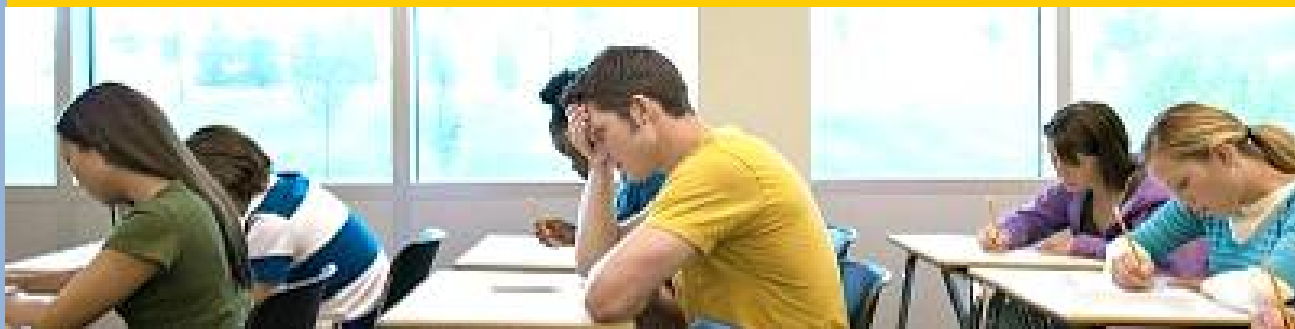




**STATE CERTIFICATE OF LANGUAGE PROFICIENCY**  
MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS  
DIRECTORATE FOR THE CERTIFICATION OF LANGUAGE COMPETENCE

# Script Rater Guide

**MAY 2014**



**European Union**  
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OPERATIONAL PROGRAMME  
EDUCATION AND LIFELONG LEARNING  
*investing in knowledge society*

MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS  
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## ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ ΑΘΗΝΑΣ (Β.Κ.Α.)

Ανδρέα Παπανδρέου 37, 151 80 Μαρούσι

Τηλέφωνο: 210 3443823

### 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 |
|                    | Βάσω Οικονομίδου | Σοφία Παναγή      |
|                    | Αθηνά Χαραμή     |                   |

## 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 C 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. Dendrinou

Athens, May 2014

# 1. Marking short answers

## What are 'short answers'?

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

## How are short answers marked?

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

## Frequently Asked Questions

### 1. Are short answers with spelling mistakes considered wrong?

No, not if the answer is fully intelligible, since these are items in a reading or a listening comprehension test. They are intended to measure the candidates' comprehension rather than their production performance. Therefore, if level candidates' response shows that they have understood the text in question and produced a semantically and pragmatically correct answer, the item is counted as correct.

### 2. Which responses are counted as wrong?

- ⇒ Those which are grammatically correct but do not show that the respondent had understood the text in question.
- ⇒ Those which contain semantic, morphological and/or grammatical errors that *distort* the intended message.
- ⇒ Those which require a specific number of words (one, two, three, etc.) and the candidate provides fewer or more words than s/he is supposed to. The response in such cases is penalized even if it is correct and appropriate.
- ⇒ Those responses which require a two or three word response and the candidate's answer is only partially correct.
- ⇒ Those responses which require that candidates put jumbled words in the correct order, and they do not succeed.

**A LEVEL ENGLISH EXAM**

**MODULE 1: PART B - SHORT ANSWERS**

**ACTIVITY 1**

Fill in the gaps with the right word based on the sentences below (1b-5b), as in the example. The missing words are related to **JOBS** and the first letter is given to help you solve the puzzle.

Συμπλήρωσε τα κενά με τη σωστή λέξη με βάση τις πιο κάτω προτάσεις (1b-5b), όπως στο παράδειγμα. Οι λέξεις που λείπουν είναι σχετικές με **ΕΠΑΓΓΕΛΜΑΤΑ**. Σου δίνεται το πρώτο γράμμα για να σε βοηθήσει να λύσεις το παζλ.

**JOBS QUIZ**

|            |  |                              |
|------------|--|------------------------------|
| <b>EX.</b> | Someone who sells fruits and vegetables in his shop                          | <b>G R E E N G R O C E R</b> |
| <b>1b.</b> | Someone who takes care of our teeth. We go to him when we have a toothache.  | <b>D</b> _____               |
| <b>2b.</b> | Someone who works in the fields and cares for the animals.                   | <b>F</b> _____               |
| <b>3b.</b> | Someone who is skilled with machines and repairs cars and motors.            | <b>M</b> _____               |
| <b>4b.</b> | Someone who cares for sick people and usually works in a hospital.           | <b>N</b> _____               |
| <b>5b.</b> | Someone who works in an office to help with the mail, make appointments etc. | <b>S</b> _____               |

**ANSWER KEY:**

**1b. DENTIST, 2b. FARMER, 3b. MECHANIC, 4b. NURSE, 5b. SECRETARY**

**ACTIVITY 2**

Use the correct form of the words in parentheses to fill in the gaps in the text below (6b-10b), as in the example.

Χρησιμοποίησε τη σωστή μορφή των λέξεων σε παρένθεση για να συμπληρώσεις τα κενά (6b-10b) στο κείμενο που ακολουθεί, όπως στο παράδειγμα.

The screenshot shows a webpage with the following content:

- Header:** Careers Service logo, navigation menu (Home, Career tools, Careers advice, About us, Young People), search bar, and account options.
- Main Title:** 4 JOBS THAT WILL ALWAYS HAVE A FUTURE!
- Text:** Recent statistics show that some jobs will shine in the future! Read on and learn about 4 of them!
- Hotel & holiday resort manager:** People work hard but also expect to enjoy themselves when they go on holiday. They expect their hotel to be as (6b) \_\_\_\_\_ (comfort) as possible, so as to have a relaxing time. They need a good hotel manager.
- Video Game designer:** Both children and adults play more than ever before. If you have a lot of (7b) \_\_\_\_\_ (imagine) and like the gaming world, think about it!
- Police officer:** It is sometimes a (8b) \_\_\_\_\_ (danger) job but the police do not only catch thieves or protect the law. They also help citizens and give them advice. Do you like feeling (9b) \_\_\_\_\_ (use)? Do you care about your fellow citizens?
- Ethical hacker:** Here, your job is to protect a company's computer programmes and make sure you can guarantee their (10b) \_\_\_\_\_ (safe). If you like computer science, this may be the job for you!

**ANSWER KEY:**

**6b. COMFORTABLE, 7b. IMAGINATION, 8b. DANGEROUS, 9b. USEFUL, 10b. SAFETY**

**MODULE 3: PART B - SHORT ANSWERS**

**ACTIVITY 1**

Listen and fill in gaps 1b-5b with the right word.

Άκουσε και συμπλήρωσε τα κενά 1b-5b με τη σωστή λέξη.

**Where are the speakers right now?**



|            |                    |
|------------|--------------------|
| <b>1b.</b> | At the _____ shop. |
| <b>2b.</b> | At the _____ shop. |
| <b>3b.</b> | At the _____ shop. |
| <b>4b.</b> | At the _____ shop. |
| <b>5b.</b> | At the _____ shop. |



Listen again and check your answers.

**ANSWER KEY:**

**1b. TOY, 2b. PET, 3b. SHOES, 4b. FLOWER, 5b. CLOTHES**

**TRANSCRIPT:**

**1b.** *Hi. I'm looking for a present ... for my godson's birthday. Yes, he'll be 9 years old this Sunday. No, not another video game! Something more creative, like a puzzle perhaps.*

**2b.** *No James, we're not going to buy a puppy. We've only come in here to get some food for the cat. Now, come on.*

**3b.** *Hi. I'd like to try these trainers on please. I'm size 43. But I want them in white and blue – not red! How much are they?*


**4b.** *Yes, I'd like a bouquet of the white roses, please, and... some other red tulips... and what's this beautiful plant called? Is it a tropical plant?*

**5b.** *Yes, hello. Do you have this skirt in medium? And have you got anything, a blouse or something that would go with it, in light green or yellow?*

**ACTIVITY 2**

Listen and fill in gaps 6b-10b with the right word, as in the example.

Άκουσε και συμπλήρωσε τα κενά 6b-10b με τη σωστή λέξη, όπως στο παράδειγμα.



# GREAT INVENTIONS QUIZ

Guess which one they're talking about.

|      |  |
|------|--|
| EX.  | I <u>n</u> <u>t</u> <u>e</u> <u>r</u> <u>n</u> <u>e</u> <u>t</u> . |
| 6b.  | T _ _ _ _ _  |
| 7b.  | C _ _ _ _ _  |
| 8b.  | G _ _ _ _ _  |
| 9b.  | C _ _ _ _ _  |
| 10b. | R _ _ _ _ _  |

Listen again and check your answers.

**ANSWER KEY:**

**6b. TELEPHONE, 7b. CAMERA, 8b. GLASS, 9b. CLOCK, 10b. RADIO**

**TRANSCRIPT:**

- 6b. *It makes it possible for people who are far away to talk to one another. What is it?*
- 7b. *These days you can take better pictures with mobile phones, but you need one if you're a professional photographer. What is it?*
- 8b. *It is used in windows. You can usually see through it and it can be made into different shapes and objects, like bottles. What is it?*
- 9b. *This tells us the time. We usually have 2 or 3 in our homes. Sometimes we put it on the wall and other people have it next to their bed to wake them up in the morning. What is it?*
- 10b. *Before the TV, people listened to it – they listened to the news, to music, to stories ... We still listen to it today –especially in our cars. What is it?*



**B LEVEL ENGLISH EXAM****MODULE 1: PART B - SHORT ANSWERS****ACTIVITY 1**

Use the correct form of the words in parentheses to complete the items 1b-5b, as in the example.

## Tips for Surviving a Recession

These are hard times. Here is what you've been waiting for:



How to live more (EX) economically (**economy**) and still enjoy life. First of all, whenever you go to the shops, make sure you have a (1b) \_\_\_\_\_ (**shop**) list. Make a note of the things you need, and only buy the things on your list. You should also avoid shopping at the supermarket – it is (2b) \_\_\_\_\_ (**prefer**) to buy from the small grocer's shop. In the long-run, you will spend less because the (3b) \_\_\_\_\_ (**tempt**) is not that strong. When you buy cereal avoid the big brand names. If your kids complain about generic cereal, put the cereal in their (4b) \_\_\_\_\_ (**favour**) brand box. They probably won't know the difference!

Finally, you save (5b) \_\_\_\_\_ (**electric**) by turning off all electrical equipment at the plug every night – and keep the lights off during the day.

**ANSWER KEY**

**1b. SHOPPING, 2b. PREFERABLE, 3b. TEMPTATION, 4b. FAVOURITE, 5b. ELECTRICITY**

**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 don't s \_\_\_\_\_ why I should do the washing up all the time. It's not fair!  
b) They could still s \_\_\_\_\_ their hometown as it once was.

- 7b.** a) There was a t \_\_\_\_\_ when horses were the main form of transport.  
b) He always needs extra t \_\_\_\_\_ to solve mathematical problems.

- 8b.** a) Be careful not to f \_\_\_\_\_! The road is covered in ice.  
b) No, thanks! I am not going to f \_\_\_\_\_ for that trick again.

- 9b.** a) I find it difficult to e \_\_\_\_\_ myself in English. Can I say it in Greek?  
b) Please send the letter by e \_\_\_\_\_ mail because I need it urgently.

- 10b.** a) How old do you have to be to open an a \_\_\_\_\_ with the bank?  
b) We have to a \_\_\_\_\_ for the missing money. Someone must have taken it.

**ANSWER KEY**

**6b. SEE, 7b. TIME, 8b. FALL, 9b. EXPRESS, 10b. ACCOUNT**

**MODULE 3: PART B - SHORT ANSWERS**

**ACTIVITY 1**

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



What is this salesperson trying to sell?

|            |                |   |
|------------|----------------|---|
| <b>EX.</b> | <u>toaster</u> |  |
| <b>1b.</b> | _____          |  |
| <b>2b.</b> | _____          |  |
| <b>3b.</b> | _____          |  |
| <b>4b.</b> | _____          |  |
| <b>5b.</b> | _____          |  |

Listen again and check your answers.

**ANSWER KEY**

**1b.** FRIDGE / REFRIGERATOR / COOLER, **2b.** COOKER / OVEN, **3b.** WASHING MACHINE, **4b.** DISHWASHER, **5b.** AIR CONDITIONER

**TRANSCRIPT:**

- 1b.** *OK, well the smallest model we've got is this one over here. This is just for keeping milk and water cold, and things like that. And it's perfect if you've only got a small space, just the right size let's say to put in the corner of an office or something like that.*
- 2b.** *Over here Madam is our very latest model. As you can see, it is very large, it has 3 selves inside so you can roast your chicken and bake your potatoes at the same time. It heats up very quickly and it's very economical.*
- 3b.** *Right. This is our largest and latest model. I think it takes up to 10 kg of clothes. You can even put in blankets, if you want – it's got a special programme for them.*
- 4b.** *We've found this is one of our best-selling models for customers with large families and lots of washing up. It's got a special programme for pots and pans – and you can choose a mini-wash programme to save water.*
- 5b.** *Well, this model here is selling really well this summer. It's got an automatic thermostat of course, so you can make sure the temperature in the room stays exactly as you want it, keeping you nice and cool even during the hottest months.*

**ACTIVITY 2**

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

Which activities do these people like doing?



|      |                |  |
|------|----------------|--|
| EX.  | <u>writing</u> |  |
| 6b.  | _____          |  |
| 7b.  | _____          |  |
| 8b.  | _____          |  |
| 9b.  | _____          |  |
| 10b. | _____          |  |

Listen again and check your answers.

