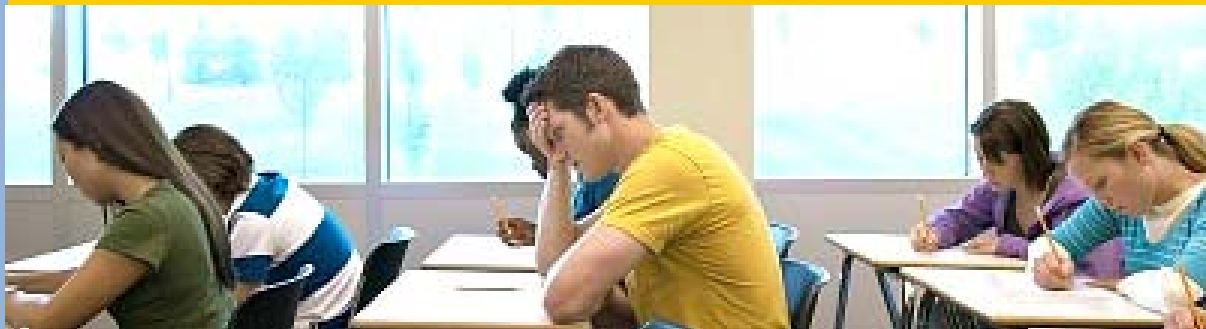




STATE CERTIFICATE OF LANGUAGE PROFICIENCY  
MINISTRY OF EDUCATION LIFELONG LEARNING AND RELIGIOUS AFFAIRS  
DIRECTORATE FOR THE CERTIFICATION OF LANGUAGE COMPETENCE

# Script Rater Guide

NOVEMBER 2011



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ  
*επένδυση στην κοινωνία της γνώσης*

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ  
2007-2013  
πρόγραμμα για την ανάπτυξη  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

<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	Βασιλική Δενδρινού
Γραμματέας	Ειρήνη Γεωργούλα

### Προετοιμασία και υλοποίηση του έργου για τη βαθμολόγηση των γραπτών Αγγλικής

Επ. υπεύθυνη βαθμολόγησης Αγγλικής:	Ευδοκία Καραβά
Γενική Συντονίστρια:	Μόιρα Χιλλ
Συντονιστές/τριες:	Χριστίνα Αγιακλή Μαίρη Δρόσου Καίτη Ζουγανέλη Βασίλης Ζορμπάς Πωλ Μπουνιόλ Σοφία Παναγή Μαρία Χαρίτου Μόιρα Χιλλ

# 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 the items 51-55, as in the example.

Who we are | Custom Web Design, SEO, E-Commerce, Web Applications | Generation Y - Mozilla Firefox

Home CONTACT

**GENERATION Y**

Prepare yourself to **Change The World**

The term **(0)** Generation (generate) Y first appeared in 1993 to describe people born in the late 70s or early 80s. By 2010 many of them had reached their thirtieth birthday. I'm one of them. I'm one of those people who are very **(51)** \_\_\_\_\_ (confidence) with computers because we grew up with them. We feel **(52)** \_\_\_\_\_ (comfort) with all kinds of technology because it was there from the moment we were born.

We are the credit-card generation, who got used to buying now and paying later. We are a generation of **(53)** \_\_\_\_\_ (consume) who are used to spending, not saving... money, goods or energy. We're the generation that has experienced economic development which has now turned into a banking and financial crisis. This means that **(54)** \_\_\_\_\_ (employ) is difficult to find. Being unemployed could mean having time for leisure activities and **(55)** \_\_\_\_\_ (entertain), but most of us stay home and surf on our computers desperate and alone. Isn't it about time we did something about the world that we live in? Let's change it!

**ANSWER KEY**

**51. CONFIDENT, 52. COMFORTABLE, 53. CONSUMERS, 54. EMPLOYMENT, 55. ENTERTAINMENT**

**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) Don't delay. It's best to s \_\_\_\_\_ while the iron is hot. It might be too late tomorrow.  
 b) The port workers are threatening to come out on s \_\_\_\_\_ over pay and conditions.

**57.** a) The band's songs have all been huge h \_\_\_\_\_ with teenagers.  
 b) On average, their website gets a thousand h \_\_\_\_\_ a week.

**58.** a) She studied f \_\_\_\_\_ arts and music at London University.  
 b) I felt a bit dizzy this morning but I feel just f \_\_\_\_\_ now.

**59.** a) We had h \_\_\_\_\_ hopes and expectations of her and she hasn't disappointed us.  
 b) I think it's h \_\_\_\_\_ time you got your hair cut.

**60.** a) Let's r \_\_\_\_\_ our sleeves up and get down to work.  
 b) We need another r \_\_\_\_\_ of wallpaper to finish decorating the living room.







**ANSWER KEY**

**56. STRIKE 57. HITS 58. FINE 59. HIGH 60. ROLL**

**MODULE 3**

**ACTIVITY 5**

You will hear five people describing problems with different objects (items 16-20). Write down the object they are talking about.

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

Listen again and check your answers.

**ANSWER KEY**







16. CAR/ MOTORCYCLE, 17. FRIDGE/ REFRIGERATOR, 18. TV/ TELEVISION/ TV SET, 19. COMPUTER/ LAPTOP/ (PC), 20. TELEPHONE/ (MOBILE/CELL) PHONE

**Transcript:**

- 16. *It won't start at all. I turn the key but nothing happens. I don't know, maybe it's the engine, maybe it's the battery, but... I just want to go to work. Please do something.*
- 17. *It's not cooling at all – I'm going to have to throw away all the food, because it's going to go bad in this heat.*
- 18. *There's picture, but no sound. Please see if you can fix it, because my favourite programme starts in half an hour.*
- 19. *I can't open or print any documents, and...the screen keeps freezing. All my information is on it, so...I really have to get it fixed.*
- 20. *No, there's no line at all – I can't make any calls. Have you paid the bill? Maybe they've cut us off?*

**ACTIVITY 6**

You will hear five people describing different kinds of celebration (items 21-25). Write down the occasion they are describing.

