STATE CERTIFICATE OF LANGUAGE PROFICIENCY
MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
DIRECTORATE FOR THE CERTIFICATION OF LANGUAGE COMPETENCE

Script Rater Guide

NOVEMBER 2013

http://rcel.enl.uoa.gr/rcel/

ΔιαΠΕΓ Διαφοροποιημένες και Διαβαθμισμένες Εθνικές Εξετάσεις Γλωσσομάθειας   **ΕΣΠΑ 2007-2013**
ΕΡΓΟ ΤΟΥ ΕΘΝΙΚΟΥ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ

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, Πρόεδρος της ΚΕΕ
Αντιπρόεδρος:	Καθηγήτρια Αικατερίνη Μητραλέξη, μέλος της ΚΕΕ

Προετοιμασία και υλοποίηση του έργου για τη βαθμολόγηση των γραπτών Αγγλικής

Υπεύθυνη βαθμ. Αγγλικής:	Ευδοκία Καραβά	
Γενική Συντονίστρια:	Μόιρα Χιλλ	
Συντονιστές/τριες:	Μαίρη Δρόσου	Βασίλης Ζορμπάς
	Μαργαρίτα Λεοντή	Βούλα Μουστακίδου
	Αθηνά Χαραμή	Σοφία Παναγή
Βοηθοί συντονιστών	Χρήστος Μπαλίκος	Δήμητρα Μπουντοπούλου
	Μαρία Ρεφανίδου	

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 cues at 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, November 2013

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.

B LEVEL ENGLISH EXAM

MODULE 1: PART B - SHORT ANSWERS

ACTIVITY 1

Fill in gaps 1b-5b with the correct form of the word in parenthesis, as in the example.

Respect the countryside

Looking after the countryside is everyone's **(EX)** <u>responsibility</u> (response)

Nature is there for your benefit, it gives you life and **(1b)** _____ (**please**).

You should treat the countryside with respect. **(2b)** _____ (**visit**) have a duty to leave it as they found it, if not better.

Guidelines

- When you go through a gate in a field or footpath, make sure you don't leave it **(3b)** _____ (lock) behind you. That way you make sure that animals won't escape.

- Be careful when using matches in the countryside. You could **(4b)** _____ (accident) start a fire. Avoid lighting matches unless you really have to.

- When you come across a herd of cows or goats, leave them alone; it may be **(5b)** _____ (risk) for you and dangerous for the animals, too, if there are guard dogs around!

ANSWER KEY

1b. PLEASURE**, 2b.** VISITORS, **3b**. UNLOCKED, **4b.** ACCIDENTALLY, **5b**. RISKY

ACTIVITY 2

Complete the items below (6b-10b) with ONE word that suits both statements. The first letter of the word is given.

6b.	a) I'm not sure what to use to **s**_____ this poster on my bedroom wall. b) He's so old now he even uses a walking **s**_____ .
7b.	a) The opposition parties put up a united **f**_____ against the government. b) She's broken one of her **f**_____ teeth.
8b.	a) Sadly, the speaker failed to turn up at the conference – she **l**_____ us down at the last minute. b) I'd like to eat more chocolate but my doctor won't **l**_____ me eat sweets.
9b.	a) Jim and I **w**_____ out in the gym every day. b) We really need to make this plan **w**_____ .
10b.	She has always been a caring person and that will **m**_____ her a fine nurse. He decided to find a second job so that he can **m**_____ more money.

ANSWER KEY

6b. STICK, **7b.** FRONT, **8b.** LET, **9b.** WORK, **10b.** MAKE

MODULE 3: PART B - SHORT ANSWERS

ACTIVITY 1

Listen and fill in items 1b-5b with the right word(s).

	What are these people looking for?	
EX.	an umbrella	✎
1b.	_____	✎
2b.	_____	✎
3b.	_____	✎
4b.	_____	✎
5b.	_____	✎

Listen again and check your answers.

ANSWER KEY

1b. GLASSES/ SPECTACLES, **2b.** KEYS **3b.** PILLS/ TABLETS/ MEDICINE **4b.** MOBILE (CELL) PHONE, **5b.** PURSE/ WALLET

TRANSCRIPT:

1b. *Did I leave them on the kitchen table? I must have had them when I was reading the newspaper at breakfast time, as I'm as blind as a bat without them! Ah – I must find them, as I have to work on that report, and I can't read anything without them.*

2b. *This is crazy – where can they be? I must have had them earlier. I couldn't have opened the door without them! I always hang them up next to the door as soon as I come in –and I don't have a spare set!*

3b. *Ah! I know I had them there because I took one out in lunchtime. But I really got to find them. The doctor said it's very important that I take another two this evening!*

4b. *Ah, I've lost it again – I know I had it in the car, because Susie called me, and I answered. It must be somewhere here in the house - can you call my number, so that I can hear it ringing?*

5b. *Ah, I can't believe it! It's not in my bag – you haven't taken it, have you? I had about 500 euros in it, and there's all my cards as well! Hang on, let me think – did I take it out to pay the pizza guy?*

ACTIVITY 2

Listen and fill in items 6b-10b with the right word(s).

	Where are the people making the announcements?	
EX.	Train station .	🖉
6b.	_____.	🖉
7b.	_____.	🖉
8b.	_____.	🖉
9b.	_____.	🖉
10b.	_____ _____.	🖉

Listen again and check your answers.

TRANSCRIPT:

6b. This is the last call for the 12.00 British Airways flight BA 412 to Amsterdam. Would passengers for this flight please proceed without delay to Gate 17.
7b. May I have your attention, please. Visiting hours begin at 11.00, after doctors' rounds are completed. Visitors are welcome from 11.00 onwards, but we ask everyone to leave the wards by 1.00, so that we may serve the patients their lunch.
8b. Passengers on the 1.00 pm FastFerries to Calais please note the change of gate number. This ferry will now leave from Gate 16. Foot passengers may begin embarking at 11.00 am; cars will begin loading at 12.00. Thank you.
9b. Your attention please. Act 3 will begin in five minutes. Please make your way to your seats immediately. Please remember to turn off your mobile phones before the performance begins.
10b. The 10.20 National Express service to Manchester will be leaving shortly, from stand 24. This is a direct service, and should arrive at Manchester Central car park at 13.45 pm, traffic permitting. During the journey all passengers are required to be seated, with their seatbelts fastened. Thank you

ANSWER KEY

6b. AIRPORT, **7b.** HOSPITAL, **8b.** PORT, **9b.** THEATRE, **10b.** BUS STATION

C LEVEL ENGLISH EXAM

MODULE 1: PART B - SHORT ANSWERS

ACTIVITY 1

Fill in the missing words (1b-5b) in the text below.

As Bertha was about to embark on her own journey to life, I began thinking about my own experience as a young man determined to relocate to the USA and make a brand new start. Beginning a life-journey is one of the things that definitely leave a mark on you and make you remember every single detail. Mine was no exception. Let me see… where do I start? The moment I **(1b)** _____ out for the airport (mom drove me). I'd been in airports before, but now everything looked different, the smells, the fuss, the people... those who were to travel and those who were there to **(2b)** _____ them off. I was fascinated and wanted to leisurely watch them, but I was afraid of missing my flight and rushed to **(3b)** _____ in, straight away. Once I'd boarded the plane, after a teary goodbye to mom, I made myself comfortable, sent out a few last minute text messages to my closest friends, and started thinking about how much I needed to escape from it all, to live on my own, to stop worrying about my parents and whether they'd **(4b)** _____ up again or if they'd decide to make their marriage work. Just then, we heard that we were to **(5b)** _____ off all electronic equipment.

As the plane was speeding up on the runway, I sat back and took pleasure in the brute force and strength of the momentum the plane was creating to lift itself up from the ground. I knew then and there that this was a moment that I'd never forget.
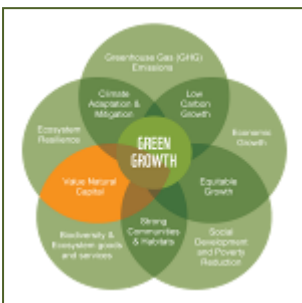
ANSWER KEY

1b. SET, **2b**. SEE, **3b**. CHECK, **4b**. SPLIT/ BREAK, **5b**. TURN

ACTIVITY 2

Fill in the missing words (6b-10b) in the text below. The first letter of each word is provided and the dashes correspond to the missing letters.

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GREEN ECONOMY

For the purposes of the Green Economy Initiative, UNEP has developed a working definition of the term "green economy" as one that results in improved human well-being by maximally capitalizing on **(6b)** r_ _ _ _ _ _ _ _ forms of energy, fighting against massive human attacks against the environment such as **(7b)** d _ _ _ _ _ _ _ _ _ _ _ _ that threatens Amazon rainforests.

Green economy is also concerned with social equity and dealing effectively with ecological scarcities. In its simplest expression, a green economy can be thought of as one which is low carbon, resource efficient and socially inclusive.

