

Rater criteria for assessing cross-linguistic mediation tasks in the KPG exams

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API Session

**Assessing mediation in
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KPG B level writing exam


Example Intra-linguistic levelled tasks B level (2024B)

ACTIVITY 1


Imagine your 14-year old brother used to argue with your parents because they treated him like a child. With good advice from you, things are now calmer. Addressing the readers of the website below, write a **post** with the *good advice* you gave to your brother (about 80 words). Sign as A. Georgiou.

ACTIVITY 2

Your best friend celebrated his birthday by going out to a nice restaurant with some people but did not invite you to go along. You told your cousin how upset you were about this, and he gave you an unwise piece of advice which, fortunately, you did not follow. Addressing the readers of the website above, write a **post**, telling readers **what** your cousin **advised** you to do, **and explain why** it was bad advice (about 100 words). Sign as A. Georgiou.

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Giving advice to people we care about




We all have someone with whom we feel close, to whom we turn when we're facing a difficult situation and don't know what to do. But being able to give (and receive) good guidance is not always easy. Relationships are sometimes ruined because of unwanted advice, because the people we asked for advice simply tells us what they think we want to hear or because rather than being helpful they started judging us or the people we were having a problem with.

SHARE YOUR GOOD AND BAD EXPERIENCES WITH US ON THIS WEBSITE AND HELP OTHERS!


How do I get my 14-year-old daughter to open up to me about her love life?
By Meghan Leahy • 32 minutes ago




Miss Manners: Do I stop talking when someone looks at their smartwatch?
By Judith Martin, Nicholas Martin and Jacobina Martin • 6 hours ago




Carolyn Hax: Parents' clash over child's screen time is affecting their marriage
By Carolyn Hax • 6 hours ago




Asking Eric: My husband has no interest in me, so I turned to an old friend
By R. Eric Thomas • 6 hours ago




Asking Eric: My family keeps asking about my financial situation
By R. Eric Thomas • Yesterday




Miss Manners: Should I return old love letters to dying ex-lover?
By Judith Martin, Nicholas Martin and Jacobina Martin • Yesterday



Carolyn Hax: Was it wrong to box out sisters-in-law to focus on mom's funeral?
By Carolyn Hax • Yesterday



Carolyn Hax: Frequently asked questions about the column
By Carolyn Hax • Updated 2 days ago



KPG B Level writing exam: Example Cross-linguistic mediation levelled task (2024B)

- **ACTIVITY 3**
- Your friend Chris saw the poster below and was interested because the title mentions “Stand-up comedy”, but he can’t read Greek. Write an **email message** (80 words) to him **explaining** what this poster is about and **giving information** about the workshop. Sign as Alex.
- **ACTIVITY 4**
- The Art Club of your school has decided to put on a play which is a comedy, even though there were students who would have preferred a romantic play. Write an **article** (about 100 words) for your school newspaper **defending** the Art Club’s **decision**. Using information from the poster above, **argue** that comedy is good for everyone! Sign as A. Gregoriou
- Some more text here.

Συνταγογράφηση
Βιβλιοθηκών

STAND UP COMEDY

Αισθάνεστε τη διάθεσή σας κάπως πεσμένη; Δυσκολεύεστε να εστιάσετε στη δουλειά σας, να ολοκληρώσετε τις υποχρεώσεις σας ή ακόμη και να βάλετε τις σκέψεις σας σε μία λογική σειρά;

Αισθάνεστε ανήσυχτοι-ες, λυπημένοι-ες με τρόπο που σας εμποδίζει να ζήσετε όπως ζούσατε; Έχετε αισθανθεί μοναξιά τα τελευταία χρόνια της πανδημίας;

Αγαπάτε την κωμωδία; Θα θέλατε να βελτιώσετε τη ψυχική σας υγεία σε ένα φιλικό περιβάλλον; Ή απλά θέλετε να δοκιμάσετε κάτι καινούργιο;

Η Athens Comics Library σε συνεργασία με την Εταιρεία Περιφερειακής Ανάπτυξης και Ψυχικής Υγείας (ΕΠΑΨΥ) σας φέρνει τα εργαστήρια Stand-Up Comedy, μια σειρά από εξαιρετικά εργαστήρια με αφηγητές, stand up κωμικούς και έμπειρους συντονιστές.

