

SUMMER 2018 , ב מועד – 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 G 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 identical grammar, spelling and / or punctuation errors** (eg misuse of capitals) in a single question, even if it's repeated in separate items.

2. For ignoring the stem 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 50% of the points allotted for the item. Make no further deductions for language 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 more answers than required:

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 same blank and leaves the other blank empty.

2. For adding irrelevant 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 each item 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 relevant.

3. For partially incorrect answers and / or missing information 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 requirements, 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 $(2 \times 6) - (1 \times 6) = 6$ pts; if only one of the answers is correct, the final grade will be $(2 \times 6) - (2 \times 6) = 0$. If was required to give one answer (6 pts max) and student gave 2 answers, the grade will be $(1 \times 6) - (1 \times 6) = 0$.

ACCESS TO INFO FROM SPOKEN TEXTS (AIS)

Abovementioned deductions for content apply to AIS tasks as well.

Deduction for language:

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

WRITTEN PRESENTATION (Modules C, G)

GENERAL COMMENTS:

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

Deduction for writing tasks that are off the topic

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 C) for a given composition, consult a senior examiner.**

B. MISUNDERSTANDING OF TOPIC

- (1) If irrelevance to topic clearly reflects misunderstanding of the subject (eg pastimes / past times) or of the precise nature of the task (eg write complaint / respond to complaint), first 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.

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

Deductions for length

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

דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 16102, קיץ תשע"ח, מועד ב'

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

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

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

AN UNUSUAL TOWN

1.	ii) There are opals underground. (VB iii)	5
2.	ii) To become rich (VB i)	6
3.	iii) to watch out for holes (VB i)	6
4.	It is very hot outside!//The temperature can reach 50° outside.	7
5.	It's quiet. (This makes it easy to get a good night's sleep. AND/OR there isn't any sunlight to wake you up)//(It is) easy to get a good night's sleep.//you can dig for opals under your own home (and maybe get rich).	7
Total		40

YOUNG INVENTORS

6.	iii) He thinks children have good ideas. (VB ii)	5
7.	(He wanted) to give children a place to talk about their ideas.	6
8.	More than 300 children participated.//They had ideas for more than 450 fun inventions.	6
9.	ii) They worked with the children on their inventions. (VB iii)	6
10.	iii) Wilcox showed the children's inventions there. (VB i)	6
11.	i) Four people can ride it. (VB iii)	5
12.	iii) How they can make their inventions better. (VB ii)	5
Total		30

(Questions 1-12=70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS

A SPORTS PHOTOGRAPHER

13.	ii) he chose his future profession (VB iii)	5
14.	i) After his photographs were in the school newspaper (VB ii)	5
15.	ii) They show the feelings of the players. (VB i)	5
16.	i) He puts the cameras in different places. (VB ii)	5
17.	iii) He is very close to the action. (VB ii)	5
18.	i) To be at the game (VB ii)	5
Total		30

דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016381, קיץ תשע"ח, מועד ב'

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

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

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

AN UNUSUAL TOWN

1.	ii) There are opals underground. (VB iii)	8
2.	ii) To become rich (VB i)	8
3.	iii) to watch out for holes (VB i)	9
4.	i) why there are doors in the hills (VB ii) v) where a visitor can stay (VB iii)	2×9 = 18
5.	It is very hot outside!/The temperature can reach 50° outside.	9
6.	It's quiet. (This makes it easy to get a good night's sleep. AND/OR there isn't any sunlight to wake you up.)// (It is) easy to get a good night's sleep.//you can dig for opals under your own home (and maybe get rich).	2×9 = 18
Total		70

(Questions 1-6=70 points)

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

A SPORTS PHOTOGRAPHER

7.	ii) he chose his future profession (VB iii)	5
8.	i) After his photographs were in the school newspaper (VB ii)	5
9.	ii) They show the feelings of the players. (VB i)	5
10.	i) He puts the cameras in different places. (VB ii)	5
11.	iii) He is very close to the action. (VB ii)	5
12.	i) To be at the game (VB ii)	5
Total		30

(Questions 7-12=30 points)

Hello, listeners. My name is Sharon Johnson. Welcome to our program "Sports Today". On today's program I am talking with Adam Baker, a famous sports photographer. Hello, Adam.

Hello, Sharon.

