



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

Script Rater Guide

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ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ ΑΘΗΝΑΣ (Β.Κ.Α.)

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Δραστηριότητες του Β.Κ.Α.

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

Στελέχωση του Β.Κ.Α.

Επιτροπή του Βαθμολογικού Κέντρου (Ε.Β.Κ.)

Πρόεδρος	Καθηγήτρια Βασιλική Δενδρινού, Πρόεδρος της ΚΕΕ
Αντιπρόεδρος:	Επίκουρη Καθηγήτρια Ευδοκία Καραβά, μέλος της ΚΕΕ
Γραμματέας	Αργυρώ Μάμαλη
Βοηθοί Γραμματείας	Δήμητρα Γκάγκα, Κώστας Ζήκος, Δαμιανός Παπαδόπουλος

Προετοιμασία και υλοποίηση του έργου για τη βαθμολόγηση των γραπτών Αγγλικής

Υπεύθυνη έργου		
βαθμολόγησης Αγγλικής:	Ευδοκία Καραβά	
Γενική Συντονίστρια:	Μόιρα Χιλλ	
Συντονιστές/τριες:	Μαίρη Δρόσου	Βασίλης Ζορμπάς
	Μαργαρίτα Λεοντή	Βούλα Μουστακίδου
	Πωλ Μπουνιόλ	Αθηνά Χαραμή
	Μαρία Χαρίτου	
Βοηθοί συντονιστών	Χρήστος Μπαλίκος	Δήμητρα Μπουντοπούλου
	Μαρία Ρεφανίδου	Ελίντα Γκιοντεντάι

0. Foreword

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

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

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

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

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

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

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

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

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

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

Professor B. Dendrinos
Athens, May 2013

1. Marking short answers

What are 'short answers'?

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

How are short answers marked?

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

Frequently Asked Questions

1. Are short answers with spelling mistakes considered wrong?

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

2. Which responses are counted as wrong?

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

A LEVEL ENGLISH EXAM

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

MODULE 1: Reading comprehension

A1-level ACTIVITY

ACTIVITY 5: Fill in the gaps with the right word to complete the sentences below (21-25), as in the example. The missing word is a COUNTRYSIDE word and the first letter is given to help you solve the puzzle.

Συμπλήρωσε τα κενά με τη σωστή λέξη για να ολοκληρώσεις τις πιο κάτω προτάσεις (21-25), όπως στο παράδειγμα. Η λέξη που λείπει αφορά την ΕΞΟΧΗ. Το πρώτο γράμμα δίνεται για να σε βοηθήσει να λύσεις το σταυρόλεξο. **COUNTRYSIDE * COUNTRYSIDE * COUNTRYSIDE ***

COUNTRYSIDE

EX.	It's a small town, with few houses.	V I L L A G E
21.	It looks like the sea, but it's much smaller and the water has no salt.	L _____
22.	It's a thing above or over a river to help people cross it.	B _____
23.	It looks like a very big hill. It can be rocky or very green with trees and animals.	M _____
24.	It's a piece of land with a house on it. Workers plant vegetables and crops, and keep lots of animals.	F _____
25.	It is in the countryside and it has a lot of trees, flowers and birds.	F _____


ANSWER KEY

21. LAKE 22. BRIDGE 23. MOUNTAIN 24. FARM 25. FOREST

A2-level ACTIVITY

ACTIVITY 11: Use the correct form of the words in parentheses to fill in the gaps (46-50), as in the example.

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





ATTICAPARK
zoological park

A place you have to visit!

Are you (EX) interested (interest) in rare and exotic birds? Then, you have to visit the Attica Zoological Park in Spata, near Athens. Believe it or not, it hosts the third largest bird (46) _____ (collect) in the world, with more than 1,100 birds. But that is not all. You can also find lions, bears, wild cats, giraffes, zebras, wolves as well as monkeys, snakes, hippos, alligators and other animals.

The Attica Zoological Park is naturally a (47) _____ (wonder) place to learn about birds or about your (48) _____ (favour) animals but also an (49) _____ (excite) place to relax, have fun, meet friends or have your own party! Finally, it is a great place to buy beautiful gifts for animal lovers: you will surely find something for them in its most (50) _____ (attract) gift shop!

ANSWER KEY

46. COLLECTION (S) 47. WONDERFUL 48. FAVOURITE 49. EXCITING 50. ATTRACTIVE

MODULE 3: Listening comprehension

A1-level ACTIVITY

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

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

What do the speakers do on their way to work or school?



6.	Speaker 1 listens to _____.
7.	Speaker 2 _____ with her friend, Maria.
8.	Speaker 3 listens to the _____ on the radio.
9.	Speaker 4 reads a _____.
10.	Speaker 5 plays _____ on his mobile.

ANSWER KEY

6. MUSIC 7. TALKS/CHATS 8. NEWS 9. MAGAZINE 10. GAMES

TAPESCRIPT

- 06. *Well, I always have my MP3 with me. I listen to Rock, Pop, Hip Hop – anything to wake me up!*
- 07. *What do I do? Well, I usually sit with my friend Maria because we always take the same bus... And we've got so much to talk about every morning!*
- 08. *While driving to work, I like to listen to what's happening around the world. I have the radio tuned in to radio 4 – all the time!*
- 09. *Um, I'm very interested in fashion, you know, clothes, shoes, jewelry, and so every week I buy "Fashion Design", and I read it from cover to cover!*
- 10. *Well, on the bus, I play 'Space Invaders' or 'Monsters from Space' on my mobile phone. They're really great!*

A2-level ACTIVITY

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

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

What do these people like to do?

FREE TIME QUIZ



EX.	D R A W
16.	S _ _ _ _
17.	D _ _ _ _
18.	R _ _ _ _ (a bike)
19.	S _ _ _ _
20.	R _ _ _ _

ANSWER KEY

16. SWIM 17. DANCE 18. RIDE 19. SING 20. READ

TAPESCRIPT

- EX:** *I just want to introduce myself: I am retired now and have started to do my art full time. I work in coloured pencil. I enjoy doing landscapes, drawing from nature, and faces. Portraits...*
16. *Oh, I love it! I mean exercising in the water is really good for you because you're using your arms and your legs. You really should come! The water is not cold!*
17. *I used to have lessons when I was a child and, just a few months ago, I started again. I'm so happy! Already, I've learnt how to do the Tango, and Flamenco is next, and then the Samba. I take classes as often as I can. It's really great exercise!*
18. *Well, it's much faster than walking and, in fact, in the city, it's much faster than the car. And it's not bad to the environment, and it's great exercise! I love it!*
19. *Everyone thinks I've got a great voice! So, I practise in my free time. I dream sometimes – that maybe one day I'll be like Shakira or Jennifer Lopez!*
20. *I always have a book next to my bed. I love detective stories. And I go through a couple of pages, and before you know it, I am off to sleep...*

B LEVEL ENGLISH EXAM

MODULE 1

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

How to behave towards people with mobility problems

We are often not sure how to approach disabled people to help or to avoid giving offence. Here are simple rules of thumb to help you.



- You should not talk to the disabled person through a third person: speak **(51)** _____ (**direct**) to disabled people as you would to anybody else.
- Although we should always treat disabled people **(52)** _____ (**respect**) we don't have to be serious all the time. Disabled people do not lose their sense of humour.
- Try not to touch or lean on the disabled person's wheelchair, especially if you don't know the person well: it is like a complete **(53)** _____ (**strange**) touching or leaning on you!
- Try to put yourself in the position of a disabled person: your **(54)** _____ (**behave**) towards them should be natural.
- You can show **(55)** _____ (**sympathetic**) towards disabled people without 'feeling sorry for them'.

ANSWER KEY

51. DIRECTLY 52. RESPECTFULLY 53. STRANGER 54. BEHAVIOUR 55. SYMPATHY

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

56. a) She **k** _____ loudly but nobody answered, so she opened the door and went in.
b) She was **k** _____ down by a car as she was crossing the road.

57. a) Look left and right before you **c** _____ the road.
b) Don't be **c** _____ at me, I didn't mean to upset you!

58. a) If you don't **m** _____ an effort, how can you expect to learn the language?
b) I'm sorry to have upset you; how can I **m** _____ it up to you?

59. a) She's such a **s** _____ off - she can't resist grabbing attention all the time.
b) I'm playing a small part in the Christmas **s** _____ but I'm not singing!

60. a) Can you lend me a **c** _____ of euros to get a cup of tea?
b) How long have Terry and Kelly been a **c** _____?


ANSWER KEY







56. KNOCKED 57. CROSS 58. MAKE 59. SHOW 60. COUPLE

MODULE 3

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

What is the speakers' job?



EX.	<u>Policeman</u>	
16.	_____	
17.	_____	
18.	_____	
19.	_____	
20.	_____	


ANSWER KEY

16. PHOTOGRAPHER 17. CHEMIST / PHARMACIST 18. (CAR) MECHANIC 19. ARCHITECT 20. FARMER






TAPESCRIPT

- EX.** *Right, madam. You've just gone through a red light. Can I see your driver's licence, please?*
- 16.** *Right, I need a shot of everyone now – I want the bride and groom, and all the family lined up here. Come on – that's it, ok tall ones at the back please. Alright. Smile everyone!*
- 17.** *So take two of these after every meal for 5 days. And also this mixture for the cough and you need to mix it with water. Instructions are on the box. OK 6.50 euros, please.*
- 18.** *(leaving a message on phone) Hallo, Mr Sanderson? Your car's ready now, you can pick it up any time until 6.30 today. In the end, we had to change the brake pads, and do a complete service – when was the last time you had this done? But it will be OK now for another 20,000 km.*
- 19.** *So this one here is my latest design – it's an apartment building, 4 floors. What's unusual about it is that I've designed it to have as little impact and to harm the environment as little as possible.*
- 20.** *Well, we've been really badly hit by the weather this year. All the rain in the summer meant that our summer fruits were very poor – the strawberry crops were practically destroyed. And then the winter was so cold that we lost most of our potatoes...*

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



What recent experiences are they discussing?

21.	The woman has just had a(n) _____.	
22.	The man has just been to the _____.	
23.	The woman has just had an _____.	
24.	The girl has just taken a _____ test.	
25.	The man has been a _____ in a conference.	

