SUMMER 2015 – GENERAL GUIDELINES FOR MARKING THE MODULES

General comments on tasks requiring written answers:

1. Accept other phrasings and answers than those given in the answer key provided that they make sense and are grounded in the text.

2. Wherever students are required to copy a phrase or words, accept any part of sentence that forms a coherent, meaningful unit, with or without a verb.

3. The word **OR** separates different acceptable answers. Various options within versions of the same acceptable answer are marked by slashes.

4. If use SMS texting (eg 4 U), deduct 1 pt for item worth 4-7 pts, and 2 pts for item worth 8-10 pts.

5. Accept use of ditto signs where appropriate.

6. If student uses three dots, deduct as follows:
   – If gives the first word(s) and the last word(s) of the answer, eg "John (went to).... Monday" - deduct 2 pts for item worth 4-7 pts, and 3 pts for item worth 8-10 pts.
   – If gives only the first word(s) of the answer, eg "John (went)..." = 0 pts
   – If adds three dots after writing out the answer, do not deduct.

7. In answers requiring sentence completions, words or phrases from the stem are provided in the answer key in bold letters [in square brackets].

8. When required to complete a sentence / answer, accept if a student writes more than one sentence.

* **NOTE:** All SHEMA students are automatically exempt from deduction on mechanics, and are allowed to use a milonit.

ACCESS TO INFO FROM WRITTEN TEXTS

General

* Deduct first for content errors. (Wrong answer = 0 pts, regardless of language.)

* All deductions for language (ie grammar, spelling, punctuation, and ignoring the stem in answer requiring sentence completions) must not exceed 50% of the total number of points allotted per item. In questions with an uneven number of points, deduct the number of points closest to but not exceeding 50%. Eg in a 9-pt question, deduct 4 pts max for language.

Deductions for language

1. For grammar / spelling + punctuation errors

* **No deduction for spelling / punctuation except in modules F and G.** In those modules, if a single word contains both a grammar and a spelling error, deduct for grammar only.

* The deductions above are the maximum allowed per item for language errors. Namely, even if a student has more than on one error of each kind per item, he does not lose more than that maximum.

* **Misuse of apostrophes is divided into two categories:**
   > Abbreviations (eg 'hasnt') are considered spelling errors.
   > Possessives (eg 'the students answer is correct') are considered grammar errors.

* **The same deduction system applies to each item in questions with more than one item.** Eg if a question in module F has 2 items worth 7 pts each and there's a spelling error in one item and a grammar + spelling error in the other, the total deduction will be 1+ (1 or 2) + 1 = 3 or 4 pts off.

* **Do not deduct twice for <u>identical</u> grammar, spelling and / or punctuation errors** (eg misuse of capitals) in a single question, even if it's repeated in separate items.

2. For <u>ignoring the stem</u> in questions requiring sentence / answer completion

   Judge the content of the answer first, and then deduct as follows:

   (a) If the student **started a new sentence**, deduct <u>50% of the points</u> allotted for the item. Make <u>no further deductions for language</u> in that item.

   (b) If the student **did not start a new sentence**, consider it a grammar error and deduct accordingly.

Example: A student doing module G ignored the stem in a question worth 10 pts. Content-wise his answer is worth 8 pts, and he also has a spelling error.

In case (a) of ignoring the stem, he will receive **8** [for content] **- 5** [50% of 10] = **3 pts total**.

In case (b), he will receive **8** [content] **- 2 or 3** [grammar] **- 1** [spelling] = **5 or 4 pts total**.

Deduction for content - open ended questions

1. For giving <u>more answers than required</u>:

Check only answers given in the required number of blanks. In addition, deduct as follows:

   * In questions worth 4-7 pts per item, deduct 1 point total for additional answer(s)
   * In questions worth 8-10 pts per item, deduct 2 points total.

Example: If a student gives 3 answers to a 2-item question worth 5 pts per item, check only the answers in the two blanks provided in the question, and ignore the third. Assuming both answers checked are correct, the grade will be $2 \times 5 - 1 = 9$ pts total.

