitty, the name that I gave it, in 30 of April in the park near my house. I found it a little scared and without second thought I took it with me. She hadn't a microchip. It is only two and a half and it plays all the time. Yesterday, we went to the doctor and he found it very healthy. If someone lost it, I will give it back, in case he will ask for. In other case I will keep it, because I love it.

*Yours,
Jean*

B1.2 script 30: Score ____

Dear Hana.

I found this beautiful cat in thirty April and I had it I found in park near my home little afraid cold. Don't has microchip. Is until two and half months and play. I its give name kitty. Yesterday I went for examining doctor and is health. If nobody its less to writte me in address (info@world.gr) and will explain how will go to take it . If don't want pleasure will want it. A lot of days only I have and yet loved her.

Your faithfully

B1.2 script 31: Score ____

From: Jean

To: Hanna

Rem: A lost citten

I found the beautiful cat of the picture on 30th of April and I kept her to my house. I found her to the park which is near to my house.

She was scared and she was cold. She is 2,5 months ago, she named Kitty and she is healthy. If somebody lost her, I am pleased to him to communicate with me in this address (info@world.gr). If he let go, I will keep her because I have loved her.

ACTIVITY B2.2

Imagine your Spanish friend, Julio, has just found a cat. Using information from the text below, send him an **email message** (about 100 words) **advising** him on how to take care of his cat.

<p style="text-align: center;">ΜΥΣΤΙΚΑ ΓΙΑ ΤΗΝ ΣΩΣΤΗ ΦΡΟΝΤΙΔΑ ΤΟΥΣ</p> <p>Γιατί κοιμάται; Είναι άρρωστη; Ο γάτες είναι οι μεγαλύτεροι υπναράδες του ζωικού βασιλείου. Μπορούν να κοιμούνται 16 ώρες την ημέρα. Οι οικοσίτες γάτες μπορεί να το ρίχνουν στον ύπνο και από πλήξη...</p> <p>Να την κάνω μπάνιο; Πλην ελαχίστων εξαιρέσεων όχι. Η γάτα φροντίζει μόνη της την υγιεινή της. Το σάλιο της είναι καθαριστικό και ήπια αντισηπτικό.</p> 	<p>Από τι κινδυνεύει μια γάτα μεσ' το σπίτι; Από φάρμακα και προϊόντα καθαρισμού που μπορεί να ανακαλύψει «εξερευνώντας» τα συρτάρια και τα ντουλάπια σας. Από πλαστικές σακούλες που μπορούν να μετατραπούν σε επικίνδυνο παιχνίδι. Από το αναμμένο σίδερο που μπορεί να έχετε αφήσει στη σιδερώστρα και αναμμένα κεριά. Από καρφιά, βώλους και οτιδήποτε άλλο μπορεί να καταπιεί.</p> <p>Τι την κάνει ευτυχισμένη; Η φροντίδα και η αγάπη σας, καταρχάς και έπειτα οι μικρές καθημερινές «πολυτέλειες». Ένα ωραίο καλάθι να χουζουρεύει, παιχνίδια για να εξασκείται στο... κυνήγι, ένα ονυχοδρόμιο (ή ένα χαλάκι δικό της) για να ξύνει τα νύχια της και φυσικά ένα δοχείο με άμμο που θα πρέπει να διατηρείτε καθαρό.</p> 
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EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.2**Criterion 1: Task Completion**

Candidates are asked to imagine that their English speaking friend has just found a cat. They are expected to use information derived from the Greek text which gives tips on how to take care of cats (topic) in order to produce an email message (genre) advising their friend (Julio) on how to take care of the cat he has found (**communicative purpose**). The tone of the script should be personal and friendly (register, style & tone). As this is a mediation activity, candidates are to relay the relevant information from the Greek text, but they may also use their own ideas as long as they do not exceed the word limit. However, even a linguistically satisfactory text which has limited or no information from the Greek text must be considered partly satisfactory or unsatisfactory.

Criterion 2: Text Grammar

Text organization should be suitable for an email message. Thus, we expect to find:

- An informal opening (greeting and a statement about the purpose of this message)
- The main body of the message, which should contain advice on how Julio could take care of the cat. The advice could also appear in bullet points.
- An informal closing, which may be a short statement or a farewell remark.

In terms of **cohesion** and **coherence**, a few simple but appropriate linking devices are expected and all ideas should be coherently linked.

Criterion 3: Sentence Grammar

In terms of **grammar**, we expect the use of modality appropriate to giving advice (e.g., *You should*, *You shouldn't...*, *You'd better...* etc) and imperatives. Simple vocabulary conducive to the content and communicative purpose of the text is also expected (e.g. expressions for giving advice: *It would be a good idea...*, *Try to avoid...*et