EX.	<u>wedding anniversary</u>	
21.	_____	
22.	_____	
23.	_____	
24.	_____	
25.	_____	

Listen again and check your answers.

**ANSWER KEY**

21. BIRTHDAY (PARTY)  
 22. CHRISTMAS  
 23. CHRISTENING/ BAPTISM

24. EASTER  
25. WEDDING

**Transcript:**

21. *We're organizing it in secret– she doesn't know anything about it. It's going to be on May 9<sup>th</sup>, and she will be 18 years old. I'm going to make her favourite cake, but if you could bring some balloons and other decorations, that would be great.*
22. *Well, it's my favourite time of the year. I love decorating the house and the tree, and buying presents for everyone, and seeing all the lights and decorations in the streets. And everyone is being so happy and singing the traditional songs and carols.*
23. *Yeah, we had it in August, at St Peter's Church, and all the family came. The baby looked lovely, but she cried and cried all the way through! Especially when the priest put her in the water! Her godmother got so upset! But she was fine afterwards, and we had a brilliant party.*
24. *Here in Greece it's our most important celebration, and a time when all the family gathers together. The highlight, though, is on the Saturday night, when we all go to church and wait for the priest to light the holy candle at midnight, and then we take the light back to the house. And then the next morning we roast the lamb outside, and spend the day eating, drinking and having a great time!*
25. *It was held at the bride's village and...they had about 200 guests, and we all had a fabulous time. The church ceremony was in the lovely village church, and then the reception was held at an amazing hotel on the beach. The couple didn't leave for the honeymoon until two days later, so we were able to spend time with them, which was great, as we hadn't seen them for a long time*

**C1 LEVEL ENGLISH EXAM**

**MODULE 1**

**ACTIVITY 5**

- 5.4** Read the newspaper headlines in Column A and then fill in the first paragraph of the article in column B with an appropriate word or phrase.

COLUMN A		COLUMN B
51.	US Senate <u>backs</u> currency debate	The US Senate has voted in _____ of debating currency laws.
52.	American Airlines shares <u>plummet</u> on bankruptcy fears	Shares in American Airlines' parent company have ended the day _____ by 33% on fears the airline may have to seek bankruptcy protection.
53.	Republican contender in <u>race</u> row	Republican presidential contender Rick Perry has been accused of _____ after it emerged that a hunting lodge used by his family had a racially offensive name.
54.	<u>Plea</u> to Colombia girl's abductors	Residents of a town in eastern Colombia have called for the _____ of the 10-year-old daughter of the local mayor, who was abducted on Thursday.
55.	Brazil growth to <u>slow</u> sharply	Brazil's central bank has _____ its forecast for economic growth to less than half of last year's, partly blaming the slowing global economy.

**ANSWER KEY**

51 FAVOUR 52 DOWN 53 RACISM 54 RELEASE 55 LOWERED

**ACTIVITY 6**

Solve the puzzle below. Put the jumbled words in column B in the correct order to complete the text (56-60) in column A.

COLUMN A		COLUMN B
56.	She was commissioned to write her new short story by Artlink, the arts _____.	marginalised - working - organisation - within - communities
57.	It is a fictional snapshot of a career's life, shining a light on some of the issues faced by those who _____.	disabilities - care - individuals - with - for - learning
58.	The story is informed by time spent by the author with careers and social workers _____.	several - over - a - of - months - period
59.	The resulting story is an _____, the careers themselves.	forgotten - affecting - the - ones - of - glimpse
60.	The careers, that strong but tired legion of overstretched group in society for whom _____.	responsibility - round - the-clock - a - caring - is






**ANSWER KEY**

56 WORKING ORGANISATION WITHIN MARGINALISED COMMUNITIES/ ORGANIZATION WORKING WITHIN MARGINALISED COMMUNITIES  
 57 CARE FOR INDIVIDUALS WITH LEARNING DISABILITIES  
 58 OVER A PERIOD OF SEVERAL MONTHS  
 59 AFFECTING GLIMPSE OF THE FORGOTTEN ONES  
 60 CARING IS A ROUND-THE-CLOCK RESPONSIBILITY

**MODULE 3**

**ACTIVITY 4**

Listen to five people talking and decide what profession they are describing (e.g., teacher, pharmacist, engineer, etc.). Fill in each gap (21-25) with ONE appropriate word.

- 21. \_\_\_\_\_ 
- 22. \_\_\_\_\_ 
- 23. \_\_\_\_\_ 
- 24. \_\_\_\_\_ 
- 25. \_\_\_\_\_ 

Listen again and check your answers.

