



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

Script Rater Guide

NOVEMBER 2012



European Union
European Social Fund



MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
MANAGING AUTHORITY

Co-financed by Greece and the European Union



EUROPEAN SOCIAL FUND

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



ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ ΑΘΗΝΑΣ (Β.Κ.Α.)

Ανδρέα Παπανδρέου 37, 151 80 Μαρούσι

Τηλέφωνο: 210 3443823

Δραστηριότητες του Β.Κ.Α.

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

Στελέχωση του Β.Κ.Α.

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

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

Προετοιμασία και υλοποίηση του έργου για τη βαθμολόγηση των γραπτών Αγγλικής

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

0. Foreword

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

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

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

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

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

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

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

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

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

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

Professor B. Dendrinis
Athens, November 2012

1. Marking short answers

What are 'short answers'?

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

How are short answers marked?

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

Frequently Asked Questions

1. Are short answers with spelling mistakes considered wrong?

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

2. Which responses are counted as wrong?

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

B LEVEL ENGLISH EXAM

MODULE 1

ACTIVITY 8

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

A very modern Red Riding Hood

Everyone knows the (EX) traditional (tradition) story of Red Riding Hood. I was never very comfortable telling my children this version so I made up a more (51) _____ (humour) one.

In my version the little girl goes to visit her grandmother not because it is women’s work but because of her human (52) _____ (warm) and (53) _____ (generous).

Furthermore, her grandmother was not sick, but rather in good health and fully capable of taking care of herself as a mature adult.

So Red Riding Hood set off with her basket through the woods.

On the way to Grandma’s house, Red Riding Hood came across a wolf who said ‘You know, my dear, it’s dangerous for a little girl to walk through these woods alone’.

Red Riding Hood said, ‘I find your remark (54) _____ (insult) and sexist, but I will ignore it because you are a victim of (55) _____ (discriminate). Now, if you’ll excuse me, I must be on my way’.

You get the idea?



ANSWER KEY

51. HUMOROUS, 52. WARMTH, 53. GENEROSITY, 54. INSULTING, 55. DISCRIMINATION

ACTIVITY 9

Fill in the gaps in items 56-60 with ONE word, so that each sentence makes sense, as in the example.



Wedding ceremonies around the world

In most European countries, the bride almost always wears white. The man comes to the house of the bride and gives her a bouquet of (EX) flowers, also in white or other bright colours.

In Brazil, the husband-to-be should not see the bride wearing her wedding (56) _____ before the ceremony.

In India, the bride traditionally wears red and the (57) _____ wears a traditional cream-coloured long coat called an *etchkin* with a red turban.

In a Japanese Shinto wedding, the newly-weds (58) _____ rice-wine in front of a priest.

Before the man sees the bride, he has to kneel down

in front of the bride’s (59) _____ and promise them that he will take good care of their daughter.

In Greece, those getting married wear white crowns that are bound with ribbons. The crowns symbolize the fact that the happy (60) _____ will be bound together forever.

ANSWER KEY







56. DRESS/GOWN, 57. GROOM , 58. DRINK, 59. PARENTS, 60. COUPLE

MODULE 3

ACTIVITY 5

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

What kind of shop are these speakers in?

EX.	butcher's	
16.	_____	
17.	_____	
18.	_____	
19.	_____	
20.	_____	



Listen again and check your answers.

ANSWER KEY

16. FLOWER SHOP/FLORIST'S, 17. BOUTIQUE/CLOTHES (STORE/SHOP)/DEPARTMENT STORE, 18. BAKER'S/BAKERY, 19. TOY STORE/TOY SHOP (TOYS SHOP), 20. SHOE SHOP (SHOES STORE)

Transcript:







- 16. *I want a bouquet for my girlfriend's birthday. Red roses – or pink ones, maybe.*
- 17. *Yeah, look! This is a really beautiful dress, isn't it? And I love that blouse over there. Look ... Why don't you try them on?*
- 18. *Two loaves of brown bread, please. Are they fresh today? Ah, OK...good. And some cheese pies. And some white bread for toast.*
- 19. *I want something for my little grandson's birthday – he's 3 tomorrow. He really loves cars and...lorries.*
- 20. *No, these feel too tight – and the heels are too high. My feet will kill me after just a few minutes.*

ACTIVITY 6

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

Who is speaking?



EX.	a headteacher	
21.	_____	
22.	_____	
23.	_____	
24.	_____	
25.	_____	

Listen again and check your answers.

ANSWER KEY

21. (FOOTBALL) COACH, 22. BOSS/MANAGER/DIRECTOR, 23. PRIEST/PASTOR/VICAR, 24. POLITICIAN/PRESIDENT/ PRIME MINISTER, 25. POLICE OFFICER/POLICEMAN

Transcript:

- 21. *Right everyone, I need all of you to understand how important this season is going to be for our team. If we want to stay in the premier league, we need to work very very hard at all aspects of our game. There will be no time for messing around, it will be hard training right from the start!*
- 22. *Good morning, everyone. Thank you for coming on time – I hope you can all sit around the table.....Right... Mrs Sanders will be taking notes during today’s meeting. Now, there are several things on today’s agenda, including introductions of new employees, the proposed changes to the cafeteria, and arrangements for the Christmas vacations. Right, I’m gonna start by introducing our new secretary, Joanna...*
- 23. *In the presence of God, The Father, Son and The Holy Spirit, we have come together to witness the marriage of Julia and Jon, to pray for God’s blessing on them, to share their joy, and to celebrate their love*
- 24. *Thank you, thank you! To all those who voted for me, and to all the party members, thank you! Your support has been incredibly important to me during these last weeks leading up to our victory in today’s elections! But today is only the beginning – we have important work to do, and we have a country to run! So let’s get to work!*
- 25. *Thank you for your invitation to speak to this meeting about preventing crime in your town. I know that many of you are worried about the number of robberies and burglaries and we are here to help you address this problem. We don’t see our job as just coming when we get emergency calls and trying to catch the criminals – there is a huge amount we can do to help you prevent such incidents, and that’s what we’re here to talk about tonight.*

C1 LEVEL ENGLISH EXAM

MODULE 1

ACTIVITY 5

5.8 Fill in the gaps in Column B (items 51-55) with words that have approximately the same meaning as those with a strikethrough in Column A, as in the example.

	COLUMN A	COLUMN B
0.	Shany decided to put his retailing experience to an environmental use.	Shany made up his mind to put his retailing experience to an environmental use.
51.	Last spring the Peruvian government established an environment ministry.	Last spring an environment ministry ____ ____ up by the Peruvian government.
52.	For Shany, pitching an international enterprise to the villagers was almost as easy as selling it to the San Diego Museum.	For Shany, pitching an international enterprise to the villagers was no ____ ____ than selling it to the San Diego Museum.
53.	The artisan’s cut may not seem substantial but it more than doubles previous monthly earnings.	The artisan’s cut may not seem substantial but it is twice ____ ____ as previous monthly earnings.
54.	“We can’t keep up with the large numbers of orders,” Shany wrote in a recent email message.	It has not been ____ ____ us to keep up with the large numbers of orders,” Shany wrote in a recent email message.
55.	We hesitated a bit at first, but it makes much more sense to preserve the trees.	We were a bit ____ at first, but it makes much more sense to preserve the trees.