Η κωμωδία μπορεί να ενθαρρύνει τους ανθρώπους να μοιραστούν τις ιστορίες τους και να βελτιώσουν τη ψυχική τους υγεία σε ένα ζεστό και υποστηρικτικό περιβάλλον. Το Πρόγραμμα αυτό αποτελεί μία καινοτόμα εναλλακτική συμπληρωματική πρόταση θεραπείας, όπου η διατομεακή συνεργασία βιβλιοθηκών, επαγγελματιών υγείας και δράσεων πολιτισμού συνδράμει στη βελτίωση της ψυχικής υγείας και της ευημερίας.

Γλώσσα προγράμματος: **Ελληνικά** Κόστος: **Δωρεάν**

Τα εργαστήρια θα πραγματοποιηθούν στο χώρο μας: **Καραϊσκάκη 28, Ψυρρή**

Τα εργαστήρια ξεκινούν **Παρασκευή 11 Νοεμβρίου 2022, 5-7μμ**

Διάρκεια Προγράμματος: **10 εβδομάδες**

Δηλώστε συμμετοχή τώρα στο email contact@athenscomicslibrary.gr

Για περισσότερες πληροφορίες μπορείτε να μας καλέσετε στο **698 30 50 292**.

Στις συναντήσεις θα παρέχεται ψυχολογική υποστήριξη από την Εταιρεία Περιφερειακής Ανάπτυξης και Ψυχικής Υγείας (ΕΠΑΨΥ).



Cross-linguistic mediation in the KPG exams

- Mediation activities are included in the writing and speaking tests of the B (B1/B2) and C (C1/C2) level exams in all languages assessed in the KPG exam system

Mediation tasks involve

- Extraction of information from a source text in one language and relaying it in another language for a given communicative purpose
- Interpretation of meanings articulated in source texts and making of new meanings in the target language (Dendrinos 2006)

Key aspects of mediation tasks

- Goal-Oriented Reading
- Strategic Selection of information
- Flexible Approach
- Non-Linear Process

Mediation tasks structured as read-to-write tasks

Source Text: A text in Greek that candidates must read and comprehend

Task Prompt: Detailed instructions specifying:

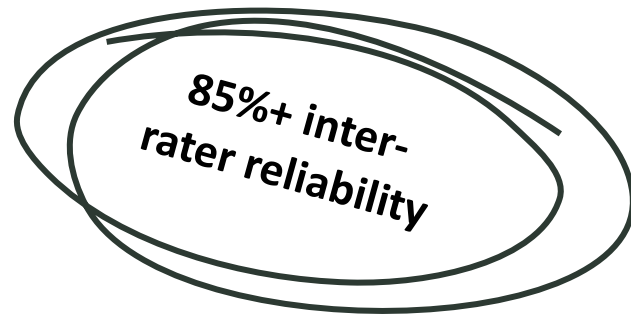
- Who is writing/speaking (communicative role)
 - To whom they are writing/speaking (audience)
 - For what purpose (communicative goal)
 - What topic to address
 - What text type to produce (e.g., email, letter, article, report)
- “Candidates are expected to compose a socially-meaningful text in the target language which may convey the main idea of the Greek text, make a summary of it or relay only some messages contained in the Greek text.” (Stathopoulou 2014, p.4)

Mediation: task and user oriented

- what exactly a candidate performing as a linguistic mediator is expected to do, how s/he negotiates meanings from one text to another and articulates these meanings in socially purposeful manners are all determined by the test task.