**ANSWER KEY**

17. LAWYER/ legal advisor 22. PLUMBER 23. (HOUSE)MAID/ cleaning lady/ house help 24. PSYCHIATRIST 25. ACCOUNTANT

**TRANSCRIPT:**

21. ...[people in] this profession counsel clients about their legal rights and obligations while the more visible tasks involve trying cases in a court of law. To effectively carry out these duties a successful representative of this profession must be able to interpret complex legal documents and apply them to the appropriate situations



22. *...but they still spend much of their time assembling, installing and repairing pipes for systems that carry everything from water and steam to oil and gas. They can be found at construction sites and in residential and commercial buildings where a great deal of the work involves cutting, bending, threading and joining pipes and fittings.*
23. *...is someone who comes into a home. There are lots of different variations. You can come into a home and do a weekly clean. You can come into a home and do a one time clean when someone is moving out or just moving in.*
24. *They are licensed medical doctors who diagnose, treat and help prevent disorders of the mind. Whether one-on-one or in groups, they work with patients who have mental, emotional or behavioral problems. Besides a fundamental knowledge of medicine, these doctors need persistence, empathy and exceptional communication skills. Much of their time is spent talking with their patients, asking questions and carefully listening to the answers.*
25. *They handle the company's financial records, overseeing budgets, payments, expenses and taxes. Diligence, integrity and a good head for numbers are what count in this career.*

## 2. Marking scripts

### 2.1. Marking B level scripts

#### PURPOSE OF THE WRITING AND MEDIATION TEST

The purpose of the Module 2 test is to assess the B level candidates' written performance in English and their ability to function as mediators. In particular, it aims at determining whether candidates:

- ♦ "Can write straightforward, connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence" (CEFR, p. 62) in order to address individuals, groups, or a broad reading public, using English in a socially meaningful way in order, for example, to report or describe events and people, give accounts of experiences, narrate stories, summarize or report factual information, etc. and relay information from a Greek text into English, without serious errors that interfere with intelligibility."

In order to compose a text of a particular type, candidates are expected to use their background knowledge and experiences, their language awareness and reading skills in Greek.

An important part of the exam, the Module 2 test counts for 30% of the total (100 exam points) and, in order for candidates to pass it, they must achieve at least 30% of the possible maximum score (i.e., 9 out of 30 for both levels of the exam). Candidates who do not sit for the written component automatically fail the exam.

#### STRUCTURE OF THE WRITING AND MEDIATION TEST

This Module 2 consists of 4 activities: 2 activities for written production (1 for B1 and 1 for B2) and 2 activities for written mediation (1 for B1 and 1 for B2) based on the same Greek text. The duration of this test is 80 minutes. Just like the integrated-graded A level exam, the candidate is required to do all four activities if she/he wants to be certified for B2 level proficiency. The candidate who wants to be certified for B1 level language proficiency only needs to complete the activities marked as B1 (i.e. B1.1 and B1.2). The two activities for written production (B1.1 and B2.1) are marked with a maximum score of 7 points each while the two mediation activities (B1.2 and B2.2) are marked with a maximum score of 8 points each. The maximum total marks the candidate can obtain from all four written activities is 30 points from marker A and another 30 points from marker B. In other words, the successful candidate can obtain a maximum of 60 points for module 2.



### ACTIVITY B1.1

Imagine you have been reading a **blog** where people write about their favourite forms of entertainment (shows, films, songs, books, etc.), and why they like them. Write **what your favourite children’s story is about** and **why you like it** (80 words). The model below will help you to write your own text.



#### EXPECTATIONS REGARDING OUTPUT

##### Criterion 1: Task Completion

Candidates are asked to produce a text to be posted on a blog (genre) where people write about their favourite forms of entertainment. Using the given text as a model, we expect candidates to produce their *own* text about their favourite children’s story (topic). In their text, they are expected to say: a) what the story is about (they say what the plot of the story is) and b) why they like it (content & communicative purpose). Candidates should produce a public (discourse) text that has a personal tone (**register & style**).

##### Criterion 2: Text Grammar

Candidates are expected to produce a **coherent, original** text of the same genre, register and style as the model text but on a *different* topic. In terms of **organization**, the text is likely to be in one paragraph, as in the model text. **Simple cohesive** devices are expected as clause and sentence connectors.

##### Criterion 3: Sentence Grammar

The choice of **vocabulary** and **grammar** should be conducive to the communicative purpose of the text. Therefore, we expect the use of descriptive adjectives (e.g., 'sad', 'brilliant',

'extraordinary'), language used to express personal opinion, (e.g., I think, I guess, etc.) and emotive language (e.g., 'I feel, it makes me happy'). Finally, we expect simple grammatical/syntactic patterns and present constructions (e.g. 'The story is about...', 'I think the story is ...')

### BELOW IS A FULLY SATISFACTORY SCRIPT

<b>B1.1 script 1: Fully satisfactory</b>	
<p><i>“Sunday, November 7, 2011</i>  <i>My favourite children’s story is Cinderella. This story is about a young woman, who tries to survive after her father’s death. Her step-mother and her two step-sisters try to make her life very difficult by doing all the housework. But, suddenly, a prince falls in love with Cinderella and she invites her to a ceremony. Her secret witch turns her into a beautiful girl with an amazing dress and shoes made from glass. I love this children’s story because I can see two lovers who try to be together and win Cinderella’s step mother. It’s very nice to see that true love can do everything.”</i></p>	
<b>Words: 109</b>	
<p><u>Comments:</u> This candidate has clearly responded to the task in terms of all three criteria. The text produced is a message to be posted on a blog where people write about their favourite forms of entertainment. Based on the text given as input, the candidate has produced a similar text in terms of register and style. The communicative purpose has been fully achieved as the plot of the story has been described and the reason why it is the writer’s favourite story has been given at the end (<i>I love this children’s story because I can see two lovers who try to be together and win Cinderella’s step mother. It’s very nice to see that true love can do everything</i>). Text grammar is appropriate for such text-type and ideas are generally cohesively and coherently linked. In terms of criterion 3, the choice of vocabulary and grammar is conducive to the communicative purpose of the text. The candidate has used descriptive adjectives (e.g. <i>beautiful, amazing, nice</i>) to express his/her personal opinion and emotive language (e.g. <i>I love</i>) to explain why s/he likes the story. There are hardly any lexicogrammatical errors (e.g., <i>shoes made from glass</i>). There are, of course, a few errors of usage and use, locally interfering with intended meaning. For example: <i>Her step-mother and her two step-sisters try to make her life very difficult by <del>doing</del> having her do all the housework; ... a prince falls in love with Cinderella and she invites her to a ceremony; ...and win Cinderella’s step mother.</i></p>	
<b>(Score: 6)</b>	