NOTE: Do NOT deduct if student gives the required number of answers in <u>same</u> blank and leaves the other blank <u>empty</u>.

2. For adding <u>irrelevant</u> information in same item (assuming that the additional information does not make the answer wrong):

   * In questions worth 4-7 pts per item, deduct 1 pt per item.
   * In questions worth 8-10 pts per item, deduct 2 pts per item.

   Make the deduction in <u>each item</u> where the problem occurs.

   Example: A student adds irrelevant information in both items of a two-item question worth 5+8 pts total. Assuming the answers are correct, the grade will be $(5-1) + (8-2) = 10$ pts total.

NOTE: Do NOT deduct if the additional info is not strictly necessary but is <u>relevant</u>.

3. For <u>partially incorrect answers</u> and / or <u>missing information</u> in same item (assuming the answer is basically correct):

   Deduct as follows but no more than 50% of the points allotted per item:

   * In questions worth 4-7 pts per item, deduct 1-3 pts according to severity of error
   * In questions worth 8-10 pts per item, deduct 2-5 pts according to severity of error

The restriction of the deduction for missing or incorrect content to 50% of the allotted points per item applies ONLY when the answers are basically CORRECT. If they are more wrong than right = 0.

Deduction for multiple choice questions

Sum up the correct answers according to the question requirments, and then deduct the additional answers from the maximum total for the question. For example, if an mc question requires **two** answers worth 6 pts each (12 pts max), and a student gives 3 answers (2+1) answers including the two correct ones, the final grade will be $(2x6) - (1x6) = 6$ pts; if only one of the answers is correct, the final grade will be $(2x6) - (2x6) = 0$. If was required to give one answer (6 pts max) and student gave 2 answers, the grade will be $(1x6) - (1x6) = 0$.

ACCESS TO INFO FROM SPOKEN TEXTS (AIS)

Abovementioned <u>deductions for content</u> apply to AIS tasks as well.

Deduction for language:

* In module A, no deduction for grammar or spellling.
* In module E, deduct 1 pt per item for serious grammar error. No deduction for spelling errors.

WRITTEN PRESENTATION (Modules B, D, F, G)

GENERAL COMMENTS:

1. Markers can give <u>in-between</u> grades e.g. 9 points.
2. <u>Deduction for length</u>: For no. of pts to deduct, see in the rubrics page of each module. For deduction method, see note below.
3. In <u>letter</u> task, word count is based on the BODY of the letter.
4. In <u>Mechanics</u> criterion for marking the writing, deduct up to 50% for very poor <u>spelling</u>.

Deduction for writing tasks that are <u>off the topic</u>

A. ENTIRELY OFF TOPIC

For a composition to receive a zero, there must be a very good reason, namely:

(1) the piece is totally unrelated to the topic, and / or

(2) even though the piece IS somehow related to the topic, there is some indication it was prepared beforehand.

This means that **compositions should get a zero very rarely. In cases when you are unsure whether or not to deduct all points (40 in module G and 30 in module B) for a given composition, consult a senior examiner.**

B. MISUNDERSTANDING OF TOPIC

(1) If irrelevance to topic clearly reflects <u>misunderstanding</u> of the subject (eg pastimes / past times) or of the precise nature of the task (eg write complaint / respond to complaint), <u>first</u> evaluate the task on merit AS IF it were ON topic. Then deduct **up to the full CONTENT criterion (no more)**, according to severity.

(2) **Marking should take into account the nature of the ORIGINAL task**. For example, if examinee was required to write a formal letter and instead wrote a friendly letter or not in letter form at all, deduct for **register** in the language criterion even if the register is appropriate for the composition as it is written.

<u>IMPORTANT</u>: composition with <u>missing element(s)</u> should <u>not</u> be considered an <u>off-topic</u> composition!

Deductions for length

<u>First</u> evaluate the task on merit AS IF it were the right length. <u>Then</u> make the deduction from available criteria, starting with <u>content</u> criterion.

<u>דגם תשובות לשאלון באנגלית, שאלון א׳, (MODULE   A), מס׳ 016102, קיץ תשע״ה</u>

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

General comments: Superfluous copying — deduct 1 pt for each item.