Practically speaking, it is an economy whose growth in income and employment is driven by public and private investments that reduce carbon emissions and pollution, enhance energy and resource efficiency, and prevent the loss of our ecosystem's **(8b)** b _ _ _ _ _ _ _ _ _ _. These investments need to be catalyzed and supported by targeted public expenditure, policy reforms, regulation changes and an opening to the new era of **(9b)** bio-f_ _ _ _ . This development path should maintain, enhance and, where necessary, rebuild natural capital as a critical economic asset and source of public benefits, especially for poor people whose livelihoods and security depend strongly on nature. Only if all these are put into practice, will **(10b)** s _ _ _ _ _ _ _ _ _ _ development be achieved!

ANSWER KEY

6b. RENEWABLE, **7b.** DEFORESTATION, **8b**. BIODIVERSITY, **9b.** FUELS, **10b.** SUSTAINABLE

ACTIVITY 3

Solve the puzzle below. Put the jumbled words in column B in the correct order to complete the sentences (11b-15b) in column A.

	UTTERANCES	WORDS IN JUMBLED ORDER
11b.	**THEATRE REVIEW** This was a truly lamentable performance, so much so that _____ members of the audience began to vote with their feet.	act - finished - first - had - scarcely - the - when
12b.	**LEGAL LETTER** The vendor's solicitor has written to me to _____, and this seems mutually beneficial.	be - that - next - meeting - postponed - suggest - until - the - week
13b.	**BUSINESS EMAIL** Of the three candidates, I'd go for David Wilson, largely _____ more experience than the others.	of - having - the - strength - on - his - had
14b.	**SPORTS REPORT** What made the match even more extraordinary was the fact _____ scoring the winning goal.	who - was - that - up - it - the - ended - goalkeeper
15b.	**TRAVEL ADVERTISEMENT** The Panorama Museum graphically displays the tale of the Crimean war, _____ Maritime Museum centred on the port's former role as a base for the Black Sea Fleet.	but - is - the - fascinating - equally

ANSWER KEY

11b. SCARCELY HAD THE FIRST ACT FINISHED WHEN
12b. SUGGEST THAT THE MEETING BE POSTPONED UNTIL NEXT WEEK
13b. ON THE STRENGTH OF HIS HAVING HAD
14b. THAT IT WAS THE GOALKEEPER WHO ENDED UP
15b. BUT EQUALLY FASCINATING IS THE

ACTIVITY 4

Fill in the missing words to provide the definitions of the following expressions (16b-20b), whose origin is included below to help you.

To have something up one's sleeve =
The expression goes back to the 16th c. when sleeves were cut wide, so it was quite easy to stow or even secrete things away in their folds.

16b. To keep a resource _____

Straight from the horse's mouth =
Originally a racing slang, alluding to that a horse's age can be deduced just by inspecting its teeth. A dealer may twist the truth but the evidence in the horse's mouth is reliable.

17b. [Hear something] from a reliable _____

To rack one's brain =
The rack was an instrument of torture. From the 16th c. onwards rack was a favourite figure for expressing something that caused intense suffering.

18b. To stretch one's brain in order to _____

The die is cast =
The phrase is a translation from Latin words attributed to Julius Caesar as he crossed the river of Rubicon in 49 BC thus committing himself to war against Pompey.

19b. A _____ step has been taken.

To fall on one's sword =
The phrase refers to the practice that Roman generals had of committing suicide by falling on their swords if they had acted dishonorably or suffered defeat in a strategic battle.

20b. To take full responsibility for a grave _____.

ANSWER KEY

16b. CONCEALED / HIDDEN
17b. SOURCE
18b. REMEMBER /THINK
19b. DECISIVE / SIGNIFICANT
20b. ERROR / MISTAKE

MODULE 3: PART B - SHORT ANSWERS

ACTIVITY 1

Read items 1b-5b. Listen TWICE and fill in the gaps.

1b.	William Robinson was a famous _____ designer.
2b.	He was also an influential _____.
3b.	His ideas gained popularity mostly in _____ years.
4b.	It seems that his name is _____ to many.
5b.	The speaker is about to interview an authority on _____.

Listen again and check your answers.

ANSWER KEY

1b. GARDEN, **2b.** WRITER, **3b.** RECENT, **4b.** UNKNOWN, **5b.** GARDENING

TRANSCRIPT:

Today's Great lives is known to horticulturalists as the "father of the English flower garden." A champion of the wild garden, William Robinson was a radical and persuasive writer and designer whose influence on British gardens has been compared to that of William Morris on interiors. His ideas on gardening formulated in the late 19 century are more popular today than ever. According to a recent review, "we are all 'Robinsonians' now, even if we don't know it." You might not recognize Robinson's name, but whether you know it or not, you've seen his philosophy in action in gardens around the country, and you're very lucky to know his nominator, my guest today, the garden expert, star of "Gardener's World," Carol Klein. Carol would you count yourself a "Robinsonian"?

ACTIVITY 2

Read items 6b-10b. Listen ONCE and fill in the gaps.

CARTESIAN DUALISM

Descartes' idea of dualism points to the fact that mind and body are two (6b) _____ _____.

Whereas the body consists of (7b) _____ _____, the mind is made up of (8b) _____ _____.

Cartesian dualists claim that we exist, even if our body doesn't, because (9b) _____ _____.

Cartesian dualism set the agenda for the (10b) _____ - _____ dichotomy long after his death, in 1650.

ANSWER KEY

6b. SEPARATE ENTITIES / DIFFERENT SUBSTANCES, **7b.** MATERIAL SUBSTANCE / MATTER, **8b.** IMMATERIAL SUBSTANCE / MATTER, **9b**. WE THINK**, 10b**. MIND-BODY

TRANSCRIPT:

So let's move on now to another Cartesian topic: Dualism. This is certainly the view for which Descartes is now best known. If you find the word Cartesian in a philosophical text, the most likely accompaniment is the word "dualism." Cartesian dualism is fairly straightforwardly stated. He takes the body to be material, made of matter whose essence is extension, and he takes the mind to be made of a completely different substance, immaterial substance, non-material whose essence is thinking. So we've got two distinct substances. Now that's very important. Notice to be a Cartesian dualist it's not enough that you just think that mind and body are different or even that mind and body have different properties. You've got to think that they're different substances and that is a very substantial claim. Now in the discourse on method, Descartes argues Something like this: I can doubt that my body exists. I cannot doubt that I exist. Therefore, I am not identical with my body. Quite a tempting argument at least to start with. Put yourself in the position of the skeptic. What can I be sure of? Well the only thing I can be sure of is my own thoughts and my own perceptions. So I'm absolutely certain that I exist, but when I contemplate my body, if it's all an illusion, I cannot be sure that my body exists. Surely, then, my mind and my body must be distinct things. For example, I can imagine myself transported into an afterlife or something like that in which I don't have a body, but I still think. I can imagine myself in that situation. So surely I and my body must be distinct things. It seems quite plausible.

2. Marking scripts

2.1. Marking B level scripts

ACTIVITY B1.1

Young people write about their experiences in the "How-teens-face-it" blog, and tell others how they managed to find solutions to everyday problems. Write a **blog entry**, telling people **what to do** to make friends when moving to a new neighbourhood (80 words). The model text below will help you write your own text.

EXPECTATIONS REGARDING THE OUTPUT IN ACTIVITY B1.1

Criterion 1: Task Completion

Candidates are asked to produce a blog post (message to be posted on a teen's blog) **(genre)**. Using the given text as a model, candidates are asked to produce their *own* blog post, suggesting ways, providing ideas on how one can make new friends in a new neighbourhood **(topic & communicative purpose)**. This is a message addressed to readers at large, so candidates are expected to produce a public (discourse) text (blog post) that has personal tone **(register & style)**, as the model text does.

Criterion 2: Text Grammar

Candidates are expected to produce an *original*, <u>coherent</u> text (80 words) of the same genre, register and style as the model, on a *different* topic. **Text organization**: <u>one paragraph</u>. Simple **cohesive devices**, as in the model text.

Criterion 3: Sentence Grammar

Candidates are expected to use <u>expressions appropriate to making suggestions</u> (*Why don't you…, You can…, A good idea would be if you…*, etc.). Appropriate use of <u>modality</u> is important here. The **vocabulary** should be conducive to the topic of the text.

B1.1 script 1: Fully satisfactory

Make friends in a new neighbourhood

Have you moved in a new neighbourhood and you don't know anyone? Don't worry. Here is my advice if you want to meet people and make new friends.

To begin with, try to be friendly and funny. Even if you are shy get over it cause it won't help you. Also, you could meet the neighbours by bringing them sweets. In addition, a good idea is to join a local club to meet new people. Furthermore, when you are meeting someone you might tell interesting stories, jokes, talk about yourself and ask about others. Finally, be yourself!

Posted by Emma 07

Words: 97
Score: 7

<u>Comments</u>: This is a fully satisfactory script, as the candidate has effectively responded to all three criteria. In terms of the first criterion, it is an appropriate text for a blog fully achieving the required communicative purpose. Its style is appropriate for a public discourse text and the tone is personal as expected. In terms of criterion 2, it is a well-structured, fully coherent text. There is only one instance of use of inappropriate cohesive device (i.e., *furthermore*) which is considered to be more formal than expected. Finally, in terms of criterion 3, there is use of appropriate lexicogrammar which conveys the intended meaning. There are a couple of accuracy errors (e.g., *when you are meeting someone, you could meet the neighbours*) which, however, do not blur meaning.

