

CLASS C

WRITING FOR PANHELLENIC EXAMS

- A) **POINTS TO REMEMBER:** In the exam paper testing your competence in English in the Panhellenic exams, you will be asked to produce a written text *of 180 – 200 words*. It may be *a speech, an article, an essay, an email, or a blog entry*.
- B) **GRADING RUBRIC:** The total score for the writing part is **40 points** which are equally distributed in eight (8) different domains according to the following rubric (8 x 5 pts each):
1. COVERAGE (content covering all aspects of the topic)
 2. COMMUNICATIVE ACHIEVEMENT (content being by the requirements of the topic and successfully transmitting information and the required message to the reader)
 3. STRUCTURE (dividing the text into paragraphs, using a proper *opening* as well as a *closing* paragraph and *two to three middle paragraphs*)
 4. COHERENCE (use of appropriate linking words/phrases to ensure smooth transition from one argument/idea/suggestion to the next avoiding repetition and confusion)
 5. REGISTER (degree of formality according to the type of text the candidate is asked to produce)
 6. VOCABULARY (appropriate lexis, elevated vocabulary)
 7. GRAMMAR (the more complex the grammatical forms used, the better)
 8. SPELLING (correct spelling of words)
- C) **MAKING A PLAN:** Before the candidate puts pen to paper, it is vital to spare a few minutes to outline the text they are about to produce. There is a variety of techniques that may be employed to facilitate the candidate.

-OPENING PARAGRAPH: *PARAPHRASING* the topic in order to make a proper introduction and/or making a *GENERAL COMMENT*.

Making a striking beginning by using a relevant *PROVERB* (ie. “You can’t teach an old dog new tricks” people say and there is a lot of truth to this argument.), a *QUOTE* (“Cogito ergo sum”, I think therefore I exist the ancient Romans used to say and there is hardly anyone that can deny the truth of this statement.) or even a *RHETORICAL QUESTION* that would certainly give the reader food for thought and rouse their interest/curiosity to read more.

-MAIN BODY: A) In a *DISCURSIVE ESSAY/EMAIL/BLOG ENTRY/ARTICLE*, the candidate is advised to state their opinion on a controversial issue right from the start and allocate one (1) paragraph in citing their arguments in favour of the topic in question (*BENEFITS*), and one (1) paragraph in citing the arguments against it (*DRAWBACKS*) . Both paragraphs have to be of about

equal length and contrasting opinions have to be presented in a clear, concise as well as objective manner, thus adding credibility to the paper.

B) In an ARGUMENTATIVE ESSAY/EMAIL/BLOG ENTRY/ARTICLE, the candidate has to employ logical arguments to sustain an opinion on a specific issue. That being the case, the candidate is advised to allocate two (2) to three (3) paragraphs in presenting their arguments and providing further *details*, *clarifications*, and even *examples* where necessary.

C) In a PROBLEM-SOLVING situation, the candidate is advised to allocate one (1) paragraph in giving a full account of the problems regarding a particular situation (ie. the environmental impact of the excessive use of plastic) and the consequences that occur, and one (1) paragraph in suggesting sustainable solutions.

- CLOSING PARAGRAPH: In the closing paragraph, the candidate will have to restate their opinion, reach a conclusion, end with a hopeful message or just make some final remarks.

**In all cases, the candidate should first read the topic carefully in order to identify the type of text they are asked to produce, underline keywords, and - last but not least - use appropriate connectors to add coherence to the text.

**It is also advisable to consider at this stage from which angle(s) the topic in question is going to be viewed and analysed (*health, psychological, social, financial, historical/cultural, political, educational, environmental etc.*)

**Appropriate lexis and grammar for C1 level will grant the candidate maximum points.

GOOD LUCK!!!!