Script rater training

- Raters undergo mandatory training, evaluation, and monitoring to ensure consistency across levels A1-C1
- Script Rater Guide after each exam administration
- script rater seminar is conducted before each marking period
- Raters receive detailed, specific instructions for each exam period and are supervised by coordinators to ensure high inter-rater reliability



85%+ inter-rater reliability

B LEVEL MARKING GRID**TASK COMPLETION**

	5	3	1
B1.1 (Δοκιμασία 1)	Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type and follows standard layout and paragraphing. Output is fully satisfactory for B1 level.	More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Paragraphing is generally used appropriately and effectively. Output is satisfactory for B1 level.	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Organization and paragraphing are highly problematic. Output is generally unsatisfactory for B1 level/ No response at all or irrelevant text.
B2.1 (Δοκιμασία 2)	Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type and follows standard layout and paragraphing. Output is fully satisfactory for B2 level.	More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Paragraphing is generally used appropriately and effectively. Output is generally satisfactory for B1 level.	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Organization and paragraphing are highly problematic Output is unsatisfactory for B1 level/ No response at all or irrelevant text.
B1.2 (Δοκιμασία 3)	Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Pertinent source text information, effectively relayed. Output is fully satisfactory for B1 level.	More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Pertinent source text information, not always relayed appropriately. Output is satisfactory for B1 level.	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Source text information marginally used or inappropriately relayed. Output is generally unsatisfactory for B1 level/ No response at all or irrelevant text.
B2.2 (Δοκιμασία 4)	Fully appropriate text which fully achieves task communicative purpose. The text embodies the features of the required text type. Pertinent source text information, effectively relayed. Output is fully satisfactory for B2 level.	More or less appropriate text, partly responding to the communicative purpose. Minor “violations” in terms of required text type/register/style. Pertinent source text information, not always relayed appropriately. Output is generally satisfactory for B1 level.	Text does not achieve communicative purpose or is inappropriate or irrelevant (in terms of topic or required text type). Source text information marginally used or inappropriately relayed. Output is unsatisfactory for B1 level/ No response at all or irrelevant text.

PART A – Individual Task completion

OVERALL LANGUAGE PERFORMANCE			
	5	3	1
	B2+/ B2	B1+	A2/A1
Spelling & punctuation	Spelling and punctuation are generally accurate.	Spelling and punctuation are accurate enough to be followed most of the time.	Many spelling errors which interfere with intended meaning. Punctuation problematic throughout.
Vocabulary range	Displays natural control of wide range of vocabulary appropriate to the task topic.	Uses a sufficient range of vocabulary. Rare lapses in word choice.	Uses a repertoire of basic vocabulary though s/he will generally have to compromise the message and search for words. May also use memorized phrases or groups of words.
Accuracy	Shows a relatively high degree of grammatical control. Scarce errors of grammar which fully convey intended meaning.	Communicates message with reasonable accuracy. Generally good grammatical control though noticeable errors not seriously interfering with intended meaning. Some forms of expressions are awkward.	Uses simple structures correctly, but still several linguistic choices do not conform to standard language norms.
Appropriacy	Selects appropriate words, phrases and/or expressions which generally convey intended meaning.	Uses several words, phrases and/or expressions which are not always appropriate for the context(s) of situation.	Includes many instances of inappropriate choice of language.
Cohesion & coherence	Uses a variety of linking words efficiently to mark clearly the relationships between ideas. Information is logically organized.	Uses a limited range of cohesive devices to link sentences. There may be, however, some 'jumpiness' in a long contribution.	Uses the most frequently occurring/basic connectors to link short, discrete simple elements into a linear sequence of points. Cohesiveness & coherence are problematic for the level.