Deduct 1 pt for incorrect pronoun usage.

A LETTER TO A FRIEND

1.	ii) tell him good news [**VB:** iii]	4
2.	(Ron and David / They / Both of them like / love to) take pictures.	5
	Accept: I love to take pictures (too) – -1 pr	
	Do not accept if copy lines 5-6 "I love to take pictures, too. In fact ..... local newspaper."	
3.	ii) win a prize [**VB:** i]	5
4.	iii) They were both old. [**VB:** ii]	5
5.	500 shekels // an expensive new digital camera / a camera	5
	The prize was 500 shekels and an expensive new digital camera **C1**. -1 add. answer.	
6.	i) new camera [**VB:** iii]	5
7.	iii) take a camping trip with David. [**VB:** i]	5
Total		34

PAY AS MUCH AS YOU WANT

8.	iii) Customers pay as much as they want. [**VB:** ii]	5
9.	They put as much money as they want in a box (near the door / when they leave).	5
	Accept: in a box near the door.	
	They put as much money as they want C3 -2 miss. info.	
	Do not accept: As they want in a box near the door.	
10.	They don't have menus. AND / OR People eat whatever the kitchen prepares. Customers decide on the size of their meal.	5
	For example, some don't have menus anymore – -1pt.	
11.	Sometimes she doesn't have much money	5
	Somtimes I don't have much money -1 pronoun	
	Accept if use quotation marks: "Sometimes I don't have much money"	
12.	ii) They eat a lot of food. [**VB:** iii]	5
13.	i) eat at the restaurant without paying [**VB:** ii]	6
14.	i) More people eat at the restaurant. [**VB:** iii]	5
Total		36

(Questions 1-14 = 70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXT (30 points)

BLACKY, THE GUIDE DOG

15.	ii)	He has a guide dog. [VB: i]	5
16.	iii)	are afraid of sudden noises [VB: i]	5
17.	i)	How to behave at home. [VB: iii]	5
18.	iii)	meet their new owners [VB: ii]	5
19.	i)	Paul gives him directions. [VB: ii]	5
20.	i)	He took him away from the water. [VB: iii]	5
Total			30

Good afternoon, listeners. My name is Jane Walters. Today on our program, Animal World, we are talking to Paul Harper. Paul is blind and he has a guide dog named Blacky. Welcome to the program, Paul.

Thank you, Jane.

Can you tell us when you got Blacky?
I got him six years ago.

Where did Blacky learn to be a guide dog?
He went to a special school in my town.

How does the school choose the dogs?

The school tests them when they are eight weeks old to see if they can be good guide dogs. About 20% of them don't pass the tests. Usually they fail because they're afraid of sudden noises.

How does the school train the dogs?

The school sends the dogs to live in people's houses for a year. There they learn how to behave in a home. During that year, the people also take the dogs into stores and other noisy places. This helps them learn how to behave outside the home.

What happens at the end of the year?

At the end of the year, the school tests the dogs again. Dogs that pass this test start a five-month training program. Professional dog trainers teach them to guide blind people. At the end of the training program, each dog meets its new owner.

How does Blacky guide you?

Many people think that you can tell a guide dog "Take me to the bank!" and he'll go there, but it's not true. Blacky knows how to walk in a straight line but I must give him directions, like "turn left" or "turn right".

Does Blacky always do what you tell him to do?

Usually he does. But, if there is a problem I don't know about, Blacky will not do what I tell him to. For example, when it rains, there is a lot of water on the road near my office. Once, we were leaving the office after it rained. I forgot about the water and told Blacky to go forward, but he wouldn't. I told him again, but he sat down. Then he stood up and turned right to take me away from the water. I was happy that he didn't listen to me.

How is Blacky at home?

When Blacky isn't working, he's just a dog. He has more toys than my son!

