

MARK SCHEME

ΕΞΕΤΑΣΕΙΣ ΔΙΟΡΙΣΙΜΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΣΤΑ ΑΓΓΛΙΚΑ

ITEM 1 (5X1 = 5 MARKS)

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

ITEM 2 (6X0.5 = 3 MARKS)

ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

1.	a. distinct, separate, individual, independent b. modest, subtle
2.	a. rise, climb b. consent to, approval of, agreement with
3.	a. remark, comment b. compliance with, accordance with, adherence to, line with

ITEM 3 (6x1 = 6 MARKS)

MISTAKE	CORRECT WORD
1. ensured	assured/ reassured
2. hordes	hoards
3. contemptuous	contemptible
4. proscribed	prescribed
5. deprived	depraved
6. composes	comprises

ITEM 4 (6X0.5 = 3 MARKS)

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

ITEM 5 (8X0.5 = 4 MARKS)

1.	i
2.	a
3.	k
4.	f
5.	j
6.	h
7.	c
8.	l

ITEM 6 (10X1 = 10 MARKS)

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

ITEM 7 (10 MARKS)**ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ**

- Difficulty and complexity- Scaffold materials by pre-reading or pre-listening activities , vocabulary support and comprehension questions
- Searching for authentic material can be time consuming. Forward planning and organisation
- The need for adaptation/ Time consuming process- Build a bank of reusable materials and share with colleagues.
- Cultural sensitivity- Preview and select materials with cultural sensitivity in mind; discuss potentially culturally sensitive topics in a sensitive manner.
- Assessment challenges- Develop rubrics or criteria that align with appropriate learning objectives and the CEFR
- With the abundance of authentic materials available, it can be overwhelming to select and organise appropriate materials effectively. – Use clear criteria aligned with the CEFR for material selection. Select and organise materials in a way that is easy for learners to understand.
- Differentiation might also be a problem as authentic materials may not cater to the needs of all students. Teachers may provide additional support through differentiated tasks based on the students' proficiency levels.

ITEM 8**A (10X0.5 = 5 marks)****ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ**

1.	evidence/proof
2.	academic/school
3.	time/exposure
4.	against
5.	take
6.	precedence
7.	replace
8.	concerns, warnings,
9.	equal
10.	beneficial

B. (10X0.5 = 5 marks)

1.	nontraditional/untraditional
2.	ongoing
3.	closure
4.	noticeably
5.	household
6.	downloaded
7.	specialty/specialised
8.	placement
9.	accreditation
10.	centralised

ITEM 9 (5 MARKS)**A. (4X0.4 = 2 marks)**

1	c
2	d
3	a
4	e

B. (3X1 = 3 marks)

1	Simile	“A fluke of their tails like needles through tapestry”/ “they stretched like an edgeless carpet below the cliffs”/rose from the floor like teeth along a jagged jaw”
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2	Alliteration	“Whales weaving their way”/ jagged jaw bone”/”her mind tricked her into hearing”
3	Personification	“her mind tricked her into hearing”/”waiting to devour any innocent ships in their final dash for harbour”/”the other side of the mountain looked back fretful”/”The Indian Ocean washed into the Great Southern Ocean and together they stretched...”

ITEM 10 (1x5 = 5 marks)

1	a
2	b
3	a
4	b
5	d

ITEM 11 (2 marks)

1	a, c, g
2	d, e, f

ITEM 12 (3 marks)

b
c
d
f
h
j

ITEM 13 (3X1 = 3 MARKS)

B1	a, d, e
B2	b, g, i
C1	c, f, h

ITEM 14 (6 MARKS)

A. (6X0.5 = 3 MARKS)

1	f
2	c

3	d
4	b
5	a
6	e

B. (6X0.5 = 3 MARKS)

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

ITEM 15 (5 MARKS)

Band: C (1 mark)

ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

- **Content:** Target reader is on the whole informed. Omissions are present, not fully developed. **(1 mark)**
- **Language:** Uses everyday vocabulary generally appropriately. Errors are noticeable in grammar and lexis, though meaning can still be determined. **(1 mark)**
- **Organisation:** There is a limited number of cohesive devices and no paragraphing. Story lacks logical development, unfolding of ideas lacks elaboration especially in the second half. **(1 mark)**
- **Communicative achievement:** Communicates straightforward ideas generally appropriately. Text uses basic linking words, but some are inappropriate for the narrative structure. **(1 mark)**

ITEM 16 (5 MARKS)

A. B2 (1 mark)

B. ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

Control and range of grammar

The candidate uses a range of simple grammatical structures and attempts some complex sentences such as 'they have a certain amount of people participated together to run' and '...all you need is training and perseverance'

(1 mark)

Range and appropriacy of vocabulary

The candidate uses vocabulary appropriate for the task, e.g. tournament, marathon, opponent, level of skills, socialise. (1 mark)

Discourse management

The candidate's ideas are logical and clear. He also uses a range of language to link his ideas, usually with little hesitation.

He starts with 'The first picture is a tennis tournament...for the second picture, well,...' describing each picture in turn but not in too much detail.

He then focuses on the second part of the task beginning '...as for the question what might be difficult for the people ...'. Repetition of the question gives him a little time to think and he then comments in each picture in turn.

(1 mark)

Relevance, coherence and cohesion

The candidate's ideas follow a logical order and are relevant.
There's no repetition.

The speaker's discourse forms a united whole. '... and for the second photo all you need is training and perseverance and run until the end of the finish line.' (1 mark)

ITEM 17

A. (4X0.5 = 2 marks)

1	Explicit correction
2	Clarification request
3	Recast
4	Elicitation

B. (4X1 = 4 marks)

	Mistake	Correction	Type of mistake
1.	tourists'	tourist	Not a possessive- an adjectival noun

2.	very delicious	delicious	Extreme adjectives- redundancy
3.	thrilled to beats	bits	Spelling/ Wrong word choice
4.	mastered	mustered	Spelling/Wrong word choice/ Words easily confused

ITEM 18 (4X0.5 = 2 MARKS)

1	d
2	f
3	a
4	e

ITEM 19 (6X0.5 = 3 MARKS)

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

ITEM 20 (4 MARKS)

ΕΝΔΕΙΚΤΙΚΕΣ ΑΠΑΝΤΗΣΕΙΣ

- Instead of marking each spelling or grammar mistake on essays, place a mark in the margin. This prompts students to self-correct.
- The teacher collects students' errors made in their writing and students are tasked with spotting the mistakes and correcting them.
- When grading student work , record a grade in your grade book, but only give students written comments to improve. Give students time to read the comments in class and one week to resubmit their work.
- Students identify areas of improvement by comparing their work to realise how they can take their work to a higher level.
- Mark student work against one or two marking criteria even though there may be many criteria that could be marked. This allows you to provide more focused and detailed feedback of these criteria than if everything was marked.