### ACTIVITY B2.1

Imagine that a famous author is coming to your town to promote his new children’s story book. Write an **announcement** (100 words) for your school newspaper **informing** your schoolmates about the event and **urging** them to go. The hints below will help you.

<b>HINTS</b>	<ul style="list-style-type: none"> <li>❖ Where and when the author will appear</li> <li>❖ What the author will do at this event</li> <li>❖ What other activities will take place</li> <li>❖ What prizes will be given away</li> </ul>
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### EXPECTATIONS REGARDING OUTPUT

#### Criterion 1: Task Completion

Candidates are asked to imagine that a famous author is coming to their town to promote his new children’s story book. They are expected to write an announcement (**genre**) about the

particular event for their school newspaper informing their schoolmates and urging them to attend it (**communicative purpose**). Using the hints provided, they are expected to refer to the venue, date and time of the event, the activities that will take place and the prizes that will be given away (**content**). Candidates are to produce a public discourse text (addressing a general audience) 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 a text which might be elliptic, in bullet form, etc. 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 take place at...' etc). They may also use modality (i.e. 'It would be great if you could come', 'You should definitely attend this book presentation because...'). 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 attend.

### **BELOW IS A MODERATELY SATISFACTORY SCRIPT**


<b>B2.1 script 2: Moderately satisfactory</b>	
<p><i>In a few days the famous author Giannis Makrygiannis will come in our city. In the 5th September at 6:30 pm the famous author will appear on the local theatre to present us his new children's story. After that many activities will take place such as: songs from our school band and a performing from students. After the presentating you will given the chance to take photos with the author if you want. Is an opportunity which must nobody lose. Don't miss it. Come and have a great time.</i></p>	
<b>Words: 89</b>	
<p><b>Comments:</b> This text satisfies criterion 1 in terms of content, communicative purpose and genre. The candidate has produced what could be an announcement for a school paper. The text informs readers about the upcoming event and urges them to attend (e.g. <i>Don't miss it. Come and have a great time</i>). Its style is appropriate and its tone direct. It also satisfies criterion 2, as this is a coherent text but the cohesive devices are too simplistic for this level and this genre. However, it is problematic in terms of criterion 3 because of errors not expected at B2 level. For example, there is wrong use of prepositions (e.g., <i>...will come in our city, ...will appear on the local theatre</i>), errors of use (e.g. <i>...activities will take place: songs from our school band; After the presentating you will given the chance...</i>) as well as errors in grammar and syntax (e.g. <i>Is an opportunity which must nobody lose</i>). Yet, these do not interfere greatly with intelligibility. On the other hand, this script is a bit too short.</p>	
<b>(Score: 4)</b>	

**ACTIVITY B1.2**

Imagine that your Italian friend, Antonio, uses his mobile phone very frequently. Using information from the LEFT SIDE of the text below, send him an **e-mail message** (80 words) and **give him tips** about **how he should use** his mobile phone to avoid health problems. Do NOT use your real name. Sign as Nick or Nicky.

**Κινητά τηλέφωνα**



## Ας μη γίνει η ευχή κατάρρα!



Τα κινητά τηλέφωνα μπορεί να μας βοηθούν να διατηρούμε επαφή με την οικογένεια και τους φίλους μας, να σερφάρουμε στο διαδίκτυο ή να ακούμε μουσική αλλά μπορεί και να μας βλάψουν....

### Πώς να χρησιμοποιείτε το κινητό σας

- Αποφεύγετε τη συνομιλία με το κινητό κολλημένο στο αυτί.
- Προτιμήστε να επικοινωνείτε στέλνοντας μήνυμα αντί να μιλάτε. Με αυτόν τον τρόπο κρατάτε τη συσκευή μακριά από το κεφάλι σας, μειώνοντας τον κίνδυνο της ακτινοβολίας.
- Χρησιμοποιείτε hands free ή blue tooth. Εκτιμάται ότι οι επιπτώσεις από την ακτινοβολία τους είναι μειωμένες.
- Προσέχετε πού και πώς τοποθετείτε το κινητό σας. Αποφεύγετε να το βάζετε στην τσέπη σας.
- Μη χρησιμοποιείτε το κινητό σας ως ζυπητηρί για να μην το έχετε πολύ κοντά στο κεφάλι σας σε όλη τη διάρκεια της νύχτας.