Thank you for talking to us today, Paul. This ends our program. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ב׳, (MODULE B), מס׳ 016103, קיץ תשע״ה

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

NEW YORK CHEF INVITES FAMILIES TO COOK

General comments:
For misuse of pronoun, deduct 1 pt only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

1.	iii) He went to live with a Swedish family. [**VB:** i]	8
2.	ii) He enjoyed his grandmother's stories. [**VB:** i]	9
3.	... cook / serve food from many different countries. / ... cook / serve all kinds of food * *If copy (1. 12) "I cook all kinds of food" — 4 for ignoring the stem; -1 for wrong pronoun.*	9
4.	She thinks it / the food is delicious. * *If only "delicious" — deduct 2 pts.*	8
5.	send (in) recipes of a healthy meal they cooked together // tell about the experience of cooking together * *If either "a healthy meal" or "they cooked (together)" is missing in the first option — deduct 2 pts.* * *If only "send in recipes" — deduct 4 pts.* *If no verb = 0 pts.*	9
6.	ii) To bring families together. [**VB:** i] iii) To teach children to eat well. [**VB:** v]	2×9=18
7.	iii) Cooking Together [**VB:** ii]	9
Total		70

(Questions 1-7 = 70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:
1.   Markers can give in-between grades e.g. 9 pts.
2.   If student uses letter format — deduct up to 3 pts from content.
3.   If student copies the instruction sentence in addition to 35 words of his own – deduct 3 pts. from content. BUT if he adds fewer than 35 words deduct ALSO for length. If students adds "I want to describe a place I like to visit and why I like to go there" as part of the 35 words — accept.
4.   If student misuses pronouns – deduct 2 pts. from content.
5.   If student only copies the instruction sentence – 0 for the whole task.
6.   If student describes more than one place — accept.
7.   If student describes a place and or what he does there — accept.
8.   If a place is not explicitly mentioned but rather implied, such as visiting grandmother or describing a trip — accept.
9.   If student only describes a place he / she likes to visit without mentioning the explicit reason, or if only explains why he likes to go somewhere — accept.
10.   If student describes an event (such as a wedding) – 0 pts for the whole task.
11.   If student does not use the present tense — deduct 2 pts. from content.
12.   If student writes "my name is..." — deduct 2 pts.
13.   If student describes a place he / she "would like" or "want" to visit — deduct up to 2 pts. from content.
14.   If only describes a person with no indication of place — 0 for the whole task.
15.   If student writes what he likes in general — 0 for the whole task.
16.   Deduction for length (task required: 35-40 words).

# of words	# points off
34-31	1
30-26	3
25-21	6
20-16	10
15-11	15
10 or less	30

Criteria	Descriptors					
Question 8 **Content and Organization**	• task is <u>fully</u> on topic • text is well organized • content is easily understood		• task is partially on topic • text is fairly well organized • content is sometimes difficult to follow		• task is almost or fully <u>off</u> topic, but it is due to misunderstanding • text is poorly organized • content is very difficult to follow	
	10	8	5	2	0	
Question 9 **Vocabulary**	• use of appropriate vocabulary		• occasional use of inappropriate vocabulary		• consistent use of inappropriate vocabulary	
	6	5	4	2	1	
Question 10 **Language Use**	• correct use of basic language structures • hardly any errors of word order, pronouns, prepositions		• occasional incorrect use of basic language structures • several errors of word order, pronouns, prepositions		• consistent incorrect use of basic language structures • frequent errors of word order, pronouns, prepositions	
	11	8	6	4	1	
Question 11 **Mechanics**	• hardly any errors of spelling, punctuation, capitalization		• several errors of spelling, punctuation, capitalization, run-ons		• frequent errors of spelling, punctuation, capitalization, run-ons	
	3	2	1	--	0	

(Questions 8-11=30 points)

דגם תשובות לשאלון באנגלית, שאלון ג', (MODULE C), מס' 016104, קיץ תשע"ה

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

COLORING ISN'T JUST FOR KIDS

General comments: For misuse of pronoun, deduct 1 pt only ONCE per question. However, accept if the original pronoun is used appropriately, with quotation marks.

AQ = alternative questions.