B1.1 script 2: Moderately satisfactory

When you change a neighbourhood is difficult at the beginning to accept the new enviroment and neighbours. Don't hate the moment that you go out of your home and feel that new people around you they are watching.

A good idea is to say good morning and of course everyday at each new person that you meet at your neighbourhood. It is a good moment also for them to speak at you and to begin a communication by building a new relation with their new neighbor. If you can make a cake or other sweet, knok their door and share it with them. After day you realize that it wasn't so difficult to meet your neighbours.

Words: 116
Score: 5

<u>Comments</u>: In terms of criterion 1, the candidate has produced an appropriate text (blog post) that addresses the topic successfully. In terms of register/style, it has a personal tone as expected for a blog post. With regard to criterion 2, the text is generally coherent, however its ending is rather abrupt. In terms of criterion 3, the script has frequent errors of grammar and syntax which may locally interfere with the intended meaning (e.g., *and of course everyday at each new person…, it is a good moment also for them to speak at you…*).

B1.1 script 3: Unsatisfactory

Dear friends,

I am writing to express, my personal opinion in regards to the blog article about. More people today change neighbourhoods. or city. Is very difficult problem. Why? Young people probably teenager use more advice.

Firstly, would like a small children more attention a new neighbourhood. Secondly, children use new friends. One think, they speak whatever children friendly. Also more attention listen a teacher and read only lesson. Third, try sport in the break or in the gymnastic school.

Finally, I suppose more attention in general family. Children can do it!

With faithfully

Words: 94
Score: 1

Comments: The script does not satisfy all three criteria. In terms of criterion 1, it reads more like a formal letter (rather than a blog entry) and it fails to respond to the communicative purpose (to provide ideas on how one can make friends in a new neighbourhood). In terms of criterion 2, cohesion is achieved only to a certain extent through the use of cohesive devices which are not always appropriate. Cohesiveness is problematic. Vocabulary range is limited and errors of use and usage create obstacles to comprehension (e.g., *suppose more attention in general family, One think, they speak whatever children friendly, I am writing to express, my personal opinion in regards to the blog article about*, etc).

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

B1.1 script 4: Score _____

When you move to a new neighbourhood, the first thing that comes in your head is if you make new friends.

These are some tips that can help you to solve this problem. First of all, you can find a place where all the children from the neighbourhoood met together and you can go. Also you can invite them in your house. Moreover, if your parents make friends tell them to invited them in your house with their children. This really can help you.

B1.1 script 5: Score _____

Is it difficult for you to find new friends? Here is my advice to help you with your problem.

To begin with, taking up a team sport will help you make new friends. Moreover, you should try to talk to children who live near to your house. Invite them to a party or go for a walk with them. Furthermore, you should try to make more friends at school.

To conclude, these are some simple piece of advice to help people make friends when they are in a new neighbourhood.

B1.1 script 6: Score _____

It is a common problem, when a family moving to a new neighborhood, to make friends. I want to share with you my experience about that.

My family had to move from Athens to Thessaloniki 3 years ago. In Athens I had my friends but here in Thessaloniki I had to start over again. I thought that, if I participated to common sport academys like

basketaball or football, I would find new people to communicate and at the end to be friend with them. So, I went to the basketball academy, because I used to play basketball a lot, and after a month I was between a lot new friends.

In conclusion, if someone is open and ready to find friends, then he will not have any problem to find.

ACTIVITY B2.1

You are an advice columnist in an e-newspaper addressed to teens. **Write an answer** to a young man ("The Loner"), who asked for help because he is constantly arguing with his father, who keeps telling him to go out and make friends. The "loner" tells you he's perfectly happy surfing the net, studying, speaking to imaginary friends…! In your **advice letter**, **explain** why friends are very important for young people, using the clues below (100 words).

CLUES	• Feel accepted • Someone to confide in	• Share experiences/things • Someone to count on for advice

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.1

Criterion 1: Task Completion

Assuming the role of an advice columnist, candidates are expected to produce an advice letter **(genre),** responding to a young man ("The Loner"), who has asked for advice given that he is in bad terms with his father, who is always trying to get him to go out and be with friends, rather than stay home all day and surf the net. In the letter, they may try to explain to "the Loner" why it is important for young people to make friends. Although they are asked to use the clues provided, they may also include their own ideas regarding this topic. The tone of their scripts should be personal and direct **(register & style)**.

Criterion 2: Text Grammar

Candidates' scripts are expected to have the main body, an opening and a closing remark in one or two paragraphs. A concluding remark encouraging the addressee to go out and make friends is ideally expected. 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

The choice of **vocabulary** and **grammar** should be conducive to the communicative purpose of the text. Candidates are expected to use argumentative language since they have to try to convince the young man that going out with friends is far better than spending time alone at home*(e.g., one reason why we need friends*….). Expressions appropriate to giving advice (*It is important that…, you should..*,) are also expected, as well as simple grammatical structures (most likely referring to the present).

B2.1 script 7: Fully satisfactory

Dear "The Loner",

I have recently read your email in which you were asking me for help. Your problem is that you are arguing with your father, 'cause he tells you to go out and make friends, however, you do not want to do this, and you prefer to play with your computer.

I think your dad is right. You are a young man who has to make friends and go out with them. The friendships have many benefits. Initially, you feel more accepted if you are with company. You have someone to count on when your are having a problem. Also, you share experiences with them that you will remember for the rest of your life! You can have fun with your friends, laugh and talk about things you are interested.

On the other hand, staing home and play on the computer is a bad habit. You will never have strong relationships if you only surf the internet and talk to imaginary friends...

I know it's hard for you to change your life, but you have to do this and do not waste your time on the computer.

Words: 189
Score: 6

Comments: The candidate has fully responded to the task in terms of criterion 1. The text produced is appropriate for the given genre (letter of advice) and it fully achieves the communicative purpose. In terms of style, the text has a personal tone and addresses the reader directly. With regard to criterion 2, the text is coherent with simple but appropriately used cohesive devices. In terms of criterion 3, there are some minor lexicogrammatical errors (e.g. *...if you are with company, ...when your are having a problem..., staing home and play on the computer is a bad habit*). Finally, the text exceeds the word limit.

B2.1 script 8: Moderately satisfactory

Dear The Loner,
It's seems to me that you are taking a very negative attitued fro what your parents tell you. Form one hand, you are right. You think that this is the best for you. You feel happy surfing the net, studying, speaking to imaginary friends. From the other hand, this is not good. The friends make you feel accepted. With friends you can share crazy experience and many good things. Friends are persons that you can count on for advice. I believe that you can think very well what you want!
Best wishes.

Words: 95
Score: 5

Comments: It is a moderately satisfactory B2 level script as it partly meets the three criteria. In terms of criterion 1, the candidate has addressed the topic producing the appropriate genre (i.e., an advice letter), achieving the communicative purpose. The register of the script is personal and direct, as expected. The clues provided have been used. It is generally a coherent text with few, however, inappropriate/inaccurate cohesive devices. In terms of criterion 3, although the choice of vocabulary is conducive to the communicative purpose of the text, there are no expressions appropriate to giving advice. There are also some errors of use and usage (e.g., *from one hand, from the other hand, attitued*) which do not however impede intelligibility.

B2.1 script 9: Unsatisfactory

Dear "The loner",
I am writing this letter to help you in your big problem and to describe you how to make easy good friends is so important. The next paragraphs have the information wich need. First of all the most important is do not so close in your house, because all the time wich spend in your house is lost time. When you inside the house and sit on your chair and play video game in the net, or to speak infantasy friends is so wrong about yourself.

The other think is stop spend all the time inside the house. Get out of your house and play something in oudoor. Make friend, the most important to make easy good friends is to be <<opposite>> with the new people who tell you to << if you want to go out tonight>>. Is so easy to make friends. But if you think opposite and don't think is so hard to make good friends, is wrong this opinion.

This is my opinion on this big problem. I want to believe you must understand what say in the above information.
Sirently, Helen

Words: 189
Score: 2

Comments: This text partly satisfies criterion 1. It includes some advice but it does not explain why it is important for young people to make friends. The candidate has produced a text which is generally appropriate in terms of text-type (letter of advice) and tone/ style (personal and direct). However, the clues given have not been used and the text exceeds the word limit. In terms of criterion 2, the text becomes incoherent at some points due to its many lexicogrammatical errors. As for criterion 3, there are many serious grammatical and syntactic errors some of which interfere with meaning (e.g., *The other think is stop spend, the most important to make easy good friends is to be "opposite" with the new people who tell you to "if you want to go out tonight", But if you think opposite and don't think is so hard to make good friends, is wrong this opinion*).

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

B2.1 script 10: Score _____

Hello Loner,

I am writing to you for your problem you have with your dad about your friends. I Also have This problem to but now I have many friends. My opinion you mustn't arguing with your father because he love you and that's why he wants you to get friends.

First of all you can try to find friends in your neighbourhood because you have to be more accept and This is more easy. When you do some friends in your neighbourhood you can tell them to go for on coffee to pass your tie as well as possible.