**ANSWER KEY**

6b. PAINTING, 7b. CYCLING, 8b. FLYING, 9b. PHOTOGRAPHY, 10b. READING

**TRANSCRIPT:**

**6b.** OK let's put some nice little highlights in here. I'm going to take a little bit of titanium white, a little bit of the cad yellow, not much, just a small amount, a little touch of the lizard crimson, maybe a little yellow ochre. There's a multitude of colours here, it's not one flat dead old colour. I want a lot of things happening in this little pile of colour. Push the brush. Give it a little push. That loads colour right out on the tip of the bristles. Now then we're going to go up in here, and just using that little corner, you can begin putting in all kinds of little shapes.

**7b.** It gives me a lot of freedom to go to places, and that was one of the things that were initially attractive to me when I was a kid. Because I could get on my bike and ride wherever I wanted to in London at such a young age, and I loved that about it. And I still enjoy that today. From a team point of view and everything, it's one of the best sports in the world to be involved in.

**8b.** When I was about 4 years old folks were visiting out the Aberdeen from Idaho, and they went down the Pacific beach, and there was the guy with the bi-plane, and he was there on the packsand, he was taking people up for rides for one dollar. And my mother was afraid of aeroplanes, she didn't want me to go up even though it only cost a dollar. But the pilot held me up so I could look inside the cockpit. I remember that, and that was the dream that hung with me. And I said some day, I'm going to own a bi-plane. Decades later I realized that dream.

**9b.** I can express my creativity by shooting from different angles and perspectives. So, it's a great way of recording bits and pieces of life. And the moments that you capture now can help you recall those precious memories in the future. It's also easy to incorporate photos into our daily life, such as Facebook and Instagram, and also gifts to family and friends.

**10b.** Growing up, this is before the internet was even a thing, where you could order a book off of Amazon, or... and you had to go to the library. I remember that my mom would be in the kitchen while my brother and I were playing in the living room, and she would ask "Does anyone want to go to the library?" And I would have my shoes on before she had even left the kitchen. We would go there and I would walk the aisles of books and I was so amazed by what books I could really get.

**C LEVEL ENGLISH EXAM**

**MODULE 1: PART B - SHORT ANSWERS**

**ACTIVITY 1**

Fill in gaps 1b-5b with the appropriate words to complete the statements. Use each of your choices only once.

|     |   |
|-----|---|
| 1b. | _____ Europeans did not invent slavery, they long benefited from it, causing untold deaths and suffering under colonialism and imperialism. |
| 2b  | _____ that the US got there first, political revolution is also the child of Europe.  |
| 3b  | I provide these examples _____ to argue that Europe has a social system worth safeguarding and fighting for.                                |
| 4b. | A psychologist might say that the differences in my children's behaviour have come about as _____ my having treated them differently.       |
| 5b. | _____ twenty or thirty years ago did anyone even question whether there were such things as boys' toys or girls' toys.                      |

**ANSWER KEY**

1b. ALTHOUGH, 2b. DESPITE THE FACT, 3b. SO AS / IN ORDER, 4b. A RESULT OF / A COSNEQUENCE OF, 5b. NOT UNTIL

**ACTIVITY 2**

Read the text below and choose ONE word that fits the gap for items 6b-10b. The first letter of each word is provided and the dashes correspond to the missing letters.

Home - Psycho Physics

NAVIGATION

- About
- Physics: An Intro...
- Newtons Theory: Laws of Motion
- Archimedes' Principle
- Archimedes' Mathematics
- The Recovery of Archimedes' Method

Physics is one of the oldest academic **6b)** d \_\_\_\_\_, perhaps the oldest through its inclusion of astronomy. It involves the study of matter and its motion through space and time, along with related concepts such as energy and force. More broadly, it is the general analysis of nature to understand how the universe behaves. Drawing heavily on experiments **(7b)** c \_\_\_\_\_ over the last two millennia, physics has been a part of natural philosophy along with chemistry, certain branches of mathematics, and biology. Physics intersects with many interdisciplinary **(8b)** r \_\_\_\_\_ areas such as biophysics and quantum chemistry, and its boundaries are not rigidly defined. New ideas in physics often explain the very basic and **(9b)** f \_\_\_\_\_ mechanisms of other sciences while opening new avenues for investigation in areas such as mathematics and philosophy.

Physics also makes significant contributions through applications in new technologies and new forms of **(10b)** e\_\_\_\_\_ that can probably give an effective solution to fuel-related economy problems that all countries face. Similarly, progress in the understanding of electromagnetism or nuclear physics led directly to the development of new products which have dramatically transformed modern-day society, such as television, computers, domestic appliances, and nuclear weapons; progress in thermodynamics led to the development of industrialization; and progress in mechanics inspired the development of calculus.

If you enjoyed this article, please consider sharing it!

**ANSWER KEY**

**6b. DISCIPLINES, 7b. CONDUCTED, 8b. RESEARCH, 9b. FUNDAMENTAL, 10b. ENERGY**

**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                          |
|-------------|---|---|
| <b>0.</b>   | <b>Hotel reservation confirmation</b><br>If you <u>would like additional information about</u> your destination hotel, visit us online.   | additional - about - would - information - like |
| <b>11b.</b> | <b>School report</b><br>Christos has worked reasonably hard this term, but if he is to attain the grades _____ capable, he needs to step up a gear over the next few months.            | be - him - know - of - to - which - we          |
| <b>12b.</b> | <b>Travel report</b><br>The city's social scene is thriving, and the _____ with students and tourists, creating an artsy ambience you won't want to miss.                               | sidestreets - teem - once - sleepy - now        |
| <b>13b.</b> | <b>Car safety notice</b><br>Optimum benefit is obtained from the seat belt with the seat upright. _____ occupants be allowed to travel with the seat back reclined steeply.             | account - front - must - no - on - seat         |
| <b>14b.</b> | <b>Leaflet</b><br>The middle terrace shows the designer's trademark naturalistic planting off to perfection, _____ east extends across the arboretum to a group of mature Wellingtonia. | a - fine - the - to - vista - while             |
| <b>15b.</b> | <b>Film review</b><br>It's a brave director who takes on The Great Gatsby. Since its publication in 1925, F. Scott Fitzgerald's novel has been adapted no less than _____ success.      | but - four - little - times - with              |

**ANSWER KEY**

**11b. OF WHICH WE KNOW HIM TO BE**

**12b. ONCE SLEEPY SIDESTREETS NOW TEEM/ ONCE SLEEPY SIDESTREETS TEEM NOW**

**13b. ON NO ACCOUNT MUST FRONTSEAT**

**14b. WHILE A FINE VISTA TO THE**

**15b. FOUR TIMES BUT WITH LITTLE**

**ACTIVITY 4**

Fill in the gaps 16a-20a with 1-3 words which complete an English *idiomatic expression* so that the statements below make sense.

|             |   |
|-------------|---|
| <b>16b.</b> | The house was in a mess after the party, so my sister and I had to roll _____ and start cleaning before our parents were back!  |
| <b>17b.</b> | I think that it's totally unfair how she treated him. I remember last time when he tried to help her, he gave her a big loan to salvage her home and when he asked when she'd be able to return the loan she told him to get _____.   |
| <b>18b.</b> | He drives us up _____ with his constant nagging. He's always been that way, but the older he gets the worse he becomes. I don't think I can take it anymore. I'm going to move out even if I have no money to rent a place on my own. |

|             |   |
|-------------|---|
| <b>19b.</b> | Jack enjoys the pleasures of a rural life but he’s always complaining about how isolated he feels and how he can’t make interesting friends. Well, what I told him is that he can’t have his pie and _____ too. |
| <b>20b.</b> | He shows a lot of authority, especially when he’s addressing the board of the company but in fact it’s his wife who _____. It was with her money that they expanded.  |

**ANSWER KEY**

- 16b.** UP OUR SLEEVES
- 17b.** LOST
- 18b.** THE WALL
- 19b.** EAT IT
- 20b.** CALLS THE SHOTS

**MODULE 3: PART B - SHORT ANSWERS**

**ACTIVITY 1**

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

|            |   |
|------------|---|
| <b>1b.</b> | Isabella Bird mostly wrote _____ literature.                          |
| <b>2b.</b> | In her _____ decade, Isabella had many adventures.                    |
| <b>3b.</b> | Meg Rosoff writes novels targeting a _____ readership.                |
| <b>4b.</b> | One of Meg Rosoff’s _____ novels became a bestseller and a movie.     |
| <b>5b.</b> | Meg Rosoff’s novel that was nominated for an award was her _____ one. |

**Listen again and check your answers.**

**ANSWER KEY**

- 1b.** TRAVEL, **2b.** SEVENTH/ (SIXTH), **3b.** YOUNG / YOUNGER, **4b.** ROMANCE, **5b.** LAST/RECENT/LATEST

**TRANSCRIPT:**

*Today we’re meeting one of the most adventurous of Victorian women –a travel writer who brought a personal touch and a political edge to a new discipline, the first female fellow of the Royal Geographical Society, a woman of whom the Spectator said “Ms. Bird is an ideal traveler with a heaven-sent faculty for having adventures.” Traveling for travel’s sake, she was the first woman to climb one of the highest volcanoes in the world. She traveled eight thousand miles through the Yangtze Valley, rode elephants through Malaya, fell in love with a one-eyed wild-west desperado and rode with Berbers in the High Atlas in her late 60s. Isabella is the chosen life of Meg Rosoff –one of our most celebrated writers of serious novels for young people. How I live now about a teenage love affair in a post-apocalyptic Britain became an international best-seller. It won the Guardian Fiction Prize and has just been turned into a film directed by Kevin McDonald. Her latest novel Picture me gone was nominated for America’s National Book Awards. Meg is from Boston, but she’s lived and worked here since 1989. Meg why the fascination with Isabella Bird?*

**ACTIVITY 2**

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

|             |  |
|-------------|--|
| <b>6b.</b>  | This woman probably works in the discipline of _____ .                           |
| <b>7b.</b>  | The study of nonverbal behaviour impacts our _____ of others.                    |
| <b>8b.</b>  | The first example refers to a study conducted in the field of _____ .            |
| <b>9b.</b>  | The second example refers to a study conducted in the field of _____ .           |
| <b>10b.</b> | She gives a third example of a study which was conducted in the field of _____ . |

**ANSWER KEY****6b. SOCIAL SCIENCE, 7b. JUDGEMENT, 8b. MEDICINE, 9b. POLITICS, 10b. EDUCATION****TRANSCRIPT:**

....so um a handshake or the lack of a handshake can have us talking for weeks and weeks and weeks, even the BBC and The New York Times. So obviously when we think about nonverbal behavior, or body language -- but we call it nonverbals as social scientists -- it's language, so we think about communication. When we think about communication, we think about interactions. So what is your body language communicating to me? What's mine communicating to you? And there's a lot of reason to believe that this is a valid way to look at this. So social scientists have spent a lot of time looking at the effects of our body language, or other people's body language, on judgments. And we make sweeping judgments and inferences from body language. And those judgments can predict really meaningful life outcomes like who we hire or promote, who we ask out on a date. For example, Nalini Ambady, a researcher at Tufts University, shows that when people watch 30 minute...30-second soundless clips of real physician-patient interactions, their judgments of the physician's niceness predict whether or not that physician will be sued. So it doesn't have to do so much with whether or not that physician was incompetent, but do we like that person and how they interacted? Even more dramatic, Alex Todorov at Princeton has shown us that judgments of political candidates' faces in just one second predict 70 percent of U.S. Senate and gubernatorial race outcomes... I notice that MBA students really exhibit the full range of power nonverbals. So you have people who are like caricatures of alphas, really coming into the room, they get right into the middle of the room before class even starts, like they really want to occupy space. When they sit down, they're sort of spread out. They raise their hands like this. You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand.

## 2. Marking scripts

### 2.1. Marking A level scripts

#### Evaluation criteria and output expectations

##### Activity 1: TASK COMPLETION (5-1)

Candidates are graded on a 5-1 scale for the following:

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

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

**ACTIVITY 1**

**National Geographic Kids** is a magazine for children between 6 and 14 years old and it has articles, games and quizzes about nature and wildlife. Complete this questionnaire in **National Geographic Kids** and get this month's issue for free.

Το **National Geographic Kids** είναι ένα περιοδικό για παιδιά ηλικίας 6 έως 14 χρονών και περιέχει άρθρα, παιχνίδια και κουίζ για τη φύση και τα ζώα. Συμπλήρωσε αυτό το ερωτηματολόγιο στο περιοδικό **National Geographic Kids** και κέρδισε το τεύχος του μήνα.