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B2.2 script 32: Fully satisfactory
<p><i>Julio Hi!</i></p> <p><i>You must take good care of your cat, dear friend, because this lovable creature is sensitive. At first, you don't have to worry when your cat is sleeping for many hours. You must know that cats like to sleep a lot!</i></p> <p><i>Also, you have to remove the drugs and the cleaning products or any other thing which is dangerous for your animal. Of course, your cat will be happy with a nice basket where she can rest and sleep...In additional, you can make toys for your kitty to keep her busy! Never forget the pot with the sand... Yours truly!</i></p>
Words: 102
<p><u>Comments:</u> This candidate has successfully responded to task requirements in terms of all three criteria. More specifically, the genre produced is an email message of an informal style and friendly tone and the communicative purpose of the task has fully been achieved as the candidate gives advice to his friend Julio on how to take care of the cat he had found. Source text information has also been successfully mediated. Text organization is appropriate for an email message, though the text opens and closes rather abruptly without an opening statement or any closing remark. However, the text is coherent and cohesive with only one linking device incorrectly and inappropriately used (i.e., <i>in additional...</i>). In terms of criterion 3, the choice of vocabulary and grammar is conducive to the communicative purpose of the text.</p> <p style="text-align: right;">(Score:7-8)</p>
B2.2 script 33: Moderately satisfactory
<p><i>Hi, my friend Julio. I will give you some information to carry out your cat. Don't be afraid is very simple. Cats sleep for a long time. Imagine that they sleep for sixteen hours on day. Cats who live in home sleep for a long time because borried or tired. Cats clean up themselves with tongue. You don't need to wash your cat every day. Also, be careful with some things who you have in your house. Some things are very dangerous for your cat. If you want to make your cat happy you must to carry out and give your love.</i></p>
Words: 102
<p><u>Comments:</u> The script responds to the communicative purpose required (to give advice on how to take care of a cat) and the genre produced is the expected one (an email message to a friend). However, source information has not always been relayed appropriately. Cohesiveness becomes problematic due to some repetitions of lexical items (e.g., <i>Cats sleep for a long time. Imagine that they sleep for sixteen hours on day. Cats who live in home sleep for a long time because borried or tired</i>) and the lack of cohesive devices. In terms of criterion 3, there is weak use of vocabulary and some errors impede comprehensibility (e.g., <i>I will give you some information to carry out your cat, If you want to make your cat happy you must to carry out</i>).</p> <p style="text-align: right;">(Score: 4)</p>
B2.2 script 34: Unsatisfactory
<p><i>Dear Julio,</i></p> <p><i>How are you? I learned that you just found a cat and I would like to give you some advice how to take care of your cat, as I have one, too.</i></p> <p><i>If your cat sleep many hours, you don't have to worry because they love sleeping. Besides this, don't forget that cats don't like the water so you mustn't</i></p>

*washe it as they take care itself.
 If I were you, I wouldn't have bugs of supermarket or papers because they can
 it and it is dangerous. You would also find a safe place to put your medices so
 don't find it.
 Cats love to show our loves for them. Besides this, they like to have toys for
 play.
 Lots of kisses,
 Tom*

Words:125

Comments: This script partly satisfies the three criteria. In terms of criterion 1, the script responds to the communicative purpose required (to give tips on how to take care of cats), and the genre produced is the expected one. However, the mediation task has not been achieved fully since the information has not been relayed appropriately. In terms of criterion 2, the text becomes incoherent at certain parts due to it many lexicogrammatical errors. Few linking devices are used, however, not always appropriately (e.g., *besides this*). In terms of criterion 3, there are many lexicogrammatical errors that interfere with the intended meaning. It is surprising that although the candidate has used correctly complicated expressions such as *If I were you, I wouldn't...*, s/he makes a number of serious mistakes, such as *If your cat sleep*., *...they take care itself*, *...place to put your medices so don't find it*. There are also a number of spelling mistakes (e.g., *washe, medices*).

(Score: 3)

NOW, TRY TO MARK THE SCRIPTS BELOW AND DISCUSS THE EVALUATION CRITERIA:

B2.2 script 35: Score _____

*Dear Julio,
 I'm writing to you in connection with the information I want to give you of
 how to take care of the cat that you have just found.
 To begin with, you have to know that the cats are sleeping a lot, so don't
 worry in case your cat is sleeping more than you. Usually, they do it, because
 they get bored in the daily routine of the house. Then, don't give a bath to your
 cat, except it is necessary. Cats take care of themselves with their mouth and
 the substance that they have in it. Furthermore, be very careful with the
 things that you have in the house, which might be dangerous. So, keep away
 medicines and cleaning structures. Also, plastic bags, the ironing device or
 nails are things that might hurt it.
 In conclusion the love and the good environment can make it happy. Little
 things, such as toys can make it has a great time.
 Yours,
 Michael*

B2.2 script 36: Score _____

*Hi Julio, I will give you some advices on how to take care the cut.
 First of all, you have to know that if the cat sleeps a lot, you must not be
 scared. Cats can sleep for 16 hours the day. You don't need to bath her because
 she clean her body by herself.
 Also, you have to take care the dangerous thinks that you have in your house.
 The cat can eat them and heart herself, so you must be careful. You have to
 know that your love makes her happy. If you want to be happy, she must have
 all the things that she need.
 I hope that I helped you. Please follow my advices.*

B2.2 script 37: Score _____

Hi Julio

I learned that you found a cat and I want to give some tips for you and for your new pet.

Firstly, If you see that your cat will sleep many hours in a day you don't worried, this is natural. A cats can be sleep for 16 hours a day. In addition, you shouldn't clean your cat because this thing the cat doing alony.