PART B – Quality of language output

The study

- **Aim:** to identify
 - ✓ the specific criteria experienced raters used when assessing candidates' B1 and B2 level written cross linguistic mediation scripts
 - ✓ which criteria they prioritised
 - ✓ Whether raters focused on different criteria when assessing B1 and B2 level scripts
- **Ultimate aim:** need for a more focused and detailed rating scale for assessing B1 and B2 level written cross linguistic mediation scripts
- **Participants:** 20 experienced raters
- **Materials:** 5 B1 level and 5 B2 level cross linguistic mediation scripts from 2 different examination periods. Total 20 scripts (10 B1 level and 10 B2 level) which had been rated by 2 raters

Methodology

Candidate script selection criteria (From each examination period)

1: candidate scripts which achieved a consistently low mark for the B1 and B2 level productions by both raters,

2: candidate scripts which achieved a mediocre mark for the B1 and B2 level productions by both raters

3: candidate scripts which achieved a high mark for the B1 and B2 level productions by both raters

4: candidate scripts which achieved different marks from each script rater for B1 and B2 level – disagreement and

5: candidate scripts which displayed a gap between their B1 and B2 level performance

Participants were asked to give a mark from 1 to 5 to each script and justify their mark (explain what criteria they used to decide on the mark what features of the candidate script led them to their decision).

2023B Mediation task

Δώδεκα παρά δώδεκα



Παραμονή Πρωτοχρονιάς στις δώδεκα παρά δώδεκα, συμβαίνει κάτι το απίστευτο που ταραάζει ολόκληρο το σύμπαν. Στον μυθικό χώρο συναντιούνται ο Νέος Χρόνος, ο οποίος ανυπομονεί να πάρει στα χέρια του τις τύχες του κόσμου, και ο Παλιός Χρόνος, ο οποίος αρνείται να παραδεχτεί ότι πρέπει να αποχωρήσει. Έτσι, αποφασίζει να δολοφονήσει τον διάδοχό του. Στη διάρκεια της πάλης, και ενώ το σύμπαν βρίσκεται στα πρόθυρα του χάους, επιστρατεύονται όλοι οι πρωταγωνιστές τού παλιού παρελθόντος. Άνθρωποι της αρχαίας εποχής, Ρωμαίοι, πολεμιστές του μεσαίωνα, διάφοροι ηγεμόνες, αλλά και φυλακισμένοι, πειρατές, και άλλοι πολλοί. Δεν θα μπορούσαν να λείπουν τα ζώα, όπως οι πιγκουίνοι, ένας λευκός μονόκερος, καθώς και δεινόσαυροι. Όλοι αυτοί συμμετέχουν στη διαμάχη μεταξύ του παλαιού και του νεότερου. Δώδεκα λεπτά πριν από τα μεσάνυχτα η σύγκρουση μεταξύ μέλλοντος και παρελθόντος κορυφώνεται με συναρπαστικό τρόπο...

ACTIVITY 3

Your friend Denise wants to buy her Greek neighbour's 12-year old son a book for his birthday. Send her an **email message** (80 words) to:

- **suggest** that she buy the book by Evgenios Trivizas "Twelve to Twelve"
- **explain** why you think it's a good choice for a 12-year-old boy using information from the book review below.

ACTIVITY 4

Read the book review below and send a **letter** (100 words) to *Flame Publishers* who specialise in international youth literature to:

- a) **propose** that the next book they have translated into English is a Greek book by Evgenios Trivizas giving a brief description of its plot, and
- b) **justify** your proposal by explaining why you believe the theme is appealing for an international young readership.

Library4all: Η πρωτοβουλία που βοήθησε σχεδόν 500.000 παιδιά να αποκτήσουν ευκολότερη πρόσβαση στη γνώση

«Τα βιβλία και η γνώση είναι δημόσιο αγαθό, είναι δικαίωμα. Επενδύουμε στις κυρία Ελένη Γερουλάνου, ιδρυτικό μέλος της σχολικής βιβλιοθήκης για την ενίσχυση του εκπαιδευτικού συστήματος και της κοινωνίας μας», δηλώνει Library4all.