ANSWER KEY

51. WAS SET, 52. MORE DIFFICULT, 53. AS MUCH, 54. POSSIBLE FOR/ FEASIBLE FOR, 55. RELUCTANT HESITANT/ UNSURE/ UNWILLING/ UNCERTAIN/ SCEPTICAL/ DOUBTFUL (CONCERNED/NEGATIVE)

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.	Article on transport for the future The answer to traffic congestion and pollution <u>is staring us in the face</u> : what we need is greater investment in rail travel.	face – staring – the – in – us – is
56.	Advert for Trekking holidays The Simien mountain range, _____ 4,000 metres, offers excellent trekking.	over – peaks – several – contains – which
57.	Travel brochure on Ethiopia Fossil finds reinforce Ethiopia’s strong claims _____ the evolution of the human race.	the – to – of – site – being
58.	Essay on JG Ballard’s influence on culture Privately JG Ballard would have preferred _____ a writer.	than – a – rather – be – painter – to
59.	Advice in a travel book on tipping It is, of course, no coincidence that the people we tip are _____ to begin with.	salaries – low – whose – those – are
60.	An information leaflet in a library Some libraries _____ on their original purpose and have concentrated on becoming a sort of all-purpose community centre.	have – up – to – seem – given


ANSWER KEY

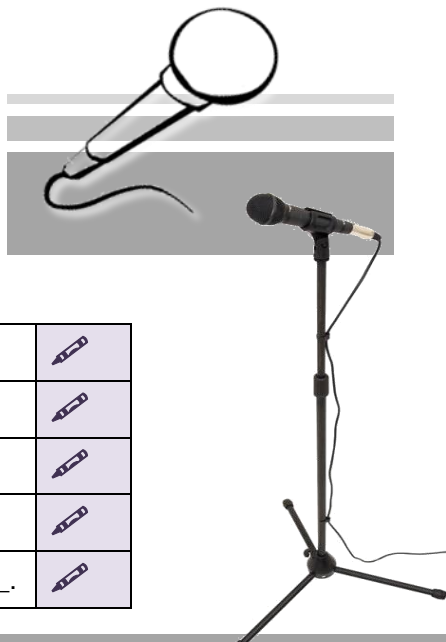
56. WHICH CONTAINS SEVERAL PEAKS OVER, 57. TO BEING THE SITE OF, 58. TO BE A PAINTER RATHER THAN 59. THOSE WHOSE SALARIES ARE LOW, 60. SEEM TO HAVE GIVEN UP






MODULE 3

ACTIVITY 5

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





21.	This man is delivering a speech at a _____.	
22.	This man is probably speaking at a _____.	
23.	This man is delivering a speech at a _____.	
24.	This man is delivering a speech during a _____.	
25.	This man is probably delivering a speech at his _____.	

Listen again and check your answers.

ANSWER KEY

21. WEDDING (WEDDING PARTY/SOCIAL EVENT), **22.** GRADUATION/UNIVERSITY GRADUATION/COLLEGE GRADUATION CEREMONY (COLLEGE, UNIVERSITY, SCHOOL) **23.** FUNERAL (CHURCH), **24.** DEMONSTRATION (PROTEST/CAMPAIGN/NATIONAL CELEBRATION/NATIONAL ANNIVERSARY/POLITICAL RALLY/POLITICAL EVENT/POLITICAL ASSEMBLY/MEMORIAL/PRE-ELECTION SPEECH **25.** BIRTHDAY/ BIRTHDAY PARTY

TRANSCRIPT:**21. WEDDING**

Good evening everybody. Let's begin by telling you just how much of a setup this is. You know. I mean you get all these guys dancing, coming in here. You got this beautiful couple, and then they put me in front of you. So this...this is not fair. But anyway, now that I have your undivided attention hopefully, I would like to begin by thanking all of you for having spent this weekend, for having given of your time and of your love to have joined us. And does time ever go by? I can remember... just a little while, and this was a little child...and if you guys saw any of those pictures...I can still remember those pictures... so and time goes by and then she grows and she's 8 or she's 10 years old, and then one day, when you are not expecting it there is some conversation about "what will happen when I get married daddy?"

22. GRADUATION

Good morning and congratulations to the Dartmouth class of 2011. Today you have achieved something special- something only 92% of Americans your age will ever know. A college diploma. That's right with your college diploma, you now have a crushing advantage over 8% of the work force. I'm talking about dropout losers like Bill Gates, Steve Jobs and Mark Zuckerberg. Incidentally, speaking of Mr. Zuckerberg, only at Harvard would someone have to invent a massive social network just to talk with someone in the next room.

23. FUNERAL

Graham Chapman, co-author of the 'Parrot Sketch,' is no more. He has ceased to be, bereft of life, he rests in peace. He has kicked the bucket, hopped the twig, bit the dust, snuffed it, breathed his last, and gone to meet the Great Head of Light Entertainment in the sky. And I guess that we're all thinking how sad it is for the man of such talent, of such capability and kindness, of such unusual intelligence should now so suddenly be spirited away at the age of only forty-eight, before he'd achieved many of the things of which he was capable.

24. DEMONSTRATION

... in the history of our nation. Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beckon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice.