Secondary, if you have medicine and cleaner products you must put its somewhere the cat don't find. Its because is very dangerous for her. More over, the most important for a cat is a love. This target you will hit if you take many hours aday whith its and if you gave the cat a basket for sleep or toy.

I wish I helped you a lot with my advise for a cat. If you want your cat have a great time you need my tips.

Yours John.

2.3. 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. 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.

C1 level written activities are based on another written text. Therefore, C1 level candidates taking the Module 2 test perform interactively. The text they are 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*, 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

You come across this **blog post** arguing in favour of television. **Write a response** to **express your opinion** against television (180-200 words). Your post will appear below, where it says "Post a comment".

YOUR RESPONSE SHOULD REFER TO TWO OR MORE OF THE FOLLOWING POINTS:

- TV turns people into consumers
- Effect of TV on physical health
- TV is like a drug
- TV appeals to people who have no other interests
- The impact of TV on interpersonal relationships

ABC TV blog
the official blog of ABC television

It is really fashionable nowadays to attack TV as having a harmful influence on viewers, especially young people - but also family relationships as a whole. Well I'm not convinced by the arguments. Let's take school kids. After hours of school and excessive homework, they watch TV as a way of relieving the pressures of school. This is not very different from the way adults feel when they come home from work. Actually, watching TV together with your kids can be a very powerful sharing experience which not only cures stress but strengthens interpersonal relationships. Adults can't be expected to come home from work ready to engage in creative activities or lively conversation. TV is the perfect way to relax after a hard day's work.

It is also nonsense to say TV is addictive. It's like reading a book or browsing the internet. People use it as much as they need to. If TV were a drug, then why don't my kids -who have unlimited access- show drug-like symptoms?

And one more thing in favour of TV: It doesn't make people passive and uncritical. My two kids are neither passive nor uncritical -even while watching TV: they have a highly developed 'crap-detector' and they know rubbish when they see it, so they simply switch channels.

The TV is a great medium for storytelling and making complex issues simple and comprehensible. My kids were brought up on stories and now use TV as a source. It's not very different from audio and comic books, is it? As for being brainwashed by TV commercials, that's just another myth!

Posted by Darren at 11:53 AM in ABC TV blog | Comments (0)

Post a comment
Comments are moderated, and will not appear until the author has approved them.

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

Candidates are expected to produce a response message to appear in a blog (genre) expressing their opinion about television (**topic**). Specifically, using two or more of the points provided, they are to argue against watching television (**communication purpose**). The candidates' script is expected to have a semi-formal style and a personal tone (register and style), similar to the one of the given text. Candidates are expected to creatively integrate some or all of the bullet points provided into their own text. They may also resort to their own ideas and knowledge regarding the topic in question as long as they do not exceed the word limit.

Criterion 2: Text Grammar

Candidates are likely to follow the **organization** of the source text and produce a coherent text, which may or may not be divided into paragraphs. An opening and a closing remark are likely to appear. Ideas among paragraphs should be **cohesively** and **coherently** linked. A few simple and appropriate linking devices within and across sentences are expected.

Criterion 3: Sentence Grammar

In terms of lexicogrammar, a wide **range of vocabulary** and **complex grammatical and syntactic structures** are expected. Specifically, in terms of grammar, candidates are expected to make use of expressions appropriate for expressing opinion (e.g., 'I think that...', 'In my opinion...' etc.) and argumentative language ('Television can have a negative effect on children because...') to convince the reader that television can be harmful.

HERE ARE SOME SCRIPTS AND HOW WE RANKED THEM

C1 script 38: Fully satisfactory

Dear friend,
I strongly disagree with you, on most points of your post. I believe that watching TV for many hours a day, causes serious problems in an adult's - but most important- in a child's life.
Starting from the last sentence of your post, I'd like to inform you that more than forty five percent of an average television program is commercial. That means, the watchers are forced to watch all these commercials. The more you watch the more you want! People are brainwashed so much, that during the last decades they buy more and more useless products. That has effect of course on the children, because most of the commercials have to do with children (electronic games, junk food) not to mention the cartoons which are full of violent scenes!
You write somewhere that your kids don't have drug-like symptoms. Try not to let them spend so much time on the TV for some days and then you can tell. I bet your kids will have desperately the need for TV. That's a drug-like symptom. Another issue is what TV has to do with human health. The promotion of junk food, I've mentioned above, is one thing. One other is the passive way of living. If you are spending so much time on your sofa watching TV, you quit from other physical activities such as jogging, or cycling. Research has proven that people, who don't make sports, have more possibilities to have heart diseases, and suffer from obesity.
In conclusion, try to do things with your children outside the house, go for a walk in the forest, or go for a swim. Don't let your kids spend useless time in front of the TV.