Το Library4all είναι μια μη κερδοσκοπική εταιρεία, η οποία ιδρύθηκε το 2013, με σκοπό την ανάπτυξη της φιλαναγνωσίας σε παιδιά σχολικής και προσχολικής ηλικίας, μέσω της υποστήριξης και της ενίσχυσης σχολικών βιβλιοθηκών με βιβλία. Κάθε χρόνο και για μία εβδομάδα, διοργανώνεται το Bookwave, η ετήσια, μεγάλη δράση του Library4all, που πραγματοποιείται με την υποστήριξη του Μουσείου Μπενάκη. Στο πλαίσιο της διοργάνωσης, συγκεντρώνονται βιβλία για παιδιά με στόχο να στηριχτούν όσο το δυνατόν περισσότερα σχολεία που αντιμετωπίζουν σημαντικές ελλείψεις σε βιβλία. Απώτερος στόχος είναι όλα τα σχολεία να έχουν μία προσβάσιμη, ενημερωμένη βιβλιοθήκη, συνδεδεμένη με τη ζωή του σχολείου.

Το φετινό Bookwave 2025 ξεπέρασε κάθε προηγούμενο, καθώς προσφέρθηκαν βιβλία σε 280 σχολεία στην Αττική και στην περιφέρεια. «Τα ξενόγλωσσα βιβλία τα προσφέραμε στην Πολυγλωσσική Βιβλιοθήκη Κυψέλης και στην οργάνωση Φάρος Ελπίδας, για την δημιουργία μίας πολύγλωσσης εφηβικής βιβλιοθήκης στο κέντρο φιλοξενίας ασυνόδευτων ανήλικων αγοριών. Βιβλία που κρίναμε πως δεν θα μπορούσαν να αξιοποιηθούν από τις σχολικές βιβλιοθήκες, τα προσφέραμε στον Δεσμό και στο Διαβάζοντας μεγαλώνω για τις δράσεις τους. Τέλος, τα σημειωμένα βιβλία τα προσφέραμε στο Παλαιοβιβλιοπωλείο των Αστέγων για να βοηθήσουν συνανθρώπους μας», διευκρινίζει η κ. Γερουλάνου.

«Οι σχολικές βιβλιοθήκες δεν πρέπει να είναι χώροι πολυτελείας για τα σχολεία, αλλά χώροι ζωντανοί. Μέσα στη βιβλιοθήκη όλα τα παιδιά είναι ίσα ενώ η βιβλιοθήκη ενός σχολείου θα πρέπει να είναι το καταφύγιό τους. Ακόμα και αν δεν γνωρίζουν να διαβάζουν, είναι ο χώρος για να νιώσουν ασφαλή. Είναι ο χώρος που σέβεται το κάθε παιδί για αυτό που είναι, για αυτό που νιώθει, για αυτό που θέλει να γίνει», αναφέρει η κ. Γερουλάνου.

2025A Mediation task

ACTIVITY 3

Using information from the Greek article below, write a text in English (80 words) for an **advertisement leaflet** for the English speaking community in Athens

- presenting “Library4all”
- describing the Bookwave project

ACTIVITY 4

Using information from the Greek article above, but also your own ideas, write one more text in English (100 words) for the same **advertisement leaflet**

- **giving reasons why** reading books is important for young people
- **urging people** to donate children’s books they have already read to next year’s Bookwave.

Findings –Rater reliability

- **Global Inter-rater Reliability: 69.4%**
- The level of agreement was slightly higher in the 2023B period than in the 2025A period:
- **2023B Period: 71.1% agreement.**
- **2025A Period: 67.8% agreement.**
- Raters reached a higher consensus on the B1 tasks (Activity 3) than on the more complex B2 tasks (Activity 4):
- **B1 Tasks (Activity 3): 72.2% agreement.**
- **B2 Tasks (Activity 4): 66.7% agreement.**

Rating tendencies...