25. BIRTHDAY

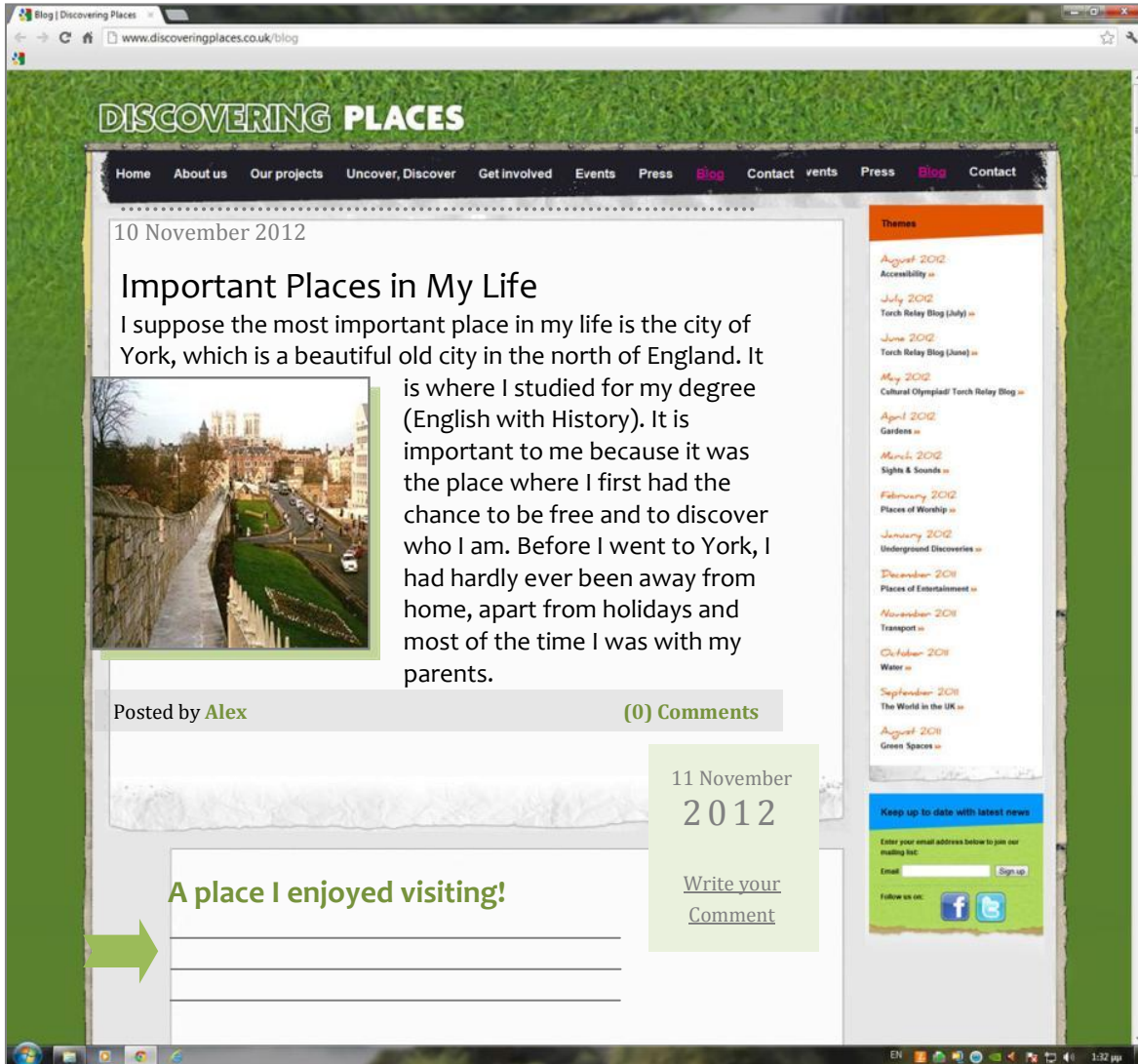
I thought I was going to sneak away tonight. What a glorious night! Every face I see is a memory. It may not be a perfectly... perfect memory. Sometimes we had our ups and downs, but we're all together, And you're mine, for a night. And I'm going to break precedence and tell you my one candle wish: that you would have a life, as lucky as mine where you can wake up one morning and say, "I don't want anything more." 65 years, don't they go by in a blink?

2. Marking scripts

2.1. Marking B level scripts

ACTIVITY B1.1

Here is a blog about Discovering Places. Write your own **description** (80 words) of a place you enjoyed visiting and say **why** you liked it. The model below will help you to write your own text.



EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B1.1

Criterion 1: Task Completion

Candidates are asked to produce a text to be posted on a blog (genre) where people write about places they have visited. Using the given text as a model, candidates are expected to produce their own text about a place they enjoyed visiting (topic). In their text, they are expected to: a) describe this place and b) provide reasons why they liked it (**communicative purpose**). Candidates should produce a public (discourse) text (blog post) that has a personal tone (register & style) as in the model text.

Criterion 2: Text Grammar

Candidates are expected to produce an *original* text (80 words) of the same genre, register and style as the model text but on a *different* topic. In terms of **text organization**, the text is expected to be in one paragraph, as in the model text and all ideas should be **coherently** linked. In terms of **cohesion**, few, simple and appropriate linking devices are expected within and across sentences.

Criterion 3: Sentence Grammar

In terms of **lexicogrammar**, candidates are expected to produce texts conducive to the topic and communicative purpose of the text. **Descriptive** and **emotive language** may also be used since candidates are asked to describe a place they have visited and possibly express their personal feelings about it. Finally, **expressions** appropriate for **giving reasons** (*It is important to me because...*, *one reason I liked it was...*, etc.) are expected to be found in candidates' scripts. **Simple grammatical structures**, simple **syntax** and **use of present and past tenses** are expected.

B1.1 script 1: Fully satisfactory

A place I enjoyed visiting

Firstly, the place I enjoyed visiting the most is Kefhalonia which is a beautiful island in western Greece.

I went there with a school trip and I was really fascinated. I liked it because it has places of history interest and places where you can be entertained. It is a unique part of Greece with a lot of trees and mountains but also it is perfect holiday resort where you will leave your problems away and discover all requirements!

In conclusion, it is worthy to visit Kefhalonia and I would love to do it again!

Words: 100

Score: 7

Comments: The candidate has responded to the task in terms of criterion 1. The text produced is appropriate for a blog and the communicative purpose has been fully achieved. Its style is appropriate for a public discourse text and its tone is personal as expected. Although it is a well structured and coherent text, there are some inappropriate cohesive devices (such as *firstly, in conclusion*). In terms of criterion 3, the language is descriptive as was expected while some minor lexicogrammatical errors do not blur meaning.

B1.1 script 2: Moderately satisfactory

A place I enjoyed visiting!

I think that the most important place I have ever visited is Florina, which is a great city with a big and beautiful lake. There, I stayed for 2 months for holidays and I consider that this holidays was the best I have ever gone.

Finally, in Florina was bored my sister Aggeliki who is now 2 years old. All time I was taking care for her because I have only a sibling and I love her very much.

I would like to go again to Florina. I had a great time.

Words: 97

Score: 4

Comments: In terms of criterion 1, the candidate has produced an appropriate text (a blog post) that addresses the required topic. However, it partly responds to the communicative purpose set by the task, as the candidate has not adequately described the place s/he visited. In terms of register/style, it has a personal tone as expected. With regard to criterion 2, the text is generally coherent. Few, simple linking words are found (e.g., *finally, because, etc.*) as expected. In terms of criterion 3, the script is problematic because of serious lexicogrammatical errors (e.g., *I stayed for 2 months, this holidays, was bored my sister, taking care for her*) which sometimes interfere with meaning.

B1.1 script 3: Unsatisfactory

Important Places in My Life

Personally, the most important place in my life is a village near the city of Agrinio, which is a beautiful and a historical village in Greece. It likes me because there live my grandparents and my cousins. Also, it was the place where was succeed the first victory for my basketball team and there we took the first cup. Moreover, there are a lot of monuments and historical places which I like visiting there. Finally, there are the biggest lake in Greece, the Trixonida lake, which I going to fish with my grandfather.

Words: 98

Score: 3

Comments: The script does not satisfy all three criteria. The text produced is a text to be posted on a blog and its register and tone is personal and direct as expected. However, the script fails to respond to the communicative purpose as the candidate describes his/her favourite place rather than the place s/he enjoyed visiting in the past. The cohesive devices used are not always appropriate (e.g., *Moreover, Finally*) but the text is generally coherent. Although there are lexicogrammatical errors (e.g., *It likes me because there live my grandparents and my cousins*), the language used is not conducive to the communicative purpose.