ANSWER KEY

21. INTERVIEW 22. DENTIST 23. EXAM 24. DRIVING 25. SPEAKER

TAPESCRIPT

21. *Speaker 1: So, how did it go?*
Speaker 2: Hmmm, I don't know. I mean, they asked lots of questions.
Speaker 1: Oh really?
Speaker 1: Well, you know, obviously about my previous experience and why I was leaving, you know, and that kind of thing.
Speaker 1: And what did you tell them?
Speaker 2: Well, the truth! I mean, you know, I wasn't going anywhere, you know I wanted to get promoted, better opportunities ...
Speaker 1: So when do you think you're going to hear from them?
Speaker 2: I don't know, they said after a week, but there were an awful lot of people there.
Speaker 1: Oh yeah?
22. *Speaker 1: Oh, how are you feeling?*
Speaker 2: Pretty awful. The truth is I just can't stand the experience. It's the injections, the sound of the drill.
Speaker 1: Yeah, horrible.
Speaker 2: The truth is it just didn't hurt at all, it's just the idea that I hate.
Speaker 1: You didn't have any taken out, did you?
Speaker 2: No, but I had two really big fillings. My mouth feels quite weird now.
23. *Speaker 1: So, how did it go?*
Speaker 2: Oh, don't ask. I really messed it up.
Speaker 1: Oh, really?
Speaker 2: I ran out of time. I was supposed to answer all 3 questions, but I only had time for the first two. It's just I feel so stupid because I knew the answers.
Speaker 1: Right, yeah
Speaker 2: I know I've failed.
24. *Speaker 1: Did you pass?*
Speaker 2: No. The examiner was very strict. He marked me down on my parking skills.
Speaker 1: Just that?
Speaker 2: Oh, well he was too strict because he said that I didn't look in the mirror. I did, but it was a glance.
Speaker 1: Well, you can take it again, of course.
Speaker 2: Yes, but it's going to cost us another 200 euros.
25. *Speaker 1: So, how did it go?*
Speaker 2: It actually went really well. The room was completely full with, you know a lot of people and they asked some interesting questions afterwards, and it went great. I was afraid in the beginning that I would forget what I wanted to say, but it actually turned out well.
Speaker 1: Were you nervous?
Speaker 2: Oh yes, definitely in the beginning. I mean, my legs were shaking, it was crazy. It was actually my first time in front of a huge audience.

C1 LEVEL ENGLISH EXAM

MODULE 1

ACTIVITY 5.7: Fill in the gaps in Column B (items 51-55) with words that have approximately the same meaning with those underlined in Column A, as in the example.

COLUMN A		COLUMN B
0.	The final script and the final film <u>are actually very close.</u>	There is a strong <u>similarity</u> between the final script and the final film.
51.	<u>Instead of employing</u> established actors, he prefers to work with unknown talent.	Rather _____ on established actors, he prefers to work with unknown talent.
52.	<u>It is no surprise</u> that Loach foregoes over-dependence on special effects.	It _____ saying that Loach foregoes over-dependence on special effects.
53.	Some of these films have violence <u>for the</u>	In some of these films violence is an end

	sake of it.	_____.
54.	Drawing attention to disturbing levels of social deprivation far in excess of those assumed by most people, the play led to a public outcry...	By _____ disturbing levels of social deprivation far in excess of those assumed by most people, the play led to a public outcry...
55.	(Cinema promotes) awareness of problems <u>capable of resolution only</u> through political action.	(Cinema promotes) awareness of problems which could only _____ through political action.

ANSWER KEY

51. THAN TAKING 52. GOES WITHOUT 53. IN ITSELF 54. FOCUSING ON/ HIGHLIGHTING THE/ STRESSING THE 55. BE RESOLVED

ACTIVITY 6: Solve the puzzle below. Put the jumbled words in column B in the correct order to complete the gaps (56-60) in Column A, as in the example.

COLUMN A		COLUMN B
0.	A book review In her introduction to this volume of eight essays on recent Welsh poetry, the editor states that the book is intended as an overview of the field.	intended – the- as – book – is
56.	Publisher’s blurb It is an immortal story of courage and strength to face up to tragedy told with _____.	vitality – a – the – of – novelist – master
57.	Letter of Application Finally, I would _____ you with references, on request.	happy – more – supply – be – than – to
58.	Conference announcement We invite you to participate _____ one of our best conferences ever.	believe – in – we – will – what – be
59.	Hotel leaflet We are proud _____ a campaign to cut energy costs in our city.	taking – to – part – be – in – active
60.	A letter from a lawyer I enclose herewith the above mentioned policies together with the accompanying documentation for your retention as they are not required _____.	mortgage – in – with – your – connection


ANSWER KEY






56. THE VITALITY OF A MASTER NOVELIST
 57. BE MORE THAN HAPPY TO SUPPLY
 58. IN WHAT WE BELIEVE WILL BE
 59. TO BE TAKING ACTIVE PART IN
 60. IN CONNECTION WITH YOUR MORTGAGE

MODULE 3**ACTIVITY 5:** Listen and fill in items 21-25 with the right word.

BOOK

reviews



21.	The book being reviewed is probably a _____ book.	
22.	This man is reviewing a _____ book.	
23.	The book being reviewed is probably a _____ book.	
24.	This man is reviewing an _____ book.	
25.	The book being reviewed is probably a _____.	

ANSWER KEY

21. HISTORY 22. MEDICAL 23. COOK 24. ART 25. DICTIONARY

TAPESCRIPT**21. HISTORY BOOK**

This book describes the horror of the conflict, the war which took place at that time between 1914 and 1918 and describes the battles, the bloody, mud-filled western battlefields in Europe and in the East. And by the end of the war, over 10 million people had died and another 20 million wounded, and large parts of Europe were completely destroyed.

22. MEDICAL BOOK

This book has been acclaimed internationally for its scholarship, its conciseness, full-color presentation, and encyclopedic scope. The new edition of this clinical companion delivers at-a-glance summaries of the signs, symptoms, epidemiology and treatment options for more than 1,000 diseases and disorders.

23. COOK BOOK

Get the background on a dish along with information on how the ingredients work. Classic dishes are all accompanied by the specifics you need in order to answer any questions that your diners may have between bites. Find out the secret to a flaky pie crust, the proper technique for roasting beef and much more within the pages of this indispensable new edition.

24. ART BOOK

This is an accessible, informative and fun A - Z guide to masters from medieval times to the present day. It is updated and expanded with 100 new works, including paintings, photographs and sculptures. A celebrated and award-winning title published in over 20 languages, the authors of this book juxtapose brilliant examples of all periods, schools, visions and techniques.

25. DICTIONARY

This is an all-new edition with more than 36,000 entries. Other features include authoritative definitions, derivations, detailed information on pronunciation using the International Phonetic Alphabet, listings of variant spellings, extensive treatment of etymology, and details of area of usage and of any regional characteristics.

2. Marking scripts

2.1. Marking A level scripts

ACTIVITY 1.1

Complete this questionnaire for the nutrition survey of an international magazine.

Συμπλήρωσε το ερωτηματολόγιο για ένα διεθνές περιοδικό που κάνει μια έρευνα για τη διατροφή μας.

WEEKLY NEWS Int.

Nutrition Survey



1. MALE FEMALE
(tick Male or Female)

2. Age: 12

BREAKFAST

3. What do you usually have for breakfast? (write two things only)

Milk and/or hot chocolate

LUNCH / DINNER

4. How often do you have meat for lunch?

Three times a week

5. How often do you have fish for lunch?

Every Sunday

6. What are two of your favourite vegetables?

Tomatoes and potatoes

7. What do you usually have for dessert? (write two things only)

Fruit and/or a cake

SNACK

8. What kind of snack do you have at school? (write two things only)

A sandwich and/or crisps

OTHER

9. What do you like to drink? (write two things only)

Fruit juices and/or water



Greece / Spring 2013
Code No 003689

Thank you!

All about Health and Nutrition

Evaluation criteria and output expectations

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

TASK COMPLETION (2-0)**TASK PERFORMANCE:**

Candidates are graded on a **2-0** scale for the following (see also grading scale, p. 44):

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

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

LANGUAGE PERFORMANCE (4-0)**GRAMMAR:**

Candidates are graded on a **2-0** scale depending on the degree of the grammaticality of their answers (see grading scale, p. 44), providing that these answers make sense. Responses which are ungrammatical for the linguistic context or seriously violate rules of usage are problematic. Of course, we do expect minor grammatical errors, such as wrong tenses or wrong formation of the question form.

Here are examples of ungrammatical responses. Of course, we take these errors into account when assigning our final mark.

- Item #3: Have milk (violation of English grammar),
- Item #4: I eat often meat (violation of English grammar)
- Item #5: I fish day (contextually ungrammatical & violation of English grammar)
- Item #6: They is tomatoes (violation of English grammar)
- Item #7: Yesterday (contextually ungrammatical)
- Item #8: Have cheese snack (violation of English grammar).

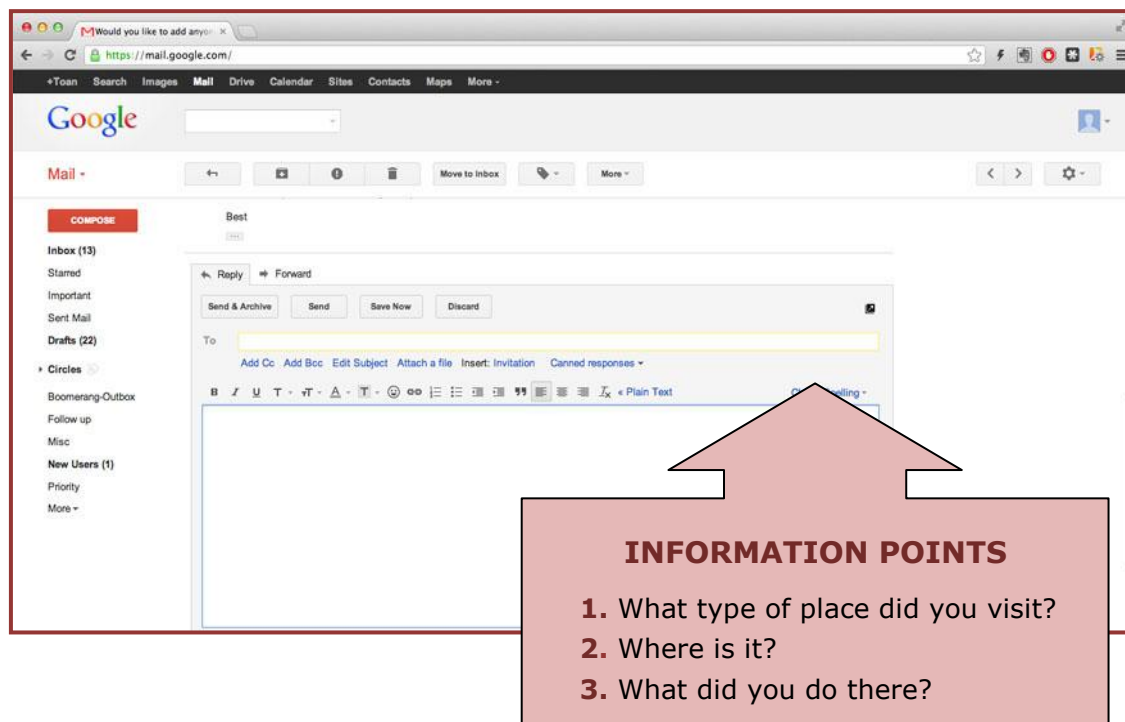
VOCABULARY & SPELLING:

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

ACTIVITY 1.2

Write an email (60-70 words) to your friend Monika about a nice place in your hometown that you visited yesterday. Include the INFORMATION POINTS below. Sign as 'Nikos' or 'Niki' (not with your real name).