Secondly you cand do also friends on the Internet for example I do many friends on facebook. These are two advantages I give you. I believe you can help you.

B2.1 script 11: Score _____

As you told me, your father gets n your nerves, as he telling you all the time to make new friends. I know, it must be annoying, but really haven't you ever thought about the importance of having friends?

Friends are people, who always cheer as up in difficult circumstances. What's more, they are always there when we want them for an advice. On top of all, you can share everything with them, such as experiences the tast of music or even cloths. In addition, a friend will be always taking care of you and they will make you feel accepted. Finall, not only will they love you, but also you can confide with them.

So you had better spend less scream time, and give yourself the opportunity to make new friends, because as I told you friends are a very important part of us.

ACTIVITY B1.2

You have started taking guitar lessons through the internet. Use the information below and **write an email** to your friend Alice to **tell her about this experience** (80 words). Sign as Vic (not with your real name).

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B1.2

Criterion 1: Task completion
Using the Greek text as a prompt, candidates are expected to imagine that they have been taking/took online guitar lessons (**topic**) and produce an email message **(genre)** addressed to their English speaking friend Alice. In their message, they are asked to describe this experience to their friend (what online guitar lessons involve, what the duration of each lesson is/was or probably how they feel/felt about this experience, etc) (**communicative purpose**). Their scripts should be informal and should have a personal and friendly tone **(register/style)**. 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 should be penalized and if no information is used, their script may be considered as unsatisfactory.

Criterion 2: Text grammar
Text organization should be suitable for an email message. It would thus be natural to find:
- Opening (some kind of greeting and a statement about the purpose of this message),
- Main body of the message, which should include information about the experience of online guitar lessons
- 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
Given the communicative purpose, we expect use of past tenses (when referring to a past experience), present tenses (if s/he is still taking the course) and (evaluative) phrases when describing their feelings about this different experience (e.g., *That was a wonderful experience! I had an amazing time! etc*). 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.

B1.2 script 12: Fully satisfactory

Dear Alice,

*   How are you? I hope you are fine. I have some great news, which I would like to share with you.*

*   I started guitar lessons and guess what? I am addicted with it. The*

special thing about it is that I am taking lessons by the internet, which is very practical as I don't have to move. I have a private teacher, who whith I keep in touch by the internet, with the camera of my computer. Unfortunatly, it takes only 45 min. What's more, the fees are very cheap. It is a great experience.

I am looking forward to hear from you.
Love, AP

Words: 103
Score: 8

Comments: The candidate has successfully responded to task requirements in terms of all three criteria. The text is appropriate in terms of text-type (an email to a friend) and register/style (personal/informal). The required communicative purpose has been achieved, as the candidate informs about her recent experience in taking private guitar lessons through the internet. As this is a mediation activity, the candidate has also managed to successfully relay the relevant source text information. In terms of criterion 2, the text is fully coherent and the ideas flow smoothly. As for criterion 3, it makes good use of sentence structure and the vocabulary is conducive to the communicative purpose required. There are few grammar and spelling errors (e.g., *who whith I keep in touch, I am looking forward to hear, I am addicted with it, Unfortunatly*) which, however, are minor and do not interfere with the intended meaning.

B1.2 script 13: Moderately satisfactory

From: Vic
To: Alice
My friend Alice I have to say to you that I started taking guitar lessons through the internet. Read below and if you are interesting you must do it.
Follow lessons about your favourite music only by internet with a simple camera and microfone. A personal teacher will help you to learn easly and fast. If you are interesting to see how that works you can find us to www.toodeiospitisas.gr
Informations: 210 4596321

Words: 77
Score: 4

Comments: The candidate has partly responded to all three criteria. Although s/he has produced the appropriate genre (an email message), the communicative purpose has not been fully achieved. The script fails to meet the mediation requirements as information from the Greek text is not always pertinent and has not been relayed effectively for the most part. In terms of criterion 2, an opening and closing remark is missing. Ideas are not always coherently linked and there are no linking devices. As for, criterion 3, In terms of criterion 3, there are several grammar errors locally interfering with the intended meaning (e.g., *lessons about your favourite music, microfone, if you are interesting, easly, informations*).

B1.2 script 14: Unsatisfactory

Dear Alice,
How are you? You start this theater lessons that you telling me? I start guitar lessons and I am very happy about it. I take guitar lessons through the internet. I use dad's computer because my haven't wed cam. The lessons are only for fourte five minutes. I look forward to hearing from you soon.
Best wishes,
Vic

Words: 60
Score: 3

Comments: The script does not satisfy all three criteria. The candidate has managed to produce the appropriate genre (email message), but the communicative purpose (to describe the experience of taking online guitar lessons) has not been fully achieved. Source text information has only marginally been used. The text produced is also shorter than expected. In terms of criterion 2, the organization of the text is suitable for an email message, though the closing is a bit inappropriate. It lacks coherence and cohesiveness is problematic. In terms of criterion 3, there are errors of use and usage, at times interfering with the intended meaning (e.g., *start guitar lessons, wed, fourte*).

NOW, *YOU* MARK THE SCRIPT BELOW and be ready to discuss the evaluation criteria.

B1.2 script 15: Score _____

Hi Alice,
Thanks for your letter. I am glad because you are well. I am writing to tell you about my experience.
I have read a below to the internet about music lessons at internet, Yesterday I started taking guitar lessons throught the internet. At this lesson you can take lessons about your favourite music instrument only with internet. You need a camera, a microphone and your music instrument too.
Best wishes,
Vic

ACTIVITY B2.2

You have come across this text on the internet. Write a **message** to be posted on your **blog** (100 words) to **convince** your friends to take music lessons. (Do NOT sign the message – it's on your blog!)

Τα πλεονεκτήματα της ενασχόλησης με ένα μουσικό όργανο

Η εκμάθηση της μουσικής και ενός οργάνου, εκτός από τη συντροφιά που σας προσφέρει, ανοίγει πλήρως τους ορίζοντές σας. Συγκεκριμένα:

- **Βελτιώνει τη διαχείριση του χρόνου σας και τις οργανωτικές ικανότητες.** Ένας καλός μουσικός ξέρει ότι η ποιότητα του χρόνου εξάσκησης είναι πιο πολύτιμη από την ποσότητα.
- **Ενισχύει την αίσθηση ομαδικότητας**. Εάν είστε μέλος ορχήστρας ή μπάντας μαθαίνετε να λειτουργείτε καλύτερα ομαδικά.
- **Βελτιώνει τους ρυθμούς της ανάγνωσής σας και τις δεξιότητες κατανόησης.** Σύμφωνα με έρευνες, τα παιδιά που κάνουν μουσική αναπτύσσουν όλο και πιο σύνθετες δεξιότητες και εμφανίζουν καλές γνωστικές επιδόσεις.

- **Σας κάνει πιο υπεύθυνους.** Κάθε όργανο χρειάζεται ξεχωριστή φροντίδα, καθώς γίνεται αργά ή γρήγορα κομμάτι του εαυτού σας και πρέπει να μάθετε να το φροντίζετε.
- **Διδάσκει επιμονή**. Για να μάθετε ένα όργανο, χρειάζεστε χρόνο και προσπάθεια.
- **Βοηθά να εκφραστείτε.** Η μουσική αποτελεί για όλους μια πηγή έκφρασης. Μπορείτε ανάλογα με τη διάθεσή σας να παίξετε και με τον ανάλογο τρόπο.
- **Προωθεί την ευτυχία**. Το να παίζετε ένα μουσικό όργανο μπορεί να είναι διασκεδαστικό και συναρπαστικό.

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.2
Criterion 1: Task completion
Candidates assume that they came across this Greek text on the internet which informs readers about the advantages of playing a musical instrument (**topic**). Using information from this text, they are expected to produce another text to be posted on their blog (**genre**) in which they try to convince their friends to start taking music lessons by stressing their importance (**communicative purpose**). The tone of the script should be personal and direct (**register**, **style** & **tone**).

Criterion 2: Text grammar

The **organization** of the text may vary because texts posted on blogs may or may not have formal paragraphing. 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 informative and persuasive language. Simple **vocabulary** conducive to the content and communicative purpose of the text is also expected.

B2.2 script 16: Fully satisfactory

Taking music lessons you have more advantages from one normal person.

First of all, you can use your time better, as a good musician knows that time is very important. They also increase the feeling of teamwork. They make you more responsible, as an instrument needs a lot of care. Moreover, they make you more patient, as an instrument also needs time to learn it. But the most important thing is that they help you to tell your feelings. For instance, if you are sad, you will play your guitar with the same way.

The knowledge of music is very important for all these things. So, it would be good for you to think about it.

Words: 116
Score: 7

Comments**:** In terms of criterion 1, the genre produced is a blog post of a personal and direct tone. The communicative purpose of the task has been more or less achieved as the candidate informs about the advantages of playing a musical instrument rather than tries to convince their friends to start taking music lessons. Generally, source text information has been successfully relayed. In terms of criterion 2, the script is generally coherent and the ideas flow smoothly. Few simple but appropriate linking devices are used. In terms of criterion 3, the vocabulary is conducive to the communicative purpose of the text. However, there are some minor lexicogrammatical errors which do not impede intelligibility (e.g., *with the same way, the knowledge of music*).