Adam, can you tell us how you became a photographer?

Of course. When I was 14, my dad bought me a camera and taught me how to use it. We went on a long trip to California together, and we took many pictures. By the end of the trip, I saw that I was taking better pictures than my father. That was when I decided that I wanted to become a photographer.

And why did you decide to be a sports photographer?

I love sports. I played basketball in high school but I was not a very good player. I also went to many professional games. I took pictures there. Soon my school newspaper began to print them.

It was probably very exciting.

Yes, it was. After the pictures were in the newspaper, I decided to become a sports photographer.

Your pictures are famous. What makes you so good at what you do?

I try to show the basketball players as people, not just sportsmen. When you look at my pictures, you can see what they are feeling.

Yes, you can. Tell me what you do when you go to a game?

Okay. I arrive five hours before the game begins, and put my cameras in different places. I check them to be sure they are working. I have special cameras that help me get the best pictures of the players.

What happens during the game?

I take pictures from the first minute of the game to the last. Then I send the best pictures to my website.

Did anything unusual ever happen to you during a game?

Oh, yes. Many times. I am very close to the action, so often players fall on me in the middle of the game. But, fortunately, I never get hurt badly.

What's the best part of your job?

The best part is just being at the game. When there's an important game, everyone is excited -- the players, the fans and even the photographers. The most exciting time is just before the end of a game, when you don't know who is going to win. I wait to take a picture of the basket that wins the game. At those times, it's the best job in the world.

Sounds great. Thanks, Adam, for telling us about your exciting job. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 16103, קיץ תשע"ח, מועד ב'

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

TEXTING AND WALKING

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

1.	ii) People cross the road while texting. (VB iii)	8
2.	iii) It was the first American city to pass a law against texting. (VB i)	8
3.	i) If texting while walking causes road accidents. (VB ii)	9
4.	(They might) forget to look left and right before they cross the road. //(They might) (even) cross the road on a red light.	9
5.	i) It puts up special signs for them. (VB ii)	9
6.	ii) To tell people when it's safe to cross. (VB iii)	9
7.	The town will put lights on the crosswalk at more busy corners.	9
8.	Everybody understands the value of public safety.	9
Total		70

(Questions 1-8=70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 9 pts.
2. Deduction for length (task required: 35-40 words).
3. If student copies the instruction sentence in addition to 30 words of his own — deduct 3 pts. from content. BUT if he adds fewer than 30 words deduct ALSO for length.
5. If student misuses pronouns — deduct 2 pts. from content.
6. If student only copies the instruction sentence — 0 for the whole task.

Deduction for Length (35-40 words)

# of words	# of points deducted
34-31	1
30-26	3
25-21	6
20-16	10
15-11	15
Less than 10	30

דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 16384, קיץ תשע"ח, מועד ב'

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

TEXTING AND WALKING

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.	ii) People cross the road while texting. (VB iii)	7
2.	iii) It was the first American city to pass a law against texting. (VB i)	7
3.	i) If texting while walking causes road accidents. (VB ii)	7
4.	(They might) forget to look left and right before they cross the road. //(They might) (even) cross the road on a red light.	8
5.	i) It puts up special signs for them. (VB ii)	7
6.	ii) To tell people when it's safe to cross. (VB iii)	8
7.	The town will put lights on the crosswalk at more busy corners.	8
8.	Everybody understands the value of public safety.	8
Total		60

(Questions 1-8 = 60 points)

PART II: APPRECIATION OF LITERATURE (40 points)

MAMA AND HER BANK ACCOUNT / Kathryn Forbes

9.	i) the landlord (VB ii)	8
10.	ii) the Little Bank (VB i)	8
11.	i) Nels needed money to go to high school (VB iii)	8
12.	iii) There was never a bank account. (VB ii)	8
13.	ii) Mama knew how to make her family feel safe. (VB i)	8
Total		40

(Questions 9-13 = 40 points)