1.	iii) Coloring may be good for adults. [**VB:** iv]	11
2.	(As we get older,) we stop coloring. / Coloring cannot be helpful to (us as) adults. / Coloring is just for kids.	11
3.	iv) How coloring helps us keep our brains active. [**VB:** i]	9
4.	This question has been cancelled. Give ONE point to everyone.	1
5.	(Coloring has a relaxing effect because) (when we focus on coloring a picture) we forget our worries. / it takes us back to our childhood (a time when we probably had much less stress)	11
6.	i) They didn't color when they were children. [**VB:** iii] (**AQ:** iv)	11
7.	... we use coloring to express our feelings // ... people choose different colors (or intensity of colors) according to their mood. (**AQ:** same)	12
8.	She works (best) (when she is) in a quiet environment (especially with music / relaxing music) // a quiet environment (and music / relaxing music) // she listens to (relaxing) music. (**AQ:** It / coloring comforts her, gives her peace and lets her enjoy herself // It / coloring comforts her // It / coloring gives her peace // It / coloring lets her enjoy herself.) *Do not accept if copy line 21 or lines 21-22.*	11
9.	Coloring books (for adults) are bestsellers there / in France and Britain. (**AQ:** They / Coloring books (for adults) are bestsellers there / in France and Britain // They have even become bestsellers.)	12
10.	ii) it is fun to do [**VB:** i] (**AQ:** iii)	11
Total		100

(Questions 1-10 = 100 points)

MODULE C – ALTERNATIVE QUESTIONS - 016104 קיץ תשע״ה

AQ 4. This question has been cancelled. Give ONE point to everyone.

AQ 6. According to lines 10–16, why do some people exercise their brains more when coloring?

      i)   They don't feel stress.

      ii)   They are doing something they like to do.

      iii)   They need to solve their problems.

      iv)   They didn't color when they were children.

(11 points)

AQ 7. COMPLETE THE SENTENCE.

Why does Martinez mention the color dark blue? (lines 17–22)

To show that _____

(12 points)

AQ 8. Give ONE way that coloring improves Martinez's mood? (lines 17–22)

ANSWER: _____

(11 points)

AQ 9. How do we know that coloring books are popular in Europe? (lines 23–27)

ANSWER: _____

(12 points)

AQ 10. According to lines 23–29, the writer says that coloring is good for adults because (-).

      i) it is popular today

      ii) adults like abstract drawings

      iii) it is fun to do

      iv) adults have a lot of free time

(11 points)

מכון הנרייטה סאלד   - 10 -   משרד החינוך
המרכז לבחינות בגרות   המזכירות הפדגוגית
     הפיקוח על הוראת האנגלית

דגם תשובות לשאלון באנגלית, שאלון ה', (MODULE E), מס' 016106, קיץ תשע"ה

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

A "GREEN" EDUCATION

Do not deduct if don't put "green" in quotation marks.

1.	ii [VB: i] What affects young people's choice of university or college. vi [VB: v] What service FutureSites provides to universities.	2×8=16
2.	ii [VB: iv] For helping the environment.	8
3.	[... describes ways that institutions can] be / become / make (their) buildings "green" / environmentally friendly OR use / find to make themselves 'green'. * Answer must be *generalization* of the desired *'green' outcome* of the various ways. Otherwise, give zero. Eg: Do NOT accept if describe one or more of the ways *themselves*, eg 'promote individual responsibility / encourage students not to waste water'. Do NOT accept if give *specific* outcome, eg 'save water / electricity'. Do NOT accept if combine description of specific way with specific desired outcome, eg 'promote individ resp by encouraging students not to waste water'. Do NOT accept if no reference to the *'green'* element, eg 'become better / more efficient'.	8
4.	[Lines 1-9: It can help them] [increase their] appeal to / attract students OR protect / help the environment. [Lines 19-21: It can help them] save money (because running this type of campus is cheaper than running an ordinary one) OR get financial help (from the government). * If <u>switch the order</u> of the answers, judge each answer on merit, & ded 4 pts from the total.	2×8=16
5.	iii [VB: ii] The government wants to encourage "green" building.	7
6.	[...higher grades are mentioned as one of the] (surprising / positive)] benefits / effects / advantages (for students) of "green" architecture / (a) 'green' campus(es) / of studying in natural light. OR results of using natural light instead of electric light OR benefits of natural light for students.	8
7.	iii [VB: iii] The effects of studying on a "green" campus.	8

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)

5 pts each; 1 pt off per item for serious grammar error. No pts off for spelling.