Γράψε ένα email (60-70 λέξεων) στην φίλη σου τη Μονίκα και πες της για ένα ωραίο μέρος στην πόλη σου που επισκέφτηκες χτες. Να συμπεριλάβεις και τα παρακάτω σημεία (INFORMATION POINTS). Υπόγραψε ως 'Νίκος' ή 'Νίκη' (όχι με το πραγματικό σου όνομα!)



The image shows a screenshot of a Gmail 'Compose' screen. A red arrow points from a box on the right towards the 'To' field of the email. The box contains the following information points:

INFORMATION POINTS

1. What type of place did you visit?
2. Where is it?
3. What did you do there?

Evaluation criteria and output expectations

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

TASK COMPLETION (2-0)

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

- have produced a text of about **60-70 words** with the characteristics of an **email** addressed to a friend, i.e., an opening (e.g., *Hi! How are you?*), a main body with meaningful information, and a closing (e.g., *bye for now, love, kisses, etc.*).
- have responded to the communicative purpose, which is to **inform** a friend about a nice place in his/her hometown that he/she visited yesterday.
- use the points provided, in order to produce their text, i.e., state the type of place visited, where it is, and what he/she did there.

LANGUAGE PERFORMANCE (7-0)

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

- Yesterday I visited ... (past tense construction)
- It is a place with ... and it has ... (present tense construction)
- (I liked it) because it ... (causative construction)
- It is beautiful and quiet... (basic descriptive language)

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

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

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

BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM


A1 script 1: Fully satisfactory		
<p><i>Dear Moníka,</i> <i>I am writing to you because I want to tell you about a nice place in my home town, its name is Acropolis. Yesterday, I went there. It's nice, I saw Parthenon, it's very big. Acropolis is in the centre of the town. You can go there by metro or for a walk. I took a lot of pictures, with me and my dad. This is a nice day.</i> <i>Your friend,</i> <i>Níkos</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
74 words	2	<ul style="list-style-type: none"> • meaningful response to task requirement • email with appropriate opening but abrupt closing • clear communicative purpose (i.e. informing a friend about a place visited recently) • all points provided used (type of place, location, author's activities there)
LANGUAGE PERFORMANCE		
Grammar:	3	<ul style="list-style-type: none"> • simple but accurate grammatical structures (expected at A1 level) • successful use of tenses (apart from the last sentence "this is a nice day") • simple descriptive language
Vocabulary & spelling:	2	<ul style="list-style-type: none"> • vocabulary related to the topic • no spelling errors • words morphologically and semantically correct
Cohesion-coherence:	2	<ul style="list-style-type: none"> • fairly coherent text produced • successful use of basic cohesive devices (e.g. and, or) • information clearly organised
TOTAL SCORE	9/9	
A1 script 2: Moderately satisfactory		
<p><i>Dear Moníka,</i> <i>I am sending you this email to say to you about a beautifull place with a lot of grass where we can play everything game you choose. It has got and a basket!!! I often go there to play with my brother. If you can please came to play with you.</i> <i>See you soon. Bye bye.</i> <i>Your friend, Níkos</i></p>		

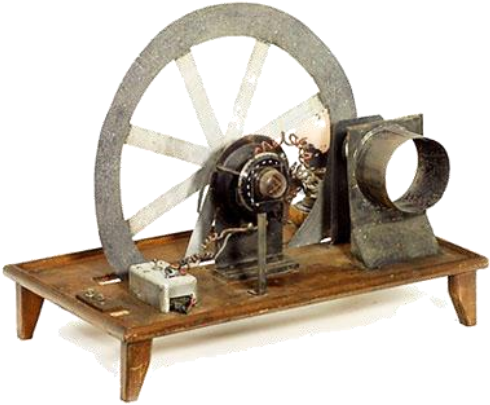
Criteria	Score	Comments
TASK COMPLETION		
61 words	1	<ul style="list-style-type: none"> partial response to task requirement communicative purpose partly achieved (i.e. it is not obvious that a friend is being informed about a place recently visited) email with appropriate opening & closing not all points provided used (no reference to exact location)
LANGUAGE PERFORMANCE		
Grammar:	1	<ul style="list-style-type: none"> a few problematic grammatical structures (e.g. "everything game"; "got and a basket"; "came to play") past tense not used structures used not really descriptive
Vocabulary & spelling:	2	<ul style="list-style-type: none"> vocabulary related to the topic but limited at times few spelling errors words morphologically and semantically usually correct
Cohesion-coherence:	1	<ul style="list-style-type: none"> text not always coherent (e.g. the second sentence) few cohesive devices information fairly well organized
TOTAL SCORE	5/9	
A1 script 3: Unsatisfactory		
<p><i>Hi Monika, how are you I rieding a meil bicause wetd one biautiful home town. The home town is a very big. There is a one very big theater and a meny hospitals. We lived a one dig hotel. I see a one very dig dak and one zebra. I like very a hotel bicause they is one pol. You tell you one hometown.</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
65 words	1	<ul style="list-style-type: none"> partial response to task requirement email with appropriate opening but no closing communicative purpose not achieved (i.e. informing a friend about a place visited recently) / text hardly intelligible not all points provided used (no reference to the exact location, almost no information on what the author did there)
LANGUAGE PERFORMANCE		
Grammar:	1	<ul style="list-style-type: none"> problematic grammatical structures throughout (e.g. "I rieding"; "a many hospitals"; etc) poor use of tenses (e.g. present and past tense used interchangeably) hardly any descriptive constructions
Vocabulary & spelling:	0	<ul style="list-style-type: none"> vocabulary related to the topic but very limited spelling errors throughout interfering with the intelligibility of the text words morphologically and semantically incorrect most of the time
Cohesion-coherence:	1	<ul style="list-style-type: none"> text not coherent / not intelligible most of the time few basic cohesive devices used ("and" only, used twice) information poorly organised
TOTAL SCORE	3/9	

ACTIVITY 2.1

Write the history of television by completing the captions below, as in the example.

Γράψε την ιστορία της τηλεόρασης συμπληρώνοντας τα λόγια κάτω από τις εικόνες, όπως στο παράδειγμα.

1. 



EXAMPLE

Television was invented in 1878 but scientists needed 60 more years to **develop it and make better models.**

2. 

Around 1938, you could find TV sets in stores, so _____.

3. 

In the 1940s and 1950s many American homes had TVs and the whole family _____.

4. 

Around 1960, people bought even more televisions because _____.

5. 

A few years later, colour television appeared. Everyone was really excited but unfortunately it cost _____ and _____.

6. 

Today, there are more than 1,400,000,000 TV sets all over the world! Everyone _____.

Evaluation criteria and output expectations

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

TASK COMPLETION (2-0)

Candidates are graded on a **2-0** scale depending on whether or not they used the verbal and visual cues to produce phrases which complete the captions, in complete sentence form (see grading scale, p. 44). In some cases, candidates have chosen to produce a cohesive text on the history of television. This type of response is fully acceptable.

A. Here are examples of isolated responses:

(EX) Television was invented in 1878 but scientists needed 60 more years to develop it and make better models.

(caption 2) Around 1938, you could find TV sets in stores, so some people bought a television then.

(caption 3) In the 1940s and 1950s many American homes had TVs and the whole family spent a few hours in front of it.

(caption 4) Around 1960, people bought even more televisions because they were easier to find and not too expensive.

(caption 5) A few years later, colour television appeared. Everyone was really excited but unfortunately it cost much money and only few people could buy one.

(caption 6) Today, there are more than 1,400,000,000 TV sets all over the world! Everyone has a television at home and can enjoy its programmes all day!

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

THE HISTORY OF TELEVISION

Television was invented in 1878 but scientists needed 60 more years to develop it and make better models. Around 1938, you could find TV sets in stores, so some people bought a television then. In the 1940s and 1950s many American homes had TVs and the whole family spent a few hours in front of it. Around 1960, people bought even more televisions because they were easier to find and not too expensive. A few years later, colour television appeared. Everyone was really excited but unfortunately it cost much money and only few people could buy one. Today, there are more than 1,400,000,000 TV sets all over the world! Everyone has a television at home and can enjoy its programmes all day!

Note that we do not accept responses which are grammatically correct but make no sense. For example:

Caption 2: Around 1938, you could find TV sets in stores, so people take TV.

Caption 3: In the 1940s and 1950s many American homes had TVs and the whole family sees one cowboy with one horse.

Caption 4: Around 1960, people bought even more televisions because the man and the woman want a TV.¹

Caption 5: A few years later, colour television appeared. Everyone was really excited but unfortunately it cost money and so men wait for less time.

¹ There might be responses which make sense, are grammatically accurate, but the information is not 100% correct. For example, the response "Around 1960, people bought even more televisions because prices were much lower suddenly..." is incorrect information wise. However, since we cannot expect everyone to know that (and we are not testing the candidates' world knowledge), we accept a response such as this which makes sense and is in line with what the picture shows.

Caption 6: Today, there are more than 1,400,000,000 TV sets all over the world! Everyone watches TV in markets.