B2.2 script 17: Moderately satisfactory

I love music, I love guitar!

When my mother gave the old guitar of my grandfather. I was surprised. I went to a music school and I started to love playing guitar.

I look chanches in my character. Why don't you start music lessons with your favourite instrument? Maybe you'll like this activity. When you play your instrument you feel happy. and helps to experience your self. I'm more responsible now and I think that I've got the team spirit. Music could teach you to be powerful and more inteligent. The most interesting changhe that I look to myself is that I can orgonize my time because everyday I do practice with my guitar and my music book.

Why don't you try to come closer with the music? I use my opinion you'll feel better!

Words: 135
Score: 5

Comments**:** This is a moderately satisfactory B2 level script. In terms of criterion 1, the candidate has produced the appropriate genre (i.e. a message to be posted on a blog). The communicative purpose is partially achieved because at some points the candidate tries to stress the importance of music by relating his *own* experience and by expressing his/her *own* feelings when playing the guitar. Source information has been effectively relayed and the tone is personal and direct as expected. In terms of the second criterion, the text is generally coherent but the use of cohesive devices is very limited. In terms of criterion 3, although the lexicogrammatical choices are more or less appropriate, there are few errors and awkward expressions locally interfering with meaning (e.g., *I look chanches in my character, I use my opinion you'll feel better*).

B2.2 script 18: Unsatisfactory

The advantages of learning music

Searches display, that music can do us relaxing. But it isn't the only advantage. The first reason that people must learning to play a musical instrument, is that people understead the sence of team, if they take part at bunds. Secondly, they study to be responsible. Because every instrument need care and recently become a pice of theirself.

After they study to be patient. Also to learn to play an instrument you must give lots of time. In the end, an musical instrument can give people happy. When people play song you are amazed about yourself.

To sum up, music and musical instruments help us at our life.

Words: 113
Score: 2

Comments: The candidate has not responded to the task in terms of text type, communicative purpose and tone, as the text produced is more of an informative essay than a message to be posted on a blog seeking to convince friends to take music lessons. Furthermore, source text information is not always effectively relayed. In terms of criterion 2, the final product lacks coherence and cohesiveness. As for criterion 3, there are many serious errors of use and usage (along with spelling errors) which impede intelligibility (e.g., *music can do us relaxing, people understead the sence of team*).

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

B2.2 script 19: Score _____

Hey everyone. Do you play music? If not there are some very good reasons to start.

To begin with playing a music organ helps to control better your time and have good organizing skills. Secondly, it helps you work as a member of a time (as you play in a band). Thirdly, it makes your rythem of reading and undersanding skills better. In adittion, it makes you more responsible because every organ needs a special care. Furthermore, it teaches you keeping trying and not giving up. It also helps you to express your self. Music is for everyone a way of expressing your feelings.

Last but most important, it makes you happy because it can be entertaining and exciting.

B2.2 script 20: Score _____

Hello everyone

I am writing to you about the advantages to plan your favourite music with your insrament

The first advantage of this lesson when you being bored or you have a lot of free time you can take part on this. Also many people are in to this suitable part of music and believe is so succesful to lear easy to plan music.

Second advantage and this is the most important of all you can play music on your holiday trip to pass your time or when you are nervous and have a lot of problems you can also play to your friends and this make you so happy.

Finally I manage to all teens to take part on this practice because they will be helped and pass easye their free time.

2.2. Marking C level scripts

ACTIVITY 1

Continue the incomplete **article** below (350 words):
- **Explain** which the causes of violence are (e.g., unemployment, substance abuse, poverty, broken homes, the media, weapons)
- **Suggest ways** to prevent it (e.g., restricting exposure to violent media, ban firearms, provide housing and care for youth that can't live at home, create school climates that foster a sense of inclusivity and belonging among students, decrease institutional racism, promote cultural respect and inclusivity).

CHICAGO HEIGHTS NEWS

Are Today's Youth More Violent?

Reported by Joyce King

Is the current violence "epidemic" a distortion resulting from how the media covers incidents of youth violence or does it reflect a real change in the behavior of youth? That is the basic question of the study conducted by a team of young sociologists from colleges and universities in our state. Although they have not yet submitted their conclusions, when interviewed, team members David Blackstone and Martha Wellington told us that there is enough evidence to support the following about youth violence over the past decade.

First of all, today's youth are more frequently the victims of violence. Secondly, there is little proof leading us to believe that the proportion of youth committing serious violent offenses has increased today. It is approximately the same as in 1980, and the frequency of their offenses is approximately the same also. What has in fact changed is that today's violent acts are more lethal, a larger proportion of these acts result in serious injury or death. The fact that the adolescent homicide rate has more than doubled since 1988 (while the overall rate has remained relatively constant) is grim evidence of this increased lethality.

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 1

Criterion 1: Task Completion

Candidates are asked to complete the incomplete <u>article</u> entitled "Are Today's Youth More Violent?" **(genre)**, <u>explaining</u> why there is youth violence today and <u>suggesting</u> ways to <u>prevent it</u> **(communicative purpose & topic)**. Their script (creatively integrating perhaps some or all of the points provided in parentheses), should have the same **style** (<u>semi-formal</u>) and **tone** (<u>neutral</u>) as the rest of the article. Candidates may (also) resort to their own ideas and knowledge regarding the topic in question.

Criterion 2: Text Grammar

In terms of **organisation**, we expect candidates <u>to continue the main body of the article</u> (giving explanations about the causes of violence and making suggestions about possible ways to prevent it) and to provide a conclusion and a semi-formal closing remark. In terms of **cohesion** and **coherence**, candidates are expected to produce a flowing script, divided into paragraphs, the ideas of which should be linked with <u>appropriate (formal) linking devices</u>.

Criterion 3: Sentence Grammar

Candidates' lexical choices should be conducive to the content and the communicative purpose of the text. In general, 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 explaining the causes of a problem (e.g., 'The main cause is...', 'This is probably due to...' etc.) and making suggestions (e.g., 'It might be a good idea to...', ' A possible way round the problem is to ..', 'An action that could be taken ...', etc).

C Act 1 script 21: Fully satisfactory

There is a large variety of reasons which could explain this behavior, the first and most important one being the enormous social problems caused by the current socio-economic system. There is a constantly deepening gap between the rich and the poor. In fact, a very small number of extremely wealthy people is getting richer every day by exploiting the rest of the human population who's getting poorer and poorer. This - sometimes extreme- poverty is expanding to the once rich and developed western societies, such as the USA or the UK.

At the same time, young people are constantly exposed, by the media, to the exhibition of the rich people's wealth. Television, magazines, websites follow every step of cinema, finance or sports "stars". Their lives are presented like a fairy tale. So, young people want to be like them. Only, there isn't any hope that they will be able to do so. As a result, the frustration and anger they feel when they discover the ugly truth increases every day. So, the try to find a way to express these negative feelings. The most frequent ways to do that are substance abuse and criminal behavior, the first often leading to the second.

Unfortunately, familly is no longer capable of protecting them. Broken houses are very usual today and the children are the first to suffer from this instability.

On the other hand, school can't offer them an alternative to help them improve their lives, and studies often lead to unemployment and, of course, poverty.

The only thing society can offer them is a very easy access to weapons like in the US. The result is on the news every day!

All these mean that it is urgent for organised societies to do

something. They could start by restricting childrens' exposure to violence promoted by the media. In this case, the parents' role is most important.

Secondly, there has to be improvement of the educational system. The school must teach students how to co-exist with others who belong to different culture, who believe in another religion, how to respect first themselves and then the others.

Governments should work harder to provide young people with houses and jobs. They should give youth the chance for a better life.
And last, but not least, ban firearms: much less crimes could have been comitted if an angry and frustrated young man wasn't able to find a gun…

Words: 401
Score: 15

Comments: The script fulfills all the three criteria. The fact that it slightly exceeds the word limit should not be penalised. In terms of criterion 1: the candidate has responded to the task and the communicative purpose has been met successfully. The script continues the article by creatively integrating examples provided and the candidate's own ideas. The genre of the script produced is appropriate (it's a continuation of the article). The style is semi-formal and the tone is neutral, as expected. In terms of criterion 2: the script is well-organised, its ideas are cohesively and coherently linked (though the use of '*so*' is somewhat repetitive). In terms of criterion 3: the lexicogrammatical choices are appropriate and fully convey the intended meaning. The candidate has also employed complex grammatical and syntactic structures (e.g. *This –sometimes extreme– poverty is expanding to the once rich and developed western societies, such as the USA or the UK..., The most frequent ways to do that are substance abuse and criminal behavior, the first often leading to the second..., And last, but not least, ban firearms: much less crimes could have been comitted if an angry and frustrated young man wasn't able to find a gun…).* There are only a few spelling mistakes that do not impede intelligibility (e.g. *comitted*) and only one instance of a minor error of use (e.g. *to the exhibition of the rich people's wealth* and a grammatical error *(e.g. childrens' exposure).*

C Act 1 script 22: Moderately satisfactory

CHICAGO HEIGTS NEWS

Are Today's Youth More Violent?