ACTIVITY B2.1

Write a **text to be posted** on a website (100 words) called 'Events that Changed Our Lives'. Think about an important event in your life, and **explain** why you will always remember it. Use the questions below to help you.

An important event in my life

.....

.....

.....

.....

HELPFUL IDEAS

- What was the event?
- Where did it take place?
- How did it affect your life?

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY B2.1

Criterion 1: Task Completion

Candidates are asked to write a text about an important event in their lives in order to be posted on a website called "Events that Changed Our Lives". They are expected to write a **blog post (genre)** in order to refer to **an event that was important in their lives (topic)** and **explain why they will always remember it (communicative purpose)**. Using the *helpful ideas* provided, they may address the following questions: a) what the event was, b) where it took place, c) how it affected their life (**content**). The script tone should be personal and direct (**register, style & tone**).

Criterion 2: Text grammar

The **organization** of the text may vary as texts posted on websites may or may not have formal paragraphing. Sub-headings are also likely to be found. In terms of **cohesion**, few appropriate linking words within and across sentences are expected.

Criterion 3: Sentence grammar

The **vocabulary** and **grammar** should be conducive to the topic and the communicative purpose of the text. Therefore, candidates are expected to include simple descriptive and perhaps emotive language in their scripts (e.g. adjectives such as *important, unforgettable* etc.) while it is likely that they will use present or past tenses.

B2.1 script 4: Fully satisfactory

An important event in my life

I suppose the most important event in my life was my graduation. It took place in London last September and it was my happiest day ever. I wanted so much, to study abroad. I studied sociology and the ceremony graduation took place near to the university. This event affect my life because I fullfil my dream and this degree gave me the opportunity making abroad and getting more experiences and chances. Now I'm in AUSTRIA WORKING IN AN Institute of Social Services and I'm very pleased. I believe that I made the best choice and I'm very happy for that. That was the most important event, that change my life completely.

Words: 117

Score: 6

Comments: This candidate has responded to the task in terms of all three criteria. The script is a text for a website fully achieving the required communicative purpose. In terms of criterion 2, it is a well-structured and generally coherent text. However, there is only one instance of inappropriate use of the cohesive device 'and': *I studied sociology and the ceremony graduation took place hear to the univercity*. In terms of criterion 3, overall, there is use of appropriate lexicogrammar which conveys the intended meaning. However, there are also some accuracy errors (e.g., *This event affect my life, that change my life, hear to the univercity*).

B2.1 script 5: Moderately satisfactory

Events that Changed Our Lives

My important event in my life is when I went on Paralympic games in Athens, in 2004. It is important to me and I remember it many times because I saw people with body problems and limited capabilities tried to win on the competition. Although we have no problems we could not win them and we never arrive them. It is important to encourage their to success on their life. It affected my life positive and I try to do the best for me. I learnt from that event that I can give my best-self in everything which I do in my life.

Words: 108

Score: 5

Comments: It is a moderately satisfactory B2 level script as it partly meets the three criteria. In terms of criterion 1, the candidate has addressed the topic producing the appropriate genre (i.e., a message to be posted on a website) without, however, giving much information in relation to the event. The register and style are appropriate. In terms of criterion 2, the text is generally coherent but at some points the cohesive devices are not accurately used (e.g., *Although we have no problems we could not win them and we never arrive them*). In terms of criterion 3, there are few lexicogrammatical errors locally interfering with intended meaning (e.g., *It affected my life positive*, I remember it many times, *Although we have no problems we could not win them and we never arrive them*)

B2.1 script 6: Unsatisfactory

An important event in my life

Many people in nowadays they don't care about the unabled people. So me and my friends we decide to make an important event for this people. This event it take place in our school theatre because we didn't have the money for another place. There people was comming and live money, clothes and food for the unabled people. This event affect my life a lot because now every sunday I go with my friends in many unabled people and we help them with their problems.

Are you ready for a change in your life?

Make an event!


Words: 103

Score: 2-3

Comments: This text partly satisfies criterion 1. The candidate has produced a text referring to an important event in his/her life and partly explaining how it affected his/her life. However, the last two sentences of the text do not respond to the communicative purpose required; they actually urge readers to organize similar events (*Are you ready for a change in your life? Make an event!*). The tone and the style are for the most part appropriate. In terms of criterion 2, the text becomes incoherent at some points to its many lexicogrammatical errors. As for criterion 3, there are many grammatical and syntactic errors some of which interfere with meaning (e.g., *live money unabled people*).

ACTIVITY B1.2

Imagine that your English friend Mark likes reading. Using information from the text, send him an **e-mail message** (80 words) **suggesting** ways he can find cheap or free books.

<p>● ● ● ●</p> <p>ΔΩΡΕΑΝ και φθηνά ΒΙΒΛΙΑ υπάρχουν ΠΑΝΤΟΥ γύρω μας!</p> <p>Οι τιμές των βιβλίων σήμερα έχουν φτάσει στα ύψη. Διάβασε πώς μπορείς να βρεις δωρεάν ή φθηνά βιβλία.</p>	<p>1) Υπάρχουν δανειστικές βιβλιοθήκες που έχουν ποικιλία σε μεγάλα κλασικά αριστουργήματα. Ρώτησε ή κάνε μια αναζήτηση στο google για την περιοχή σου. Όλο και κάποια βιβλιοθήκη θα βρεις που να είναι κοντά σου.</p> <p>2) Υπάρχουν δωρεάν e-books στο internet. Μέσω της σελίδας της google μπορείς να κάνεις αναζήτηση κειμένων μέσα από 7.000.000 τίτλους βιβλίων και να διαβάσεις ολόκληρα βιβλία που δεν προστατεύονται από τον νόμο των πνευματικών δικαιωμάτων.</p>	<p>3) Αγόρασε μεταχειρισμένα ή παλαιότερα βιβλία. Υπάρχουν αρκετά βιβλιοπωλεία στα οποία μπορείς να τα βρεις.</p> <p>4) Αντάλλαξε βιβλία με τους φίλους σου. Κάνε εσύ την πρώτη κίνηση. Απλά έχει υπόψη σου ότι σε αυτές τις περιπτώσεις, τις περισσότερες φορές τα βιβλία χάνονται ή ξεχνιούνται με έναν μαγικό τρόπο.</p> 
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 English speaking friend Mark, who enjoys reading, in order to help him avoid spending money on books (**topic**). In their email, they are asked to suggest ways of finding cheap or free books (**communicative purpose**). Their scripts should be informal and should have a personal and friendly tone (**register/style**). As this is a mediation activity, candidates are expected to relay (and not to translate) the relevant information of the Greek text. In case candidates do not use information from the Greek text effectively, their script should be penalized and if no information is used, their script may be considered as unsatisfactory.

Criterion 2: Text grammar

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

- An informal opening (some kind of greeting and a statement about the purpose of this message),
- the main body of the message, which should include the writers' suggestions of ways of finding cheap or free books,
- 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 suggestions (*How about..., A good idea would be if you..., I suggest that..., 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.