LEARNING TO LISTEN

8.	ii [VB: iii] What it means.	5
9.	iv [VB: ii] Because it can show what the speaker is feeling.	5
10.	[We may] lose concentration OR think about other things / lunch / what we'll do later OR (want to) give our own opinion (without listening to the speaker's [opinion]).	5
11.	iii [VB: ii] have fewer face-to-face conversations	5
12.	(You should) look at the other person / the other person's face and / or maintain eye contact OR Do not / You should not / Not to interrupt the other person and / or finish the other person's / his or her sentence OR (You should) ask (the other person) for more details and / or for fuller explanations. * Accept if use gerund or infinitive. * NOT: To concentrate on the conversation.	5
13.	i [VB: iv] How his courses help people.	5

Hello listeners, and welcome to our program "Psychology Today." With us today is Dr. Jeffrey Martin, who gives courses in what is called "mindful listening." Good morning, Dr. Martin.

Good morning.

First of all, what exactly is "mindful listening"?

Mindful listening is listening with your mind totally focused on what the other person is saying. And you don't only listen carefully to the words, but also try to understand the speaker's feelings, and what he or she wants to communicate.

But why would we need a course in mindful listening? Don't we do all that automatically?

Unfortunately, we don't. Research shows that we generally remember between 10 and 30% of what was said, just a few minutes after a conversation is over. This suggests we haven't really been listening very closely. Besides, listening requires attention both to what the speaker is saying, and to the way he or she says it. The content may be funny, but the tone could make you realize that the person is, in fact, very sad. And it's quite hard for people to really focus their attention and pick up all these clues.

Why is that?

Well, most people think much faster than the average person talks, so when we're having a conversation and someone is speaking to us, we tend to lose concentration. We start thinking of other things – maybe what we'd like for lunch, or what we'll be doing later in the day. Sometimes all we want to do is give our own opinion without really listening to the speaker's opinion. Moreover, life today is making it even harder for us to listen properly.

What do you mean?

People are so busy nowadays that they often do several things at once. As a result, they cannot give any one thing their full attention, and that includes conversations and discussions. It also seems that we're getting less practice in listening because we have fewer spoken conversations. A study that was conducted in 1980 found that college students spent 53% of their time in face-to-face conversation with other people. When a similar study was done recently, it was only 24%.

So your courses help people improve their listening skills?

Yes, precisely. I teach several useful rules that help them keep their mind focused. For instance, participants learn that they should look at the other person's face and maintain eye contact. They also learn, for example, not to interrupt the other person and not to finish his or her sentence. In addition, they practice asking the other person for more details or for fuller explanations, which forces them to concentrate on the conversation.

I see. One last question: who signs up for your courses?

Actually, most of my clients are managers who want me to work with their employees in order to improve the teamwork in their companies. After all, if people aren't really listening to each other, discussions in the workplace aren't very effective. But people have also told me that what they've learned has had a tremendous effect on their private lives as well. Some tell me they've been able to form closer relationships. Others say that by using some of my techniques they discovered interesting new things about colleagues, friends or relatives.

Well, Dr. Martin, I certainly hope our listeners were paying close attention to everything you said. Thank you for coming here today, and to you, listeners, goodbye.

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מכון הנרייטה סאלד	משרד החינוך
המרכז לבחינות בגרות	המזכירות הפדגוגית
	הפיקוח על הוראת האנגלית

דגם תשובות לשאלון באנגלית, שאלון ז׳, (MODULE G), מס׳ 016108, קיץ תשע״ה

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PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

DREAM CONTROL

* Accept all the following phrasings referring to the phenomenon: lucid dreams, lucid dreaming, to dream / dreaming lucidly.