Words: 286

Comments: This script has successfully responded to all criteria, though it exceeds the word limit. In terms of criterion 1, the candidate has produced an appropriate text for a blog which fully responds to the requirements of the task. The style is semi-formal and the tone personal as expected. In terms of criterion 2, the script is fully coherent and all ideas are cohesively linked. The script is successfully organized with an opening remark at the beginning, an appropriate introductory paragraph which expresses writer's disagreement and the main body where the points are further expanded presenting the arguments against TV. The candidate concludes by giving advice directly to the blogger (Darren). In terms of criterion 3, there is a variety of linguistic choices, use of complex structures but there are also a few lexicogrammatical errors (e.g. *the watchers, desperatly, research have prooven*.) which however, do not impede meaning.

(Score: 12)

C1 script 39: Moderately satisfactory

I really wonder: how do you manage to strengthen your interpersonal relationships by watching TV together with your kids?

In the last two decades, tv seems to play a major role in our lifes with a noticeable influence on families' members. Many researches has demonstrated that kids and their parents are on the verge of being social misfit.

I have to say that tv is similar to a drug. In the long run, tv has the manner to make you a passive viewer. That's why, the authorities try to control all the mass media and make a situation which reminiscent of servitude.

As you know our society has a nickname: consumer society. Everyone spend more money that he can. tv has the way to compel us to buy almost everything without our repayment to banks and it is very despressing.

Do you know that our country has the first position in rank of obesity in Europe? That is a other consequence of watching TV. That's why parents need to keep their desire (to watch TV), in check and this is a way to persuade their children to follow their footsteps!

Words: 190

Comments: The script partially meets all three criteria. In terms of criterion 1, it is appropriate for the given genre (a message for a blog) and it responds to the communicative purpose (i.e., to argue against watching TV). It has semi-formal style as expected and personal tone. In terms of criterion 2, the ideas are generally well-organized across and within paragraphs. In terms of criterion 3, there are simple grammatical structures and some linguistic choices which deviate from standard norms of use (e.g., *many researches has, ...which reminiscent of servitude, despressing, lifes*).

(Score: 10)

C1 script 40: Unsatisfactory

I am writing to express my opinion against television. Television cause many bad effects on people.

Many people believe that television is the best thing in the world the last years. This is wrong. Although people believe that television is the perfect way to relax, the truth is that the only thing which can do on your life is problem.

Firstly, this "bad square box" can cause effects on viewer's physical lifes. Also, with many convertation of products on TV, turns people to consumers. For example, the kids who often watch television, see the toy's advertisements and tell on their parents to buy them. With result parents spent money. This problem isn't cause only the children, but also the adults. They buy things which are not important. For example, while one family have a car, they watch on television a new car convertations and this affects them and the want to buy it.

We can say tha television is like a drug, because of the many times which

watch it, we are in position to always need it.

This is my opinion about television, I hope to affect many people to see the bad side of television.

Words: 197

Comments: This script is unsatisfactory. In terms of criterion 1, it responds to the assigned topic. It doesn't achieve the communicative purpose set by the task (i.e., to respond to a blog post stating his/her opinion against it). For its most part, it reads more like an essay and its register is rather impersonal (e.g., *Many people believe that television*). In terms of criterion 2, the script does not have an opening and a closing remark. There are problems of text coherence and the cohesive devices are not always effectively used (e.g., *With result...*). In terms of criterion 3, the spelling mistakes and word choice problems (e.g., *conversations, tha, lifes*) along with the great number of lexicogrammatical errors (e.g., *the only thing which can do on your life is problem, This problem isn't cause only the children, but also the adults'* etc.) impede intelligibility and obstruct the general flow of the text.

(Score: 5-6)

NOW TRY TO MARK THE SCRIPTS BELOW:

C1 script 41: Score ____

Having been instigated by the above comment, I'm posting so as to express my opinion as far as television is concerned. First of all, a number of people advocate for the use of television as they claim that this medium is great. They believe that TV can be used for strengthening interpersonal relationships or for relaxing after the pressure of job or school.

I totally disagree with the above statement. I think that television has a negative impact on interpersonal relationships. Nowadays, people don't have much spare time to communicate each other. So, watching television makes us wasting time and creative moments with our family and our friends.

Additionally, television is an addiction which has many negative effects on physical health. People are used to sitting and watching television more and more and they "forget" working out, going out with their friends and communicating each other.

Moreover, findings have shown that brainwashing from TV makes us less critical and more pathetic about everything is broadcasted. Hence scientists are tolling the bell to raise public awareness of the TV usage.

Taking into consideration all the prementioned, I think that the keyword is "re-education" so as to be aware of the negative effects of TV in our lives and to become more critical about its use.

C1 script 42: Score ____

All the electrical functions like TV, computer and I phone have two sides. One is a positive and other is a negative side.

First of all TV is enjoying, teaching and it makes us more full. We spend our time with very pleasant. We must see and listen everything. Secondly, there is a big negative side. There are a lot of serials which hold the daily intersting of the people. All the people will see the end. Every day all watch TV, only TV. Kids, children, adolescents, adults

are sitting and eating and they always watch TV. They can't think anything except TV, TV is their life, they stop to live like a man. They don't chat or they don't go for a walk or they don't read a book or something else, so they have problems with their health. TV is like a drug for all. They feel alone and they could destroy family's relationship. The IQ level become very low and they stop to communicate with other people. They stop to have other interesting like cinema, theatre, music and dance and so on.

In conclusion, we must have "a measuring" for all. The same we could do for TV.