B1.2 script 7: Fully satisfactory

Dear Mark,

How are you? Well, get ready to be thrilled, because I found 1 way for you to read books without paying a lot of money!

First of all, you can rent books from some libraries. Your city may have one of those

libraries, so search it by asking people or by checking it on the Internet. Secondly, you can read books on the Internet by downloading them for free. Or you can buy some used and old books from bookshops. Finally, you can always exchange books with your friends.

I hope I've helped you. Talk to you later.

Your friend, Lisa

Words: 103

Score: 8

Comments: In terms of criterion 1, the script is appropriate in terms of text-type (an email) and register / style (personal and informal) fully achieving communicative purpose. As this is a mediation activity, the candidate has managed to successfully relay relevant information. In terms of criterion 2, the text is fully coherent with its ideas flowing smoothly. In terms of criterion 3, it makes good use of sentence structure and the vocabulary is appropriate for an email. Some minor lexicogrammatical errors do not interfere with meaning (e.g., you can rent books).

B1.2 script 8: Moderately satisfactory

Dear Mark,

don't worry if you can't find cheap books. Here is my advises. First of all there are library where you can borrow intresting books. Aslo you should read books in the internet. In this way of course you don't give money but you read your favourite books. If I were you, I would say to my friend give me some of their books. But if you will do this you must be very carefull. Last but not least is to buight older book or book which some other people had. I waiting your email. Maíry

Words: 97

Score: 4

Comments: The candidate has partly responded to all three criteria. In terms of criterion 1, the text is appropriate (an email with friendly and personal tone) and the communicative purpose has been achieved. But the script fails to meet the mediation requirements, as the source text information has not been effectively relayed for the most part. In terms of criterion 2, the script is more or less coherent. In terms of criterion 3, there are several grammar errors locally interfering with the intended meaning (e.g., *Here is my advises, there are library.., I waiting your email*). Finally, there are a few spelling mistakes not expected at B1 level.

B1.2 script 9: Unsatisfactory

Dear Mark,

There are many ways you can find cheap or free book which like reading. On the one hand there are many bookstores which can take a book without pay in cass You can information on the internet about for area. Also there are free of charge e-books on the internet. You can find it in the page of google and you can read books. On the other hand you can buy old book. There are bookstores which can find it. Also you can book swapping with your friends but in that case the books are lost. Yours Alex

Words: 100

Score: 2-3

Comments: The script does not satisfy all three criteria. In terms of criterion 1, the text produced is an email which generally suggests ways of finding cheap or free books. However, source text information is not relayed appropriately. In terms of criterion 2, the text lacks coherence and cohesiveness is problematic (e.g., *You can find it in the page of google and you can read books, Also you can book swapping with your friends but in that case the books are lost*). In terms of criterion 3, there are many serious lexicogrammatical errors which interfere with meaning (e.g., *free book which like reading, There are bookstores which can find it*).

ACTIVITY B2.2

Imagine that you came across this announcement on the internet. Write an **article** (100 words) for your English school newspaper **informing** your classmates about book swapping and trying to **persuade** them to visit the exchanging library.

The screenshot shows a web browser window with the URL www.athensheart.gr/events. The page features a vertical 'EVENTS' sidebar on the left. The main content is a Greek announcement for a free book swap event. The text describes the benefits of swapping books, mentions the AthensHeart library, and provides the event schedule: Wednesday (17:00-21:00) and Saturday (11:00-16:00). A red 'X' icon is in the top right corner of the announcement box, and a 'Read more' button is at the bottom right.

ΔΩΡΕΑΝ ΑΝΤΑΛΛΑΓΗ ΒΙΒΛΙΩΝ ΣΤΟ ΠΟΛΥΚΑΤΑΣΤΗΜΑ «ATHENSHEART»
 Η ανταλλαγή βιβλίων (book swapping) είναι μια νέα τάση που φαίνεται ότι ολοένα και κερδίζει έδαφος ανάμεσα στους Έλληνες αναγνώστες. Ουσιαστικά, η ιδέα βασίζεται στην ανταλλαγή των βιβλίων που έχουμε διαβάσει με άλλα που θα θέλαμε να διαβάσουμε. Τι πιο απλό λοιπόν από το να ανταλλάξουμε τα βιβλία μας με τα βιβλία άλλων;
 Το «athensheart» δίνει τώρα την ευκαιρία σε κάθε επισκέπτη του να φέρει στην ανταλλακτική βιβλιοθήκη του εμπορικού κέντρου, τα βιβλία που έχει διαβάσει και να τα ανταλλάξει με άλλα τόσα. Και το καλύτερο; Η ανταλλαγή γίνεται εντελώς δωρεάν, ακόμη και το Σάββατο, σε έναν ιδιαίτερα καλαίσθητο και ζεστό χώρο, ιδανικό για τους λάτρεις του βιβλίου. Την επόμενη φορά που θα βρεθείτε λοιπόν εκεί κοντά, μην ξεχάσετε ότι υπάρχουν βιβλία για όλα τα γούστα που σας περιμένουν για να σας «ταξιδέψουν» στο δικό τους ξεχωριστό κόσμο.
 Ημέρες και ώρες λειτουργίας ανταλλακτικής βιβλιοθήκης:
Τρίτη - Παρασκευή: 17:00-21:00
Ανοιχτά και το Σάββατο: 11:00-16:00

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

Candidates are asked to imagine that they came across this Greek announcement which informs readers about book swapping (**topic**). They are expected to read the text in order to get the general idea and produce an article (**genre**). Their text should inform their classmates about what book swapping is and persuade them to visit either the ATHENS HEART exchange library or any other exchange library they may know (**communicative purpose**). The tone of the script should be personal and direct (**register, style & tone**).

Criterion 2: Text grammar

The **text organization** of the scripts produced should match that of an article. Thus, we expect to find a title at the beginning of the article and formal paragraphing. In terms of **cohesion** and **coherence**, a few simple but appropriate linking devices are expected and all ideas should be coherently linked.

Criterion 3: Sentence grammar

In terms of **grammar**, we expect the use of informative and persuasive language. Simple vocabulary conducive to the content and communicative purpose of the text is also expected.

B2.2 script 10: Fully satisfactory**FREE BOOK SWAPPING**

Do you have books that you've already read? Do you want to read new books but they're too expensive for you or you can't find them? If so, we have the solution to your problem: book swapping!

One of the departments of our library called "exchanging library" gives you the chance to exchange your books with others and you have to pay nothing. There, you can find all kinds of books, from western to science-fiction, from small to big, from light to heavy. Plus, you meet students from our school that you didn't even know. Our library is open every day from 10.00 to 18.00 and the weekends from 16.00 to 21.00.