### Για να αποφύγετε την εξάρτηση από το κινητό τηλέφωνο

- Ελέγχετε το χρόνο που χρησιμοποιείτε το κινητό σας.
- Κλείνετε το κινητό σας όταν βρίσκεστε με την οικογένεια και τους φίλους σας και χρησιμοποιήστε το μόνο για έκτακτες ανάγκες. Ελέγχετε τον τηλεφωνητή σας και τα μηνύματα κειμένου μία φορά την ημέρα για να απαντήσετε σε τυχόν σημαντικές κλήσεις.
- Χρησιμοποιήστε το e-mail για να στείλετε γρήγορα μηνύματα στους φίλους σας, αντί γραπτά μηνύματα στο κινητό σας. Είναι ευκολότερο και πολύ πιο φτηνό να σας απαντήσει κάποιος στον υπολογιστή του από το να σας παίρνει στο κινητό.
- Μην χρησιμοποιείτε το κινητό σας για να παίξετε παιχνίδια και να κάνετε άλλες δραστηριότητες. Σκεφτείτε την ακτινοβολία!
- Λάβετε δραστικά μέτρα, αν οι προσπάθειές σας αποβούν άκαρπες και έχετε κλήσεις όλη την ώρα. Για παράδειγμα, αλλάξτε τον αριθμό τηλεφώνου σας και δώστε τον μόνο στα μέλη της οικογένειάς σας, στους συναδέλφους και τους κολλητούς σας για να το χρησιμοποιούν σε περίπτωση ανάγκης.

**EXPECTATIONS REGARDING OUTPUT****Criterion 1: Task Completion**

Using the left hand page of the Greek text above as a prompt, candidates are expected to produce an email message (**genre**), addressed to Antonio, giving him tips/ideas on how to use his mobile phone safely (**communicative purpose & topic**). In terms of **register and style**, the script should be informal and have a personal 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 marked as irrelevant.

**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 tips about how mobile phones can be used safely.

(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 also be coherently linked.

### Criterion 3: Sentence Grammar

The **linguistic choices** should be appropriate for the relaying of information from the Greek text. Given the communicative purpose, we expect the use of modality appropriate to giving advice (e.g., 'you could', 'you should') and use of imperatives (e.g., 'try to send messages, don't use'...). 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 IS A FULLY SATISFACTORY SCRIPT

<b>B1.2 script 3: Fully satisfactory</b>
<p><i>Dear Antonio,</i></p> <p><i>How are you? I hoe you are well. I am sending you this email because I know you use your mobile phone very frequently, almost 10 hours the day. I have just read an artice which gives tips about how we should use the mobile phone to avoid health problems.</i></p> <p><i>First of all, you should avoid speaking on the phone and having it close to your ear. You could use your hands free because it is healthies and it dramatically reduces the danger. What is more, try to send messages instead of speaking. This way, you keep the phone away from your head. You mustn't use your mobile as an alarm clock. Having it close to your head all night long may be harmful to your health. Finally, avoid putting it in your pockets.</i></p> <p><i>Mobile phones are a good way of communication but they harm us as wall. Try to consider the above tips and you will be fine! I look forward to your reply.</i></p> <p><i>Yours Nicky.</i></p>
<b>Words: 169</b>
<p><b>Comments:</b> The script satisfies all three criteria though it is too long (more than double the size of the requested message, and it's for this reason that the score is 7 rather than 8). In terms of criterion 1, it responds to the mediation task in terms of text type (email), register and style (personal and informal) achieving the required communicative purpose. In terms of the second criterion, it is a well-organized text with an appropriate 'opening' (in which the purpose of the email is stated) and an informal 'closing' (which contains a general comment and a hope that the addressee will follow the given advice). The text is quite coherent and uses appropriate cohesive devices (e.g., <i>First of all, What is more</i>). In terms of criterion 3, it makes good use of sentence structure and the selected vocabulary is appropriate for the topic and the communicative purpose in question. There are a few spelling mistakes, but they are the sort of oversights we make when we write emails. They certainly do not impact on the communication of the intended meaning.</p>
<b>(Score: 7)</b>




**ACTIVITY B2.2**

Imagine that you used to be addicted to your mobile phone. Using information from the RIGHT SIDE of the text leaflet, write a **message** to post on your blog (100 words) **explaining** to your friends **what you did** in order to kick the habit.

**Κινητά τηλέφωνα**



### Ας μη γίνει η ευχή κατάρρα!

Τα κινητά τηλέφωνα μπορεί να μας βοηθούν να διατηρούμε επαφή με την οικογένεια και τους φίλους μας, να σερφάρουμε στο διαδίκτυο ή να ακούμε μουσική αλλά μπορεί και να μας βλάψουν....



**Πώς να χρησιμοποιείτε το κινητό σας**

- Αποφεύγετε τη συνομιλία με το κινητό κολλημένο στο αυτί.
- Προτιμήστε να επικοινωνείτε στέλνοντας μήνυμα αντί να μιλάτε. Με αυτόν τον τρόπο κρατάτε τη συσκευή μακριά από το κεφάλι σας, μειώνοντας τον κίνδυνο της ακτινοβολίας.
- Χρησιμοποιείτε hands free ή blue tooth. Εκτιμάται ότι οι επιπτώσεις από την ακτινοβολία τους είναι μειωμένες.
- Προσέχετε πού και πώς τοποθετείτε το κινητό σας. Αποφεύγετε να το βάζετε στην τσέπη σας.
- Μη χρησιμοποιείτε το κινητό σας ως ξυπνητήρι για να μην το έχετε πολύ κοντά στο κεφάλι σας σε όλη τη διάρκεια της νύχτας.