1.	iii **[VB: ii]** How lucid dreaming differs from ordinary dreaming.	7
2.	ii **[VB: iv]** no research was done on lucid dreaming before the late 1970s	8
3.	**[... explains what Hearne did in order to]** study / learn more about / produce the first detailed findings on lucid dreams / lucid dreaming **OR** prove that lucid dreams are real / exist **OR** get Worsely to indicate / show he was having a lucid dream **OR** find out what was going on / happening in Worsley's mind while he was asleep // ... what happens / was happening in people's minds while they are / were asleep **OR** find out when Worsley was having a lucid dream.	8
4.	**[All the facts... are given as examples of]** things that scientists found out / discovered about lucid dreams **OR** the results / findings of research on / studies of lucid dreaming (following Hearne's work) **OR** characteristics / things that are typical of lucid dreams.	8
5.	iv **[VB: iii]** A difference in brain activity during the dream.	7
6.	**[... why people might]** want to have lucid dreams // want to control their dreams **OR** want to have a happy ending to their dreams **OR** (want to) take a course that trains / promises to train them / a person / you to have lucid dreams. * Accept: have a happy ending to their dreams	8
7.	ii **[VB: i]** object to the new courses being advertised	7
8.	**[In]** teaching / training people to have lucid dreams.	7

* NOTE: Alternative questions [AQ] and their answers are given on the following page.

MODULE G – ALTERNATIVE QUESTIONS - 016108 קיץ תשע"ה

Alternative Questions **5** and **7** (multiple choice) are the same as in the original exam, only the order of the distractors has changed. See below for Alternative Questions 6 and 8 (open ended), 9 (new writing task), and for answers to the AQs.

AQ 6. Why might people want to have lucid dreams? Give ONE answer. Base your answer on the information in lines 30-34.

ANSWER: _____.

AQ 8. What did "10% of the people tested" (line 37) succeed in doing?
COMPLETE THE ANSWER.
In_____.

AQ 9. [Writing task] It has been said that school trips are one of the most important educational activities for children. Do you agree or disagree? Write a composition stating and explaining your opinion.

ANSWERS to AQs

AQ 5. Correct answer is ii

AQ 6. To perform better the next day (and other phrasings relating to being successful following lucid dreams) **OR** To make sure their dreams have a happy ending.

AQ 7. Correct answer is iii

AQ 8. [In] having (a) lucid dream(s) (after training).

PART II: WRITTEN PRESENTATION (40 points)

If write in <u>list</u> form, **ded. 2 pts** from content criterion.

NOTE different composition topic in AQ.

Deduction for length (task requires 120-140 words)

# of words	# pts off
119-110	2
109-100	4
99-90	8
89-80	12
79-70	16
69-60	18
59-50	20
less than 50	40

SHEELON MUTAM	
# of words	# pts off
70-80	---
60-69	3
50-59	7
40-49	12
30-39	18
25-29	24
less than 25	40

Criteria	Descriptors				
Question 7 **Content and Organization**	• the task is fully on topic • task is well organized • content is easily understood		• the task is partially on topic • text is fairly well organized • content is sometimes hard to follow		• task is almost or fully <u>off</u> topic, but it is due to misunderstanding • text is poorly organized • content is very hard to follow
	8	6	4	2	0
Question 8 **Vocabulary**	• correct use of varied and rich vocabulary • appropriate word / idiom choice and usage • use of appropriate register		• correct use of appropriate vocabulary • several errors of words / idiom choice and usage • occasional use of inappropriate register		• very limited or inappropriate vocabulary • frequent errors of word / idiom choice and usage • inappropriate register
	8	6	4	2	0
Question 9 **Language Use**	• correct use of advanced language structures • hardly any errors of word order, connectors, pronouns, prepositions		• correct use of basic language structures • incorrect or no use of advanced language structures • several errors of tense, word order, connectors, pronouns, prepositions		• consistent incorrect use of basic language structures • frequent errors of word order, connectors, pronouns, prepositions
	16	12	8	4	0
Question 10 **Mechanics**	• hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing		• occasional errors of spelling, punctuation, capitalization, run-ons limited use of paragraphing		• frequent errors of spelling, punctuation, capitalization, run-ons; no paragraphing
	8	6	4	2	0