C1 script 43: Score ____

Darren I am afraid that I won't agree with your opinion about "television's harmful influence on viewers". You are right to support that television is a way to relax but I think that has so many drawbacks.

To begin with, I strongly believe that television is like a drug. Sometimes I catch myself seeing all day programmes on TV which in fact aren't interesting or useful. I believe that I am not the only one who spent a lot of time watching TV without reason. In our research which taken place at my University, 65% of 18-48 ages watching TV about 4-5 hours per day! Five hours is too much in a round-the-clock. I am sure that most of the people can't imagine their daily without television, and this phenomenon is disappointing.

Why I said that? Because with this way TV has a bad influence on interpersonal relationships. People prefer to stay home and watching TV, ignoring the importance of real communication with others. I remember characteristically that last summer, in our vacations my friends preferred staying in our hotel, so watching TV and not going out and meet other people. Holy god! What's next step? Everybody be a couch-potato? Personally, I find more enjoyable to having a walk outside with my friend or having a discussion and not watching all time TV!

Also, you forget that television is a big danger for people because turn them into consumers! With so many ads and commercials, people think that they need things which in fact they don't. So, they buy everyday so many unuseful things and spend money because of television's bad influence. Nowadays mainly, with the economic crisis I don't think that we have money to spend on unnecessary things! And this is worse, because people feel that they can't buy whatever they want and having phycological problems!

To sum up, I totally believe that television is a Damocles' sword for people's head and would be worse if we don't stop seeing television as an another God. There are so many different ways to relax and have fun! Let's change our choices!

ACTIVITY 2

Imagine that you do volunteer work for Greek “Doctors of the World”. Using information from the website text below, continue **the leaflet** (200 words) underneath the Greek text. The purpose of the leaflet is to **promote** the work of the Greek organisation.

Ποιοι είμαστε...

Οι Έλληνες ΓΙΑΤΡΟΙ ΤΟΥ ΚΟΣΜΟΥ είναι τμήμα της Διεθνούς Οργάνωσης MEDECINS DU MONDE, αλλά ταυτόχρονα μια Οργάνωση βαθιά ελληνική που ακολουθεί το δικό της μονοπάτι βασιζόμενη στις ιδιαιτερότητες της Ελλάδας, διατηρώντας την οικονομική και διοικητική της ανεξαρτησία.

Συμπληρώνοντας 20 χρόνια συνεχούς δράσης το 2010, οι ΓΙΑΤΡΟΙ ΤΟΥ ΚΟΣΜΟΥ έχουν αναγνωριστεί στη συνείδηση των πολιτών ως μια αξιόπιστη και αποτελεσματική οργάνωση η οποία προωθεί τα συναισθήματα αλληλεγγύης της ελληνικής κοινωνίας. Στόχος τους η άμεση και αποτελεσματική παροχή ανθρωπιστικής βοήθειας σε εκείνους που την έχουν περισσότερο ανάγκη.

Επιπρόσθετοι στόχοι των ΓΙΑΤΡΩΝ ΤΟΥ ΚΟΣΜΟΥ είναι η προστασία του ευαίσθητου πληθυσμού (παιδιά και ασυνόδευτοι ανήλικοι), η διανομή κουβερτών και ειδών υγιεινής, η στήριξη των τοπικών δομών υγείας στην παροχή πρωτοβάθμιας ιατρικής περίθαλψης, ιδιαίτερα των ευπαθών κοινωνικών ομάδων.

Οι ΓΙΑΤΡΟΙ ΤΟΥ ΚΟΣΜΟΥ είναι μια Μη Κυβερνητική Οργάνωση αυστηρά ανεξάρτητη. Δεν επηρεάζεται από καμία κομματική ή θρησκευτική δέσμευση. Είναι αυτεξούσια στις επιλογές της με μοναδικό κριτήριο τις ανάγκες και τις δυνατότητες της.

Με δεκάδες αποστολές ανθρωπιστικής ιατρικής βοήθειας στην Ελλάδα και σε χώρες του Τρίτου Κόσμου Έλληνες γιατροί, νοσηλευτές, φίλοι και συνεργάτες προσφέρουν ανιδιοτελώς τις υπηρεσίες τους περιθάλποντας θύματα πολέμων, θεομηνιών, πρόσφυγες ή θύματα βίαιου εκπατρισμού, χωρίς διάκριση φυλής ή θρησκείας.

Αθήνα Σαπφούς 12, Τ.Κ. 105 53, Αθήνα Τηλ.: 210.32.13.150, Fax: 210.32.13.850
 Θεσσαλονίκη Ίωνος Δραγούμη 65, Τ.Κ. 546 30 Τηλ./Fax: 2310.56.66.41 mdmthe@otenet.gr

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<p>DOCTORS OF THE WORLD</p>	<p>Why we need your help too!</p> <p>We are a Non-Governmental Organisation offering our services to people wherever and whenever they need us! We have been operating for twenty years, mainly in Greece, but also in other countries. We want to offer to those that need us, regardless of their culture, religion or ethnicity.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2**Criterion 1: Task Completion**

Using the information from the Greek text about “Doctors of the World” in Greece (**topic**), candidates are expected to produce a text for leaflet (**genre**). The **communicative purpose** of the text is to promote the work being done by the “Doctors of the World” by informing the public about their actions. The **register** and **style** of the text is expected to be personal and semi-formal. As this is a mediation activity, candidates are expected to extract all the necessary information from the Greek text and relay it so as to achieve the given communicative goal. Of course, candidates may also resort to their own ideas and experiences as long as they do not exceed the word limit.