**STEP 1**

✓ Yes! I want to win this month's *National*

**STEP 2**

Answer the following questions:

1. How old are you? *I'm thirteen years old.*
2. Do you like *National Geographic Kids*?  Yes, a lot.  It's ok.  Not much.  
Write two things you like about it:  
a) *the pictures of the animals,* b) *the posters.*
3. Who told you about *National Geographic Kids*? *My best friend.*
4. When? *Last summer.*
5. Would you buy *National Geographic Kids* again? Why or why not?  
*Yes, I like reading about wild animals.*
6. Write one thing you liked about the *National Geographic Kids*.  
*You learn many things about nature and the animals.*
7. Write one thing you did not like about it.  
*The quizzes were difficult.*



Send us your answers and the most popular animals will be in the next

8. Write two of your favourite sea animals:  
a) *dolphin.*  
b) *octopus.*



9. Write two of your favourite wild animals:  
a) *tiger,* b) *lion.*

10. What would you like to know about animals? (Write two questions).  
a) *How long do they live?* b) *How often do they eat?*





**Activity 2: TASK COMPLETION (5-1)**

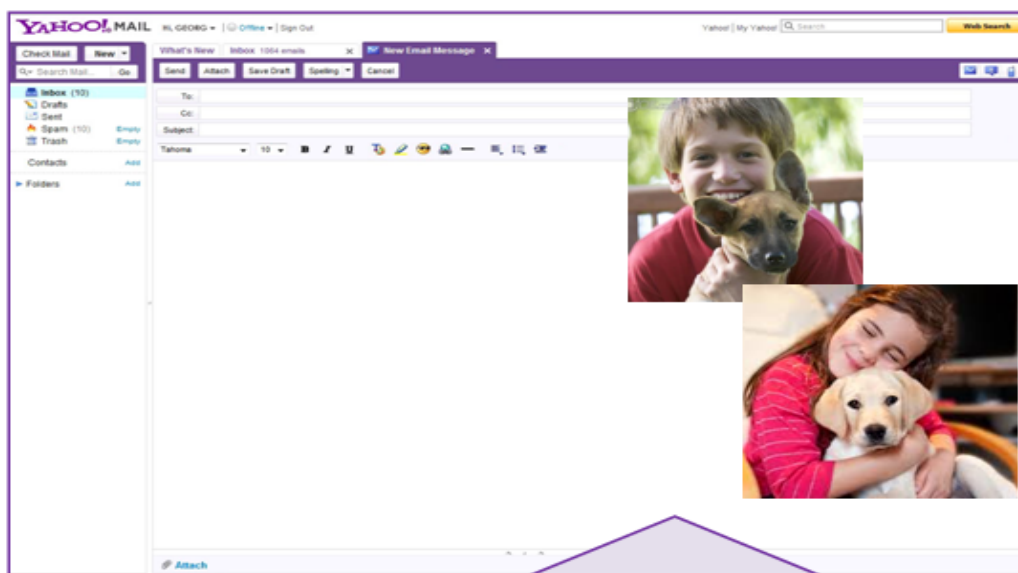
Candidates are graded on a 5-1 scale depending on whether or not they:

- have produced a text of about 60-70 words that embodies the features of an **e-mail** message addressing a friend and includes: a) an opening (e.g., *Hi! How are you?*), b) a main body discussing the information points given and c) a closing (e.g., *bye for now, love, kisses, etc.*).
- have responded to the **communicative purpose** of the text, which is to inform a friend about the puppy they received as a birthday present.
- have used the information points given in order to produce their texts (*What does the puppy look like? (e.g. colour, size), What do you do together?, Do you love your puppy? Why?*)

**ACTIVITY 2**

**Write an e-mail (60-70 words) to your Italian friend Elena about a puppy that you got as a present for your birthday. Include the information points below. Sign as Georgie (not with your real name).**

Γράψε ένα email (60-70 λέξεων) στην Ιταλίδα φίλη σου την Elena και πες της για ένα σκυλάκι που σου χάρισαν για τα γενέθλιά σου. Να συμπεριλάβεις και τα παρακάτω σημεία (information points). Υπόγραψε ως Georgie (όχι με το πραγματικό σου όνομα!).



**INFORMATION POINTS**

1. What does the puppy look like? (e.g. colour, size)
2. What do you do together?
3. Do you love your puppy? Why?

**Activity 3: TASK COMPLETION (5-1)**

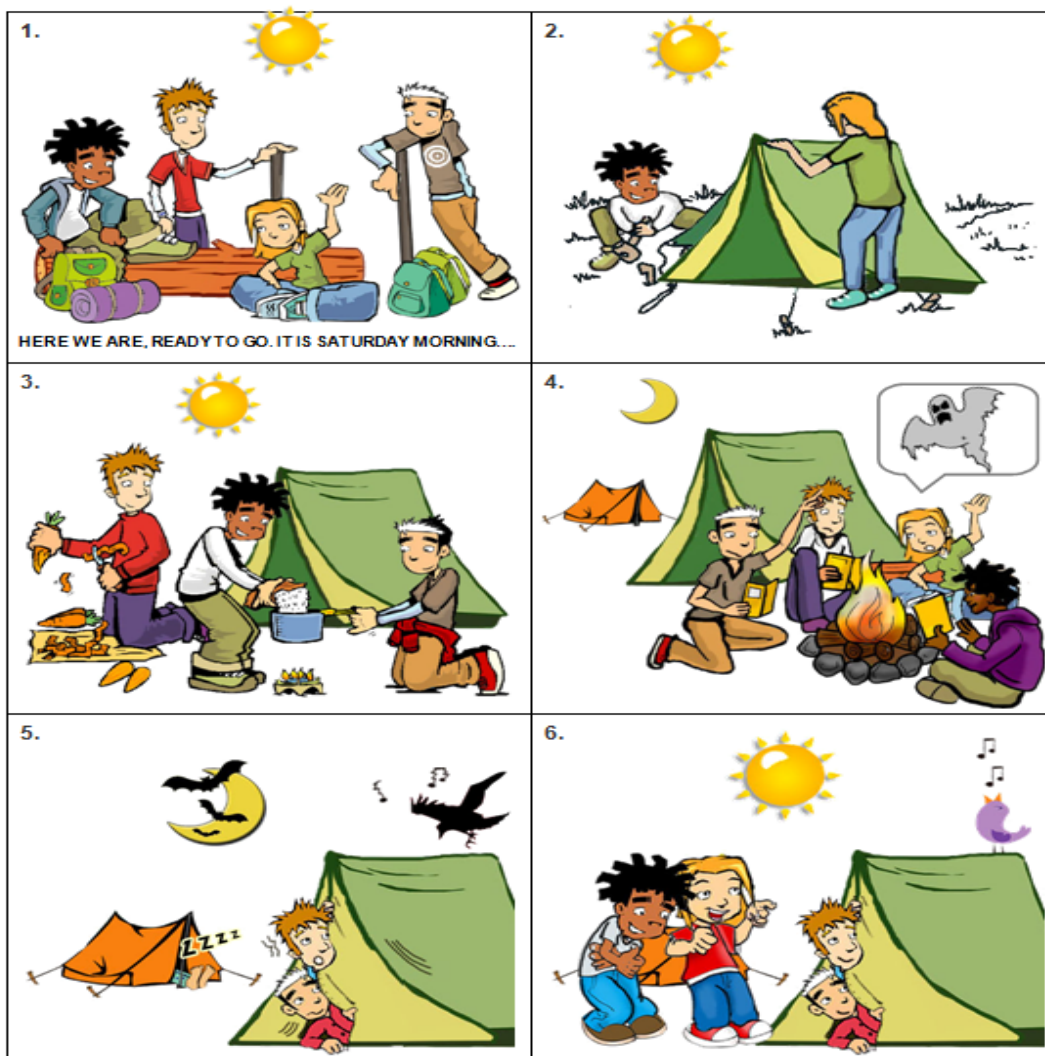
**TASK PERFORMANCE:**

Candidates are graded on a **5-1** scale depending on whether or not they produced meaningful statements to describe the visual cues. The answers provided below are indicative of what is expected. However, we accept any logical, meaningful response. We do not accept responses which are grammatically correct but make no sense in this context.

**ACTIVITY 3**

Use the pictures and think up the story for the comic strip below. We started it for you...

Χρησιμοποίησε τις εικόνες και φαντάσου μια ιστορία για το παρακάτω κόμικ. Εμείς την ξεκινήσαμε...



**A. Here are examples of isolated responses:**

(EX) Here we are, ready to go. It's Saturday morning.

(picture 2) When we arrived we set our tent

(picture 3) Then we started preparing our lunch.

(picture 4) At night, we gathered around the fire and we told stories about ghosts!

(picture 5) While we were sleeping, we heard a strange noise and we were so scared!

(picture 6) When we woke up in the morning, we saw a bird singing on our tent and we started laughing! That was the frightening noise we heard at night! A bird singing...

**Activity 4: TASK COMPLETION (5-1)**

Candidates are graded on a 5-1 scale depending on whether or not they:

- (a) have produced a text (of about 70-80 words) that embodies the features of an e-mail message and includes: a) an address form like 'Dear Paul', or an opening, such as 'Hi! How are you?' or 'I hope you're well', b) an introduction to the topic, such as 'I can give you some tips that will help', c) a main body with information making use of the cues given, and d) a

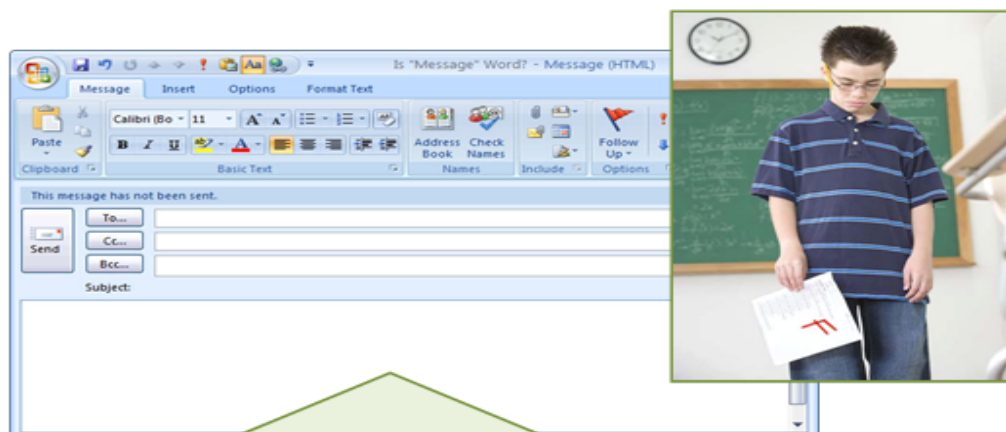
closing of a personal nature, i.e., addressed to a friend, such as *'I hope my tips will help you'*.

- (b) have responded to the **communicative purpose** of the task, i.e., to give advice to their friend .  
 (c) have used (some or all) the cues provided in order to give some tips to their friend about how to get better at school.

#### ACTIVITY 4

Your friend Paul isn't doing well in school and needs help. Write a message to him (70-80 words) and tell him what he should do. Use the tips below. Sign as Alex (not with your real name).

Ο φίλος σου ο Paul δεν τα πάει καλά στο σχολείο και χρειάζεται τη βοήθειά σου. Στείλε του ένα μήνυμα (70-80 λέξεις) να του πεις τι να κάνει. Χρησιμοποίησε τις παρακάτω ιδέες (tips). Υπόγραψε ως Άλεξ (όχι με το πραγματικό σου όνομα).



The image shows a screenshot of an email composition window on the left and a photograph of a young boy in a classroom on the right. The boy is wearing glasses and a blue and white striped polo shirt, looking down at a piece of paper he is holding. The classroom background includes a green chalkboard and a clock on the wall.

**Tips**

Tell him to:

- ask the teacher to explain
- use the Internet to look for more information
- take notes
- study with a friend

#### OVERALL LANGUAGE PERFORMANCE (refers to all four activities)

All four activities of the A1/A2 level writing test are assessed on the basis of 4 criteria which relate to the quality of language output: *spelling & punctuation, vocabulary range, accuracy* and *appropriacy*.

Candidates are graded on a 5-1 scale for each of the above criteria.

**Spelling & punctuation:** candidates' texts should be generally accurate in terms of spelling and punctuation. Spelling errors are expected at these levels and should not be taken into account as long as they do not interfere with the intelligibility of the text locally or as a whole.

**Vocabulary range:** candidates' texts should employ a basic range of simple words and expressions in order to express intended meaning. Words should be generally morphologically and semantically correct.

**Accuracy:** Simple and basic structures are used correctly for the most part in candidates' texts. Grammatical errors are expected at these levels but should not seriously interfere with intelligibility.