**Για να αποφύγετε την εξάρτηση από το κινητό τηλέφωνο**

- Ελέγχετε το χρόνο που χρησιμοποιείτε το κινητό σας.
- Κλείνετε το κινητό σας όταν βρίσκεστε με την οικογένεια και τους φίλους σας και χρησιμοποιήστε το μόνο για έκτακτες ανάγκες. Ελέγχετε τον τηλεφωνητή σας και τα μηνύματα κειμένου μία φορά την ημέρα για να απαντήσετε σε τυχόν σημαντικές κλήσεις.
- Χρησιμοποιήστε το e-mail για να στείλετε γρήγορα μηνύματα στους φίλους σας, αντί γραπτά μηνύματα στο κινητό σας. Είναι ευκολότερο και πολύ πιο φτηνό να σας απαντήσει κάποιος στον υπολογιστή του από το να σας παίρνει στο κινητό.
- Μην χρησιμοποιείτε το κινητό σας για να παίξετε παιχνίδια και να κάνετε άλλες δραστηριότητες. Σκεφτείτε την ακτινοβολία!
- Λάβετε δραστικά μέτρα, αν οι προσπάθειές σας αποβούν άκαρπες και έχετε κλήσεις όλη την ώρα. Για παράδειγμα, αλλάξτε τον αριθμό τηλεφώνου σας και δώστε τον μόνο στα μέλη της οικογένειάς σας, στους συναδέλφους και τους κολλητούς σας για να το χρησιμοποιούν σε περίπτωση ανάγκης.

**EXPECTATIONS REGARDING OUTPUT****Criterion 1: Task Completion**

Candidates are expected to use information derived from the right side of the Greek text which gives tips on how to avoid mobile phone addiction (topic). They are expected to produce a message to be posted on a blog (genre) explaining what they did to quit this bad habit (**communicative purpose**). The script tone should be personal and friendly (register, style & tone). As this is a mediation activity, candidates are to relay the relevant information from the Greek text, but they may also use their own ideas as long as they do not exceed the word limit. However, even a linguistically satisfactory text which has limited or no information from the Greek text must be considered partly satisfactory or unsatisfactory.

**Criterion 2: Text Grammar**

The **organization** of the scripts, which may or may not have a title, may vary: a) paragraphing, and b) bullet points or numbering. The ideas should be **coherently** linked and simple but appropriate cohesive devices are expected.

**Criterion 3: Sentence Grammar**

In terms of **grammar**, candidates are expected to use past (and/or present tenses) in their attempt to describe what they did (and/or still do) to overcome mobile phone addiction (i.e., 'I tried to send email messages instead of text messages' etc.). Simple vocabulary conducive to the content and communicative purpose of the text is also expected.

**BELOW IS A FULLY SATISFACTORY SCRIPT****B2.2 script 4: Fully satisfactory**

*Hello there!*

*I want to share my experience with you. As many other people, i was addicted to my mobile phone for many years. I recently have been informed about the danger of the radiation of all these devices. Reading about the damages caused by the radiation i worried a lot and i decided to change my habits.*

*What i did was to controll the time i use my mobile phone. I use it for emergency calls only and when i am with my family or with friends, i turn it off. I avoid to send SMS to my friends. I preffer communicate via e-mail, wich is cheaper! I don't use it anymore for playing games. If someone of you receives calls frequently and is obligated to speak all day long to the mobile, be drastic! Change, if necessary, your phone number and give the new one only to your family, your closer friends and your colleagues. It is a matter of health, guys! I advise you to do the same think. It's not easy, but be free! No more mobile phone slavery!*

*Greetings*

*B.M*

**Words: 169**

**Comments:** This is a fully satisfactory B2 level script as it meets all three criteria. In terms of criterion 1, the candidate has fully addressed the topic, producing the appropriate genre (i.e., a message to be posted on a blog). The communicative purpose has been achieved fully but in addition to the candidate referring to his/her personal experience in trying to use his mobile phone less (as expected), s/he also gives tips to the readers on what to do in order to kick this habit. As a result, the script has exceeded the requested word limit. Its register and tone is personal and direct. In terms of criterion 2, the candidate has managed to produce a well-organised and coherent script. The choice of vocabulary and grammar is conducive to the communicative purpose of the text with minor lexicogrammatical errors and spelling mistakes of the sort that we make when we write quickly. They do not blur intended meaning.

**(Score: 7-8)**



## 2.2. Marking C1 level scripts

### PURPOSE OF THE MODULE 2, C1 LEVEL TEST

The purpose of the Module 2 paper is to assess candidates' written performance in English and their ability to function as mediators. In particular, it aims at determining whether candidates are able to express themselves in writing (addressing individuals, groups, organizations, a target or a broader reading public) using English in a socially meaningful way in order to, for example, clarify or explain a statement, draw a conclusion, argue an issue, etc. (see illustrative descriptors for writing below), and relay information from a Greek text into English, without errors that interfere with intelligibility.

In order for C1 level candidates to show that they have developed the skills required to achieve a specific communicative purpose and that they can produce grammatically correct and communicatively appropriate written discourse, they will be required to write texts concerning personal or social problems / topics, to argue issues and opinions, to provide detailed accounts of events (real or hypothetical), to narrate experiences and stories, etc. Candidates' texts are expected to be fully coherent and the language used must ensure text cohesion. Style and register must be conducive to the specified social context.


C1 level written activities are based on another written text. Therefore, C1 level candidates taking the Module 2 test perform interactively. The text they are asked to produce for *Activity 1* presupposes the comprehension of another text in English (which may well be accompanied with illustrations, graphs or tables) and demands the use of interactive strategies (e.g. choice of an appropriate opening, relating his/her contribution to that of the text to be read).




For *Activity 2*, the C1 level candidates, will be required to produce a text which is based on another text (mono or multi-modal), in Greek, requiring them to use mediation strategies that mainly involve processing and relaying information from one language to another, summarizing in English the main idea or specific points conveyed in Greek texts.