Criterion 2: Text Grammar

In terms of **text organization**, we do not necessarily expect formal paragraphing but we do expect the ideas to be organized in such a way so that the script is fully **coherent** and the ideas flow smoothly. Some information may be presented numbered or in a bullet form. Headings and sub-headings are also expected, though not required. In terms of **cohesion**, some, but appropriately used, connective words are expected.

Criterion 3: Sentence Grammar

Candidates’ **lexical choices** should be conducive to the content and the communicative purpose of the text. In general, we expect the use of informative and promotional language (e.g. It is very important to support the ‘Doctors of the World because...’ etc.). In terms of **grammar**, we expect either the use of imperatives (e.g. ‘Help us continue our important work...’, ‘Care for those who are in need’ etc.) or emphatic structures (e.g. we do need your help) in order to stress the importance of supporting the ‘Doctors of the World’.

HERE ARE SOME SCRIPTS AND HOW WE MARKED THEM.

C1 script 44: Fully satisfactory
<p><i>As you already know, the need for help and support is huge, not only in our country Greece, but worldwide, especially in the third world countries of Africa, the Middle East and Asia. Not only the need for food or medical help, but also the need for psychological support for the victims of civil wars or natural disasters.</i></p> <p><i>The doctors of the world are present everywhere people have those needs. The Greek chapter of the organization, act mainly in Greece and in neighbour countries as well. We were present in the big natural disaster of Turkey in 2009 providing medical care, blankets, food and making up destroyed facilities.</i></p> <p><i>Our organization offers its services in volunteer basis. Our people, doctors, engineers, workers, and others, offer their skills, and their time, and their love for those who have the need, voluntarily and without expecting nothing more than a smile in the face of the victim.</i></p> <p><i>We look forward to meet everyone who wants to be part of this family and believe that has something to offer to a child that grows alone, to the victim of trafficking or to the family that has just lost their home after a bomb attack, regardless of culture religion or ethnicity.</i></p>
Words: 204
<p><u>Comments:</u> This is a fully satisfactory script since it successfully responds to all three criteria. In terms of criterion 1, the candidate has successfully responded to the content and the communicative purpose of the task,</p>

producing an appropriate text for the required genre (text for a leaflet). Candidate has successfully relayed the information from the Greek text in order to inform the readers about the actions of the "Doctors of the World" but also added ideas of his/her own (this should not be penalised as long as they are relevant to the topic). Also, the style is semi-formal and the tone personal as expected. In terms of criterion 2, the script is well-organized, with the ideas cohesively and coherently linked across and within paragraphs. In terms of criterion 3, candidate uses complex structures and the lexicogrammatical choices are appropriate. There are some ungrammatical choices which do not affect meaning (e.g., *We look forward to meet... , ...in volunteer basis*).

(Score: 14)

C1 script 45: Moderately satisfactory

Nowadays, Greece has been honored with the sad privilege to serve the eternal values of Greek Civilization for the benefit of all the people, under unpredictably negative social, financial and political circumstances.

In such conditions the highest and unique challenge is to support less advantaged people, which unfortunately cannot be any more considered as a minority into the Greek Society. MdM Greece are trying to adopt their readiness to provide social support in the whole social range. In this direction, they have been developed an action plan to offer medical assistance to people belonging in socially excluded groups. They manage to establish a new health care unit in marginalized areas and neighbourhoods of Athens. They host on a monthly basis more than 300 people, immigrants refugees, asylum seekers in their multipurpose centre nearby Koumoundourou Sq. in Athens, providing full board and medical care for grant.

Since financial crisis arised in Greece more than 100 Greek citizens visit daily MdM's Health Care Centers in Athens, Thessaloniki, Patra and Kavala receive precious primary medical care.

MdM fight in 2012 in Greece, for the benefit of the human being, no matter the sex, the colour, the age, the origin. This is our commitment, to serve the human being, protecting human life, following the authentic greek spirit of philoxenia.

What we need from you is to stand by us. And offer whatever you don't need. Because love has the way to make it useful...

Words: 240

Comments: This script is partly satisfactory in terms of criterion 1 since for its most part it reads more like an essay and less like a leaflet whose communicative purpose is to promote the work done by the 'Doctors of the World' not just to inform about it. The candidate only marginally uses promotional language (i.e. *What we need from you is to stand by us. And offer whatever you don't need. Because love has the way to make it useful...*). In terms of criterion 2, the script is organized into paragraphs and is generally coherent but some cohesive devices are inappropriate (e.g., *Nowadays, Greece has been honored with the sad privilege...etc*). In terms of criterion 3, language choices are not always appropriate and there are quite a few lexicogrammatical errors which do not, however, impede intelligibility (e.g. *...less advantaged people, which..., they have been developed an action plan..., people belonging in..., Since financial crisis arised... etc.*).