**Appropriacy:** the words, phrases or expressions used are generally appropriate and conducive to the topic.

**Only for activities 2 and 4** there are **two extra criteria** for assessing overall language performance:

**Text organization:** texts should have a clear organization (.i.e in the case of personal email an opening, main body and closing are expected). Paragraphing is appropriate for the given genre.

**Cohesion & Cohesion:** Candidates' texts use simple and basic cohesive devices (and, or, but) appropriately in order to link simple sentences effectively. Texts are on the whole coherent and ideas are cohesively linked.

**Here are some candidate booklets and how we marked them according to the criteria of Part 1 and Part 2 of the rating grid:**

### Candidate Booklet 1

#### Activity 1 script 1: Fully satisfactory

1. *I'm 13 years old.*
2. *a) It helps me to learn more things about animals.  
b) It's very interesting.*
3. *My best friend Marietta told me about it.*
4. *When we were 8 years old.*
5. *Yes, of course I would buy it again! I think it's a very good way to learn many things about animals.*
6. *It has really amazing pictures. I think they were taken at the right time.*
7. *Sometimes it doesn't have all the informations I would like to know.*
8. *a) dolphin  
b) shark*
9. *a) tiger  
b) bear*
10. *a) How much can live a tiger?  
b) How much time can a dolphin stay under the water?*

Words: 96

Task completion: 5 (The candidate has responded meaningfully to all items).

#### Activity 2 script 2: Fully satisfactory

*Hey Elena! How is it going? Well. I hope you are fine because I really am! My parents gave me a puppy! It is so cute. I named it Jack because I think it is the best name for it. It is white with black eyes. Because it is Labrador it is really big for one month old. It likes running so we playing all the time. It likes cauching the ball. The only problem is that it eat a lot and it is a little fat. However, I love it. I really think that it love me too. It is male but it doesn't matter I'm ok with that. It is the best birthday's gift ever!*

*How about you? Do you have a dog there at Italy?*

*Your friend,  
Georgie.*

Words: 131

Task Completion: 5

Comments: This is a fully satisfactory script. The candidate has produced an appropriate text, fully achieving the communicative purpose, which is to inform a friend about a puppy they have received as a birthday present. Although the text produced exceeds the word limit, it successfully embodies the features of the required genre, i.e., an e-mail message. Finally, the candidate has successfully incorporated all the information points given, in order to produce his/her text.

### Activity 3 script 3: Fully satisfactory

1. *Here we are, ready to go. It is Saturday morning.*
2. *We put up our tent.*
3. *We cooked lunch.*
4. *At night we were telling stories about ghosts and monsters next to the fire.*
5. *At midnight there was a bird on our tent wich it really scared me.*
6. *At the morning we found out that it was only a really cute bird.*

Words: 65

Task Completion: 5 (The candidate has responded meaningfully to all items).

### Activity 4 script 4: Fully satisfactory

*Hey Paul! I know that you aren't a very good student so I wanted to tell you some things that I think they will help you. Ok, so here we go! First of all. If you sometimes have questions you can ask your teacher to explain it to you. You don't have to be shy. If you have a project you can use the Internet to look for more informations. You have to take always some notes to every subject. I think that it will help you to study sometimes with a friend who is a little better than you at school. I really wish you good luck. Write me back soon and tell me if I helped you!*

*Your friend  
Alex.*

Words: 122

Task Completion: 5

Comments: The candidate has produced an appropriate text that embodies the features of the required genre (e-mail message), a) an address form (*Hey Paul*), b) an introduction to the topic (*I know that you aren't a very good student, so...*), c) a main body with information, having made use of the cues given, and d) a closing of a personal nature (*I really wish you good luck. Write me...*). In addition, the candidate has successfully responded to the communicative purpose of the activity, which is to give advice to his/her friend on how to get better at school, having used all the cues provided. It should be pointed out, however, that the word limit has been exceeded.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: The candidate has produced generally accurate texts in terms of spelling and punctuation, with occasional spelling and punctuation errors (e.g., *cauching*), which, however, do not interfere with the intelligibility of the texts. A basic range of vocabulary is used, expressing intended meaning at each task. The words used are, generally, morphologically and semantically correct. Additionally, the candidate uses simple grammatical structures and sentence patterns, getting messages across clearly. The mistakes made in terms of accuracy do not interfere with intelligibility (e.g., *informations, it eat*). The words, phrases and expressions used are conducive to the topics and appropriate for the context. In activities 2 and 4, information and ideas are clearly organised and presented. The texts are, on the whole, coherent and ideas are coherently linked.

| Criteria               | Score    |
|------------------------|----------|
| Spelling & Punctuation | 4 (or 5) |
| Vocabulary range       | 5        |
| Accuracy               | 4        |
| Appropriacy            | 5        |
| Text organisation      | 5        |
| Cohesion & Coherence   | 5        |

**Candidate Booklet 2**

**Activity 1 script 5: Moderately satisfactory**

1. *I am eleven years old.*
2. *a) because it have animals. b) because I learn a lot of things about the world.*
3. *My brother.*
4. *When I was nine years old.*
5. *Yes, because I like read it.*
6. *I like the photoes with wild animals.*
7. *It has little pages.*
8. *a) dolphin  
b) octopus*
9. *a) tiger  
b) leon*
10. *a) How long time do they live  
b) Where snaiks live*

Words: 56

Task completion: 4 (The candidate has responded meaningfully to almost all items).

**Activity 2 script 6: Moderately satisfactory**

*Dear Elena,*

*Hi! I found a dog and it is white with blew eyes and it is very small. We are playing every day in our garden and I am taking him for walk every day. In the morning we are washing him because at night he play in the garden.*

*I love my puppy because it is very cute and funny sometimes, because he try to jump but he fall down.*

*Georgie.*

Words: 72

Task Completion: 3-4

Comments: The candidate has produced a text that embodies the features of the required genre (e-mail message), although the ending is fairly abrupt. In addition, the candidate has responded to the communicative purpose of the task for the most part, as he/she has indeed provided information to a friend about a puppy which, however, he/she has not received as a birthday present, but has rather found. Still, the output is considered satisfactory for A1 level.

**Activity 3 script 7: Moderately satisfactory**

2. *lets make our cambing to stay here.*
3. *You must make the food to eat.*
4. *Then we can tell stories.*
5. *And go to bed.*
6. *We find a bird like an dog.*

Words: 29

Task completion: 4 (the candidate has responded to all items, but the responses are not well linked to the visual cues).

**Activity 4 script 8: Moderately satisfactory**

*Dear Paul,*

*You can ask your teacher to explain to you something that you don't understand or you can use the internet for some better idias like how to do your homework easy and fast or some maners to learn the History.*

*If you want you can call to your friend to come and study with you and then you can be better than now. If you don't like to have a friend to read together you can do it alown.*

*See you soon,*

*Alex.*

Words: 85

Task Completion: 4

Comments: The candidate has produced a quite meaningful response to the task requirement, giving advice to his/her friend about how to get better at school (communicative purpose). Although the opening of the e-mail (genre) is fairly abrupt, the text produced has the characteristics of an e-mail message, with an address form in the beginning, a main body with information, making use of the cues given, and a closing remark. Generally, the output is satisfactory for the level.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: The candidate has produced texts with a few spelling and punctuation errors that locally interfere with intelligibility (i.e., *blew eyes, idias, maners, alown, cambing*). He/she uses a basic range of simple vocabulary, with some lapses in certain choices that may interfere with the intended meaning. There are also some problematic grammatical structures and, at times, problematic use of tenses (i.e. *"taking him for walk", "in the morning we are washing him", "at night he play", "how to do your homework easy", "learn the History"*). Words and phrases are more or less appropriately used for the relevant context of situation. In terms of text organisation, texts produced for activities 2 & 4 are clearly organised and paragraphing is appropriate. Finally, the texts are, on the whole, coherent and ideas are coherently linked.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 2-3   |
| Vocabulary range       | 3     |
| Accuracy               | 2-3   |
| Appropriacy            | 4     |
| Text organisation      | 5     |
| Cohesion & Coherence   | 4     |

**Candidate Booklet 3****Activity 1 script 9: Unsatisfactory**

*It the comic have animal.  
 And it tell for the animals.  
 It the comic is for kids.  
 I study a comic with happier.  
 Why I like.  
 Have the animals and tell for the wild west.  
 It tell for the animals.  
 My favourite animals the sea is the turtle and the octopus.  
 My favourite animals the wild is the tiger and elephant.*

Word: 61

Task completion: 1 (most responses are incomprehensible)**Activity 2 script 10: Unsatisfactory**

*Hello Elena,  
 How are you? I'm this year the my berthday me a pappy. It the pappy  
 white eyes, big hear and have big blak arm. I ring the my arm and it  
 came. All my friend play the my pappy and he the pappy have many fan.  
 It the my pappy the love many more is good and no bad. I love you,  
 Georgie*

Words: 69

Task Completion: 1

Comments: The candidate has produced an unsatisfactory text for A1 level. Although there is an opening and a closing remark, appropriate for the genre (e-mail message), the main body is incomprehensible for the most part. Therefore, the communicative purpose of the text, which is to inform a friend about the puppy he/she has received as a birthday present, has not been achieved.

**Activity 3 script 11: Unsatisfactory**

*The kids make the skine and when make they make a food for the eat.  
 They the night told the fantasma. The night who sleeps they fly many more  
 bad birds. And they the birds nike a good birds and nike on the skine. The  
 kids stand up and say the birds and fovithican. The morning stand up  
 and athers kids and happy.*

Words: 63

Task completion: 1 (the provided responses are incomprehensible).**Activity 4 script 12: Unsatisfactory**

*Hello Paul,  
 How are you. You for to good the school want to do when tell. You want to  
 not site the internet every day. You want to play out 1 hour. When you went  
 the house to eat and you go to your room and to your homework. When you  
 don't to can the your homework you do say the your friend to help the your  
 homework. I love.  
 Alex.*

Words: 70

Task Completion: 1

Comments: The candidate has produced a text which is incomprehensible. The communicative purpose has not been achieved and the output is unsatisfactory for A1 level. There is, however, an opening remark which is appropriate for the required genre (e-mail message).



Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)  
Comments: The candidate has produced texts with many spelling and punctuation errors that interfere with intelligibility (i.e., *turtle, octopus, elefant, berthday, blak, skine, fantasma, fovithikan*). A few scattered words have been used and there are many lapses in word choices that interfere with the intended meaning (i.e., '*the night told the fantasma*', '*say the birds and fovithican*'). The candidate has also made serious errors in grammar structures and sentence patters which obscure meaning (i.e., '*I'm this year the my berthday me a pappy*', '*when you went the house to eat*'). Finally, the texts are rather poorly organised and cohesiveness and coherence are seriously problematic.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 1     |
| Vocabulary range       | 1     |
| Accuracy               | 1     |
| Appropriacy            | 1     |
| Text organisation      | 2     |
| Cohesion & Coherence   | 1     |

## 2.2. Marking B level scripts

### Evaluation criteria and output expectations

#### Activity B1. 1: TASK COMPLETION (5-1)

Candidates are asked to produce a text in order to enter a contest run by the *Student Life* magazine in which people are invited to write about an unforgettable experience they had (**genre**). Using the given text as a model, they are expected to write their *own* text about a funny (humorous) experience they had as students (**topic**). In their texts, they should describe that experience and say what was funny about it (**communicative purpose**). As in the model text, candidates' scripts are expected to have an informal style and a personal tone.

#### **ACTIVITY B1.1**

*Student Life* magazine is running a contest and has invited readers to write about an unforgettable experience they had. Write about **a funny (humorous) experience** you had as a student (80 words) and enter your text to the contest. The text below, sent by a student for last month's issue, may help you. (Do not sign your text.)

Student Life | 32

Unforgettable experiences...

***A funny experience I had in school***

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***My worst summer job***

**M**y worst summer job ever was when I worked as a video game tester for a big company. My job was to play the games and spot any mistakes that needed to be fixed before the games hit the market. "I'm going to spend my summer playing video games anyway," I thought, "so why not make some money, too?" But it wasn't like that at all!

First, they only gave me early versions of the games, called "alpha", whose graphics were very bad and hurt my eyes! Also, they always asked me to play the same games over and over again and it was so boring! In the end, I got so tired of video games that I stopped playing for a whole year!



**Activity B2.1: TASK COMPLETION (5-1)**

Candidates are asked to imagine that they are studying to become teachers and have set up a blog named *e-Schooling*. They are expected to write a message to be posted on their blog (**genre**) against some teenage readers' opinion that school is boring. More specifically, they should try to convince (**communicative purpose**) the readers of the blog that school can be fun (**topic**). In their texts, they are expected to refer to the ideas provided as clues and, if they like, add their own ideas. Candidates are to produce a text in a semi-formal **style** with an impersonal **tone**.