Give it a try, . Liza Simpson

Words: 123

Score: 8

Comments: This candidate has successfully responded to task requirements in terms of all three criteria. The genre produced is an article of a personal and direct tone. The communicative purpose of the task has been fully achieved as the candidate informs about book swapping and tries to persuade his/her classmates to visit the exchanging library. Source text information has also been successfully relayed. In terms of criterion 2, the script is fully coherent and the ideas flow smoothly. In terms of criterion 3, it makes good use of sentence structure and the choice of vocabulary and grammar is conducive to the communicative purpose of the text.

B2.2 script 11: Moderately satisfactory

I write this article to informing children about book swapping and I try to persuade them to visit the exchanging library.

First of all to exchange books with other people is very modern. It is very simple because if someone read one book and another one that is not read it they can take from another person that is read it.

Moreover the athensheart gives now the opportunity in every visitor to take in the library the books that has already read them and exchange them with other books that has no read them.

The exchange is free so in the next time that you are here don't forget that there you can found differnt books that likes you.

Finally I believe to exchange books with other people is very modern and simple to do and very cheap.

So think all the children and classmater go there and visit the exchanging library.

Words: 152

Score: 4

Comments: The script partly satisfies the three criteria. In terms of criterion 1, the candidate has produced a text which is more or less appropriate but with a neutral tone. However, the communicative purpose of the task has only partially been achieved. The script informs the readers about book swapping to a greater extent than it persuades them to visit the local exchanging library. Source text information is not always appropriately relayed. In terms of criterion 2, the text is incoherent in some parts due to its many lexicogrammatical errors. There are few cohesive devices that are inappropriate for the given genre (e.g. *Moreover, Finally*). Finally, the script is problematic in terms of sentence grammar. In particular, there is weak use of vocabulary and a lot of grammar errors that often impede comprehensibility.

B2.2 script 12: Unsatisfactory

From: Manager of School

To: Classmates of English School 11 November 2012

Subject: Free using of books

I am the manager of English School and I am writing this article to inform my classmates about book swapping and i am trying to persuade them to visit the exchanging library.

All children must read books. Some children can go to a library especially "Athensheart" and give one book which is read and take an other book that they want to read. Also the "Athensheart" at every visitor to go there the books which have read ant he can take other only free and the Saturday. This is take place at a room which is hot and comfortable for lovers of books.

I hope that convinse you to go there and spend some of time with people who loves books and i hope to read many books.

Yours sincerely,

Words: 147

Score: 2

Comments: In terms of criterion 1, the script is not of the expected text-type (i.e., article) rather it seems more like a letter. It partly responds to the communicative purpose required. In terms of criterion 2, the text becomes incoherent at some points to its many lexicogrammatical errors (e.g., *Also the "Athensheart" at every visitor to go there the books which have read ant he can take other only free and the Saturday*). As for criterion 3, there are many serious errors of use and usage impeding intelligibility (e.g., *This is take place at a room, I hope that convinse you, i hope to read many books*).

2.2. Marking C1 level scripts

ACTIVITY 1

The article below reports views against social media and their use. Write a similar **article** (180-200 words) **arguing in favour** of social media. Here are some ideas that might help you:

- They help the shy and those with disabilities people to socialize
- They help people connect and converse
- They provide professionals with networking space
- They allow businesses and public entities to promote products and services inexpensively.
- They allow for grass-roots causes to organize
- They allow social-cause organisations to recruit new members, spread their messages, etc.

Social Media? No thanks!

Science & Technology
24



Not everyone is in favour of using the social media, despite what we may think. Even some of our youngest readers are sceptical, especially about compulsive social media users! One of the most important con arguments that they mention is that posted information is never fully secure. Even safeguarded information is stolen by hackers. Moreover, personal information posted is frequently misused and lent to bullies who are keen on spreading destructive information, photos or lies about people.

Their second most frequent argument is that the so-called *social* media may lead people to being a-social! Online interaction can become a substitute for actual meetings, which can hurt social development and isolate people from one another. In fact, some people strongly believe that the systematic use of social media can destroy marriages by providing covert connections with others that lead to infidelity.

It is also true, most of our readers believe, that they cause users to spend less time outdoors, to suffer from lack of exercise, to not take care of their physical appearance.

A large percentage of our readers who question the frequent use of social media say that it's a waste of time, especially for those who constantly check and update them. For employers that means lost productivity.

Last but not least, some of our readers are of the opinion that the social media bring out the nastiest conversations, because participants feel at a distance from those they are insulting.

EXPECTATIONS REGARDING OUTPUT IN ACTIVITY 1

Criterion 1: Task completion

On the basis of the article given to candidates on social media (**topic**), they are asked to produce an **article** (**genre**) expressing a different opinion on the topic. Specifically, using some of the ideas provided, candidates are expected to write an article and **argue in favour** of the social media (**communicative purpose**). As the candidates' script is in response to the text provided, it is expected to have a similar style with the given text,

which is semi-formal with a personal tone (**register & style**). Candidates are expected to creatively integrate some or all of the ideas provided into their own text or to rebut ideas mentioned in the source text. They may also include their own ideas regarding the topic in question as long as they do not exceed the word limit.

Criterion 2: Text grammar

In terms of organisation, candidates are likely to follow the organization of the source text (e.g. give a title) and produce a flowing script, which should be divided into paragraphs. Ideas in/among paragraphs should be **cohesively** and **coherently** linked (with a few simple and appropriate linking devices within and across sentences).

Criterion 3: Sentence grammar

A wide range of **vocabulary** and **complex grammatical and syntactic structures** are expected. **Argumentative** and/or **persuasive language** is also expected to be used along with adverbs and/or expressions that will show the writer's concession to the arguments raised in the source text (e.g. *however, nonetheless, but,...*).

C1 script 13: Fully satisfactory

Do you want easy and fast communication? Just use social media!

Nowadays, social media are used by the most of people. Even if, some people find many drawbacks using them. Social media are a great way to communicate!

Firstly, one of the most important use, is for people with disabilities or for those who are just shy. Social media help them to socialize and communicate with the others. Some people believe that online interaction isolates people from one another. But the truth is that online interaction just help them to connect and to have conversations with each other.

Secondly, social media are a good way for enterprises to promote their products and their services inexpensively. And what about for those who believe that, for employers, checking and updating means lost productivity? This is not true. In contrast, social media provide professionals with networking space.

Finally, they allow social cause organisations to recruit new members or spread their messages. This is a positive aspect of social media especially when we refer to organisations which help people, protect the environment etc.

To sum up, although social media are not always very safe for the users because their posted information can be stolen by hackers, they are a good way to "meet" new people and communicate with them. They are also an effective way to exchange information and to make conversations especially nowadays that people do not have free time to go out and meet the others.

Words: 239

Score: 13-14

Comments: This script has successfully responded to all 3 criteria, though it slightly exceeds the word limit. In terms of criterion 1, the candidate has produced an article, which is exactly what the task required, following the conventions of this genre (e.g. use a title etc.). The style is semi-formal and the tone personal as it was expected (e.g. *Do you want easy and fast communication? Just use social media!*). In terms of criterion 2, the script is fully coherent and all ideas are cohesively linked (although there are some minor errors, e.g. the use of both *finally* and *to sum up*). The script is organised as an article with a title, an appropriate introduction, a main body that argues in favour of the use of social media (while rebutting some of the ideas put forth in the source text) and a conclusion. In terms of criterion 3, there is a variety of linguistic choices, use of complex structures but there are also a few punctuation and lexicogrammatical errors (e.g. *But the truth is that online interaction just help them.., And what about for those who believe that...*) which, do not, however, impede intelligibility.