MARKING CATEGORIES — KEY AND SUMMARY

<u>Open questions — Marking for Content</u>

C1 = <u>more answers</u> than required

C2 = adding <u>irrelevant</u> information

C3 = basically <u>correct</u> answer with <u>missing</u> information

C4 = basically <u>correct</u> answer with some <u>incorrect</u> information

C5 = additional information that is NOT irrelevant (**NO deduction**)

Open questions — deduction for content — summary

	Items worth 4-7 pts	**Items worth 8-10 pts**	**Comments**
C1	1 pt off <u>total</u>	2 pts off <u>total</u>	Deduction is for <u>whole</u> question, NOT per item.
C2	1 pt off	2 pts off	Deduction is per <u>item</u>
C3 **AND** **C4**	1-3 pt per item according to severity	2-5 pts per item according to severity	If the answer basically correct (at least half right), deduct up to 50% of all pts. If the answer is more wrong than right, give zero even if it contains correct words or phrases.
C5	No deduction	No deduction	

<u>Open questions — Marking for Language</u>

L1 = <u>grammar</u> error

L2 = <u>spelling / punctuation</u> error

L3 = ignoring the stem by starting <u>new sentence</u>

L4 = ignoring the stem <u>without</u> starting <u>new sentence</u>

Item worth __ points	**A**	**B**	**C**	**D**	**E**	**F + G**	
	G	G	G	G	G	G	S / P
3	--						
4	--	1	1	1	1	1	1
5	--	1	1	1	1	1	1
6	--	1	1	1-2	1-2	1-2	1
7		1	1	1-2	1-2	1-2	1
8		1	1-2	1-2	2-3	2-3	1
9		1	1-2	1-2	2-3	2-3	1
10		1	1-2	2-3	2-3	2-3	1

NOTE: For both C and L, deductions are <u>accumulative</u> — in other words, if a student has errors in more than one category, deduct accordingly. The full answer on same blank should be checked as a <u>single, whole unit</u>: errors in a clause or a sentence that is considered <u>irrelevant info or additional answer</u> should be penalized as well.

Example: [Using a bike] is cheaper than using a car <u>and paying **to** parking</u> = C2 [the underlined part]+ L1.

מעריכים בכירים מועד קיץ 2015

נא לא להתקשר בשבת

EXAMINERS' BLOG: http://tinyurl.com/begxhrm

הערות	רמות	פלאפון	טלפון בבית	שם
	F ספרות, A, G	054-7911372	04-6574972	אדלר הארי
	D ספרות, E, C		09-8623704	אהרון גינה
	C , D , E	052-2245055	077-4280160	ביטרון מארג׳
	D, E ספרות, C	050-7916166	08-9400301	בראל ענת
	F ספרות, G, A	054-4790952	08-8527515	ברקוביץ סוניה
	D ספרות, E, C	050-7393535	08-8544002	גרבר עינת
ביום ו׳ לא להתקשר לפני 13:00	D ספרות, E, C	052-5241840	04-6381025	גרה סאלח
לא להתקשר אחרי 21:00	B , C , E		03-9527523	דואניס מרים
	B , C , E	054-4760610	04-6782968	חלאילה סוהאד
	B , C , E		03-9464507	יהב ריימונד
לא להתקשר אחרי 21:30	B , C , E		03-9692516	לוי סידי
	F ספרות, A, G		09-7712366	ליבר מיקי
	F ספרות, G	052-8308215	02-5384596	ליפשיץ נעמי
	F ספרות, A, G	054-6588584	02-9974371	מורל ורדה
לא להתקשר אחרי 21:30	B , C , E	050-8244411		מסאלחה עבד
	F ספרות, G	054-7451201	08-6519685	נירנברג בארי
נא לא להתקשר בין 16:00-20:00	F ספרות, A, G	054-4981185		ספדי סולטאן
	D ספרות, C, E		08-6431940	פינצ׳בסקי נטליה
	D ספרות, E, C	050-8158071	077-2107788	פנדול אירינה
	F ספרות, A, G	050-2104004	02-6761114	קובי מינה
	B , C , E	052-3684422	03-7323164	קליין חדי
לא להתקשר אחרי 21:00	D ספרות, E, C		02-9931364	רבין יונה