**ACTIVITY B2.1**

Imagine you are studying to be a teacher and you have set up the *e-Schooling* blog. Some of your teenage readers complain that school is boring. Using the clues below, write a **message** to be posted on your **blog** (100 words) and try to **convince** them that school can be fun!

|              |  |
|--------------|--|
| <b>CLUES</b> | Seeing friends and making new ones<br>Spending time away from home and becoming independent<br>Learning more about how to use computers and interactive boards |
|--------------|--|


**Activity B1.2: TASK COMPLETION (5-1)**

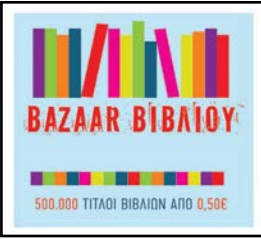
Using the Greek text as a prompt, candidates are expected to write an announcement to appear in the news section of their school website (**genre**). The announcement will inform the students of the school about a book exhibition taking place in Athens (**communicative purpose & topic**). The

candidates' scripts should have a semi-formal style and an impersonal tone. As this is a mediation activity, candidates are to relay the relevant information from the Greek text, but they may also use their own ideas as long as they do not exceed the word limit. However, even a linguistically satisfactory text which has limited or no information from the Greek text must be considered partly satisfactory or unsatisfactory for the level in terms of the specific criterion.

### ACTIVITY B1.2

Using information from the text below, write an **announcement** (80 words) for the news section of your school website (which is in Greek and English). The announcement should **inform** the readers about a book exhibition taking place in Athens.






## ΤΟ ΕΛΛΗΝΙΚΟ ΠΑΖΑΡΙ ΒΙΒΛΙΟΥ 2014

Από τις **17 Μαΐου 2014**, και για είκοσι ημέρες, στην **Πλατεία Κλαυθμώνος**, πραγματοποιείται το **Ελληνικό Παζάρι Βιβλίου 2014**, η κορυφαία εκδήλωση για το βιβλίο, που διοργανώνουν εκδοτικά σωματεία της Ελλάδας, προσφέροντας χιλιάδες τίτλους στο κοινό σε πολύ χαμηλές τιμές που αρχίζουν από μόλις 0,50 ευρώ.

Σ' ένα τεράστιο, καλαίσθητο και λειτουργικό περίπτερο, ενιαίο για όλους τους εκδότες, εκτίθενται **500.000 βιβλία, 200 Ελλήνων** εκδοτών εξασφαλίζοντας μια μεγάλη ποικιλία τίτλων όλων των κατηγοριών για όλες τις ηλικίες. Οι βιβλιόφιλοι, κάθε ηλικίας, μπορούν να προμηθευτούν αξιόλογα, γνωστά, αλλά και σπάνια βιβλία.



### Activity B2.2: TASK COMPLETION (5-1)

Candidates are asked to use information derived from the Greek text about "Bibliomotocarro" in order to produce an email message (genre and topic) addressed to their English speaking friend Susan who is doing a project on "Strange Ideas and Achievements". In their texts, they are expected to explain to her what "Bibliomotocarro" is as well as urge her to include this idea in her project (**communicative purpose**). The produced scripts are expected to have an informal, friendly style and a personal tone. As this is a mediation activity, candidates are to relay the relevant information from the Greek text, but they may also use their own ideas as long as they do not exceed the word limit. However, even a linguistically satisfactory text which has limited or no information from the Greek text must be considered partly satisfactory or unsatisfactory for the level in terms of the specific criterion.

**ACTIVITY B2.2**

Your English friend Susan is doing a school project, entitled “Strange Ideas and Achievements”. Using information from the text below, write an **email** to her (100 words) **explaining** what ‘Bibliomotocarro’ is and **urging** her to include the particular idea in her project.



The screenshot shows a web browser window displaying an article on the website 'dov tv'. The article is titled 'Ο δάσκαλος που μοιράζει βιβλία' (The teacher who distributes books) and has a sub-headline '700 βιβλία ταξιδεύουν μαζί με έναν δάσκαλο, για να φτάσουν όπου υπάρχουν παιδιά.' (700 books travel with a teacher, to reach where there are children). The main text describes the Bibliomotocarro as a three-wheeled van with a red roof and a bookshelf, used by teacher Antonio La Cava to deliver books to children in Basilicata, Italy. It mentions that the van is used every Saturday and that the teacher shares books with his friends, including a white Bible. The article also notes that the van was part of the 'International Book Fair in Torino' and is a project of the 'Lucania' publishing house. The teacher aims to expand the project.

**Ο δάσκαλος που μοιράζει βιβλία**

**700 βιβλία ταξιδεύουν μαζί με έναν δάσκαλο, για να φτάσουν όπου υπάρχουν παιδιά.**

Το Bibliomotocarro είναι ένα τρίκυκλο σε σχήμα σπιτιού, με οροφή από κεραμίδια και καμινάδα, που ταξιδεύει γεμισμένο με βιβλία και πηγαίνει όπου υπάρχουν πιτσιρικάκια αλλά όχι δημόσιες βιβλιοθήκες. Η ιδέα και εφαρμογή είναι ενός συνταξιούχου δασκάλου, του Antonio La Cava, ο οποίος γυρνά με το τρίκυκλο όλη την Ιταλική επαρχία.

Τα παιδιά της Basilicata τον έχουν μάθει και τον περιμένουν κάθε Σάββατο στους δρόμους. «Τα βιβλία εξαφανίζονται αμέσως» λέει ο La Cava ο οποίος πριν να φύγει καβάλα στο σπιτάκι του, **μοιράζεται με τους μικρούς του φίλους τη Λευκή Βίβλο: τα παιδιά ξεκινούν να γράφουν ιστορίες οι οποίες συνεχίζονται από τα παιδιά του επόμενου χωριού.** Φέτος η Bibliomotocarro ήταν και στη Διεθνή Έκθεση Βιβλίου στο Τορίνο, με εκδόσεις της Lucania. Ο La Cava σκοπεύει να εξελίξει κι άλλο το έργο του.

**OVERALL LANGUAGE PERFORMANCE**

**NOTE:** The grade for overall language performance is the total mark assigned to all four activities in relation to 6 criteria: spelling & punctuation, vocabulary range, accuracy, appropriacy, text organization, cohesion & coherence. All 4 candidates' texts are graded on a 5-1 scale for each of the above criteria.

Candidates are expected to use language accurately and appropriately. In terms of **lexis**, they are expected to show control of a fairly wide range of vocabulary relevant to each task topic. In terms of **grammar**, they should be able to produce simple as well as complex structures that are appropriate to the intended communicative purpose and fully convey meaning. Grammatical errors are expected (not in basic structures) without impeding intended meaning. Their scripts should also be clearly intelligible and well-organized following the layout and paragraphing suitable for the text type of the given tasks (**text organization**). Use of appropriate linking devices within and across sentences is also expected and all ideas should be coherently linked (**cohesion & coherence**). Occasional spelling mistakes may appear in the candidates' scripts but they should not interfere with intelligibility.

Here are some candidate booklets and how we marked them according to the criteria of the rating grid (Part 1 & Part 2):

**Candidate Booklet 1**

**Activity B1.1 script 13: Fully satisfactory**

*I remember a story from my last year as a student. We had gymnastics and it was time for some track and field activities. We were at the stadium for a 1200 meters run which means we had to run the field three times. I was one of the worst runners at that time. All of my classmates were in the second run far ahead of me. In the middle of the third run two of them passed me. The teacher didn't pay that attention so when we reached the finish line she thought I had all my turns and declared me third. Everybody was laughing but no one ever told the teacher what happened.*

Words: 115

Task Completion: 5

Comments: The candidate has successfully responded to the task. The text produced is appropriate in terms of genre, communicative purpose and register/style. More specifically, this text could appear in a contest run by a magazine in which people are invited to write about an unforgettable experience they had. Moreover, the communicative purpose has been fully achieved as it describes a funny experience the candidate had as a student. Finally, based on the text given as a model, the script has an appropriate register/style, i.e., it is informal and personal as it is expected.

**Activity B1.2 script 14: Fully satisfactory**

*Starting 17th May and lasting for 20 days, the Greek Book Bazaar will be held in Clauthmonos Square, in Athens. It's the most important event about book, organized by the Book Publishers Unions of Greece. Thousands of titles will be available in low prices, starting from just 0, 50 euros.*

*In a huge well-designed store, 200 Greek publishers offer 500.000 books, in a great variety of categories. Booklovers of all ages will be able to find both well-known books and rare ones.*

Words: 82

Task Completion: 5

Comments: This is also a fully satisfactory script in terms of the task completion criteria. The candidate has fully addressed the topic, producing the appropriate genre (i.e., an announcement for the news section of a school website). The communicative purpose has also been achieved fully, as the text relays the necessary information from the given Greek text in order to inform the readers about the specific book exhibition taking place in Athens. Finally, its register/style is semi-formal and impersonal, as expected.

**Activity B2.1 script 15: Fully satisfactory**

*Who says school is boring?*

*Almost everyone as I hear.*

*But is that really true? As a teacher to be I had yesterday some second thoughts about that. Just think for a while:*

*a) Which is the place where you meet your friends and you make new ones?*

*b) Which is the place where you become independent and gives you the opportunity to spend some time away from home?*

*I remind you that home can be really boring!*

*c) Which is the place where you can learn more about things that really interests you? I guess computers and interactive boards are a priority for you!*

*Well, you don't have to think a lot for the right answer.*

*It's school!*

Words: 117

Task Completion: 5

Comments: The candidate has clearly responded to task requirements. The text produced is a message to be posted on a blog. The communicative purpose has also been fully achieved, as the candidate successfully integrates the cues provided in order to convince the readers of the blog that school can be funny. Finally, the candidate's script is appropriate in terms of register/style.

#### Activity B2.2 script 16: Fully satisfactory

*Dear Susan*

*I want to inform you about an activity you might find interesting for your project.*

*It's about a retired school teacher in Italian provence named Antonio La Cava. He is running the whole district with a three wheel motorcycle called "Bibliomotocarò". It's shaped as a little house and it's full of books. He goes where there are no public libraries. The kids know him and wait for him every Saturday. The books dissapear at sight, as he says. He also keeps what he calls the White Bible. The kids in the first village start a story to be continued by the kids in the next one. Bibliomotocarò was presented by Lucansa Editions in International Books Expo in Turin.*

*I hope you will find that as interesting as I did.*

Words: 131

Task Completion: 5

Comments: This is also a fully satisfactory script in terms of the task completion criterion. The candidate has fully addressed the topic, producing the appropriate genre (an informal email). The information from the Greek text has been effectively relayed by the candidate and the produced text responds to the required communicative purpose, that is to explain the idea of "Bibliomotocarò" and urge the recipient of the email to include it in her project. Finally, the produced text has the expected register/style (i.e., informal and personal).

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: Language output in all four scripts is fully satisfactory in terms of all criteria. The candidate has used a wide range of vocabulary conducive to the topic and the communicative purpose required, displaying very good control of complex grammatical structures that fully convey meaning. All four scripts are coherent and well-organised following the layout and paragraphing suitable for the text type of the given tasks. Scarce

lexicogrammatical errors and spelling mistakes are evident in the scripts, which however are minor and do not impede intelligibility (e.g., *Which is the place where you can learn more about things that really interests you? The books dissapear at sight*).

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 5     |
| Vocabulary range       | 5     |
| Accuracy               | 4     |
| Appropriacy            | 5     |
| Text organisation      | 5     |
| Cohesion & Coherence   | 5     |

**Candidate Booklet 2**

**Activity B1.1 script 17: Moderately satisfactory**

*I have heard a lot of funny stories but I think mine is the funniest.*

*My worst day at school was last year. I woke up, I ate breakfast and put on my clothes. So I started to go to school. When I there, all was laughing with me. I didn't know why. I asked them, but they didn't tell me.*

*When I turned up to my house, my mum asked me where were my shoes and I told her that I am wearing them but when I saw my feet I didn't wear them. Sudanly I preferred why my mitstudents were laughing with me.*

*From then I always see what I weare.*

Words: 113

Task Completion: 3-4

Comments: The text is appropriate for a school magazine and has achieved the required communicative purpose more or less fully (begins well but the description is somewhat awkward). In terms of register/style, it is informal and personal as expected for a school magazine.

**Activity B2.1 script 18: Moderately satisfactory**

*Dear teenagers,*

*When I was a child, I found the school boring. But when my mom told me some good thinks about school I stopped find it boring.*

*First at school you see your friends every day and you can make new. You spend your time away from home and you become independent.*

*At school you learn more about how to use computers at informatics lesson and you learn also how to use interactive boards.*

*I hope my advace helps you and have fut at school.*

Words: 88

Task Completion: 3

Comments: The text is more or less appropriate and it partly achieves the communicative purpose as it does not expand on the cues, but uses them more or less as they are given. The style is semi-formal, as expected, but the tone is more personal than expected.

**Activity B1.2 script 19: Moderately satisfactory**

*At seventeenth of May 2014 and for twenty days there is a book exhibition at Klathmonos square.*

*It is the best exhibition for the book which is organized by a lot of booshops. On that exhibition the books costs at least only 0.50 €.*

*In that huge kiosk there are 500,000 books from 200 greek composers. On that exhibition there are a lot of books for all the ages.*

*Also bookfriends can take known and unknown books.*

Words: 77

Task Completion: 4

Comments: The text is appropriate in terms of genre (an announcement) and register and style (semi-formal and impersonal). It achieves task communicative purpose, but is not fully appropriate for a school website, as it does not take into consideration the intended audience, presenting the information in the same way as the Greek text. Relevant source text information is relayed but not fully effectively.