C1 script 14: Moderately satisfactory

Despite all these rumors about social media some people remain believe that they're harmless and in some occasions helpful for some people. Social media surely help shy people to communicate with others and makes them more sociable. More over, people with physical and psychological dissabilities are getting socialized thanks to social media! It has been shown that a lot of professionals are using social media with networking space, this is a very easy and unexpensive way of communicate and co-operate with your partners. Thanks to social media, a lot of buisnesses have been promoting their products, and make a lot of money by e-commerce. Social-cause organizations had also been helped from social media recruiting new members, letting the people know about their actions and of course social media had empowered all these organizations by spreading their message to the crowd. An other great chapter of social media is helping people connect each other, express their problems to public and of course they help people converse. Last but not least social media having a grate role on allowing grass-roots causes to organize. Social media is an excellent way of communicate with others and spread ideas and thoughts.

Words: 196**Score:9**

Comments: This constitutes a moderately satisfactory script since it partially fulfills the evaluation criteria. In terms of criterion 1, the writer barely addresses the assigned topic (bullet points provided but not fully developed) and partly achieves the required communicative purpose. The register and style of the text are to a great extent appropriate. In terms of criterion 2, the cohesive devices used are for the most part appropriate. Paragraphing is problematic since information is condensed in one paragraph affecting the text's overall coherence. In terms of criterion 3, the frequency of numerous spelling mistakes along with the great number of lexicogrammatical errors impede intelligibility and obstruct the general flow of the text while the language used is barely persuasive.

C1 script 15: Unsatisfactory

Social Media have an important part in our life. Social Media can help us a lot in our lifes but they have also some drawbacks.

Social Media as Facebook, Messenger, mySpace.com, etc. help the shy persons to find friends and make relationships. They help also the people who suffer from healty problems or people with disabilities to socialize and discuss with other people. But Social Media destroy the mariages, the friendships because they provide the anonymity. These persons want to speak from the internet to their friends and not to meet them at a café as a result they become a-social.

Social Media help people connect and converse. They can take part in a forum and discuss about a problem or an opinion of someone. As a result the people enlarge their imagination and they mind about very important things. On the other hand, they must be carefull. Because sometimes the information is never fully secure. It's good to search for another opinions and compare.

Furthemore Social Media allow businesses and public entities to promote products and services inexpensively. The businesses can advertise their products from a social Media as Youtube. With this way all the people can be informed for this product and they buy it. Generally Social Media provide professionals with networking space. A lot of person can also find a job from a social media. With the social Media we can solve some businesses problems. But be carefull at hackers of other businesses who safeguarded information. And also when you buy a thing from the internet you must

know the business which provide it.

Finally the social cause organizations can recruit new members and spread their messages. They create an advertise at youtube or at Facebook and they inform their members about their plans.

Words: 297

Score: 6-7

Comments: This is an unsatisfactory script that fails to meet all three criteria. In terms of criterion, it responds to the assigned topic, However, it doesn't achieve the communicative purpose set by the task (i.e., to argue in favour of Social Media) as it discusses both the advantages and the disadvantages of Social Media use. In addition, it is not of the appropriate genre (i.e., an article), since for its most part, it reads more like an essay. In terms of criterion 2, there are some problems of coherence and the script ends rather abruptly as there is no conclusion. The cohesive devices are not always correct or appropriately used (e.g., *furthermore*, *These persons want to speak from the internet to their friends and not to meet them at a café as a result they become a-social*, *On the other hand*, *they must be careful*. *Because sometimes ...*). In terms of sentence grammar, the candidate has unsuccessfully attempted to produce complex structures (e.g., *But be carefull at hackers of other businesses who safeguarded information*, *And also when you buy a thing from the internet you must know the business which provide it*). Lexical choices are sometimes inappropriate (e.g., *provide the anonymity*, *enlarge their imagination*, *they mind about very important things*, *create an advertise*) affecting the communication of the intended meaning. There are also spelling mistakes that are not expected at this level (e.g. *carefull*, *mariages* etc).

ACTIVITY 2

Write an **article** (180-200 words) for the "European Youth" website to **advocate** higher studies in Greece. Use information from the text website below.



The screenshot shows a web browser displaying the website neolaia.gr. The page has a red header with the site name and navigation links for Κοινωνία, Εκπαίδευση, Ψυχολογία, and Τεχνολογία. The main heading is "Σπουδές στην Ελλάδα" (Studies in Greece). The article text is as follows:

Αν έχετε πάρει ήδη την απόφασή σας να σπουδάσετε στο εξωτερικό, τότε προφανώς έχετε καταλήξει και στα κριτήρια αυτής σας της επιλογής. Αν, όμως, δεν έχετε πάρει αυτή την απόφαση ακόμα, τότε καλό θα ήταν να σκεφτείτε και τους παρακάτω παράγοντες, που πιθανόν θα σας οδηγήσουν στην Ελλάδα. Σήμερα υπάρχει στην Ελλάδα ένας μεγάλος αριθμός ΑΕΙ και ΑΤΕΙ, τα οποία προσφέρουν προγράμματα που καλύπτουν ένα ευρύ φάσμα αντικειμένων σπουδών.

Το επίπεδο σπουδών στην Ελλάδα παραμένει σε ιδιαίτερα υψηλά επίπεδα, παρόλα τα «παράπονα» που ακούγονται.

Το συνολικό κόστος σπουδών σας θα είναι τελικά χαμηλότερο, ακόμα και αν φοιτήσετε σε σχολή που δεν είναι κοντά στον μόνιμο τόπο κατοικίας σας.

Δεν θα χάσετε πολύτιμο χρόνο για την «περίοδο προσαρμογής» σε μία ξένη χώρα και θα αποφύγετε τις σχετικές δυσκολίες.

Όλες οι εργασίες, συνεντεύξεις, κλπ. που θα κληθείτε να κάνετε κατά τη διάρκεια των σπουδών σας θα γίνουν εντός ελληνικού εδάφους, που θα σας επιτρέψει να μην χάσετε την επαφή σας με την ελληνική πραγματικότητα, είτε επαγγελματικά (μελλοντικά), είτε ακαδημαϊκά.

Κατά τη διάρκεια των φοιτητικών χρόνων δημιουργούνται φιλίες που κρατάνε μια ζωή. Έχει παρατηρηθεί ότι τα άτομα που έχουν σπουδάσει στον τόπο καταγωγής τους έχουν διατηρήσει αυτές τις φιλίες, ενώ τα άτομα που έχουν σπουδάσει στο εξωτερικό χάνουν τις επαφές με τους φίλους τους μετά την επιστροφή τους (εφόσον φυσικά επιστρέψουν).