(Score: 9)

C1 script 46: Unsatisfactory

Nowadays it is very important to help people especially in counties that have a lot of problems to deal with. There are many organisations which you can offer the change to help. I imagine myself in one of this

*organisation who names is Greek doctors of the world.
I decided to choose this organisation because has many experience to promote. We have a serious programme to follow. The main purpose is to help people who has health problems and especially child with many disabilities. We supplye blankets or medicine so as to protect them to over pass this difficult situations.
Our organisation is intipentably and it promote help without mooney. The main purpose in our organisation is to offer help to those that need us regardless of their culture religion or ethnicity.
I remember many of events that plays a key in my life. One of this was when we tryied to help two child who has health problems. The most important is that the rest family had died in the war. So that is our obligation to protect them. We sent range of products (such as blankets) and especially medicines. Also we provide full treatment to this child so as to pass the health problems. In addition, it is important to mention that I communicated with this child and I realised the difficulties in their lives. I am very satisfied with my choice to work to this organisation because I understand how it is important to protect these poor people.
Furthermore, I would like to attract many volunteer to follow this movement in order to help disability people.*

Words: 268

Comments: This script is unsatisfactory. In relation to criterion 1, it barely achieves the required communicative purpose (i.e., promoting the 'Doctors of the World'). The text produced is not of the appropriate genre because it actually reads more like an excerpt from a memoir rather than a promotional leaflet (e.g., *I communicated with this child, I realized the difficulties* etc.). The register and the tone are also inappropriate. In terms of criterion 2, the cohesive devices are not always appropriately used while the text's overall coherence is problematic since the ideas do not flow smoothly. In terms of criterion 3, there are simple syntactic structures, eg.g, simple sentences), limited range of vocabulary, many spelling mistakes (e.g., *dicided, intipentably, mooney, disability people, supplye*) and many lexicogrammatical errors that sometimes obstruct understanding (e.g., *The main purpose is to help people who has health problems and especially child with many dissabilities, Our organisation is intipentably and it promote help without mooney*). Finally, the text also exceeds word limit.

(Score: 5-6)

NOW YOU TRY TO MARK THE SCRIPTS BELOW:

C1 script 47: Score__

*Doctors of the world is a greek organization and it's purpose is to help people wherever and whenever they need it. This organization there is twenty years continued activitys in 2010. The doctors of the world do their work mainly in Greece, but also in other countries.
Moreover aim of doctors of the world is the protect of the sensitive people, giving necesary things on the people who haven't got them and they need them and they should impove the hospitals.
Also this organisation is Non-Governmental and not affect from none politic and religion reletionship. These doctors help people without interest them their culture, religion or ethnicity.
Still, the doctors of the world is part of a national organisation MEDECINS DU MONDE, but the same time is a deep greek organisation*

which follow it's way.

A other aim of doctors of the world is the fast and resulted provited human's help on there people who need it most. The only critic of this organisation is their qualifications.

Also the organisation send a lot of doctors and nurses wherever the people need help.

This is a very important organisation for the world.

C1 script 48: Score ___

We are a Non-Governmental Organisation. All the things we do like giving help to people in need and save them from natural disasters or wars are feed by our funds. We need your help to keep our organisation up and continue helping people.

You can give us help if you come here as a volunteer, if you are an ordinary person or as a volunteer doctor to be sent to another country to continue our work here.

You can also help us very much if you send food like packed beef, salt, milk etc. You can send blankets, old shoes, trousers, T-shirts or new underwear to be sent into another country to help people like war victims, poor people or natural disaster victims.

In 2010, we completed 20 years helping people in need and saving them from hunger, bad weather conditions or even death. You can help us if you want. Everyone can help us with his/her way: by giving food, by giving volunteer help, by giving love.

We have saved a lot of people. Don't leave this organisation die because if you don't help us it will be like killing all these people in need.

C1 script 49: Score ___

We are part of an international organisation called "Medecins du Monde". However, we are operating in Greece, we have our own "Greek way" of advancing. We are totally independent in many ways such as our funding and management.

It is true that the Greek community has accepted us and believes in us. That is why, we are always there for them. Our main goal is to protect and help anyone in need, especially little children and elder people with no one to take care of them.

Some of our actions are to supply people with blankets and more generally with thing they need for their health. We offer medical help and support to those who cannot afford it and need it the most.

Greek doctors of the world have been in many missions not only in Greece but also in countries of the third world. Many volunteers have been recruited in order to succed in the mission. This remarkable team has helped many injured people from war, or from natural desasters, without wanting any money or taking in consideration other culture, religion or ethnicity.

For all the above, "Doctor of the world" is a very reliable organisation that will help and protect anyone in need by any cost. That is why we need you!