**Activity B2.2 script 20: Moderately satisfactory**

*Dear Susan,*

*How are you? I am fine. I heard that you do a project for strange ideas and achievements and I want to help you.*

*Bibliomotocarro is a motorcycle which shape is like a house. It travels full of books around Italy where there are children; no bookshoops. Antonio La Cave is a teacher who has that idea and he travels in Italic countryside.*

*The children of Basilicate have known that and the wait him every Satarday. He gives the children the white Biblo to start the children writing their own stories which will be continued by other children.*

*This year Bibliomotocarro was in a book exhibition in Torino and La Cara wants to make better this idea.*

Words: 119

Task Completion: 3

Comments: The text is appropriate in terms of genre (an email to a friend) but ends quite abruptly. Although it begins in an informal and friendly way using a personal tone, it then becomes rather impersonal. It partly responds to the communicative purpose as it explains what Bibliomotocarro is but does not urge the reader to include the idea in her project. Relevant source text information is relayed but not always effectively.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: Overall, the messages in all 4 texts are communicated in a moderately satisfactory way, and the output is generally satisfactory for B1 level. **Spelling** is accurate most of the time but there are certain spelling errors which may affect communication, e.g., *sudanly, mitstudents, weare, good thinks, advace, fut, booshops, achievements, bookshoops, Satarday*. A sufficient range of **vocabulary** has been used with a few inappropriate word choices, some of which may affect intelligibility, e.g., *I preferred why, mitstudents, I turned up to my house, informatics lesson, greek composers, Italic*. In terms of **accuracy**, there is a reasonably good grammatical control, although there are certain awkward expressions and a number of errors which may affect intelligibility, e.g., *when I saw my feet I didn't wear them, asked me where were my shoes, Sudanly I preferred why, I stopped find it, the books costs at least only, bookfriends can take known and unknown books, which shape is, the wait him, wants to make better*. In terms of **appropriacy**, certain words, phrases and expressions are not appropriate for the given contexts (see examples of vocabulary and accuracy). In terms of **text organization**, the texts are organized in appropriate paragraphs for the most part. The writing produced is generally intelligent. The texts are generally **coherent**, with occasional lapses in coherence. Scarce



lexicogrammatical errors and spelling mistakes are evident in the scripts, which however are minor and do not impede intelligibility (e.g., *Which is the place where you can learn more about things that really interests you? The books dissapear at sight*).

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 3     |
| Vocabulary range       | 3     |
| Accuracy               | 2     |
| Appropriacy            | 3     |
| Text organisation      | 3     |
| Cohesion & Coherence   | 3     |

**Candidate Booklet 3**

**Activity B1.1 script 21: Unsatisfactory**

*When I was student I had a funny experience in my class, although make the lesson and the teacher spoke to us very serius..*

*Then it happen... a bird came in from the open window, broken the vase went on the smole tadle in the corner, in the vase there are many of small baterflys and a lot moskitos, then big bird started to fly evrywhere make all mess becaus wants to eat all those. The students are running to kach it but the birt was clever ate meny of them and goes out off the window.*

Words: 97

Task Completion: 2

Comments: The candidate has attempted to respond to the topic and the communicative purpose of the task but the output is not satisfactory for the level. The candidate has provided a description of an experience, though his/her lack of language resources has not allowed him/her to convey what was funny about it.

**Activity B2.1 script 22: Unsatisfactory**

*I want to tell you that is good to spending time in school because can make your own company with you friends and make new, to have more fun and happy times, to play football, voleyball and so many things you can do.*

*Is good to learning more about how to use computers and interactive boards. All the lessons are good for your life, you can use a lot of things you learn from the books and the teachers. We are here to help you and inform you about how you can move in your life because in the feature you most work and make money.*

Words: 106

Task Completion: 2

Comments: The candidate has attempted to respond to the topic and the communicative purpose of the task but the output is not satisfactory for the level. The provided cues have not been effectively used and the script does not convey meaning.

**Activity B1.2 script 23: Unsatisfactory**

**BOOK BAZAAR**

*In the 17 May 2014, for twenty days, in square Klafthmonos there is a greek bazaap is big happening for the high and most interesting books. Is from Creek people and they ofer thowwers titles in chip prices its started 0,50 euro.*

*In an exelen place for the people there are 500.000 books from 200 Creek men, there are many titles and diferent kaints for all the ages.*

Words: 70

Task Completion: 1

Comments: This script has not fulfilled the task requirements. In particular, the candidate has failed to relay the source text information appropriately and effectively in order to respond to the requested communicative purpose which is to inform the readers of a school website about a specific book exhibition. As a result, the script is very short and the output unsatisfactory for the level. Overall, the script does not convey meaning and is hardly intelligible.

**Activity B2.2 script 24: Unsatisfactory**

*Dear Susan I write to you for Bibliomotocarro is a beautifull smoll car fool off good books drive everywere to shall the books. The kinds love the man La Cava and they wait him to give them the wite bible and the children start to write storys wich continue from the next kinds.*

Words: 53

Task Completion: 1

Comments: The candidate has failed to address task requirements. The produced script is not appropriate in terms of text type and register/ style and does not meet the communicative purpose requested as it is very short. Regarding the criterion of mediation, source text information is marginally used and inappropriately relayed. Overall, output is completely unsatisfactory for the level.

Overall Language Performance: (the given marks in the tables below apply to all scripts in the candidate's booklet)

Comments: All four scripts are full of lexicogrammatical errors and spelling mistakes (e.g., *exelen place*, *diferent kaints*, *smole tadle*, *to kach it*, etc.) that seriously impede intelligibility. The candidate's vocabulary repertoire is very limited and the ideas conveyed in the produced texts lack coherence, whereas cohesiveness is seriously problematic. As a result, the scripts are hardly intelligible.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 1     |
| Vocabulary range       | 1     |
| Accuracy               | 1     |
| Appropriacy            | 1     |
| Text organisation      | 1     |
| Cohesion & Coherence   | 1     |

## 2.3. Marking C level scripts

### Evaluation criteria and output expectations

#### Activity 1: TASK COMPLETION (5-1)

Candidates are expected to continue the incomplete article (genre) about printed books and electronic books (**topic**). In their texts, candidates are expected to present reasons (cues are provided to help) as to why people still prefer printed books over electronic ones (**communication purpose and topic**). However, candidates are also expected to argue in favour of e-books (**communication purpose**), suggesting that they do have certain advantages as well. Since candidates' scripts are supposed to be a continuation of the article given, it follows that the script produced must have a similar style to that of the given text, which is semi-formal with an impersonal tone (register & style).

Candidates are expected to creatively integrate some or all of the cues provided into their own text but they might also choose to use their own ideas in relation to the topic in question as long as they do not exceed the word limit.

### ACTIVITY 1

Continue the incomplete **article** below (350 words):

- **Present** reasons for people still preferring printed over electronic books (e.g. value for money, emotional connection, sharing, independence from devices)
- **Argue** that ebooks have pros as well (e.g., availability of information, web marketing, cheaper, bonus content).

The screenshot shows a web browser displaying an article from The Guardian. The article title is "Young adult readers prefer printed to ebooks" by Liz Bury, published on Monday 25 November 2013 at 16:00 GMT. The article text reads: "Sixteen to 24-year-olds are known as the super-connected generation, obsessed with snapping selfies (social media self-portraits) or downloading the latest mobile applications. So, it comes as a surprise to learn that the majority of them (62%) prefer printed books to ebooks. Asked about preferences for physical products versus digital content, printed books jump out as the media most desired in material form, ahead of movies, newspapers and magazines, CDs, and video games. "It is surprising because we think of people aged 16-24 as being attached to their smartphones and digital devices, so it does shout out," said Luke Mitchell of agency Voxburner, which researched questions about buying and using content with 1,420 young adults. Voxburner questioned 16-24 year-olds online between 25 September and 18 October. Half of the respondents were sourced through the student moneysaving website 'Studentbeans.com', and half through a broader youth research panel. Mitchell said that qualitative comments about preferring physical books included things like "I collect", "I like the smell", and "I want full bookshelves". "Books are status symbols, you can't really see what someone has read on their Kindle," Mitchell added.


**Activity 2: TASK COMPLETION (5-1)**

Relaying points of information from the Greek text about cinephilia and the three different kinds of cinema-goers (topic), candidates are expected to assume the role of the administrator of the blog @theCinema and write a blog entry (genre). The **communicative purpose** of the text is to inform users/readers about the three generations of cinema goers and refer to the current state of cinephilia. The **register** of the text is expected to be personal and the **style** semi-formal. As this is a mediation activity, candidates are expected to extract the necessary information from the Greek text and to relay it so as to achieve the communicative goal. Of course, candidates are more than welcome to resort to their own ideas and experiences as long as they are conducive to the topic in question and they do not exceed the set word limit. However, even a linguistically satisfactory text which has limited or no information from the Greek text must be considered partly satisfactory or unsatisfactory for the level in terms of the specific criterion.

**ACTIVITY 2**


You are the administrator of the blog @theCinema. Using information from the text below, write a **blog entry** (300 words), **informing** readers about the three generations of cinema-goers and **referring** to the current state of cinephilia.

23 | ΣΙΝΕΜΑ ▶▶



# ΣΙΝΕΦΙΛΙΑ

της Γεύης Δημητρακοπούλου



**1η Γενιά Σινεφίλ: Οι γονείς**  
Μέχρι το 1970, η Σινεφιλία ήταν ένα προνόμιο κυρίως των ελπίστικων κύκλων και οι Σινεφίλ είχαν το δικαίωμα να είναι και κριτικοί. Η γνωριμία τους με την κινούμενη ζωντανή εικόνα μπορούσε να γεννήσει μόνο νέες ιδέες, αφού δεν υπήρχαν κριτήρια που έπρεπε να πληρούν ώστε να μιλήσουν για αυτήν. Η κινηματογραφοφιλία επομένως, συνεχιζόταν σαν τρόπος ζωής και μετά τους τίτλους όταν, μαζεμένοι σε "Art-houses", οι Σινεφίλ έβρισκαν καταφύγιο σε λέξεις για να επαναφέρουν το βίωμά τους.

**2η Γενιά Σινεφίλ: Οι επαναστάτες**  
Η δεύτερη γενιά των Κινηματογραφόφιλων χρονολογείται από το 1980 μέχρι τα μέσα του 1990, οπότε και η ανάπτυξη των τηλεπικοινωνιών έφερε την τηλεόραση στα σαλόνια της τεχνολογικά αναπτυγμένης υφηλίου. Σε αντίθεση με τον κινηματογραφόφιλο της πρώτης γενιάς, η Σινεφιλία για εκείνον της δεύτερης ήταν ατομική εμπειρία που περιελάμβανε όχι μόνο την προσήλωση μπροστά σε ένα έπιπλο, αλλά κυρίως την επιλογή παρακολούθησης ταινιών σε επανάληψη έναντι των καινούριων προβολών της μεγάλης οθόνης.

**3η Γενιά Σινεφίλ: Οι αμφιλεγόμενοι**  
Η τρίτη και τελευταία γενιά των Σινεφίλ (1995-2012) είμαστε εμείς. Η γενιά του "κατεβασματος", της αντιγραφής, της πειρατείας ή, ιδανικά, της συνδρομής στο γειτονικό video club. Οι κριτικοί πιστεύουν ότι η Σινεφιλία δεν υφίσταται στις μέρες μας, ενώ οι πιο αισιόδοξοι περιγράφουν τον σύγχρονο Σινεφίλ ως κυνηγό-συλλέκτη υλικών αγαθών (DVD, αφίσες, μπλουζάκια, κονκάρδες) αλλά και αναμνήσεων, που αναπολεί τις ξεπερασμένες μορφές, αγκαλιάζοντας ταυτόχρονα τις νέες τεχνολογίες.

**Τελικά:**  
Οι τρεις διαφορετικές γενιές της Σινεφιλίας βρίσκονται σε διαρκή ανταγωνισμό. Η συμβολή της τρίτης γενιάς σε αυτό υπήρξε καθοριστική εφόσον εμείς, αντί να χρησιμοποιήσουμε την ιστορία ως βάση για δημιουργία, προσπαθήσαμε απλά να την επαναλάβουμε. Έτσι, η Σινεφιλία εξισώθηκε με την εκ προοιμίου καταδικη οποιασδήποτε mainstream προσπάθειας. Παρόλα αυτά, δεν υπάρχει αμφιβολία για το αν η δική μας γενιά είναι κινηματογραφόφιλη. Η Σινεφιλία υπάρχει, παρόλο που τόσο το Hollywood όσο και ο σύγχρονος ευρωπαϊκός κινηματογράφος έχουν παρακμάσει. Ζούμε την ιστορικότητα της στιγμής της Σινεφιλίας, όχι επειδή οι ταινίες απευθύνονται σε αυτό που πραγματικά χρειάζεται το κοινό, αλλά επειδή το κοινό είναι έτοιμο να χρησιμοποιήσει ό,τι οι ταινίες έχουν να προσφέρουν: τη διαφυγή.