LANGUAGE PERFORMANCE (4-0)

GRAMMAR: Candidates are graded on **2-0** scale depending on the degree of the grammaticality of their answers (see grading scale, p. 44), providing that these answers make sense. In this case, they are expected to be able to produce simple grammatical structures, making use of present constructions. Responses which are ungrammatical for the linguistic context or violate rules of the English language are problematic. Of course, minor grammatical errors, such as the omission of a subject or the wrong use of a present construction, are expected.

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

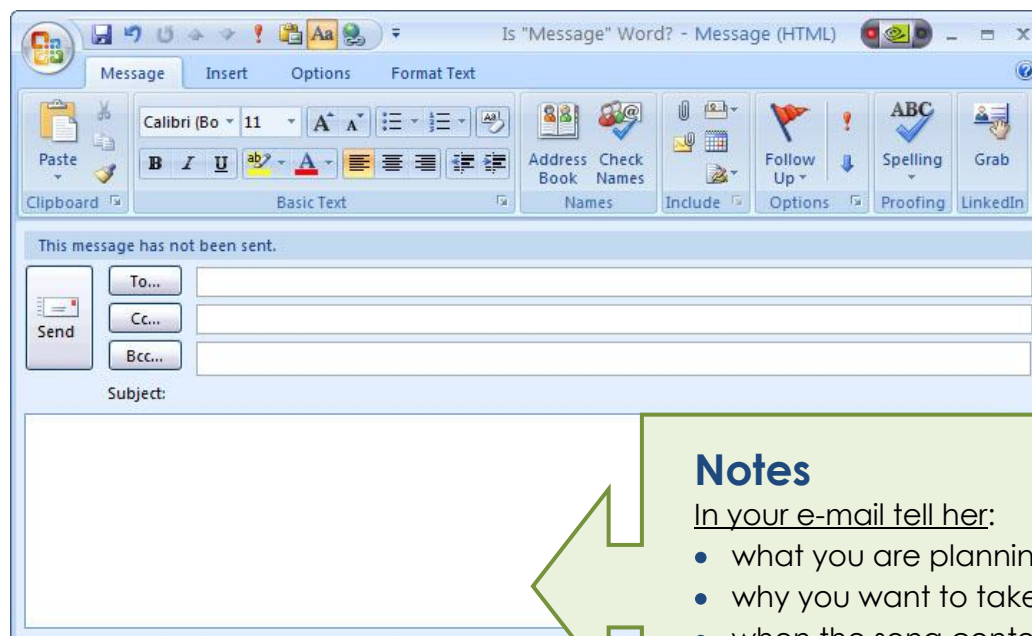
- Caption 2: Around 1938, you could find TV sets in stores, so people buy TV sets. (violation of English grammar)
- Caption 3: In the 1940s and 1950s, many American homes had TVs and the whole family smile and cry in front it. (contextually ungrammatical & violation of English grammar)
- Caption 4: Around 1960, people bought even more televisions because they are watching. (contextually ungrammatical)
- Caption 5: A few years later, colour television appeared. Everyone was really excited but unfortunately it cost many more money and not have enough money. (violation of English grammar)
- Caption 6: Today, there are more than 1,400,000,000 TV sets all over the world! Everyone think is very important and interesting! (violation of English grammar)

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

ACTIVITY 2.2

You are planning to take part in a song contest. Write an email to your friend Elena (about 80 words) to tell her about it. Use the Notes below. Sign as 'George' or 'Georgia' (not with your real name!)

Σκοπεύεις να λάβεις μέρος σε ένα διαγωνισμό τραγουδιού. Γράψε στη φίλη σου την Elena (περίπου 80 λέξεις). Χρησιμοποίησε τις πιο κάτω σημειώσεις. Υπόγραψε ως 'Γιώργος' ή 'Γεωργία' (όχι με το πραγματικό σου όνομα!)

**Notes**

In your e-mail tell her:

- what you are planning to do
- why you want to take part
- when the song contest is and finally, ask her
- what she thinks about it

Evaluation criteria and output expectations

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

TASK COMPLETION (2-0)

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

- (a) they produced a text (of about 80 words) that has the characteristics of an email, such as an address form like 'Dear Elena', or an opening, such as 'How are you?' or 'I hope you're well', an introduction to the topic, such as 'I have news for you', a main body with information making use of the cues given, and a closing of a personal nature, i.e., addressed to a friend, such as 'I hope to see you soon'.
- (b) they responded to the communicative purpose of the task, i.e., to inform their friend about their intention to take part in a song contest.
- (c) they used (some or all) the cues to inform their friend about what they are planning to do, why they want to take part, when the song contest is, and asking her friend what she thinks about it.

LANGUAGE PERFORMANCE (7-0)

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

- I am going to / planning to take part... (future construction)

- My school is organizing ... (present construction)
- Because everyone believes ... (causative construction)
- They say I have a great voice, I'll sing a modern song, etc (descriptive language)

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

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

COHESION-COHERENCE: Candidates are graded on a **2-0** scale depending on whether or not they were able to produce a fully coherent text and use simple cohesive devices (e.g. and, but, so, because).

BELOW ARE SOME MORE SCRIPTS AND HOW WE MARKED THEM

A2 script 4: Fully satisfactory		
<p><i>Dear Elena, I'm writing you this e-mail to tell you about a song contest, which I want to take part. So, I decided, to write a song and when I will go there, I am going to sing it. I am going there because I like to sing or to take part in something. I have a lot of time because the song contest is at 21th August. I am very excited. What about you? Do you think that this I am going to do is good? Kisses, Georgia</i></p>		
Criteria	Score	Comments
TASK COMPLETION		
89 words	2	<ul style="list-style-type: none"> • meaningful response to task requirement (email) with an appropriate opening & slightly abrupt closing • clear communicative purpose (i.e. informing a friend about a song contest the author is planning to take part in) • all points provided used
LANGUAGE PERFORMANCE		
Grammar:	2	<ul style="list-style-type: none"> • simple and accurate grammatical structures most of the time (except for the first and the last sentence) expected at A2 level • successful use of tenses
Vocabulary & spelling:	2	<ul style="list-style-type: none"> • use of basic vocabulary related to the topic • no spelling errors • words morphologically and semantically correct
Cohesion-coherence:	2	<ul style="list-style-type: none"> • coherent text produced (in spite of the inaccuracies in the first and last sentence) • successful use of cohesive devices • information clearly organised
TOTAL SCORE	8/9	
A2 script 5: Moderately satisfactory		
<p><i>Hi Elena</i></p>		

I am writing to you to tell you that I will take part to the song contest. I am planning to become a winner. I want to take part, because all my friend tell that I have nice voice. The song contest is tomorrow. What do you think. Is it the best think? Please answer the sooner will be.
best wishes
George

Criteria	Score	Comments
TASK COMPLETION		
64 words	1	<ul style="list-style-type: none"> fairly meaningful response to task requirement email with an appropriate opening but an awkward closing clear communicative purpose (i.e. informing a friend about a song contest the author is planning to take part in) all points provided used (what the author is planning to do, why, when, and what his/her friend thinks about it) text a little too short, though
LANGUAGE PERFORMANCE		
Grammar:	2	<ul style="list-style-type: none"> a few problematic grammatical structures (e.g. "take part to"; "I have nice voice", "tell that") successful use of tenses descriptive language
Vocabulary & spelling:	1	<ul style="list-style-type: none"> vocabulary related to the topic but limited range very few spelling errors (e.g. "the best think") words morphologically and semantically incorrect at times (e.g. "all my friend tell") wrong word choice at times (e.g. "become a winner"; "the sooner will be")
Cohesion-coherence:	1	<ul style="list-style-type: none"> text produced not always coherent (e.g. last two sentences) no use of cohesive devices information clearly organized, though
TOTAL SCORE	5/9	

A2 script 6: Unsatisfactory

Hi, Elena!!!
I want take part in a song contest. I want sing the Rock me from One direction. What did you see? Can I could that? I think for I would win the concert and I win a travel in France, Eurodisian. It was a fantastic concert. I want do probes every day. With very very love your best friend Georgia

Criteria	Score	Comments
TASK COMPLETION		
62 words	1	<ul style="list-style-type: none"> partially successful response to task requirement email with an abrupt opening and awkward closing fairly clear communicative purpose (i.e. informing a friend about a song contest the author is planning to take part in) however, not all points provided used (no reference to the date of the contest, no question to the author's friend about how he/she feels about it)
LANGUAGE PERFORMANCE		
Grammar:	1	<ul style="list-style-type: none"> problematic grammatical structures (e.g. "I want take"; "I want sing") not expected at A2 level problematic use of tenses (e.g. "It was a fantastic concert" instead of "It will be a fantastic concert"; "I would win" instead of "I will win")

		<ul style="list-style-type: none"> • very few descriptive constructions
Vocabulary & spelling:	1	<ul style="list-style-type: none"> • related but very limited vocabulary (e.g. "I think for"; "do probes"; "very very love") • no spelling errors, though
Cohesion-coherence:	0	<ul style="list-style-type: none"> • text produced not coherent (e.g. "What did you see?"; "Can I could that?"; "I think for I would win") • almost no use of cohesive devices • information rather poorly organised
TOTAL SCORE	3/9	

2.2. Marking B level scripts

ACTIVITY B1.1

Every month the magazine "Young People International" invites its readers to write about their everyday problems. Last month's issue was about problems at home (see model below). This month's issue is about problems at school. Write a **letter** (about 80 words) to appear in the magazine in which you **complain** about a gang of boys who bully other students at school. Sign as Alex (not with your real name).

PROBLEMS

at Home

YOUNG PEOPLE *International*




Dear readers,

I'm 14 years old and I'm having problems at home.

My parents don't like my friends and they won't let me go out with them. My friends don't do very well in school and my mum and dad think that I won't be getting good marks either if I hang around with them. But I won't give up my friends, besides they need my help for school. I love it and I love my friends.

Besides, my parents are always telling me that I'm not a little child anymore and that I have to act like a responsible human being. Doesn't this mean that I get to choose my own friends, too?

Faithful friend

36

APRIL 2013

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B1.1

Criterion 1: Task Completion

Candidates are asked to write a public letter (**genre**) to appear in the magazine “Young People International” addressing young people’s everyday problems. Using the given text as a model, candidates are expected to produce their own text about the problem of bullying at school (**topic**). In their text, they are actually expected to complain about a gang of boys who bullies other students at their school (**communicative purpose**). Their scripts should be informal with a personal tone (**register & style**), as in the model text.