Τέλος, όσοι από εσάς θελήσετε κατά τη διάρκεια των σπουδών σας να έχετε την εμπειρία του εξωτερικού που θα σας δώσει πολλά ερεθίσματα σε σχέση με την κουλτούρα άλλων λαών, υπάρχουν τα προγράμματα ανταλλαγής φοιτητών (Erasmus), καθώς και η δυνατότητα παρακολούθησης μέρους των σπουδών στο εξωτερικό, που προσφέρουν κάποιες συμφωνίες μεταξύ ελληνικών και ξένων ΑΕΙ.

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

Using some of the information from the Greek text about higher studies in Greece (**topic**), candidates are expected to produce an article for the “European Youth” website (**genre**). The **communicative purpose** of the text is to advocate (support with arguments in favour of) higher studies in Greece rather than studies abroad. The **register** of the text is expected to be direct and personal and the **style** semi-formal. As this is a mediation activity, candidates are expected to extract the necessary information from the Greek text and to relay it so as to achieve the communicative goal. Of course, candidates may also resort to their own ideas and/or experiences regarding higher studies in Greece and abroad.

Criterion 2: Text grammar

In terms of organisation, candidates are expected to produce a well-organized article to be posted on the “European Youth” website with an appropriate introduction, a main body that argues in favour of higher studies in Greece as well as against higher studies abroad and finally a proper conclusion possibly urging readers to consider his/her points. A title for the article is expected. In terms of **cohesion**, we do not expect an extensive use of connective words but cohesive devices should be appropriately used. Ideas should be **coherently** linked and should flow smoothly.

Criterion 3: Sentence grammar

In terms of lexis, a wide range of vocabulary and complex grammatical and syntactic structures are expected. In terms of **grammar**, candidates are expected to make use of informative language. Persuasive language is also likely to be used by the candidates.

C1 script 16: Fully satisfactory

European Youth

Have you already made your mind in which university or college you will study? In case you haven't, you can find some very interesting information in this article about the Greek universities.

Nowdays in Greece, there are many universities that can provide courses with great variety and good job prospects, not to mention the study level which is one of the highest, although some complaints have been heard.

Additionally, your total studying expense will be rather lower than if you study in any other place near your home town, and you will not lose any valuable time to the adjustment period whether you choose to study abroad.

Don't forget that all your essays and interviews will help you keep up with the Greek reality either in your work or your future studies.

During your studies, you will have the opportunity to make solid friendships that can last for ever, in the contrary to those you would make if you studied abroad.

Finally, choosing to study in a Greek university will not deprive you of the opportunity to get familiar with other cultures, as there are many exchange programmes like the Erasmus that can give you the opportunity to attend a course in a foreign university.

Good luck with your choice!

Words: 208

Score: 13-14

Comments: This script has successfully responded to all 3 criteria, though it slightly exceeds the word limit. In terms of criterion 1, the candidate has produced an article, which is exactly what the task required, following the conventions of this genre (e.g. use a title etc.). The style is semi-formal and the tone personal as it was expected (e.g. *Do you want easy and fast communication? Just use social media!*). In terms of criterion 2, the script is fully coherent and all ideas are cohesively linked (although there are some minor mistakes, e.g. the use of both *finally* and *to sum up*). The script is organised as an article with a title, an appropriate introduction, a main body that argues in favour of the use of social media while rebutting some of the ideas put forth in the source text and a conclusion. In terms of criterion 3, there is a variety of linguistic choices, use of complex structures but there are also a few punctuation and lexicogrammatical errors (e.g. *But the truth is that online interaction just help them,... And what about for those who believe that...*) which, do not, however, impede intelligibility.

C1 script 17: Moderately satisfactory

Why don't you study in Greece?

Nowadays the majority of young people who are going to study choose to go abroad rather than stay in Greece. Although, you can think it because Greece have many advantages as far as it concerns the studies.

First of all Greece has many universities which provide a lot of programmes which can cover the most of your studies. I owe to mention that generally Greece has a high grade of education.

Secondly you shouldn't have to spend a lot of money even if you move to the most expensive city of Greece. Another advantage which may persuades you to stay in Greece is that you won't spend time to adapt to the habits and the culture of the new city.

Furthermore everything is going to happen in Greece such as interviews and projects and and this will help you not to lose the contact with the valuable greek culture.

Moreover you will make new friends because this is the greatest time to make friendships. But if you move abroad you will lose your old friendships and it will take you a lot of to make new.

Finally if you want during your studies to go abroad there are programmes which give you this opportunity.

In conclusion you should study in Greece so to strong the economy of Greece especially nowadays.

Words: 220

Score: 9

Comments: The script partially meets the three criteria, though it slightly exceeds the word limit. In terms of criterion 1, it is appropriate for the given genre (an article) and it partly responds to the communicative purpose (i.e., to advocate studies in Greece) set in the task, as some of the arguments in favour of studying in Greece, provided by the candidate, are not fully developed. It has a semi-formal style as expected and a personal tone. Finally, as this is a mediation activity, the source text information has not been effectively relayed. In terms of text grammar (criterion 2), the ideas are not sufficiently developed but rather simply mentioned one after the other in a list form. The cohesive devices used are appropriate for the given genre but not always correctly used (e.g., *Although, you can think it because Greece have many advantages, you should study in Greece so to strong*). In terms of criterion 3 (sentence grammar), there are a few lexicogrammatical errors that do not seriously affect intelligibility (e.g., *lose the contact with the valuable greek culture, to strong the economy of Greece, which may persuades you, Greece have many advantages*).

C1 script 18: Unsatisfactory

European Youth studies in Greece

Many young people today, follow the change students programme. The best country for every European young to go is Greece.

Lots of things have been heard from Greece but Greece is a very good choice because its universities provide you many jobs especially AEI and ATEI. AEI and ATEI are universities where you plenty of jobs to follow. You will learn about jobs that you haven't heard. These universities can help you choose between many interesting jobs that they have present.

Secondly, you will have the choice to meet the best historical country on the world and "taste" many different things which will give you a very important experience you will not forget.

Moreover, universities at Greece are more cheap than the other universities on the world. So you will study there more easily because you save money.

Finally, Greece is a very good choice for every European to go for study because you gain experience and it helps you be social.

Words: 167

Score: 6-7

Comments: This script is seriously problematic since it barely satisfies any of the grading criteria. Though the text responds to the assigned topic, it does not achieve the required communicative purpose because it addresses the wrong audience (i.e., European students rather than Greek students). An additional problem is that the text does not mediate information from the source text. The writer seems to have relied exclusively on personal insights to construct the arguments rather than relay relevant information from the Greek text. In terms of criterion 2, the cohesion devices are more or less appropriately used (though the transition among paragraphs seems a bit abrupt) while the text's overall coherence appears compromised mostly due to the reoccurring of the same arguments. In terms of criterion 3 though, the great number of lexicogrammatical errors impedes intelligibility and obstructs the general flow of the text while the language employed is more informative rather than persuasive.

Rating grids

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