**OVERALL LANGUAGE PERFORMANCE**

**NOTE:** The grade for overall language performance is the total mark assigned to both activities in relation to 6 criteria: spelling & punctuation, vocabulary range, accuracy, appropriacy, text organization, cohesion & coherence. Both candidates' texts are graded on a 5-1 scale for each of the above criteria.

As far as the overall language performance is concerned, candidates are expected to produce a flowing script with few errors. Ideas in/among paragraphs should be cohesively and coherently linked with a variety of appropriate linking devices (text organisation and coherence and cohesion). Additionally, candidates are expected to employ a wide range of sophisticated vocabulary and complex grammatical and syntactic structures appropriate for the communicative purpose of each task, while maintaining a high degree of grammatical accuracy (vocabulary range – accuracy and appropriacy). Finally, candidates are expected to maintain high levels of accuracy as far as their spelling and punctuation are concerned (spelling and punctuation).

**Here are some candidate booklets and how we marked them according to the criteria of the rating grid (Part 1 and Part 2):**

|                            |
|----------------------------|
| <b>Candidate Booklet 1</b> |
|----------------------------|

|   |
|---|
| <b>Activity 1 script 25: Fully satisfactory</b> |
|---|

*But no research can easily focus on the real sense of owning a printed book. Although the information technology has come of age, there are things a digital device can't yet satisfy. We all remember the sweet smell of printed ink when we browsed the pages of a new book. It was like the entrance to a fascinating new world, waiting to be explored. Let alone the wonder of freely sharing this world with other people, which generally is difficult and costly with the electronic form of the same book.*

*Of great importance is the fact that whatever is dependent on electricity is destined to fail some time. It's a law of digital devices. And, when our electronic devices fail what happens to the magical world of the books therein? Simply, we're locked out of it.*

*Reading a paper book under an umbrella on the beach without having to worry about sand or water destroying it or kids and strangers stepping on some expensive screen is something not to be ignored. And, regarding security it's the risk of some crook stealing your cheap book (seldom happens since most of them are illiterate) vs stealing your entire costly device-stored library. Of course, there are counter measures and security schemes accounting for electronic theft, but still..*

*On the other hand, should we expel electronic books to the digital hell never to be seen again? For starters, ebooks are cheaper, so more people can afford them. Their availability is much bigger than printed books. Stores never run out of stock, as there is no limit on the number that can be stored and there is no time wasted on reprints. Several brick and mortar stores still don't have electronic catalogues of their electronic collection. But, information on ebooks is readily available online.*

*Being made of thin air or, as some people claim, bits and bytes, ebooks are generally cheaper than their paper counterparts. Of course being like that there is no wood wasted, less carbon freed on the air and less environmentalists yelling, which is always a good thing..*

*Lately, several ventors introduced a new kind of ebook that includes video and animation along the classic text and pictures. Although this can't be followed by paper books, the acceptance of this new form of ebooks by readers is yet to be researched.*

Words: 389

Task Completion: 5

Comments: This is a fully appropriate script which achieves the communicative purpose set in a most satisfactory manner. More specifically, the candidate has adroitly managed to continue the given article (see 'But no research can easily focus on the real sense of...') about printed books and electronic books. S/he has presented reasons as to why people might still prefer printed books over electronic books without failing to argue in favour of e-books as well. Although the candidate has chosen not to include any of the cues provided to him/her, the argumentation presented is sound and well-analysed. In terms of register and style, as expected by the task, the script is semi-formal and it adopts an impersonal tone. Generally, this is a faultless sample of writing that embodies all of the features of the required text type (article) and is fully satisfactory for the C2 level.

### Activity 2 script 26: Fully satisfactory

*Cinephilia is a term that encompasses the entire movie-watching experience, even beyond the end credits.*

*Through the decades there has been a radical metallaxis on the process of cinephilia as it refers to the intellectual circles. A systematic observer would historically split the time from the mid twentieth century till today to three eras:*

*1st era: The parents generation*

*The introduction of elitist circles to the new-then form of moving image was self righteous and well regarded. There were no presuppositions as to who would enter the process. No criteria as to who would criticize the new art form. Cinephils gathered in "Art-houses" found shelter in spoken words to relive the movie experience.*

*2nd era: The rebels generation*

*Why being stuffed in a big hall with hundrends of other people to attend an event that is better suited to solitude than solidarity? The answer came from the second generation of cinephils that preferred the loneliness (and freedom for some) of watching movies on the TV set. The new vector in the whole business was the freedom of choice, as the new technology liberated the cinephil of the limited offers of the theaters.*

*3rd era: The disputed generation*

*The third and hopefully not lost generation of cinephils is the current generation of short-attention-span-downloaders and pay per view customers. Critics believe cinephilia is non existant in our days. The optimists among them claim that the cinephil is an endangered species and has transformed to a movie paraphernalia collector wandering in the ever expanding universe of technology.*

*So, what is the current state of affairs? Did any of the generations finally find the Holy Grail of cinephilia? Well, it doesn't really matter. It's no secret that the last generation did play a certain role in equalizing cinephilia with the damning of every mainstream modern attempt. But there's no question that our generation, being the bearer of great historical heritage, will definitely find its way through and transform*

*cinephilia once again into something new and interesting. Besides, what does the audience really need? You guessed it: an escape!*

Words: 344

Task Completion: 5

Comments: Being a mediation activity, this is a fully appropriate text that effectively achieves the communicative purpose of the task, i.e. that of informing @theCinema blog readers about the three generations of cinema goers and the current state of cinephilia. The candidate has effectively relayed all the necessary points of information from the Greek text given. In terms of register and style, the text is personal and it has adopted a semi-formal style as it is expected. By and large, this is a faultless sample of writing that is fully satisfactory for the C2 level.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: In terms of overall language performance, the script is fully satisfactory in relation to all six criteria. As far as spelling and punctuation is concerned, the candidate's scripts are almost impeccable with one minor exception (e.g. 'hundrends') that does not, however, impede intelligibility. In relation to vocabulary range, the candidate has quite skillfully used a broad and sophisticated lexical repertoire to convey subtle nuances of meaning without leaving room for any kind of ambiguity. S/he has also managed to display natural and sophisticated control of lexical features and awareness of styles and collocations. (e.g. Activity 1: 'we browsed the pages of ...', 'is destined to fail some time...', 'than their paper counterparts' etc. Activity 2: 'The third and hopefully not lost generation of cinephils is the current generation of short-attention-span-downloaders and pay per view customers.', '..is an endangered species and has transformed to a movie paraphernalia collector wandering in the ever expanding universe of technology.' etc.). With regard to accuracy and appropriacy, the candidate has consistently managed to maintain a high degree of grammatical accuracy while using quite complex language and structures and highly appropriate lexicogrammatical features that fully convey intended meaning (e.g. Activity 1: 'Being made of thin air or, as some people claim, bits and bytes,', 'is yet to be researched.' etc. Activity 2: 'it's no secret that the last generation did play a certain role in... But there's no question that our generation,...', 'Besides, what does the audience really need? You guessed it: an escape!etc. There is only one minor exception in terms of accuracy in relation to Activity 1, in which the candidate has to use inversion ((e.g. 'seldom happens since most of them are illiterate')), however, this does not affect intelligibility. Finally, in relation to text organisation and cohesion and coherence, the candidate has skillfully managed the paragraphing of both scripts and s/he has produced coherent texts by using a wide range of connectives or other cohesive devices to mark the relationships between and across ideas (e.g. Activity 1: 'Let alone the wonder of...', 'what happens to the magical world of the books therein? Simply, we're locked out of it.', 'is yet to be researched.' etc. Activity 2: 'There were no presuppositions as to who would enter the process', 'as the new technology liberated...', 'Besides, what does the audience really need?' etc.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 5     |
| Vocabulary range       | 5     |
| Accuracy               | 5     |
| Appropriacy            | 5     |
| Text organisation      | 5     |
| Cohesion & Coherence   | 5     |

**Candidate Booklet 2**

**Activity 1 script 27: Moderately satisfactory**

*It is generally a truth that nowadays almost all of the young people use innovative devices on a daily basis. Perhaps this fact has influenced them*

and therefore we observe that many youngsters prefer printed books in comparison with ebooks.

First of all, when someone read a printed book catches a different feeling of gratification. Young people grasp this feeling as something strange that sparks emotions to them. For instance, a printed book is something that can be touched, can be smelled, can be felt by many ways generally. This fact leads to an emotional connection between the reader and the book. Not to mention that there are many people that like collecting books. In many cases many youngsters more often than not lend their books to their friends and share their favourite experiences, which have triggered by the reading of these books. So, we could say that the relationships among youngsters can be forged.

Secondly, as we have already mentioned we live in a society, where state-of-the-art technology is prevalent. Via modern devices we can execute our tasks really fast. It is truth that we can read a book via a digital device and young people know how to do it better than anyone else. However, they prefer printed books, as in this way they can keep stress at bay, they can relax and they can devote some hour to themselves.

On the other hand, we have to admit that e-books have many advantages as well.

Via e-books we can save money as in many cases we have the opportunity to read some books for free. Also, we have the chance to find whatever we want just by pushing a button, which is very convenient! Do not forget that Internet offers a great deal of information and we can download and store anything. Moreover, Internet and social networks boasts about sites that give the opportunity to people to be members of groups and in this way this people can exchange material. So we have to underscore that a feeling of inclusivity can be fostered.

All in all, printed books and e-books have advantages and disadvantages. Young people can use both of them in order to obtain knowledge or just in order to relax. The fact is that they prefer printed books because of the fast-paced society they live in.

Words: 390

Task Completion: 4

Comments: The text is appropriate for the given genre. The candidate has produced an article which responds successfully to the communicative purpose of the task by presenting reasons why people still prefer printed books and arguing in favour of e-books too. There are minor "violations" in terms of required register/style since the text sounds a bit more formal than expected. The candidate has successfully integrated most of the cues provided by the task into the text.

### Activity 2 script 28: Moderately satisfactory

#### Cinephilia is still alive?

In order to answer the above question we need to probe the alteration of the audience's behavior. It is generally a truth that this definition is prevalent because people recontrolled its features, but also we have to say that it is triggered by the misgivings of its own definition.

First people who loved cinema:

Parents

Firstly cinephilia was only a

Second generation of people

who loved cinema: people with

a tendency to revolution



privilege for rich people. This means that these people had the necessary freedom to express their really feelings and also they could share and exchange their views in order to undergo experiences about cinema.

Third generation of people who loved cinema: people confused of what to choose

This generation deals with people like us nowadays. People who described as cinephils because are collectors of DVD, posters, memories of the past etc. Nowadays judges maintain that cinephilia does not exist.

In comparison with the people of the first generation now people have the choice to watch whatever they want, since television is dominant. So, they can watch older films in their home rather than going to the cinema.

On conclusion

We could support that these three generations are competitive and this fact handles with the third generation primarily because of our repetitive action. However, cinephilia exists nowadays and this is something undoubtful, since we use whatever films offer in order to catch a feeling of freedom.

Words:242

Task Completion: 3

Comments: The text is not fully appropriate for the given genre (blog entry) since the two-column layout is not expected for a blog entry. However, it responds to the communicative purpose of the task successfully since it informs the readers about the three generations of cinema goers and the current state of cinephilia. The candidate has extracted the necessary information from the Greek text (i.e. information about the three generations) but this information is not always relayed appropriately in his/her English text.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: In terms of spelling and punctuation, errors are difficult to spot (i.e. *primarily*). A sufficient range of vocabulary is used which is conducive to the topic at hand. In terms of accuracy, the texts maintain a high degree of grammatical accuracy where errors are difficult to spot. The lexicogrammatical choices are also for the most part appropriate although there may be some occasional lapses in terms of appropriacy which however do not affect the meaning (...*devote some hour to theirselves, People who described as cinephils because...*). In terms of text organization, the ideas in the texts are logically organized. Script 27 has appropriate paragraphing but the layout of script 28 is inappropriate for a blog entry. The texts are overall coherent and the flow of information presented is generally natural, but less so in script 28.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 4     |
| Vocabulary range       | 3-4   |
| Accuracy               | 3     |
| Appropriacy            | 3     |
| Text organisation      | 3     |
| Cohesion & Coherence   | 3     |

## Candidate Booklet 3

## Activity 1 script 29: Unsatisfactory

*It's common knowledge that modern technology plays an important role at human's life and it has a huge effect too.*

*Studies have shown that modern ways of entertaining instead of the traditional ones cause more and more the young people's interesting. Recent ebooks consists the latest tendency of technology. They give you the convenience to read a book through the internet or any digital device without buying it. In spite of this young people seem to be still interested about the classical printed books that they prefer most. In my opinion the basic reason is the love for these books. Printed books are considered as a treasure for many people. Also many of us collect books and every new book gives us a real pleasure. In addition printed books are an excellent and cheap idea for a birthday gift or to express our love to a special person. Moreover the smell of book's pages is a valuable feeling for people who adores this kind of book.*

*On the other hand as I mention above ebooks have a lot of funs. Due to internet you can find an electronic book every time you want to choose between in a huge variety of books' titles. Moreover electronic books are cheaper than printed ones making a lot of us prefer them. A big amount of information and criticisms you, can find about ebooks is a basic reason that people prefer them.*

*To sum up, a book is like an open window in the world and whatever kind we finally choose can gives us a change for a imaginary travel around the world and a great opportunity to broaden our Horizons.*

Words: 277

Task Completion: 2

Comments: The text is not appropriate for the given genre since it reads more like an essay on the pros and cons of e-books. In terms of register and style, the text is written in a more formal style than expected. It partly responds to the communicative purpose since it argues in favour of e-books rather briefly. The output is moderately satisfactory for C1 level.