Criterion 2: Text Grammar

Candidates are expected to produce an *original* text of the same genre, register and style as the model text but on a *different* topic. In terms of **organization**, the text is expected to follow the structure of a letter using loose paragraphing. It would thus be natural to find:

- a) an informal opening (stating the purpose of writing the letter)
- b) the main body of the letter, in which the candidate is expected to explain the problem of bullying at school, and
- c) an informal closing, which may be a short statement about the solution to the problem or a rhetoric question as used in the model.

In terms of **cohesion** and **coherence**, a few simple and appropriate linking devices may be used within and across sentences and all ideas should be coherently linked.

Criterion 3: Sentence Grammar

Given the communicative purpose, we expect the use of modality or the use of expressions appropriate for complaining. In terms of **grammar**, we also expect the use of present tenses that describe the problem. Simple sentence patterns and contracted verb forms, as used in the model text, are also acceptable. The **vocabulary** used should be conducive to the topic in question.

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B1.1 script 7: Fully satisfactory	
<p><i>Dear readers,</i></p> <p><i>I would like to report a serious problem I have in my junior high school.</i></p> <p><i>A gang has been formed from some physically strong students of the 3rd grade who call themselves “the bosses”. This gang has targeted some other students, including me, and every day they come over, steal our food or money and laugh at us.</i></p> <p><i>We have been continuously reporting this to the head office but nothing active has been done. Things are still bad! What should we do?</i></p> <p><i>Alex</i></p>	Words:85
<p><u>Criterion 1</u></p> <ul style="list-style-type: none"> • The appropriate genre has been produced. • The text produced addresses the problem of bullying at school (topic). • The communicative purpose (to complain) has been achieved. • The text is more formal than expected. <p><u>Criterion 2</u></p> <ul style="list-style-type: none"> • The text organization is suitable for a public letter. • The text is both cohesive and coherent. <p><u>Criterion 3</u></p> <ul style="list-style-type: none"> • Expressions appropriate for complaining have been used. • The vocabulary used is conducive to the topic. • There are a few lexicogrammatical errors, which do not interfere with intended meaning (e.g., spelling errors, ‘including’, ‘continuously’). 	

Score: 7 (3+2+2)

B1.1 script 8: Moderately satisfactory

Dear readers,

I'm 15 years old and I'm having problems at school.

When I go to school I'm in a good mood, but at the end of school day I see a lot of children to be sad. This happens-every day and one day I was worried and I decided to asked those children why they are sad and embarassed. They answered me that there were a gang of boys who bullied them. When I heard it I was afraid, but I dicated to speak with my teacher about this.

My teacher heard me and she told me that I was right and that she would do something for this.

Alex

Words: 112

- **Criterion 1:** An appropriate text in terms of topic, genre, register and tone has been produced. However, the communicative purpose has not been fully achieved, as the candidate has not expanded on the problem of bullying but describes how s/he found out about it.
- **Criterion 2:** It is a cohesive text for the most part, but not entirely coherent.
- **Criterion 3:** There are various lexicogrammatical errors, locally interfering with the intended meaning ('to be sad', 'I decided to asked', 'embarassed', 'there were a gang', 'I heard', etc).

Score: 4(2+1+1)

B1.1 script 9: Unsatisfactory

Dear readers,

The last years we see that children have many problems at school with the older childrens and seriously with the boys. The schools have always the good boys and girls but they have the bad children that they bully other students at school because they believe that they are the boss in school. You mustn't became like these but you explain them that all the people must good with the persons. But who do this think? You musn't scared this students.

Words: 83

- **Criterion 1:** Partly inappropriate text. The topic is not developed appropriately and the communicative purpose is not achieved fully (there is no complaint and it gives some advice).
- **Criterion 2:** Incoherent text, lacks cohesiveness (no linking devices) and does not follow the organization of a letter.
- **Criterion 3:** A large number of lexicogrammatical errors interfering with intended meaning and awkward expressions ('the last years', 'and seriously with the boys', 'have always the good boys', 'mustn't became', 'you explain them' 'must good with the persons', etc).

Score: 2(1+ 0+1)

ACTIVITY B2.1

Your English friend Jenny has written to you about the terrible time she's having at school, because an older girl has been bullying her. Write an **email** (about 100 words) to your friend **giving her advice** on how to deal with her problem. Sign as Alex (not with your real name).

Suggest to Jenny:

- not to be scared
- to ignore the bully
- to stand up for herself
- to tell her problem to someone

Justify the advice you give her

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.1

Criterion 1: Task Completion

Candidates are asked to produce an email message (**genre**) addressed to their English speaking friend Jenny, who is being bullied at school (**topic**). In their email, they are asked to give her advice on how to deal with her problem (**communicative purpose**). In terms of content, they are expected to make use of some or all of the ideas provided in bullet points, but they may also resort to their own ideas. Their scripts should be informal and should have a personal and friendly tone (**register/style**).

Criterion 2: Text Grammar

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

- (a) an informal opening (some kind of greeting and a statement about the purpose of this message),
- (b) the main body of the message, which should include the writers' suggestions of how to face the problem of bullying
- (c) an informal closing, which may be a short statement or a farewell remark.

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

Criterion 3: Sentence Grammar

Given the communicative purpose, we expect the use of modality or of expressions appropriate for giving advice (*How about..., A good idea would be if you..., You should..., Why don't you... etc.*). In terms of **grammar**, we also expect use of present tenses. Simple sentence patterns and elliptical clauses, which are characteristic of email messages, are also acceptable. The **vocabulary** used should be conducive to the topic in question.

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B2.1 script 10: Fully satisfactory	
<p><i>Dear Jenny,</i> <i>I am writing to you to give you advice on how to solve your problem. I know how terrible it is to be bullied. This older girl bullies you because she thinks that she can do everything she wants.</i> <i>I understand that you are scared but in order to solve this problem you have to talk to someone you trust like your parents or your headmaster. You must not be scared, you must be strong to face her. Stand up for yourself and be brave. You could also ignore her. This way, she will stop bullying you.</i> <i>I hope that you will listen to my advice and I will be really happy if you send me an e-mail, saying that this girl has stopped bullying you.</i> <i>Yours, Pantelis.</i></p>	
Words: 130	
<u>Criterion 1</u>	<ul style="list-style-type: none"> • An appropriate text, fully achieving communicative purpose (to give advice to a friend who is bullied). • It is of the expected genre, register and style (an informal and personal email).
<u>Criterion 2</u>	<ul style="list-style-type: none"> • The text organization is suitable for a friendly email. • It is a coherent and cohesive text
<u>Criterion 3</u>	<ul style="list-style-type: none"> • The expressions used are appropriate for giving advice. • There are a few awkward expressions, e.g., 'I believe that you will listen....'
Score: 7(3+2+2)	

B2.1 script 11: Moderately satisfactory

Dear Jane,

I'm writing with connection with your letter in which you told me your terrible time you are having at school. As a friend and classmate I can to tell you how to deal your problem.

First of all, you shouldn't be scared because of those children who bulling you. You shouldn't be scared and be yourself because this is the best thing that you can do. Bullying is a surious problem and you must to ignore it. Also you should to stand up yourself and ignore them. Last but not least, you should tell your problem to someone, either to one member of your family or your teacher. It will help you very much because the person to whom you will talk, he or she, can give you more advice.

I hope to help you and to do what I tell you.

Faithful friend, Alex

Words:147

Criterion 1

- A more or less appropriate text, achieving communicative purpose for the most part.
- The register and tone are not fully appropriate, as the opening statement is rather formal.
- The word limit has been greatly exceeded.

Criterion 2: It is a coherent and cohesive text for the most part.

Criterion 3: There are a number of lexicogrammatical errors, sometimes interfering with meaning ('I can to tell you', 'who bulling you', 'a surious problem', 'you must to ignore it', ' I hope to help you and to do what I tell you', etc.)

Score: 5 (2+2+1)

B2.1 script 12: Unsatisfactory

Dear Jenny,

I will give her advice for the problem.

You must not to be scared because is very bad. All students not do friend.

You must to ignore the bully because not has friends.

You must to stand up for herself because not has friends. Must to generous and happy for you because you are one beautiful people.

Also you must to tell her problem to someone because you will feel better.

By one friend


Words: 76

- Criterion 1: Partly inappropriate text, getting the basic message across. The candidate has used the 4 bullet points as they are, adding a few words to complete the sentences.
- Criterion 2: Seriously problematic, it lacks coherence and cohesiveness, no paragraphing.
- Criterion 3: Serious lexicogrammatical errors.

Score: 1 (1+ 0+ 0)

ACTIVITY B1.2

Using information from the text below, write an **email** (80 words) to your friend Thomas **informing him** about the event and **inviting** him to attend it with you. Sign as Alex (not with your real name).

8th athens ANIMFEST	<p>Το Διεθνές Φεστιβάλ Animation της Αθήνας ξεκινά</p> <p>Το 8ο Διεθνές Φεστιβάλ Animation της Αθήνας (8th Athens ANIMFEST), ετοιμάζεται να ανοίξει και φέτος τις πόρτες του, στο διάστημα 7 με 13 Μαρτίου.</p> <p>Όσοι βρεθούν στην Ταινιοθήκη της Ελλάδος σε αυτό το διάστημα θα έχουν την ευκαιρία να παρακολουθήσουν 167 ταινίες animation μικρού μήκους από την Ελλάδα και από άλλες 33 χώρες, που θα διαγωνιστούν.</p> <p>Επιπλέον, θα υπάρχει και ένα εκτεταμένο αφιέρωμα στα γαλλικά κινούμενα σχέδια με 64 ταινίες, που θα πραγματοποιηθεί με τη συνεργασία του Γαλλικού Ινστιτούτου της Αθήνας, 19 ταινίες animation μικρού μήκους του Πολωνικού Studio SE-MA-FOR, καθώς και 9 ταινίες από Τσεχία, Σλοβακία, Ουγγαρία.</p>	<p>Γινόμαστε και πάλι παιδιά!</p> 
	<p>Κατά τη διάρκεια του Φεστιβάλ θα πραγματοποιηθούν επίσης:</p> <ul style="list-style-type: none"> • Ομιλία του Rony Oren, animator και καθηγητή καλών τεχνών της Ιερουσαλήμ • Ημερίδα με θέμα: Οπτικοακουστικό υλικό και Εκπαίδευση 	

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

Using the Greek text as a prompt, candidates are expected to produce an email message (**genre**), addressed to their friend Thomas **informing** him about an International Animation festival which is to be held in Athens and **inviting** him to attend it together (**communicative purpose & topic**). In terms of **register and style**, the script should be informal and have a personal, direct and friendly tone. As this is a mediation activity, candidates are expected to relay, and not to translate, the relevant information of the Greek text. In case candidates do not use information from the Greek text effectively, their script must be penalized and if no information is used, their script may be considered as partly satisfactory or unsatisfactory.