Appendices

Rating grids

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

Task completion		
Fully satisfactory	2	Has responded meaningfully to all items.
Satisfactory	1	Has responded to half of the items in a meaningful way or to all items but not always meaningfully.
Unsatisfactory	0	No or irrelevant responses.
Language performance		
Grammar	0-2	Some simple structures which are correct. There may be some errors but the message gets across clearly.
Vocabulary & Spelling	0-2	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)

Task completion		
Fully satisfactory	2	Has responded meaningfully to task requirements.
Satisfactory	1	Has partially responded to task requirements.
Fail	0	No or irrelevant responses.
Language performance		
Grammar	0-3	Some simple structures which are correct. There may be some mistakes but the message gets across clearly.
Vocabulary & Spelling	0-2	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	0-2	Information is clearly organized, linked with simple cohesive devices.

B-level marking grid		B1		B2		
		ACTIVITY B1.1		ACTIVITY B2.1		
ACTIVITY 1	Task completion	3	Fully appropriate text, fully achieving task communicative purpose.			
		2	Appropriate text achieving task communicative purpose for the most part.			
		1	Partly inappropriate text, getting basic message across.			
		0	Text does not achieve communicative purpose, is totally unintelligible or is irrelevant.			
			Score		Score	
	Text Grammar	2	Coherent text. Use of simple but correct and appropriate cohesive devices.	Fully coherent and cohesive text. Use of a range of correct and appropriate cohesive devices.		
		1	Generally coherent text, with simple cohesive devices that may sometimes be incorrect or inappropriate.	Coherent and cohesive text. Use of correct –though sometimes inappropriate– cohesive devices.		
		0	The text lacks coherence and cohesiveness is problematic.	The text lacks coherence and cohesiveness is problematic.		
				Score		Score
	Sentence Grammar	2	Appropriate but simple structures and vocabulary. Few errors in usage and use. Appropriate vocabulary.	Appropriate lexicogrammatical choices. Scarce lexicogrammatical errors, not interfering with intelligibility.		
		1	Frequent errors of use and usage that may locally interfere with intended meaning. Limited range of vocabulary and awkward expressions.	Few errors of use and usage, locally interfering with intended meaning. Few errors in lexical use and awkward expressions.		
		0	Serious errors of grammar and vocabulary. Spelling errors often interfere with meaning.	Serious errors of grammar and vocabulary. Spelling errors often interfere with meaning.		
		Score		Score		
		ACTIVITY B1.2		ACTIVITY B2.2		
ACTIVITY 2	Task completion	4	Fully appropriate text, fully achieving task communicative purpose. Pertinent source text information, effectively relayed.			
		3	Appropriate text achieving task communicative purpose for the most part. Pertinent source text information, not always relayed appropriately.			
		2	More or less appropriate partly responding to the communicative purpose. Source text information, not always pertinent or not always relayed appropriately.			
		1	Partly inappropriate text, getting basic message across. Source text information marginally used or inappropriately relayed.			
		0	Text does not achieve communicative purpose, is totally unintelligible or is irrelevant.			
			Score		Score	
	Text Grammar	2	Coherent text. Use of simple but correct and appropriate cohesive devices.	Fully coherent and cohesive text. Use of a range of correct and appropriate cohesive devices.		
		1	Generally coherent text, with simple –sometimes incorrect or inappropriate– cohesive devices.	Coherent and cohesive text. Use of correct –sometimes inappropriate– cohesive devices.		
		0	The text lacks coherence and cohesiveness is problematic.	The text lacks coherence and cohesiveness is problematic.		
				Score		Score
	Sentence Grammar	2	Appropriate but simple structures and vocabulary. Few errors in usage and use. Appropriate vocabulary.	Appropriate lexicogrammatical choices. Scarce lexicogrammatical errors, not interfering with intelligibility.		
		1	Frequent errors of use and usage that may locally interfere with intended meaning. Limited range of vocabulary and awkward expressions.	Few errors of use and usage, locally interfering with intended meaning. Few errors in lexical use and awkward expressions.		
0		Serious errors of grammar and vocabulary. Spelling errors often interfere with meaning.	Serious errors of grammar and vocabulary. Spelling errors often interfere with meaning.			
		Score		Score		

		B1 total	B2 total
C1-level MARKING GRID			S C O R E
<p><u>Evaluation criterion 1: Text content/topic, type (genre), communicative purpose [mediation], register and style</u> <u>Evaluation criterion 2: Text grammar (organization, coherence and cohesion in text)</u> <u>Evaluation criterion 3: Sentence grammar and lexical features</u></p>			
<p>Has responded to all three criteria and the output is fully satisfactory for C1 level</p>	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.	15
		Language choices which are for the most part appropriate for the text, which fully convey intended meaning.	14
	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.	13
		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.	12
<p>Has responded to some of the criteria and the output is moderately satisfactory for C1 level</p>	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.	11
		Few linguistic choices do not conform to standard language norms but errors do not seriously interfere with intelligibility. Few awkward phrases and words.	10
	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.	9
		Certain language choices deviate from standard norms of usage. Errors sometimes interfere with intended meaning and there is a limited range of vocabulary.	8
<p>Has only partly responded to the criteria but the output is unsatisfactory for C1 level</p>	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.	7
		Several lexicogrammatical choices deviate from norms of both usage and use. However, the overall meaning gets across clearly.	6
	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.	5
		It is sometimes difficult to understand the text because of the lexicogrammatical errors.	4
<p>Seriously problematic text</p>	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.		3
	Irrelevant or Unintelligible text		2
	Scattered words		1