As an important part of the exam, the Module 2 test counts for 30% of the total (100 exam points) and in order for candidates to pass it they must achieve at least 30% of the possible maximum score, (i.e., 9 out of 30 for both texts). Candidates who do not sit for the written component automatically fail the exam.

**ACTIVITY 1**

Imagine that you are Dan White and you write the advice column in the **Problem Page** of a popular magazine. Write an **answer to the letter** below (180-200 words), **giving advice** to Worried Wendy. Use ideas from the ‘Surviving the credit crunch’ leaflet as appropriate, and write your own ORIGINAL text.

<b>PROBLEM PAGE</b>	
<p>Dear Dan,</p> <p>My husband has just been made redundant. Fortunately, I am still working but my job doesn't pay well. Two of the children are still at school and one is at University and we are struggling to make ends meet. We have always lived quite comfortably –nothing excessive– but when things were going well we took out mortgage on our house and we now find ourselves unable to keep up with the instalments. Keeping two kids at school is not as cheap as it used to be, what with all the things they need for school as well as the extras. Sadly, our kids are used to having more or less what they want –designer clothes, the latest gadgets and all that, but we just can't manage anymore. It's partly our fault for encouraging a consumer attitude for so long. Joanna (the one who's at University) would like to be independent but the student loan doesn't go far enough. We are obliged to top up her fees, accommodation, travel and all the other stuff students spend money on. On top of everything, taxes have gone up and everything (fuel, food, clothes) is becoming more expensive. We really can't go on spending at the level we're used to.</p> <p>We don't know what we're going to do. Can you help?</p> <p style="text-align: right;"><i>Worried Wendy</i></p>	 <p>Dan White's advice column</p>

<p><b>Surviving the credit crunch</b></p> <p>The good times are over. We've all been living on borrowed time and money. Most families have accumulated massive debts, which they now find it difficult to pay off. Incomes are falling but the cost of living is rising. Here are some tips for helping survive the difficult economic times ahead.</p>	<ul style="list-style-type: none"> <li>• One family car is enough!</li> <li>• Go for public transport.</li> <li>• Buy quality products not brands.</li> <li>• Avoid designer clothes.</li> <li>• Cut down on heating bills.</li> <li>• Consumer habits re-education.</li> <li>• Don't eat out!</li> <li>• Get new job skills.</li> </ul>	  
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**EXPECTATIONS REGARDING OUTPUT**

**Criterion 1: Task Completion**

Candidates should assume the role of Dan White, working for a popular magazine and giving advice to people who seek his help. They are expected to produce a response letter (**genre**) to appear in the advice column of the magazine responding to a woman who writes to the Problem Page of the magazine about the problems that she and her family are facing due to the financial crisis (**topic**). More specifically, drawing information from the leaflet about “Surviving the credit crunch”, candidates should give advice (**communication purpose**) to *Worried Wendy*. The script is expected to have a semi-formal style and a personal tone (**register & style**), similar to the one of the given text. Candidates are expected to creatively integrate some or all of the bullet points provided without copying them. 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**

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

**Criterion 3: Sentence Grammar**

In terms of lexicogrammar, a wide **range of vocabulary** and **complex grammatical** and **syntactic structures** are expected. Specifically, in terms of grammar, candidates are expected to make use of **modality** (e.g. 'You should', 'you must'...) and **expressions** (such as 'Why don't you', 'How about...', 'It would be a good idea to...' etc.) **appropriate for giving advice or making suggestions**.

**BELOW IS A FULLY SATISFACTORY SCRIPT****C1 script 5: Fully satisfactory**

*Dear Wendy,*

*Trust me, your family is not the only one that has to put up with problems caused by the economical crisis. I receive hundreds of letters of worried people like you, who find it difficult to survive through times like these. As I like to tell myself, there's a solution to every problem. So, calm down and keep reading in order to find out ways to deal with the credit crunch.*

*First of all, you told me your children are used to always getting what they want. That's wrong. You have to re-educate them and teach them consumer habits that, not only will help you get through this difficult period, but they will also help them survive the massive consumption world they grow up in. These consumer habits include avoiding brands and designer clothes, while preferring quality products.*

*Secondly, knowing myself that having more than one car can be a big trouble, I would advise you to only keep one car. In order to spend even less, try to convince the rest of your family to use public transport instead of car. You help your pocket while helping the environment.*

*There's a lot more you can do to survive the crisis: Eat at home (it's too healthy!), get some new job skills, and buy only when you really need it. As I told you, you don't need to panic! Just make some changes to your everyday life and everything is gonna be alright!*

**Words: 245**

**Comments:** The script meets all three criteria, although it exceeds the word limit. In terms of criterion 1, the candidate has successfully responded to the content by creatively integrating in his/her script the ideas included in the leaflet "Surviving the credit crunch". The genre produced is also appropriate (a response letter in a magazine of semi-formal style) and the communicative purpose has been met. In terms of criterion 2, the script is well-organised and its ideas are cohesively and coherently linked. In terms of criterion 3, the lexicogrammatical choices are appropriate and fully convey the intended meaning. The candidate has also employed complex grammatical and syntactic structures (e.g. *knowing myself that having..., keep reading in order to find out..., not only will help you get through...but they will also...etc*). There are only a few minor spelling mistakes that do not impede intelligibility (e.g. *convience, habits*) but only a couple of minor errors of use: *Eat at home (it's too healthy!)* – rather than *very healthy*, and *survive the massive consumption world*.