- **Reliability at the Extremes:** Raters show the highest consensus when a script is either exceptionally strong or very weak in its communicative effect.
- **Differences in levels:** while B1 tasks often see higher consensus at the top of the scale, the B2 tasks can sometimes be marked more consistently at the bottom of the scale, though they are also susceptible to the widest individual rater discrepancies.
- **Difficulty in Middle-Range Calibration:** Disagreement is most common in scripts that are linguistically competent but fail to meet specific mediation or register requirements. For scripts that fall in the middle of the scale (marks of 3 or 4), there is more fluctuation, typically within a one-point range.
- **The "Strict" vs. "Lenient" Divide:** Certain raters exhibit consistent tendencies. Some are consistently conservative markers, others are consistently more lenient.

Causes of disagreement

A. Mediation vs. Linguistic Proficiency Some raters seem to strictly adhere to the "mediation-first" rule, heavily penalising candidates who ignore the source text. Others may be prioritising **overall intelligibility** and grammatical control. Raters struggle to decide when a candidate's "L1 interference" (thinking in Greek) is a minor linguistic error or a failure of mediation

B. Register and Genre Appropriacy. The tasks require a shift in register between B1 (informal email) and B2 (formal letter/advertisement). Raters disagree on how much to penalise "register slips."

C. Subjectivity in "Own Ideas" . Raters disagreed on how to balance "own ideas" against the requirement to relay source information (2025B). This creates a "grey area" where raters disagree on whether a candidate is "creative" or simply "off-topic".

D. Intelligibility vs. Accuracy. What "impedes meaning" is subjective. Raters differ on what constitutes "unintelligible." What one rater sees as a "creative attempt" to bridge language gaps, another sees as a failure of basic accuracy.

Criteria used in order of importance

1. Content and Mediation (Source Text Use)

- The most critical criterion is the **successful relaying of pertinent information** from the Greek source to the target audience. This is the "make-or-break" criterion. A text with good English but no information from the Greek source is marked as unsatisfactory. Raters look for "conceptual mediation" (rephrasing ideas) rather than literal translation which is viewed as a weakness.

2. Communicative Purpose and Audience Awareness

- Closely tied to mediation, this criterion evaluates if the candidate has actually performed the task requested and whether the text achieves its specific goal for the intended reader (e.g., suggesting a book, proposing a translation, or urging a donation).

Criteria used in order of importance

3. Genre and Register (Appropriacy)

- Appropriacy to the required text type is a major deciding factor between marks. Raters place heavy emphasis on whether the script matches the required format and tone. A common cause for mark deductions is a "violation of register," such as using an informal blog-style opening ("Hello guys") for a neutral advertisement leaflet or a professional proposal.

4. Linguistic Competence

- While essential, linguistic performance is often secondary to mediation. Raters generally tolerate grammatical errors at both B1 and B2 levels as long as they do not **"impede intended meaning"**.

5. Textual Competence

- This is the final layer of assessment. Raters look for a "logical progression" of ideas, proper paragraphing, and the use of "sophisticated connectors" (like *while* or *in order to*). Failure to use paragraphs or relying on "basic linking devices" (like *and* or *then*) prevents a script from reaching the highest marks.

Summary Table of Rater Priorities

Priority	Criterion	Key Rater Focus
Highest	Mediation	Relaying pertinent info from the Greek source without misrepresentation.
High	Communicative Purpose	Successfully suggesting, proposing, or urging as requested.
Medium	Genre/Register	Adhering to the correct level of formality and format (email vs. leaflet).
Lower	Linguistic Accuracy	Meaning must be clear; sophisticated language is required for a 5.
Lowest	Organization	Logical flow, paragraphing, and appropriate linking devices.

Criteria used in marking B1 and B2 level cross linguistic mediation texts

- **1. Register and Style (Appropriacy): B1 Level:** Raters look for an **informal or neutral style**. **B2 Level:** Raters expect a **semi-formal or "rather formal" style**
- **2. Linguistic and Textual Competence** Raters apply higher standards for grammar and vocabulary as the level increases: **B1 Level:** Success is defined by "clear intelligibility" and **satisfactory control of basic vocabulary** and simple structures. **B2 Level:** Raters look for a **"fairly wide range" of vocabulary** and the use of **complex syntax**
- **3. Depth of Mediation:** The nature of the "mediation" itself becomes more cognitively demanding at the B2 level. **B1 Level:** Raters evaluate the candidate's ability to relay **simple facts** (names, dates, basic plot points). **B2 Level:** Raters expect candidates to **synthesise abstract values** from the source text.