Criterion 2: Text Grammar

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

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

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

Criterion 3: Sentence Grammar

Given the communicative purpose, we expect the use of informative language, future constructions (to inform about the event which is to be held in the future) and present tenses (to invite his/her friend). Simple sentence patterns and elliptical clauses, which are characteristic of email messages, are also acceptable. The **vocabulary** used should be conducive to the topic in question.

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM.

B1.2 script 13: Fully satisfactory
<i>Dear Thomas, How are you? I'm sending you this e-mail to inform you about the 8th</i>

*Athens Animation Festival, to take place between 7-13 of March. Why don't you come to Athens so we can go together? It will be fantastic!
If you come, we will do a lot of things there. We will enjoy 167 animation films from Greece, and 33 other countries. We will also watch 64 cartoon films from France, 19 films from Poland and 9 from Slovakia and Czechia.
I hope you decide to come!
Your friend, John.*

Words: 92

- Criterion 1: It fully achieves communicative purpose (to inform and invite), and is of the appropriate genre, register and style. Information from the source text has been effectively relayed.
- Criterion 2: Cohesive and coherent text.
- Criterion 3: Simple structures and vocabulary, and a few lexicogrammatical errors which do not interfere with intended meaning.

Score: 8 (4+2+2)

B1.2 script 14: Moderately satisfactory

*Dear Thomas,
I hope you are well. I am writing you to invite you to attend with me at the National Festival Animation in Athens.
First, I will inform you. We will have the chance to watch 167 animation films from Greece and from other 33 countries, which will compete. In addition, we will watch 64 films in French, 19 films in polish and many other countries. Also, during the festival, we will watch a speech of the animator and professor Rony Oren.
I hope you will come, Stella*

Words: 89

Criterion 1

- It achieves the communicative purpose for the most part (to inform and invite), and is of the appropriate genre, register and style.
- Information from the source text is not always relayed successfully.

Criterion 2: The text is more or less coherent but cohesive devices are rather formal (e.g., 'In addition').

Criterion 3: There are some lexicogrammatical errors (awkward phrases, spelling errors, grammar errors), which locally interfere with the intended meaning (e.g., 'I am writing you', 'attend with me at...', 'will compete', 'in polish and many other countries').

Score: 5 (3+1+1)

B1.2 script 15: Unsatisfactory

*My friend Thomas,
Hi Thomas How are you? Thanks for my birthday present and seriously that you don't forget me. I want informing you for one festival in Athens with films because I know that you like to watch films I want to invite you. It will start the next week we saw one hudret sixty seven Animations small films. I believe that you like this. There we will see to talk Rony Oren that He is a act teacher.
Your friend.*

Words: 82

Criterion 1: Seriously problematic, the communicative purpose is not achieved and the topic has not been developed in a satisfactory way. Marginal use of text information, relayed inappropriately.

Criterion 2: Mostly incoherent, linking devices missing.

Criterion 3: Serious errors of grammar and vocabulary that interfere with intended meaning.

Score: 2 (1+1+0)

ACTIVITY B2.2

Write an **announcement** (100 words) for your English school newspaper **informing** your classmates about the art competition below and **urging** them to participate.

Ο ΠΟΣΕΙΔΩΝΙΟΣ ΗΜΙΜΑΡΑΘΩΝΙΟΣ ΑΘΗΝΑΣ διοργανώνει το 2ο διαγωνισμό ζωγραφικής για παιδιά από 4 έως 14 χρονών. Παιδιά, ανυπομονούμε να παρουσιάσουμε το 2013 μια συναρπαστική έκθεση ζωγραφικής με δικά σας έργα τέχνης με θέμα:

**«Το τρέξιμο είναι παιχνίδι, είναι χαρά!
Το τρέξιμο με την παρέα μας είναι μεγαλύτερη χαρά!»**

Σχεδιάστε ή ζωγραφίστε - μέχρι 2 έργα το κάθε παιδί - από το μάθημα της γυμναστικής σας ή εικόνες από κάποιο αγώνα που έχετε λάβει μέρος. Ζωγραφίστε τους εαυτούς σας, τους φίλους σας, τους γονείς σας, τη γιαγιά ή τον παππού σας. Τους θείους σας, τα ξαδέλφια σας, τους συμμαθητές σας, τους γείτονές σας ή τους ανθρώπους που έχετε δει να τρέχουνε όλοι μαζί σαν μια παρέα.

Όλα τα έργα ζωγραφικής θα δημοσιευτούν στην ιστοσελίδα του Ποσειδώνιου Ημιμαραθώνιου της Αθήνας. Ειδικό, θα επιλέξουν όλα τα έργα που θα διαγωνιστούν. Για την τελική επιλογή των νικητών θα γίνει κλήρωση μεταξύ των έργων που θα έχουν φθάσει στο τελευταίο επίπεδο αξιολόγησης. Τα έργα που θα επιλεγούν θα συμμετάσχουν σε μια ή σε περισσότερες εκθέσεις. Όσα έργα διακριθούν θα τυπωθούν επίσης σε καρτ ποστάλ και μερικά από αυτά πάνω σε ενδυμασία (t-shirt). Επίσης προβλέπεται αυτά να διατεθούν με μια συμβολική τιμή και όλα τα έσοδα να ενισχύσουν ένα ακριτικό δημοτικό σχολείο π.χ με ένα προτζέκτορα ή με κάτι άλλο που θα είχε ανάγκη.

Όλα τα παιδιά που θα συμμετάσχουν θα κερδίσουν δώρα!

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.2**Criterion 1: Task Completion**

Candidates are asked to imagine they came across this Greek announcement which informs readers about an art competition for kids (**topic**). They are expected to produce an announcement for their English school newspaper (**genre**). This text should inform their classmates about the particular competition and should urge them to participate (**communicative purpose**). Candidates are to produce a public discourse text (addressing their classmates) in a direct tone.

Criterion 2: Text Grammar

In terms of **text organization**, we do not expect formal paragraphing but ideas should be **coherently linked**. In terms of **cohesion**, few simple but appropriate linking words within and across sentences are expected. No title is necessary for the text and there is no need for the scripts to have the heading "ANNOUNCEMENT".

Criterion 3: Sentence Grammar

The **vocabulary** and **grammar** should be conducive to the topic and the communicative purpose of the text. Therefore, candidates are expected to address their schoolmates in a direct way, using simple informative language (i.e. 'the event will ...' etc). They may also use modality (i.e. 'You should definitely participate because...'), future constructions, imperatives (i.e. 'Don't miss the event of the year!' etc.) or expressions such as 'This event will amaze you!' in order to urge their schoolmates to participate.

BELOW ARE SOME SCRIPTS AND HOW WE MARKED THEM

B2.2 script 16: Fully satisfactory	
<i><u>Poseidon Marathon in Athens</u></i>	
<p><i>The Poseidon Marathon in Athens is organising the 2nd Painting challenge for children aged from 4 to 14 years old. Come and try something new! In 2013 there will be a show with paintings which the participants have painted. Every child can draw up to 2 paintings about sports.</i></p> <p><i>All the paintings will be shared on the website of the Poseidon Marathon of Athens. They will be judged by experts and those paintings which will “pass” to the next phase will be printed on post cards or on t-shirts.</i></p> <p><i>Every child who participates wins gifts!</i></p>	
Words: 99	
<p><u>Criterion 1:</u></p> <ul style="list-style-type: none"> • The text is of the appropriate genre. • The communicative purpose (to inform and urge) has been fully achieved. • A public discourse text in a direct tone has been produced, as expected. • Information from the source text has been relayed but not always successfully. <p><u>Criterion 2:</u> It is a coherent and cohesive text with appropriate organization.</p> <p><u>Criterion 3:</u> Simple, informative language has been produced. Few errors of usage and use which do not interfere with meaning (<i>‘will pass to the next phase’</i>, <i>‘Every child...wins gifts’</i>).</p>	
Score: 7(3+2+2)	
B2.2 script 17: Moderately satisfactory	
<p><i>Dear classmates,</i></p> <p><i>I want to inform you about an art competition, organized by the Poseidon Marathon.</i></p> <p><i>This competition is a good oppertunity for children from 4 to 14 years old to show what they can paint. The theme this year is: “The running is a fun game. Running with your friends is more fun!” At this competition, you can draw up to 2 pictures. You can draw your face, your friend or your family, your grandmother, your grandfather or somebody else who run all together. Experts will select the pictures which will go on to the next phase. You must to know that all participants will take presents!</i></p> <p><i>I hope to take part because it’s one of the best oppertunities!</i></p>	
Words:120	
<p><u>Criterion 1</u></p> <ul style="list-style-type: none"> • The genre produced is problematic, as it is more like a letter rather than an announcement. • The communicative purpose has been achieved, but, in some parts, information from the source text has not been successfully relayed. <p><u>Criterion 2:</u> The cohesion of the text is somewhat problematic and the test organization is not the one expected for an announcement.</p> <p><u>Criterion 3:</u> There are some lexicogrammatical errors (awkward phrases, spelling errors, grammar errors), which locally interfere with intended meaning (<i>‘oppertunity’</i>, <i>‘who run all together’</i>, <i>‘you must to know’</i>)..’etc.)</p>	
Score: 4 (2+1+1)	
B2.2 script 18: Unsatisfactory	
<p><i>Dear friends and classmates,</i></p> <p><i>Every year in Athens we run and on twelve May two thousand thirteen. They</i></p>	

can take part children from four along fourteen years old.

First of all, every child can do along two arts from gymnastic or another sport lesson. You can draw your family, your grandparents, your or someone else.

Furthermore, all the arts they published on the address of the page and we have experts to choose the best arts.

Thirdly, all the children they are taking a present from their own work. And then with luck they find the winners. Also their arts will be t-shirts, fotographs or in card post.

Last but not least it is the most cool festival ever. I would love to run very much.

I wait for us to run together and win!!

