

## MARK SCHEME

### ΕΞΕΤΑΣΕΙΣ ΔΙΟΡΙΣΙΜΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΣΤΑ ΑΓΓΛΙΚΑ

#### ITEM 1 - (4X1=4 MARKS)

1.	b
2.	c
3.	a
4.	b

#### ITEM 2- (6X0.5=3 MARKS)

#### ΕΝΔΕΙΚΤΙΚΕΣ ΛΥΣΕΙΣ

1.	a. reference to, remark about, comment on/about b. fallacy, misapprehension, misconception etc.
2.	a. valid, trustworthy, reliable etc. b. dictatorial, tyrannical, oppressive etc.
3.	a. impending, upcoming, forthcoming etc. b. natural, innate, inherent etc.

#### ITEM 3- (5X1=5 MARKS)

1.	adoptive	adaptive
2.	judicial	judicious
3.	translucent	transparent
4.	collaborating	corroborating
5.	amused	bemused

#### ITEM 4 - (8X0.5= 4 MARKS)

1.	f
2.	a
3.	j
4.	h
5.	g
6.	l
7.	m
8.	i

**ITEM 5 - (6X0.5=3 MARKS)**

1.	c
2.	e
3.	g
4.	d
5.	b
6.	h

**ITEM 6 - (4X0.5=2 MARKS)**

1.	c
2.	a
3.	a
4.	c

**ITEM 7 - (20 MARKS)**

A. (10x1=10 marks)

1.	a
2.	b
3.	d
4.	d
5.	a
6.	a
7.	c
8.	a
9.	b
10.	c

7 B. (10 marks)

**ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ**

- **Possible challenges faced by teachers**

1. Technical difficulties with online teaching tools.
2. Assessment
3. Inappropriate physical teaching/learning environment

- **Any viable, relevant solutions**

**ITEM 8 - (10 MARKS)**

A. (10X 0.5=5 marks)

**ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ**

1.	barriers
2.	tool
3.	benefit
4.	set
5.	goals
6.	adapted
7.	indifferent
8.	contributed
9.	practice
10.	engagement

B. (10X 0.5=5 marks)

1.	emergent/emerging
2.	unlawful
3.	setbacks
4.	expulsion
5.	prevalent/prevailing
6.	joblessness
7.	inefficacious
8.	conducive
9.	mistreatment/maltreatment, treatment
10.	unexcused, inexcusable

**ITEM 9 - (5 MARKS)**

A. (4 x 0.5= 2 marks)

1.	b
2.	f
3.	a
4.	e

B. (3X1= 3marks)

1. Simile	... <b>like birds</b> in a nest... ... <b>as separate as</b> the notes of a piano... (any one)
2. Onomatopoeia	...wood <b>crackled</b> in a black fireplace...
3. Enumeration	There were six tables of different sizes; some armchairs with their insides bursting out; boxes, books and papers on every chair; a sofa for cats, a small organ for coats, and a piano for dust and photographs.
4. Personification	...mantel-piece above the stove <b>held</b> an untidy collection...
5. Hyperbole	X

**ITEM 10 - (10x0.5=5 marks)**

1	d
2.	a
3.	a
4.	c

5.	b
6.	c
7.	d
8.	c
9.	c
10.	c

**ITEM 11- (2x1=2 marks)**

1.	a, b, d
2.	a, c, e

**ITEM 12- (3x1=3 marks)**

A2	d, e, g
B1	a, c, i
B2	b, f, h

**ITEM 13 - (6 MARKS)**

**A. (6x0.5=3 marks)**

1.	a
2.	f
3.	e
4.	d
5.	c
6.	b

**B. (6x0.5=3 marks)**

1.	d
2.	b
3.	e
4.	a
5.	f
6.	c

## ITEM 14 - ( 5 MARKS)

### ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

A. (1 mark)

**Band: B**

- **Content:** target reader is on the whole informed/minor omissions are present, not fully developed
- **Language:** range of vocabulary, including less common lexis appropriately used/occasional grammatical, spelling and punctuation errors
- **Organisation:** within word limit/ lack of linking words at B2 level, paragraphs not perfect
- **Communicative achievement:** holds the reader's attention, uses email conventions

## ITEM 15 - (5 MARKS)

### ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

A. B2 (1 mark)

B. (4 marks)

#### Control and range of grammar:

- a good degree of control of a range of simple and some complex grammatical forms:  
e.g., ...I think it must be a tourist because there's a map in the photo.
- occasional lapses in control do not impede communication  
e.g., because mostly when you play a sports

#### Range and appropriacy of vocabulary

- Uses a range of appropriate vocabulary to express views:  
e.g. ...because he is obviously hurt,

some flaws in the use of idiom which do not interfere with communication  
e.g. - often "lose their direction..."

#### Discourse Management

- can control what she/he says  
e.g. I think in the first picture it's ... someone helping a soccer player because

he's obviously hurt.

- produces extended stretches of language with occasional hesitation which does not interfere with the way the student communicates on the topic.  
e.g. because em... Well, I mean

### **Relevance, coherence and cohesion**

- ideas relevant and clearly organised.  
e.g., The student first starts by stating what he/she sees in the two pictures and then elaborates on each and expresses opinion.
- range of *cohesive devices and discourse markers*:  
e.g. *In the first picture ...*

### **ITEM 16 - (6 MARKS)**

**A.** (6X0.5=3 marks)

1.	Explicit correction
2.	Recast
3.	Metalinguistic feedback
4.	Clarification
5.	Elicitation
6.	Repetition

**B.** ( 3X1=3 marks)

### **ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ**

1. huge black eyes	huge black eyes	Punctuation
2. frightened out of my brains	mind/wits/to death	Mistake in idiom use
3. crips	creeps	spelling

**ITEM 17 - (4X0.5 = 2 MARKS)**

1.	e
2.	c
3.	d
4.	a

**ITEM 18 - (6x0.5= 3 MARKS)**

1.	e
2.	d
3.	f
4.	a
5.	c
6.	b

**ITEM 19 -(5x1= 5 MARKS)**

1.	Applying
2.	Evaluating
3.	Creating/ Synthesis
4.	Understanding/ Comprehension
5.	Analysing



**ITEM 20 - (4X0.5= 2 MARKS)**

1.	b
2.	a
3.	f
4.	e