Need for a more detailed and level-specific rating scale to reduce subjectivity: B1 level example

Mark	Mediation & Content	Communicative Purpose & Register	Language Performance
5	Excellent choice of pertinent information; successfully identifies and rephrases core thematic concepts/ideas (conceptual mediation) rather than literal translation.	Fully achieves purpose; maintains a natural, personal, and friendly tone appropriate for an email or neutral style for a leaflet.	Sophisticated lexical control; uses evaluative adjectives (e.g., gripping, compelling); no significant grammatical errors; high degree of intelligibility.
4	Successful relay of info; captures essential concepts but may have minor omissions or some L1 interference in phrasing.	Responds to purpose; generally appropriate genre and layout, though may have minor register slips (e.g., a slightly formal closing to a friend).	Satisfactory control; language is clear but may rely on simple structures; minor spelling/grammar errors that do not impede communication.
3	Generally satisfactory; identifies key elements but the explanation may be weak or lack detail; fails to bridge more complex source nuances.	Partly achieves purpose; maintains informal style but may fail to convince the addressee or omit a sub-point of the task.	Basic linguistic competence; lack of rich lexical range; frequent errors in basic structures; limited use of cohesive devices.
2	Marginal or inappropriate relay; significant gaps in source info or verbatim translation; may include irrelevant details not in the source.	Violations of register; inappropriate genre (e.g., using a blog-style opening for an advertisement); repetitive and lacks "clear intelligibility".	Struggling competence; simple, fractured sentences; frequent errors that locally affect intelligibility; below B1 benchmark.
1	Total failure to mediate; total absence of relevant information; strong misrepresentation of the Greek text.	Purpose not achieved; fails to understand the task/addressee; disorganised and inappropriate layout.	Unsatisfactory/Unintelligible; language performance well below B1 threshold; incoherent and incomprehensible.

Need for a more detailed and level-specific rating scale to reduce subjectivity: B2 level example

Mark	Mediation & Content	Communicative Purpose & Register	Language Performance
5	Excellent mediation; synthesises abstract ideas (e.g., rights, social conscience) into a narrative flow rather than a list.	Fully satisfies purpose; provides persuasive justifications and a clear "call to action"; sustains appropriate formal/semi-formal register throughout.	Rich lexical range; uses sophisticated vocabulary and complex syntax (e.g., while, in order to); ability to express "finer shades of meaning".
4	Successful mediation; captures essence and major plot points; rephrases information well without literal translation.	Mostly achieves purpose; may have minor pragmatic slips or inconsistent internal tone.	Fairly wide range; generally accurate but may have minor spelling/lexical errors when attempting language above the level.
3	Partly satisfactory; relays some points but omits important info/ideas; relies on impressionistic rendering.	Responds to communicative purpose at a basic level; justification is present but lacks persuasive force; may use simple vocabulary inappropriate for a professional proposal.	Mediocre B2/High B1; uses simple connectors (but, and); grammatical errors do not impede meaning but are not expected at B2.
2	Weak or generic mediation; ignores source's deeper messages; relies on personal ideas at the expense of source facts.	Low audience awareness; inappropriate register (e.g., simplistic linguistic output; very basic blog-style for formal proposal); lacks the vocabulary; frequent errors affecting intelligibility; lacks complex cohesive devices.	Low audience awareness; inappropriate register (e.g., simplistic linguistic output; very basic vocabulary; frequent errors affecting intelligibility; lacks complex cohesive devices.
1	Absence of info; total failure in mediation; completely ignores source material or responds entirely off-topic.	Communicative failure; does not satisfy task requirements; inappropriate genre; incoherent.	Incomprehensible; language performance below B-level; severe errors in basic grammar and syntax.

**Thank you
for listening**