Reported by Joyce King

It is, also, a fact that there is a general feeling of disapointment and anger among young people which has its origin from various causes. The unemployment rate is extremely high and young people are really concerned about their future. Moreover, the educated jobless are, also, under threat while realising that their options are limitted, whether to join the Unemployment Agency, or to become emmigrants in order to find a job. Poverty, is, also, a serious factor that influences the behaviour of youth and turns them in a state of acting violently. Not to mention, that this impoverishment also, tends to create a very significant problem of social behaviour in general because a lot of civilians are obliged to live under, even, the poverty line.

But, what about the role of Mass Media and the impact they have towards violence? It is true that, especially, young people present a characteristic of imitating, so they are quite vulnerable as far as a stereotype is concerned and in which may such a general behaviour can influence them. Apart all that, it is generally accepted that the coverage of media it is not the appropriate one and nowadays even the extend use of the Internet may be considered as a cause of violence for the youth.

It is our duty as concerned citizens to try to cope with the problem.

Especially, in an era of economic crisis, when modern societies are facing general perils, this duty becomes a necessity. In a multi-cultural society with people coming from different ethnic background it is absolutely crucial to deal with the problem of violence of youth. We have to encourage children not to drop out off school because only education and knowledge will help them in order to become usefull for our society while long-life formation is the key for tuckling the problem of unemployment. An information campaign, is, also, needed to ensure the role of parents in such an effort. Family is a major factor that can guide young people and provide them with those skills which can help them to become aware of the dangers of resorting to violence for solving their problems.

Finally, the ideal solution would be to give all youth a new vision and those ideas which would be necessary to keep them away from violence and bad behaviour.

Words: 388
Score: 9

Comments: This is a moderately satisfactory script (exceeding the word limit). In terms of criterion 1: the task is completed in a more or less satisfactory manner. The genre is appropriate and so is the semi-formal neutral tone of the script produced. Also, the communicative purpose of the task is met; i.e., to explain the cause of violence and make suggestions about ways of preventing it. In terms of criterion 2, the script produced constitutes a continuation of the original article and has a semi-formal closing remark. The cohesive devices used are for the most part appropriate, but there are instances of text incoherence (e.g., *there is a general feeling of disapointment and anger among young people which has its origin from various causes,* and *young people present a characteristic of imitating, so they are quite vulnerable as far as a stereotype is concerned and in which may such a general behaviour can influence them).* In terms of sentence grammar, the candidate has unsuccessfully attempted to produce complex structures (e.g., *the educated jobless are, also, under threat while realising that their options are limitted, whether to join the Unemployment Agency, or to become emmigrants in order to find a job*) and uses awkward phrasing (e.g., *long-life formation is the key for tuckling the problem of unemployment,* and *a lot of civilians are obliged to live under, even, the poverty line). These unsuccessful* attempts locally affect intelligibility. There are also minor spelling problems.

C Act 1 script 23: Unsatisfactory

The causes of today's youth violence are to much. First of all, the high avarage number of young people who haven't is one cause. This makes them feel sad and angry because they see that they haven't future, so they find it exciting and funny to hit each other. A lot of times in their eyes seems like a very intresting hobby. Other serious causes are the weapons and the social medias. Many times social medias cover the youth violence with a wrong way. This makes the young people feel insecure and more and more fightness fells about each other. Nowadays the most common sight at the streets is people who sell weapons. So the avarage of the youth people holds always a weapon in his pocket. Maybe this is the most serious cause for youth violence. Other causes but not to serious are the broken homes, the poverty and the substance abuses.

There are plenty of suggstions to stop this violence until it become more serious. First of all, social medias must manage to cover with a better way the youth violence and to spent more time to the young people. Another idea is to create school climates for youth people, in order to learn better each other. Also, schools must talk to their students about

insitutional racism and the disadvantages that offer in the country and to them. Finally, the country should organise talks for youth people in order to promote them for their respect and their inclusivity.

These are some tips which I think that could decrease youth violence

Words: 262
Score: 3

Comments: This is an unsatisfactory script, much shorter than required, which fails to meet all three criteria. In terms of criterion 1, the candidate has produced an essay, instead of an article, and has partly responded to the communicative purpose set in the task by including few—or none—of the points given. In terms of criterion 2, the candidate has not continued the main body of the article, but has rather produced an independent text with an abrupt beginning and an inappropriate closing remark. Also, cohesion and coherence are seriously problematic (e.g., *First of all, the high avarage number of young people who haven't is one cause,* and *Another idea is to create school climates for youth people, in order to learn better each other*). In terms of sentence grammar, the candidate has made inappropriate lexical and syntactic choices (e.g., *Finally, the country should organise talks for youth people in order to promote them for their respect and their inclusivity* and *This makes the young people feel insecure and more and more fightness fells about each other*) which seriously affect the communication of the intended meaning. There are also spelling mistakes that are not expected at this level (e.g. *avarage, intresting* and *suggstions*).

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

C Act 1 script 24: Score _____

The reasons for the change in violent acts may be unemployment and poverty. Today families suffer from poverty and that can result to an increase of deliquency or a change in the way youths commit crimes, as they are more determined to have financial security. That may lead to more lethal acts, such as robbery instead of theft or homicides.

Another factor that causes violence are the increasing rates of divorces and broken homes. Adolescents need the love and support of their family and when that is not given, they rebel against their parents and society and turn to acts that may draw the attention they so long for.

Furthermore, the environment in which the people are in, plays a significant role in their behaviour. If a youth has friends who also are violent, then there is a big probability of him imitating their behaviour. This is where the mass media come into the picture. Films full of violence, news which show only crimes. Even the heroes are depicted as "brave", and acts of violence are justified. As people see these films they become convinced that violence isn't all that best.

Last but not least, racism and discrination are also factors that result in violence. Today, as the number of immigrants increase, so does racism. Immigrants are accused of taking our jobs, of commiting crimes, which may have a grain of truth, These reasons for people to have hostile behaviour against immigrants, especially illegal.

There are of course ways to decrease the violence. First of all, as parents we should be careful not to expose our children to violence. We should make them feel loved and cared for and cultivate their self-esteem, confidence and self-reliability, so they don't turn to crime-commiting. Also, it would be a good idea for schools, to promote the meanings of respect and multi-culturism, so youths are more tolerant to foreigners.

Furthermore,   the   government   should   take   measures   for

problematic families and secure a foster family for the children who need one. Finally, I believe the regulations of buying a weapon must be stricter

C Act 1 script 25: Score _____

There are many reasons why this violence exists. The deeper ones are based in the economic inequality inherent to our economic system. Unemployment and poverty were always existing problems but they have only became worse these days. This situation has been linked with high crime rate, especially in the younger. It brings despair and anger and fuels violence, since it destroys the hopes of younger people for a better life.

Other, more specific to individuals, issues, are substance abuse and broken homes. and families. While these are not unrelated to economic problems, them make things much worse for the younger people they affect. Substance abuse can be a terrible problem, because it is connected to organized crime, and so creates potential for extremely violent incidents. Also, a family tore apart can make its younger members to feel like they belong nowhere, and therefore make some of them react to such despair with violent behavior.

Some factors that contribute to violence but especially on its lethality, are the approach of weapons, sometimes heavy military type ones, especially in the States. Television and the internet often depict extremely (maw?) violence, getting the public used to it, and access to weapons makes violent crimes way more probable to result in homicides.

Even if though violence is supposed to be a little less older than man and nobody really believes it can disappear, there are many measures that can decrease its frequency. Legislation that makes restrictions in the media strict, so that they will not promote violence with their material, or bigger and better control on weapons, will make society and especially the youth safer. Also, very important for prevention of violence is education. Promotion of a sense of inclusivity for the youth, along with efforts to increase cultural respect and decrease racism will definitely have positive results against violence. Of course the main role of this education belong to schools, but it should not be limited to them, since other institutions, community-based for example, can also be of help.
I believe that increasing youth violence is a very serious problem and it should not be overlooked by the government. I hope that people will make sure something is done and things want become worse.

C Act 1 script 26: Score _____

…But what are the true causes of youth violence? Maybe it is poverty. Maybe it is the media. Maybe the causes are more than one.

One of the most serious problems in our days is poverty which roots form unemployment. Nowadays, a large number of people have no job, many of whom are parents. The stress and depression they have leads to them becoming more and more aggressive. As a result, their children, while watching their parents acting in that way, adopt similar personality characteristics.

One could assume that broken homes play a significant role, too. Many adolescents have poor literature due to that fact. They do not get the right education from their parents and then they cannot realize what is the right thing to do or not. For instance, more and more young people have faced the situation of substance abuse.

As you might already know, in our days criminality rates have increased significantly. People, in order to keep being safe and secure, buy weapons. In addition to this, the media present violence as something enjoyable which makes you seem smarter. Teenagers are conquered by this idea and try to show violence in every means, and particularly by using weapons.

What can be done to eliminate this? This problem can lead to the destruction of our society, as the today's children are the civilians of tomorrow. The key to prevent the devastation of our society is education. Via education, students will be able to understand what is right and what is wrong so that they can make the right choises and become the leaders of our future society.