Words:135

Criterion 1: One point has been awarded to the candidate for achieving part of the communicative purpose and attempting to relay information from the source text.

Criterion 2: The text lacks coherence and cohesiveness is problematic.

Criterion 3: There are serious errors of grammar and vocabulary that interfere with meaning.

Score: 1 (1+0+0)

2.3. Marking C1 level scripts

ACTIVITY 1

You have just read the magazine article below and you strongly disagree with its view. Write a **response letter** (180-200 words) to be published in the Readers' Column of the magazine. In your letter, **argue against** the view expressed in the article and **support the view** that we will always need teachers.

Who needs TEACHERS

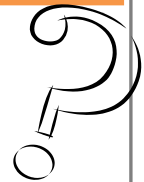
New trends in technology make it easy to imagine why we won't need teachers in the future. Nowadays, educational content is not only freely available online but is also interactive and mobile. There are now academic organizations online which compensate students who have bad teachers by providing excellent lectures on every topic; hundreds of thousands of students are already accessing these video-based courses, making up for what is lacking in the average teacher. These online programs allow students not only to teach but to test themselves.

The universal availability of inexpensive web access devices like tablets, smartphones, and social software will surely accelerate learning.

The other trend, which is transforming the face of education, is the creative exploitation of games in the learning process. When parents think of games, they usually consider them a waste of time. The debate about the place of games in learning goes on, but one thing is certain: gaming is not going to go away. Therefore, we should embrace it and harness it to drive the education of our children who grow up with online and mobile games.

In short, the future of education lies in providing children with an environment in which they can learn in their own way, at their own pace; only online learning can provide this environment.

By Michael Green



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

Candidates should assume the role of the reader of the *Tech & Education* magazine and should write a response letter (**genre**) to be published in the Readers' Column of the magazine. In their letter, candidates are expected to argue against the view expressed in the article given and support that teachers will always be needed (**communicative purpose & topic**). Their script, which will creatively integrate some or all of the points provided in the source text, is expected to have a semi-formal style and a personal tone (**register and style**). Candidates may also resort to their own ideas and knowledge regarding the topic in question as long as they do not exceed the word limit.

Criterion 2

In terms of **organization**, we expect a) a semi-formal opening remark to the addressee (including a statement about the purpose of this letter), b) the main body of the letter in which the candidates will express their dissatisfaction with the arguments raised in the source text and provide counterarguments highlighting the need for teachers and c) a conclusion and a semi-formal closing remark. In terms of **cohesion** and **coherence**, candidates are expected to produce a flowing script, divided into paragraphs, the ideas of which should be linked with a few simple and appropriate linking devices within and across sentences.

Criterion 3

Candidates' lexical choices should be conducive to the content and the communicative purpose of the text. In general, a wide **range of vocabulary** and **complex grammatical and syntactic structures** are expected. Specifically, in terms of grammar, candidates are expected to make use of expressions appropriate for expressing opinion (e.g., 'I think that...', 'In my opinion...' etc.) and argumentative language in order to support their opinion, and/or future constructions in order to refer to their predictions about the future.

HERE ARE SOME SCRIPTS AND HOW WE RANKED THEM

C1 script 19: Fully satisfactory
<p><i>Dear Mr. Green,</i></p> <p><i>I am writing this letter to you to express my opinions regarding your article titled "Who needs TEACHERS". To begin with, I would like to inform you that I totally disagree with the statement that we won't need teachers in the future.</i></p> <p><i>Teachers are not ment only to provide lectures. Teachers are there to feel the needs of their students. Teachers are expected to provide the knowledge and information needed on a topic but they are also expected to make better persons out of their students. I don't think that watching a video lecture would affect my attitude or even more my character.</i></p> <p><i>On the other hand, all those education programs accessible through the Internet, are prepared and carried out by teachers, aren't they?</i></p> <p><i>I strongly believe that the Internet has made education more easily accessible, not better. In order to find a good and interesting lecture in the Internet you have to look thoroughly as you would do in your school. One must remember that individuality is a typical characteristic to human speices.</i></p> <p><i>Therefore, I believe that the Internet will always be supplementary and never the main source of education. A goal is achieved in many different ways but always in specific time boundaries. So, if we, as a society, want to educate and train our children, we at least have to teach them that.</i></p> <p><i>Hoping for your hospitality in the "Readers' Column" I would like to thank you in advance.</i></p> <p><i>Yours sincerely</i></p>
Words: 247

Criterion 1

- The candidate has produced the appropriate genre (response letter).
- S/he argues effectively against the opinion expressed in the source text and supports that teachers will always be needed (communicative purpose and topic).
- Semi-formal and personal tone as expected in such a letter.
- The candidate has also used his/her ideas and has creatively incorporated ideas of the source text into his/her script.

Criterion 2:

- Appropriate organization.
- A flowing script with few and appropriate linking devices within and across sentences (e.g. *Therefore, I believe that...education. / On the other hand, all those education programs...aren't they?*).

Criterion 3:

- Lexical choices conducive to the context.
- Appropriate range of vocabulary and grammatical and syntactical structures.
- Few minor spelling mistakes that do not impede intelligibility (e.g. *ment*) or some slightly awkward expressions (e.g. *would affect my attitude*).

(Score: 14)

C1 script 20: Moderately satisfactory

Only later in our life do we realize how important is the knowledge we get from school. Children are incapable to comprehend the value of education because they consider that they can get the appropriate learning effectively by accessing the world wide web.

Nowadays more and more people believe that teachers will no longer be necessary and the education should not be compulsory. They strongly argue that they can get any kind of information using the distance learning courses.

I believe that teachers are indispensable for our learning. A good teacher apart from having the adequate knowledge of his subject he also has the qualification for this job. He knows how to convey his knowledge and his experience to students so that they can get the meaning of what he says. Furthermore he is the person who intrigues their interest and motivates the students to do their best.

Especially when he has a sense of humor, he can converse with their student in a more effective way. If we let our children to be educated by themselves, we will probably fail to be good parents for them because they will spend their time playing games.

People cannot estimate the value of teaching from an early age and this is why society provide teachers to educate people and learn them to respect the humanity and to manipulate their knowledge for achieving the best results for humanity.

Words: 235

Criterion 1:

- The script is inappropriate in terms of genre, as it reads more like an essay rather than a response letter.
- The communicative purpose has been achieved, since the script equally balances arguments against the view expressed in the article and presents arguments in favour of the necessity of teachers.
- In terms of register and style the script is a bit formal.

Criterion 2:

- A semi-formal opening and closing remarks are missing (just arguments throughout).
- Overall, this is a coherent script and the cohesive devices used are more or less appropriate.

Criterion 3:

- The vocabulary used is adequate (mostly argumentative language) though not always appropriately used (e.g., *'get the appropriate learning effectively,' 'learn them to respect the humanity'*).
- There are lexicogrammatical errors that interfere with intelligibility but only locally (e.g., *'how important is the knowledge we get from school,' 'incapable to comprehend,' 'he can converse with their student'*).

(Score: 10-11)

C1 script 21: Unsatisfactory

Dear Readers,

I'm writing this letter in order to express my total disagreement of learning online.

First of all, I would like to mention that although learning online helps people it can be harmful in someone's health. What I want to say is that spending hours on the internet trying to learn some things, about stuff that we are interested in, might be unhealthy for our eyes and we will need glasses when we are sitting in front of a computer screen.

Teachers help us find our way. I mean their use is like a guide who is telling some important things to his students and makes them choose the right thing about they are going to do in the future. Sometimes we have questions about something. That questions can't be answered from the website which we learn online, but when we have a teacher standing in front of us we can ask him that question we have.

If we all start learning online things that we will be taught in school, teachers job will disappear and then there will be a lot of people that they won't know how to talk properly. I mean as long as school is permanent problems like this, won't exist. So there is no doubt that teachers are useful and we need them.

Words: 219**Criterion 1:**

- In terms of genre, style and register, the script is more or less appropriate, though it addresses the readers rather than the author.
- The communicative purpose has partly been achieved, since there is limited (or no) incorporation of the ideas found in the source text.

Criterion 2:

- In terms of text organization, there is a semi-formal opening, as well as closing remarks, addressing the readers instead of the author.
- Cohesion is problematic and ideas don't flow smoothly. The text is incoherent and very vague at times.

Criterion 3:

- Limited vocabulary and not appropriately used for the most part.
- Problematic grammar and syntactical structures throughout (e.g., *'it can be harmful in someone's health,' 'trying to learn some things, about stuff that we are interested in, might be unhealthy,' 'I mean their use is like a guide who is telling some important things to his students and makes them choose the right thing about they are going to do in the future).*

(Score: 5-6)

ACTIVITY 2

Using information from the text below, write an **article** (180-200 words) to **support** that going to the theatre benefits children and **to urge** parents to take their children to performances they will both enjoy.

Πάμε θέατρο με τα παιδιά μας

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Παρασκευή, 29 Μαρτίου 2013

αναζήτηση...

Πάμε θέατρο με τα παιδιά μας



Είναι βέβαιο πως το θέατρο προωθεί την ολοκλήρωση της προσωπικότητας του παιδιού και πέρα από αυτό, συντελεί στην ψυχοπνευματική του ανάπτυξη. Η εξοικείωση του παιδιού με το θέατρο μπορεί να γίνεται από πολύ νωρίς. Από πολύ μικρά, τα παιδιά παίζουν τα ίδια πολλές φορές ρόλους, αναπαριστούν, αυτοσχεδιάζουν, μιμούνται. Οι πολλές εξαιρετικές παραστάσεις θεάτρου, κουκλοθεάτρου, μουσικής για παιδιά δεν έχουν να ζηλέψουν τίποτε από τις αντίστοιχες παραστάσεις για «μεγάλους». Με απλό τρόπο περνούν μηνύματα για ηθικές αξίες και γενικότερα για τη ζωή και γίνονται ένα ισχυρό διδακτικό εργαλείο.

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- Πάμε Στάθμευμένοι
- Ημερολόγιο Εκδηλώσεων
- Ημερολόγιο Εκδηλώσεων 2013
- 23/11/2012 Πάμε Στάθμευμένοι

Τα πλεονεκτήματα του θεάτρου:

- Βοηθά στη γλωσσική ανάπτυξη των παιδιών.
- Αποδεσμεύει την φαντασία τους.
- Μέσα από αυτό τα παιδιά βλέπουν πως υπάρχουν και άλλες μορφές έκφρασης όπως αυτή της γλώσσας του σώματος.
- Όταν βλέπει ένα παιδί μια παράσταση, αναπτύσσει την κοινωνικότητα του την οποία μοιράζεται με άλλους γύρω του.
- Όσο περισσότερα ερεθίσματα δέχεται μέσω των παραστάσεων, των κουσουμιών και μουσικής τόσο αποκτά κριτικό πνεύμα για το τι του αρέσει, τι όχι και για ποιο λόγο.