**(Score: 14)**

**ACTIVITY 2**

Imagine you love to play mind games, solve IQ tests and quizzes and you have just read in your favourite online forum that some people think games of this sort are a waste of time. Write a **message** (180-200 words) **to post** in the forum, **arguing** that tests, games, etc. are excellent exercise for our mind. Use ideas from the introduction of a booklet in Greek with intelligence development exercises.

<p>ΑΣΚΗΣΕΙΣ Ευφυΐας</p> <p><b>Να κρατάμε σε φόρμα ... το μυαλό μας!</b></p>	
<p>Το να είμαστε σε φόρμα σημαίνει πως ασκούμε το σώμα αλλά και το μυαλό μας. Ο εγκέφαλος μας χρειάζεται «κινητοποίηση» για να μη χάνει τις ικανότητές του. Τα παιχνίδια και οι ασκήσεις ευφυΐας κάνουν θαύματα για τη βελτίωση της εγκεφαλικής λειτουργίας μεγάλων και μικρών. Έρευνες δείχνουν πως με την επίλυση ασκήσεων που «κινητοποιούν» το μυαλό μας, βελτιώνονται, μεταξύ άλλων, η μνήμη και η ικανότητα συγκέντρωσης και εξαγωγής</p> 	<p>συμπερασμάτων. Η ευφυΐα είναι αυτή που μας επιτρέπει να επιλύσουμε προβλήματα και να ξεπερνάμε δυσκολίες, ακόμα κι αν δεν έχουμε προηγούμενη σχετική εμπειρία. Δηλαδή, τα παιχνίδια, τεστ, σταυρόλεξα, κτλ. είναι εργαλεία που εκπαιδεύουν το μυαλό μας πώς να αντιμετωπίζει νέες προκλήσεις. Κάθε άσκηση είναι ένα αίνιγμα που μας προκαλεί να αναζητήσουμε τη λύση του, που θέτει σε δοκιμασία το νου και την εξυπνάδα μας. Εξάπτοντας την περιέργεια και τη φαντασία μας, τα παιχνίδια, παράλληλα, μας διασκεδάζουν και, σχεδόν χωρίς να το αντιληφθούμε, διεγείρουν και αναζωογονούν τον εγκέφαλο.</p>

**Criterion 1: Task Completion**

Using the information from the Greek text about intelligence developing exercises (topic), candidates are expected to produce a message to be posted on a forum (genre). The **communicative purpose** of the text is to argue that IQ tests, quizzes and similar mind games are an excellent exercise for our brain despite the fact that some people might believe the opposite. In terms of **register** and **style**, the text should be impersonal and neutral. As this is a mediation activity, candidates are expected to extract all the necessary information from the Greek text and relay it so as to achieve the given communicative goal. Of course, candidates may also resort to their own ideas and experiences regarding this kind of games.

**Criterion 2: Text Grammar**

In terms of **text organization**, we do not necessarily expect formal paragraphing but we do expect the ideas to be organized in such a way so that the script is fully **coherent** and the ideas flow smoothly. In terms of **cohesion**, some, but appropriately used, connective words are expected. Candidates may also use conjunctions like 'because, because of, due to etc' in order to justify their arguments.

**Criterion 3: Sentence Grammar**

Candidates' **lexical choices** should be conducive to the content and the communicative purpose of the text. In general, we expect the use of informative and argumentative language (e.g. 'mind games are beneficial because...', 'mind games should (not) be...'etc). In terms of **grammar**, we expect the use of present constructions. Candidates may also use modality (e.g. 'should') in order to persuade people to play mind games.

## BELOW IS A FULLY SATISFACTORY SCRIPT

## C1 script 6: Fully satisfactory

*It's sad to read that some people consider mind games a waste of time. I personally love them and I'll let you know why: Not only **they are** fun and amusing, but **they also are** an excellent exercise for our mind!*

*Firstly, our brain works almost like our body: It needs excercise in order not to lose **it's** strength and **it's** abilities. According to a research, mind games like quizzes, puzzles and IQ tests, can improve the way our brain works. They help our memory, our ability to concentrate and of course our ability to come to conclusions.*

*Secondly, people that play mind games **are proven to find it** easier than others, when it comes to solving problems. This kind of games, teach our brain to deal with new challenges and overcome obstacles and problems, even if these problems appear for the first time. In other words, by playing mind games, your brain learns how to work and how to find solutions, even with zero experience.*

*To conclude, I would advise you all to give these games a try before judging. I'm sure you'll have fun while knowing **you do** something good for your brain. If you're patient enough, you'll soon notice the difference they make to the way you think!*

Words: 211

Comments: Satisfying all three criteria, this is a first band script. In terms of criterion 1, the candidate has produced an appropriate text for the required genre (a message to be posted on a forum) and has fully responded to the requirements of the task by relaying the appropriate information from the Greek text. Also, the style and the register are appropriate for the given genre (neutral and impersonal). In terms of criterion 2, the script is successfully organized as there is an introductory paragraph which 'sets the context', the main body which includes the writer's arguments in favour of mind games and a concluding paragraph in which s/he urges his/her audience to play mind games. In addition, all ideas are cohesively and coherently linked. In terms of criterion 3, the language used is both informative and argumentative (e.g., *mind games like quizzes, puzzles and IQ tests, can improve the way our brain works* etc). There are only a few errors of usage and use, indicated in red above (e.g., *Not only **they are** fun and amusing, but **they also are**...*, *to lose **it's** strength and **it's** abilities, **are proven to find it** easier*).

(Score: 13-14)

## Appendices

# 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	
		<b>B1 total</b>		<b>B2 total</b>		



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