The influence of the media in the youth is strong. Why shouldn't we get advantage of this and, instead of presenting violence as the key to success, educate them? In our everyday life, we watch or listen to programmes that are uneducative. The world would become better if we replaced those programmes with others which would increase the education level? Another way to prevent the increase of youth violence and, if possible, to decrease it is to provide young people with a place to live and care if they don't have anywhere else to live.

Taking everything into consideration, we can conclude that ether are many factors that affect the violence rates, of which the most important is education. However, the problem can be prevented in many ways.

ACTIVITY 2

Imagine you are a journalist for the online magazine *Cutting Edge*. Using information from the text below, write an **article** to **inform** readers about what 3D printing is and to **present** its practical applications (about 300 words).

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2

Criterion 1: Task completion

Using information from the Greek text about <u>3D printing</u> and some of its practical applications (**topic**), candidates are expected to produce an <u>article</u> (**genre**) for the online magazine *Cutting Edge*. The **communicative purpose** of the article is twofold; first, the candidates are expected to <u>inform</u> readers about what 3D printing is and, second, they must <u>present</u> the practical applications of 3D printing, referred to in the text. In terms of **register**, the article produced is expected to be <u>direct</u> and <u>neutral</u> and the **style** <u>semi-formal</u>. As this is a mediation activity, candidates are

expected to use (almost all) the information provided in the Greek text and relay it appropriately in English, so as to achieve the communicative goal.

Criterion 2: Text grammar

In terms of **organisation**, candidates are expected to produce a well-organised article to be presented in an online magazine with

(a) appropriate introduction,
(b) main body which begins with info about what 3D printing is and continues by presenting its practical applications in great detail and accuracy
(c) appropriate conclusion, possibly referring to the fact that 3D printing is a great technological advancement.

A title for the article should also be provided by the candidates. In terms of **cohesion**, we expect connective words and cohesive devices which should be appropriately used. Ideas in and across paragraphs should be **coherently** linked and flow smoothly.

Criterion 3: Sentence grammar

Candidates' lexical choices should be conducive to the content and the communicative purpose of the text. In general, a wide range of vocabulary and complex grammatical and syntactic structures are expected, as well as the use of informative language.

C Act 2 script 27: Fully satisfactory

3D PRINTING: IT CAN MAKE A DIFFERENCE!

3D Printing is a real technological revolution, which promises to change not only the economy but also our everyday life. But what is a 3D Printer? It's a machine which is able to reproduce an object designed by a computer or a real object scanned by a special device. The digital file thus created, provides data to the printer which is capable of placing thin layers of material on one another and create or re-create the object we want.

3D printing could have many practical applications, the most important being organ transplant. Scientists think that those printers are able to produce human tissue that can replace human cells which malfunction. They created the first bio-printer in 2009: it can make human organs from healthy genetic material of the patient himself, minimising in this way the risk of transplant reject.

The next application is less important but no less impressive. NASA is trying to have a 3D printer designed that could make pizza from different ingredients, replacing in this way most kitchen tools. Eatable chocolate has already been printed and they are also trying to print meat!

The e-commerce could also profit from this invention. Customers will not have to wait for the product they ordered to be delivered at their home. They will click on the: "Print" button and the product will be "delivered" with a few hours' delay. This application could also make prices go down thanks to the direct connection between the producer and the consumer.

Of course we couldn't leave out the car industry: cars, bicycles, even planes have been created with the use of the 3D printers. Spare parts and machines could be made cheaper than ever, and consumers will be able to find the spare part they need for their cars or appliances independantly of how rare or difficult to find they are. We are talking about custom

made! It will also be more eco-friendly to keep our "old" machines instead of throwing them away to buy a whole new one.

And those are only a few of the possible applications. Who knows what scientist will come up with next?

Words: 364
Score: 14-15

Comments: The text satisfies all three criteria, although it slightly exceeds the word limit. In terms of criterion 1: the candidate has produced an appropriate text for the required genre –an article for an online magazine. The candidate has also fully responded to the requirements of the task by relaying the appropriate information from the Greek text. The register and the tone are appropriate (i.e. direct and neutral) and the style is semi-formal as expected. In terms of criterion 2: the script is successfully organized as there is: a) a title (a convention expected for the genre of the text), b) an introductory paragraph which 'sets the scene' and defines what 3D printing is, c) a main body in which the writer presents some of the practical applications of 3D printing and d) a concluding paragraph in which the writer leaves the readers with some food for thought. All the ideas are cohesively and coherently linked and there are no instances when the flow of the script is interrupted. In terms of criterion 3: the language used is informative and the structures employed are quite complex (e.g., *the most important being organ transplant…, The next application is less important but no less impressive…*). Finally, there are a few mistakes in terms of spelling (e.g. *independently….*) and lexicogrammar *(e.g. transplant reject…, Eatable chocolate…)* but they are totally unimportant.

C Act 2 script 28: Moderately satisfactory

Everyday we are witnesses in a race for technological progress and prosperity. We need a lot of articles, concerning how industries struggle to invent new technologies. So the aim of this article is to inform you for the 3D printing.

3D printing reproduce objects using digital files or scanning an object, and create it by putting the ingredients in thin surfaces one above the other.

The usages of the 3D printing technology are many. Firstly in surgery. Inquiries have proved that by using 3D printers it is probable to be efficient to substitude human cells which have problems, by recreating other with bio-printers.

Another proposal for the 3D printers using is in cooking. NASA has given billions of dollars for the inquiry in making long term food, so as to provide astronauts with 3D pizza or other. 3D foods. An industry in the USA has already managed to create 3D chocolate, and another one tries to product 3D meat.

3D printing will dramatically change the online comerse. Instead of purchasing something and waiting for its delivery in a few years we will be eficient to have it very quickly by printing it. In this way shipping fees will be vanished, and the value of the product will be decreased.

The explosion of the 3d printing technology will let us create, parts of cars whose production stopped.

Moreover in aircraft industry they have already produce UATS using 3D printers.

As we can easily understand our life changes from one day to the other, so be ready to create your own food or your own car, by … printing it.

Words: 268
Score: 7-8

Comments: The script meets the three criteria. It satisfies criterion 1 in terms of content and communicative purpose as it informs readers about 3D printing and presents its practical applications. However, the genre is a bit problematic. There is no title and the script reads like an essay. In terms of criterion 2: the script is generally coherent and the cohesive devices used are simple but correct and appropriate. There are many small paragraphs which disrupt the flow of the text. As far as criterion 3 is concerned, the language used is not always appropriate (e.g. the opening sentences) and the grammatical errors are rather serious for this level of proficiency, while at times they interfere with intended meaning (e.g. *they have already produce* and *shipping fees will be vanished,* and *the value of the product will be decreased)*. Although the candidate displays a broad lexical repertoire, there are instances of inappropriate lexical choices (e,g, *inquiries* instead of *research* and *to be eficient* instead of *to be able to*. Spelling errors are rare but present (e.g *eficient* instead of *efficient, comerse* instead of *commerse*).

C Act 2 script 29: Unsatisfactory

According to the text we have 3D printing, which has increased a lot the technology of the last years. People of our days use 3D printing because they say that it's the best thing the human has ever invented. Let's talk about 3D printing.

3D printing promises to change the economy and our daily lives. The machines of 3D printing can create the thing that you put inside them, because they use details of spots. And it has a lot of practical applications, which we will see now.

3D printing has medical abilities. Researcher of University of Oxford say that 3D printing machines can create human webs, which can replace problems in our health. Also from 2009 has invented the first bio-printer which can make human organ. Also it can help in food and cooking. One day maybe kitchens become memory for all the families. Form researches NASA has said a company to make a 3D printer, which can cook a pizza. The same company has already made chocolate and in USA another company has made meat. With the development of technology 3D printing now can help in electronic buying. Now you don't have to take something from the internet but print this with your 3D printing machine. And as a result you don't have to pay enough to take something. And the last application is about cars. Whole cars, bicycles and aeroplanes or boats have already created with the use of these 3D printing machines.

Words: 246
Score: 6

Comments: This script is seriously problematic since it barely satisfies any of the criteria. Though the text responds to the assigned topic, it does not achieve the required communicative purpose. The text reads more like an essay rather than an article. Moreover, source text information is not always effectively relayed. In terms of criterion 2, the text is generally coherent, with simple –sometimes incorrect or inappropriate– cohesive devices. As for criterion 3, there are serious lexicogrammatical errors that may interfere with the intended meaning (e.g. *you don't have to pay enough to take something, 3D printing has medical abilities*) and words, phrases and expressions that are not conducive to the topic (e.g. *human webs*).

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

C Act 2 script 30: Score _____

"3D Printing"

It is apparent that 3D printers are becoming a part of our lives. But what exactly is 3D printing and how can we use it in our daily routine and life?

To start with, 3D printing (third dimension) promises to change our country's economy and people's daily life. 3D printer is a device that makes objects that are inside TV or computer real and bigger than they really are. In order to achieve this, they use special files that have been made only for this reason.