Πολλοί γονείς λένε πως θα έρθει η ώρα που τα παιδιά τους θα πάνε στο θέατρο με το σχολείο τους. Σίγουρα θα γίνει και αυτό, αλλά πέρα από όλα τ'άλλα, μια παράσταση είναι κάτι που αξίζει να μοιραστεί ένας γονιός με τα παιδιά του. Μια ωραία στιγμή. Κάτι που μπορεί να γίνει αφορμή για συζητήσεις στο σπίτι. Στόχος λοιπόν είναι τα παιδιά να περάσουν καλά και να «πάρουν» κάτι από την παράσταση. Μην ξεχνάμε ότι στις μικρές ηλικίες το σημαντικό είναι τα παιδιά μας να είναι ευτυχισμένα και να διασκεδάζουν. Δεν χρειάζεται να μας αγχώνει το τι θα μάθουν. Ας μοιραστούμε μαζί τους αυτή την εμπειρία.

Μην χάνετε χρόνο... σίγουρα θα το χαρείτε κι εσείς.



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EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 2

Criterion 1: Task Completion

Using information from the Greek text about ‘Going to the theatre with your kids’ (**topic**), candidates are expected to produce an article (**genre**). The **communicative purpose** of the text is a) to support that going to the theatre has a lot of benefits for the children and b) urge parents to take their children to the theatre. The **register** and **style** of the text is expected to be direct and semi-formal. As this is a mediation activity, candidates are expected to extract all the necessary information from the Greek text and relay it in English so as to achieve the given communicative goal. Of course, candidates may also resort to their own ideas and experiences as long as they do not exceed the word limit.

Criterion 2: Text Grammar

In terms of **text organization**, candidates’ scripts are expected to have formal paragraphing: One or two paragraphs which will provide the benefits of the theatre and another one in which candidates will urge parents to take their children to the theatre. Ideas among paragraphs should be **cohesively and coherently** linked. A few simple but appropriate linking devices within and across sentences are also expected.

Criterion 3: Sentence Grammar

In terms of **lexicogrammar**, a wide range of vocabulary and complex grammatical and syntactic structures are expected. Specifically, we expect the use of present tenses in order to present the benefits of going to the theatre. Imperatives and/or expressions (such as ‘It would be a great idea to’ etc) appropriate for urging are also likely to be found.

HERE ARE SOME SCRIPTS AND HOW WE MARKED THEM.

C1 script 22: Fully satisfactory	
<p><i>There are some activities really fundamental for the construction of our personalities. In addition with the conventional school classes very important for the children is proved to be theater. Theatrical shows and theatrical games promote the accomplishment of all children’s personality and are very important for their psychological and intellectual development.</i></p> <p><i>Children are really discovering the world through theater. Theater improves the language abilities of the children, enriches their imagination, helps the children express themselves in several ways.</i></p> <p><i>Theater combines fiction and action and this is very stimulating for the children. General ideas, moral values can be transmitted, history and scienses can be taught in ways very pleasant for our little friends.</i></p> <p><i>Many parents think that plays for children are simplistic and boring. This is a very boring mistake that very often deprives parents and children of a very creative activity. A good play is good for both parents and children. Productions designed for children sometimes are much better than others designed for adults. Watching a play is a very amusing experience for both. Parents and children can have a very good time doing something together. Literature, music, dance all in one make you and your children richer and happier.</i></p>	
Words: 200	
<u>Criterion 1:</u>	<ul style="list-style-type: none"> • The candidate has produced the appropriate genre (article), yet s/he has not provided a title for it, as it was expected. • The candidate has argued in favour of going to the theatre by referring to its benefits and has also prompted parents to do so along with their children. • The script is semi-formal and has a direct tone as expected.

- The candidate has also used his/her ideas and has creatively incorporated ideas of the source text into his/her script.

Criterion 2:

- Formal paragraphing and a title.
- Few, simple but appropriate linking devices within and across sentences.

Criterion 3:

- A wide range of lexical items appropriate for the context (e.g. 'deprives parents and children of a very creative activity, that plays for children are simplistic and boring, Theater combines fiction and action and this is very stimulating for the children' etc).
- Appropriate range of vocabulary and grammatical and syntactical structures (e.g. 'Theater improves the language abilities of the children, enriches their imagination, helps the children express themselves in several ways.').
- Few minor spelling mistakes that do not impede intelligibility (e.g. sciences, fundamental), an awkward phrase ('a very boring mistake') and a problem with syntax ('very important for the children is proved to be theater').

(Score: 12-13)

C1 script 23: Moderately satisfactory

Attending a play in a theatre is something really extraordinary, even if you are a grownup. Imagine being a child!

As children are usually engaged in role playing during their everyday gaming activity, it is going to be a very special experience for them to feel this role playing closely. There are numerous specially designed plays for children that are not deprived from neither the costumes nor the actors or the music. Their special design consists only in the way "messages" are expressed. In addition, theatre as a mean of education is very effective. It help them develop their verbal communication and sets their imagination free.

It helps them to discover additional forms of communication such as body language. After having seen two or three plays, a child automatically develops its judgement by comparing which play was better and what was the reason that made it better.

There are a lot of parents who believe they mustn't hurry to take their children to the theatre. But, attendind a play with your children is something worth sharing. It is something you experience together and nobody or nothing can take that away from you.

Words: 192

Criterion 1:

- The candidate has produced the appropriate genre (article), yet s/he has not provided a title for it, as it was expected.
- The candidate has argued in favour of going to the theatre by referring to its benefits. Yet, there is only one paragraph, the concluding one, urging parents to take their children to the theatre.
- Semi-formal style and direct tone as expected.

Criterion 2:

- Formal paragraphing but no title.
- Few, simple but appropriate linking devices within and across sentences.

Criterion 3:

- An effective range of lexical items appropriate for the context.
- Appropriate range of vocabulary and grammatical and syntactical structures (e.g. 'After having seen two or three plays, Attending a play in a theatre is ... Imagine being a child!' etc).
- Few minor spelling and grammar or syntax mistakes that do not impede intelligibility (e.g. 'specialy, developes, attendind, theatre as a mean of education, It help them develop' etc.).

(Score: 11)

C1 script 24: Unsatisfactory

The benefits of the theatre

Nowadays, parents try to grow up their children with the right way. Theatre is a very good way for entertaining and education. It has a lot of advantages and parents should offer these to their children.

At first, performances include a lot of secret messages about ethical values. By this way, children think and increase their criticism. They deny the stereotypes and they overtake the bias. During a performance, children consider a lot of things and they improve their imagination. We should not forget how important is the body language and the interaction about children's mental growing.

Moreover, parents should not believe that school is responsible about theatre. Children visit the theatre with the school. Despite the fact that it will be better if parents share this experience with their children. Parents have a specific role and children need their parents in their daily lifes. It is important if parents spend time with their children because by this way they came close to their children and it is a shiftly way for talking. After the theatre, parents can talk about the performance's story and teach their children about the issues which were negotiated by the theatre.

In conclusion, theatre is one of the most most important ways of entertaining. Parents should not forget it and they should start teach good habits to their children. By this way, children will take good bases and they always do good choises.

Words: 243

Criterion 1

- The candidate has produced the appropriate genre (article).
- S/he argues in favour of parents taking their children to the theatre but s/he seems to be insisting more on presenting the benefits of going to the theatre instead of urging parents to do so and explain why. Information from the Greek text is not always relayed successfully.
- Semi-formal style but not as direct as it should be.
- The candidate has also used his/her ideas that are not always understood (e.g. *It is important if parents spend time with their children because by this way they came close to their children and it is a shiftly way for talking.*).

Criterion 2:

- Formal paragraphing and a title, although the introduction does not prepare the reader effectively for the topic and there seems to be more emphasis on the benefits of theatre rather than on how parents should urge their children to go to the theatre.
- There are instances in which the script's flow is disrupted by sentences that make little sense or are problematic. (e.g. *'Children visit the theatre with the school.'*, *'Despite the fact that it will be better if parents share this experience with their children.'*, *'It is important if parents spend time with their children because by this way they came close to their children and it is a shiftly way for talking'*).

Criterion 3:

- Lexical choices are not always appropriate (e.g. *'it is a shiftly way for talking, By this way, children will take good bases and they always do good choises', etc*).
- The range of vocabulary and grammatical and syntactical structures is not the one expected for C1 level candidates. Limited range of vocabulary. (e.g. *Nowadays, parents try to grow up their children with the right way. Theatre is a very good way for entertaining and education..*).
- Spelling, grammar mistakes and awkward expressions that sometimes impede intelligibility (e.g. *shiftly, they should start teach good habits to their children/ By this way, children will take good bases and they always do good choises.* etc).

(Score: 7)

Rating grids

A-level MARKING GRID

Activity 1.1 & 2.1 (6 points each activity)		
Task completion		
Fully satisfactory	2	Has responded meaningfully to all items.
Satisfactory	1	Has responded to half of the items in a meaningful way or to all items but not always meaningfully.
Unsatisfactory	0	No or irrelevant responses.
Language performance		
Grammar	0-2	Some simple structures which are correct. There may be some errors but the message gets across clearly.
Vocabulary & Spelling	0-2	Basic vocabulary but the words are morphologically and semantically correct and the message gets across clearly. There are some spelling mistakes but they do not make the words unrecognizable.
Activity 1.2 & 2.2 (9 points each activity)		
Task completion		
Fully satisfactory	2	Has responded meaningfully to task requirements.
Satisfactory	1	Has partially responded to task requirements.
Fail	0	No or irrelevant responses.
Language performance		
Grammar	0-3	Some simple structures which are correct. There may be some mistakes but the message gets across clearly.
Vocabulary & Spelling	0-2	Basic vocabulary but the words are morphologically and semantically correct and the message gets across clearly. There are some spelling mistakes but they do not interfere with the intelligibility of the text locally or as a whole.
Cohesion-coherence	0-2	Information is clearly organized, linked with simple cohesive devices.

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

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