## Activity 2 script 30: Unsatisfactory

*For many years now cinema consists a lovely habbit for people.*

*In previous years in 70s. For example cinema was a privilege for rich societies and the audience was more criticism. In this decade conversations about films was common phenomeno but with no special matter because of people then did not know a lot about cinema.*

*During the years between decades 80s and 90s the development of television brought a revolution to cinema's funs. There were TV sets in each house and generation of those years had the choice to watch the same films again and again instead of new films were on the cinema's screen them.*

*In our days is consider that young people who represent the third generation of cinema funs have a completely different view about cinema. The fact that they can hire a "movie" from a local DVD store or to*

*download it through internet has turned into them a kind o pirates. They only care for gadgets or clothes about a movie instead of the same movie. Finally the three generations of cinema fans are in a continual competitive. They play to each other about the crisis cinema is the latest years.*

Words: 197

Task Completion: 2

Comments: The text is not appropriate for the given genre since it reads more like an essay. In terms of register and style, the text is written in a more formal style than expected for a blog entry. It partly responds to the communicative purpose since it refers to the three generations of cinema goers rather briefly and it does not explain the concept of cinephilia at all. The source text information is for the most part inappropriately relayed. The output is generally satisfactory for C1 level.

Overall Language Performance: (the given marks in the table below apply to all scripts in the candidate's booklet)

Comments: In terms of spelling and punctuation, there is a number of errors which locally interfere with intended meaning (i.e. *consindered, previlege, phenomeno, fans, continual*). The range of vocabulary used is somewhat limited for the C level. There is some repetition of specific lexical items (i.e. *considered*) and no particular use of idiomatic or more sophisticated language. In terms of accuracy, there are quite a few errors of grammar that locally interfere with intended meaning such as subject verb agreement problems, omissions of subject and inability to form passive voice constructions (i.e. *In our days is consinder that...*, *Recent ebooks consists the latest tendency of technology, In this decade conversations about films was common phenomeno but with no special matter because of people then did not know a lot about cinema*). Some noticeable lexical errors (in terms of appropriacy and word formation) may locally obstruct meaning (i.e. *The fact that they can hire a "movie"*). In terms of text organization, the ideas in the texts are more or less logically organized with appropriate paragraphing. The texts use a rather limited number of cohesive devices to link the ideas presented and thus, the text appears partially disconnected.

| Criteria               | Score |
|------------------------|-------|
| Spelling & Punctuation | 2     |
| Vocabulary range       | 2     |
| Accuracy               | 1     |
| Appropriacy            | 2     |
| Text organisation      | 2     |
| Cohesion & Coherence   | 2     |

# **R a t i n g   g r i d s**

| <b>A LEVEL MARKING GRID</b>              |  |  |  |
|--|--|--|--|
| <b>TASK COMPLETION</b>                   |  |  |  |
|  | <b>5</b>   | <b>3</b>   | <b>1</b>   |
| <b>1.1</b><br>(Δοκιμασία 1)              | Has responded meaningfully to all items.   | Has responded to most of the items in a meaningful way.  | Incomprehensible, or irrelevant response.  |
| <b>1.2</b><br>(Δοκιμασία 2)              | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Output is fully satisfactory for A1 level.                   | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Output is partly satisfactory for A1 level. | Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Output is unsatisfactory for A1 level/ No response at all or irrelevant text. |
| <b>2.1</b><br>(Δοκιμασία 3)              | Has responded meaningfully to all items.   | Has responded to most of the items in a meaningful way.  | Incomprehensible, or irrelevant response.  |
| <b>2.2</b><br>(Δοκιμασία 4)              | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Output is fully satisfactory for A2 level.                   | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Output is partly satisfactory for A2 level. | Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Output is unsatisfactory for A1 level/ No response at all or irrelevant text. |
| <b>OVERALL LANGUAGE PERFORMANCE</b>      |  |  |  |
|  | <b>5</b>   | <b>3</b>   | <b>1</b>   |
|  | <b>A2</b>  | <b>A1</b>  | <b>below A1</b>  |
| <b>Spelling &amp; punctuation</b>        | Spelling and punctuation are generally accurate. Some spelling mistakes do not interfere with intelligibility.   | Many spelling errors some of which may interfere with intended meaning. More or less accurate punctuation.   | Many spelling errors which interfere with intended meaning. Punctuation problematic throughout.  |
| <b>Vocabulary range</b>                  | Uses a repertoire of basic words and expressions though s/he will generally have to compromise the message and search for words. Words are generally morphologically and semantically correct. | Uses a very basic range of simple expressions and/or a limited range of memorized phrases. Lapses in word choice, some of which interfere with intended meaning.                             | Uses a few scattered words. Many lapses in word choice which may interfere with intended meaning.  |
| <b>Accuracy</b>                          | Uses simple structures correctly. Although there may be some mistakes, messages get across clearly.  | Shows only limited control of a few simple grammatical structures and sentence patterns. Many errors, some of which may impede understanding.  | Makes serious errors in basic grammar structures which obscure meaning.  |
| <b>Appropriacy</b>                       | Selects appropriate words, phrases and/or expressions which generally convey intended meaning.   | Uses several words, phrases and/or expressions which are not always appropriate for the context(s) of situation.   | Includes many instances of inappropriate choice of language.   |
| <b>ONLY FOR ACTIVITIES 1.2 &amp; 2.2</b> |  |  |  |
| <b>Text organization</b>                 | Information is clearly organized and paragraphing is appropriate.  | Organization and paragraphing are more or less appropriate.  | Organization and paragraphing are problematic or non-existent.   |
| <b>Cohesion &amp; coherence</b>          | Uses basic/ the most frequently occurring cohesive devices to link simple sentences effectively.   | Uses basic cohesive devices some of which are inappropriately used and may disrupt coherence.  | Cohesiveness and coherence are seriously problematic or non-existent.  |

| <b>B LEVEL MARKING GRID</b>         |  |  |  |
|-------------------------------------|--|--|--|
| <b>TASK COMPLETION</b>              |  |  |  |
|                                     | <b>5</b>   | <b>3</b>   | <b>1</b>   |
| <b>B1.1</b><br>(Δοκιμασία 1)        | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Output is fully satisfactory for B1 level.   | 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 B1 level.  | Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Output is generally unsatisfactory for B1 level/ No response at all or irrelevant text.   |
| <b>B2.1</b><br>(Δοκιμασία 2)        | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Output is fully satisfactory for B2 level.   | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Output is generally satisfactory for B1 level.  | Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Output is unsatisfactory for B1 level/ No response at all or irrelevant text.   |
| <b>B1.2</b><br>(Δοκιμασία 3)        | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Pertinent source text information, effectively relayed. Output is fully satisfactory for B1 level. | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Pertinent source text information, not always relayed appropriately. Output is satisfactory for B1 level.           | 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. Output is generally unsatisfactory for B1 level/ No response at all or irrelevant text. |
| <b>B2.2</b><br>(Δοκιμασία 4)        | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Pertinent source text information, effectively relayed. Output is fully satisfactory for B2 level. | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Pertinent source text information, not always relayed appropriately. Output is generally satisfactory for B1 level. | 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. Output is unsatisfactory for B1 level/ No response at all or irrelevant text.           |
| <b>OVERALL LANGUAGE PERFORMANCE</b> |  |  |  |
|                                     | <b>5</b>   | <b>3</b>   | <b>1</b>   |
|                                     | <b>B2+/ B2</b>   | <b>B1+</b>   | <b>A2/A1</b>   |
| <b>Spelling &amp; punctuation</b>   | Spelling and punctuation are generally accurate.   | Spelling and punctuation are accurate enough to be followed most of the time.  | Many spelling errors which interfere with intended meaning. Punctuation problematic throughout.  |
| <b>Vocabulary range</b>             | Displays natural control of wide range of vocabulary appropriate to the task topic.  | Uses a sufficient range of vocabulary. Rare lapses in word choice.   | Uses a repertoire of basic vocabulary though s/he will generally have to compromise the message and search for words. May also use memorized phrases or groups of words.   |
| <b>Accuracy</b>                     | Shows a relatively high degree of grammatical control. Scarce errors of grammar which fully convey intended meaning.   | Communicates message with reasonable accuracy. Generally good grammatical control though noticeable errors not seriously interfering with intended meaning. Some forms of expressions are awkward.   | Uses simple structures correctly, but still several linguistic choices do not conform to standard language norms.  |
| <b>Appropriacy</b>                  | Selects appropriate words, phrases and/or expressions which generally convey intended meaning.   | Uses several words, phrases and/or expressions which are not always appropriate for the context(s) of situation.   | Includes many instances of inappropriate choice of language.   |
| <b>Text organization</b>            | Produces clearly intelligible continuous writing which follows standard layout and paragraphing.   | Produces continuous writing which is generally intelligible throughout. Paragraphing is generally used appropriately and effectively.  | Organization and paragraphing are highly problematic.  |
| <b>Cohesion &amp; coherence</b>     | Uses a variety of linking words efficiently to mark clearly the relationships between ideas. Information is logically organized.   | Uses a limited range of cohesive devices to link sentences. There may be, however, some ‘jumpiness’ in a long contribution.  | Uses the most frequently occurring/basic connectors to link short, discrete simple elements into a linear sequence of points. Cohesiveness & coherence are problematic for the level.  |

| <b>C LEVEL MARKING GRID</b>         |  |   |  |
|-------------------------------------|--|---|--|
| <b>TASK COMPLETION</b>              |  |   |  |
|                                     | <b>5</b>   | <b>3</b>  | <b>1</b>   |
| <b>Activity 1</b>                   | 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.  | 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.   | 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. No response at all or irrelevant text.   |
| <b>Activity 2</b>                   | Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Pertinent source text information effectively relayed. A faultless sample of writing. Output is fully satisfactory for C2 level. | More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Pertinent source text information not always relayed appropriately. Output is satisfactory for C1 level. | 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. Output is generally unsatisfactory for C1 level. No response at all or irrelevant text. |
| <b>OVERALL LANGUAGE PERFORMANCE</b> |  |   |  |
|                                     | <b>5</b>   | <b>3</b>  | <b>1</b>   |
|                                     | <b>C2</b>  | <b>C1</b>   | <b>B2 (and below)</b>  |
| <b>Spelling &amp; punctuation</b>   | Spelling and punctuation are totally accurate.   | Spelling and punctuation errors are difficult to spot.  | Several spelling errors which may interfere with intended meaning. Some punctuation errors reducing communication.   |
| <b>Vocabulary range</b>             | Uses a broad and sophisticated lexical repertoire skillfully to convey subtle nuances of meaning and eliminate ambiguity. Displays natural and sophisticated control of lexical features and awareness of style and collocations.                                  | Uses a sufficient range of vocabulary allowing some flexibility and precision in expression. S/he has fairly good grasp of idiomatic expressions displaying some awareness of style and collocation.  | Uses a rather limited range of vocabulary.   |
| <b>Accuracy</b>                     | Consistently maintains a high degree of grammatical accuracy and uses complex language.  | Consistently maintains a high degree of grammatical accuracy. Grammatical errors are difficult to spot.   | Shows a relatively high degree of grammatical control. Some errors of grammar not seriously interfering with intended meaning.   |
| <b>Appropriacy</b>                  | Selects highly appropriate lexicogrammatical features, which fully convey intended meaning.  | Generally uses appropriate lexicogrammar although there may be some occasional lapses in terms of appropriacy which do not affect meaning.  | Some noticeable lexical errors (in terms of appropriacy and word formation) which may locally obstruct meaning.  |
| <b>Text organization</b>            | Skillfully manages paragraphing and uses a variety of organizational patterns effectively.   | Ideas and information are logically organized. Appropriate paragraphing.  | Organization and paragraphing are at times problematic.  |
| <b>Cohesion &amp; coherence</b>     | Produces coherent texts and uses appropriately, accurately and skillfully a wide range of connectives and other cohesive devices to mark the relationships between ideas.  | Generally produces clear, smoothly flowing texts showing controlled use of organizational patterns, connectors and cohesive devices, although there may be some over/under use.   | Uses a rather limited number of cohesive devices to link ideas making segments of the text appear partially disconnected. Some reasoning gaps are evident (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes).   |