Moreover, 3D printing can help people's lives to become better and easier. For example, a 3D printer can create genes and cells so human organs can be made. This way sick patients that needs some new organs such as heart etc, they can use these organs which reducts the danger, of not this organ suits in patient's organism. This won't happen because these organs are made from patients ones. Not only can 3D printers make organs but also, they can create food! Many food companies around the world have achieved the creation of this kind of food. For example, a company in Misouri has printed an edible chocolate and another at United States has printed edible meat!

Furthermore, more and more people nowadays are buying the products they need through the Internet. With the help of 3D printers these people don't have to wait their products to be delivered at their homes, but they can just print them Another thing that 3D printers can do is to make whole cars, bicycles, boats etc. Not only can 3D printers create whole cars and boost the income of car companies but also they can create cars, bicycles etc the way the consumer wants it. For instance, a consumer can buy products that can be found difficult.

In conclusion, 3D printing can change our lives in a good way and everyone should accept this change.

C Act 2 script 31: Score _____

3D printing promises to change entirely our economy and moreover our daily life. The 3D printing machines reproduce the object we wish to produce by stratifi-cations. Every time they lay small qua-ntities of the materials needed so that the final product is being created progressi-vely. While in the classic way of pro-duction initially are manufactured the parts of a product e.g the parts of a car, the new method aspires to gene-rate the final product simoultaneously with its parts. To achieve this they use data from digital archives, that have been designed anew or they have been created when a natural object is being electronically printed.

One unexpected application of this kind of printing might be in the field of medicine. According to researchers at Ox-ford University. 3D printers have the capability to create human cells. Already in 2009 researchers manufactured the first bio-printer that generates human organs by use of healthy genetic elements from the patient himself.

Another application seems to be at the field of cooking. NASA has already assumed a company to design in apparths that would be able to make food using long.lasting materials. This same company has accomplished printing of eatable chocolate, while another com-pany endeavors to print meat.

Many allege that when 3D printinting will be extended, there will not be a need to message things as well we shall be able just to print

them. So, they say that the prices will be decreased, because of the absence of people who mediate trade.

The car industry has already been transformed in cause of 3D printing. Cars, bicycles, even airplanes has been constructed through these printers. Machines and spare parts should be constructed in high speed and very low cost than ever. In addition to this every car shoud be abapted so that to match to the individual purchaser.

C Act 2 script 32: Score _____

3Do it yourself

"The Future Is Here! Evolutionary Break-throughs!" Great science fiction motos… or not? A new technology comes to change many aspects of our life. And the name of it: 3D-printing. Ok, I know what you are thinking, I have seen the movies too, but hold your judgment and let me explain.

What is a 3D printer. Unlike regular printers who use ink to form a 2d picture on a piece of paper, the 3D printer gets a scan of an object and recreates it by fusing together layers upon layers of materials. The result? Our own personal factory in home you broke your mom's vase? No problem! Create a new one… and many more for future use. Whatever you think, you can build it.

Forget about expensive cars. With simple materials, car-companies will be able to construct a working copy of your car and equally fuctional. Not to mention that you won't have to worry if you crash it. The replacement parts are in your storage already.

Also, this will lead in a downscaling of the prices. What you previously bought and paid for, will be easier to create now. So why the fuss in ordering?

Of course, the scientific community is looking for more applications day by day. NASA wants to create food with this technology to provide for astronauts.

Oxford university claims that 3D-printer can create human body organs from genetic material who will get from the same patient who is in need of a transplant.

Science fiction or not, the technology is here. So, start thinking about creating all the gifts your wife always wanted. You can please her now!

R a t i n g   g r i d s

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**

C-level marking grid		ACTIVITY 1
Task completion	**5**	Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. A faultless sample of writing. Output is fully satisfactory for C2 level.
	4	Appropriate text achieving task communicative purpose for the most part. The text responds to the requirements of the task in terms of text type/register/style. Output partly satisfactory for C2 level
	3	More or less appropriate text, partly responding to the communicative purpose. Minor "violations" in terms of required text type/register/style. Output is satisfactory for C1 level
	2	Partly inappropriate text, getting basic message across. Does not fully respond to the requirements of the task in terms of text type/register/style. Output is partly satisfactory for C1 level.
	1	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Output is generally unsatisfactory for C1 level.
	Score	
Text grammar	**5**	Fully coherent and cohesive text. The candidate uses appropriately and accurately a variety of organizational patterns and a wide range of connectives and other cohesive devices.
	4	Coherent and cohesive text. Use of a satisfactory range of correct and appropriate cohesive devices.
	3	Coherent text. Use of simple but correct and appropriate cohesive devices.
	2	Generally coherent text, with simple –sometimes incorrect or inappropriate– cohesive devices.
	1	The text lacks coherence and cohesiveness is problematic, while some reasoning gaps are evident (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes). Repetitive and restricted use of simple connectives and cohesive devices making segments of the text appear partially disconnected.
	Score	
Sentence grammar	**5**	The text is almost faultless in terms of lexicogrammatical accuracy and appropriacy. The candidate shows great flexibility in using different and complex language forms to accurately convey subtle nuances of meaning displaying a broad and sophisticated lexical repertoire. There are no evident signs of restricted expression due to lack of language competence.
	4	The script indicates consistent control of complex grammatical structures and lexicogrammatical appropriacy. Errors are rare and do not interfere with intelligibility.
	3	High degree of grammatical accuracy and appropriacy throughout the script. Errors are few and do not interfere with intended meaning. The script indicates candidate's broad lexical repertoire. Occasional lapses in terms of appropriacy. Spelling errors are difficult to spot.
	2	Some errors of use and usage that may occasionally locally interfere with intended meaning. A rather limited range of vocabulary with few errors in lexical use and awkward expressions. Uses words, phrases and/or expressions which are not fully appropriate for the context of the situation. Some spelling errors which do not interfere with intended meaning.
	1	Unacceptable for C1 level lexicogrammatical errors and inappropriate language for the context situation. Spelling errors are noticeable.
	Score	
Activity 1 total		

C-level marking grid		ACTIVITY 2
Task completion	5	Fully appropriate text which achieves task communicative purpose. The text embodies the features of the required text type. The candidate mediates effectively and accurately making judicious choices of information appropriate to the task set. A faultless sample of writing. Output is fully satisfactory for C2 level.
	4	Appropriate text achieving task communicative purpose for the most part. The text responds to the requirements of the task in terms of text type/register/style. Pertinent source text information is chosen but is not always relayed appropriately rendering some instances of "awkward translation". Output partly satisfactory for C2 level.
	3	More or less appropriate text, partly responding to the communicative purpose. Minor "violations" in terms of required text type/register/style. The candidate responds to what s/he was asked by transferring pertinent information in the target language, but does so with some difficulty, avoiding to transfer linguistically challenging pieces of information. Output is satisfactory for C1 level.
	2	Partly inappropriate text, getting basic message across. Does not fully respond to the requirements of the task in terms of text type/register/style. Source text information chosen for mediation is not always pertinent or is not always relayed appropriately. Output is partly satisfactory for C1 level.
	1	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Source text information marginally used or inappropriately relayed displaying misunderstanding of the Greek text, misunderstanding of the communicative purpose or inability to transfer the information required correctly. Output is generally unsatisfactory for C1 level.
	Score	
Text grammar	5	Fully coherent and cohesive text. The candidate uses appropriately and accurately a variety of organizational patterns and a wide range of connectives and other cohesive devices.
	4	Coherent and cohesive text. Use of a satisfactory range of correct and appropriate cohesive devices.
	3	Coherent text. Use of simple but correct and appropriate cohesive devices.
	2	Generally coherent text, with simple –sometimes incorrect or inappropriate– cohesive devices.
	1	The text lacks coherence and cohesiveness is problematic. The text that the candidate produces sometimes has reasoning gaps (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes). Repetitive and restricted use of simple connectives and cohesive devices making segments of the text appear partially disconnected.
	Score	
Sentence grammar	5	The text is almost faultless in terms of lexicogrammatical accuracy and appropriacy. The candidate shows great flexibility in using different and complex language forms to accurately convey subtle nuances of meaning displaying a broad and sophisticated lexical repertoire. There are no evident signs that show that the candidate is obliged to restrict what s/he wants to say because of gaps in language knowledge.
	4	The candidate has consistent control of complex grammatical structures and makes appropriate lexico-grammatical choices. Lexicogrammatical errors are rare and difficult to spot and do not interfere with intelligibility.
	3	The candidate maintains a rather high degree of grammatical accuracy and appropriacy throughout; mistakes are few and do not interfere with intended meaning The candidate has a broad lexical repertoire. S/He may make occasional minor lapses in terms of appropriacy but no serious lexical errors. Spelling errors are difficult to spot.
	2	Some errors of use and usage that may occasionally locally interfere with intended meaning. A rather limited range of vocabulary with few errors in lexical use and awkward expressions. S/He may use words, phrases and expressions that do not fully match the context of the situation. Some spelling errors which do not interfere with intended meaning.
	1	Systematically makes errors of grammar and vocabulary not acceptable for C1 level output. Makes errors in the morphology of parts of speech, in syntax or in the use of structures that are appropriate to the context of the situation. Spelling errors are noticeable and often interfere with meaning
	Score	
Activity 2 total		