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

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

AMAZON GO, THE STORE OF THE FUTURE

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

1.	iv) How it is different from other stores. (VB iii)	9
2.	the store's smartphone app	9
3.	Similar: (Inside you can find) the same food you can find in other supermarkets (like milk, bread and drinks). Different: There are no cashiers. // There aren't any shopping carts. // (Instead) customers put items directly into their shopping bags.	2×9=18
4.	ii) The cameras see what the customer takes. (VB iv)	9
5.	iii) They won't be needed because of the new technology. (VB iv)	9
6.	refill(ing) shelves//help(ing) customers deal with technical problems//help chefs prepare ready-made meals (to sell in the store)	9
7.	iv) Soon after they leave the store. (VB i)	9
8.	(Without cashiers at the exit,) it's easy to spend too much.	10
9.	iii) You don't have to wait to pay. (VB iv) v) You don't need money or a credit card. (VB vi)	2×9=18
Total		100

(Questions 1-9=100 points)

דגם תשובות לשאלון באנגלית, שאלון ג', (MODULE C), מס' 016382, קיץ תשע"ח, מועד ב'

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

AMAZON GO, THE STORE OF THE FUTURE

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

1.	iv) How it is different from other stores. (VB iii)	8
2.	the store's smartphone app	9
3.	Similar: (Inside you can find) the same food you can find in other supermarkets (like milk, bread and drinks). Different: There are no cashiers. // There aren't any shopping carts. // (Instead,) customers put items directly into their shopping bags.	2x9=18
4.	ii) The cameras see what the customer takes. (VB iv)	9
5.	iv) Soon after they leave the store. (VB i)	8
6.	(Without cashiers at the exit,) it's easy to spend too much.	9
7.	iii) You don't need money or a credit card. (VB iv)	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 copies the instruction sentences word for word, do not count these words.
3. If student only copies the instruction sentence/s — 0 for the whole task.
4. If student writes in a list form, deduct 2 pts from content.
5. If student writes in letter format (date, Dear X, signature), deduct up to 2 points from content.
6. If student writes in letter format, do not count the words in the letter elements (e.g. date, Dear X, Yours / Love and kisses, signature).
7. Deduction for length (task required: 70-90 words).

TOTAL: 30 points

Teachers can give in-between grades.

Deduction for Length (70-90 words)

# of words	# of points deducted
69 - 60	1
59 - 50	3
49 - 40	6
39 - 30	10
29 - 25	15
Less than 25	30

Criteria	D e s c r i p t o r s				
Content and Organization	<ul style="list-style-type: none"> task is fully on topic text is well organized content is easily understood 		<ul style="list-style-type: none"> task is partially on topic text is fairly well organized content is sometimes difficult to follow 		<ul style="list-style-type: none"> task is almost or completely off topic, but it is due to misunderstanding of topic text is poorly organized content cannot be understood
	10	8	6	3	0
Vocabulary	<ul style="list-style-type: none"> use of appropriate vocabulary 		<ul style="list-style-type: none"> occasional use of inappropriate vocabulary 		<ul style="list-style-type: none"> consistent use of inappropriate vocabulary
	6	5	4	2	1
Language Use	<ul style="list-style-type: none"> correct use of basic language structures hardly any errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> occasional incorrect use of basic language structures several errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> consistent incorrect use of basic language structures frequent errors of word order, pronouns, prepositions
	11	8	6	3	1
Mechanics	<ul style="list-style-type: none"> hardly any errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> several errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization
	3	2	1	0	0

דגם תשובות לשאלון באנגלית, שאלון ה' (MODULE E), מס' 016481, קיץ תשע"ח, מועד ב'

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

EARWORMS: MUSIC IN YOUR HEAD

- * For misuse of pronoun, deduct 2 pts only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.
- * For cases of ignoring the stem in answers requiring completions, consult the General Guidelines.

1.	iv) [VB: iii] Why they have been studied.	8
2.	(Because) earworms are extremely common // (Because) over 90% of participants in surveys reported getting them / (an) earworm(s) at least once a week.	8
3.	i) [VB: ii] What earworms have in common. v) [VB: iv] When people usually get earworms.	2×7=14
4.	iii) [VB: ii] Why people get more earworms nowadays.	8
5.	iii) [VB: i] the music we hear	8
6.	[Passing a man on the street... can] trigger // cause // give you / people an earworm.	8
7.	[We learn how they] feel about getting (an) earworm(s).	8
8.	Get rid of (an) earworm(s).	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.

CITY LIGHTS ARE TOO BRIGHT

9.	ii) [VB: iv] What sources they come from.	5
10.	Two of the following: [...people] can't see the / many / more stars // can hardly see any stars (at all) OR can't sleep (properly / well) (at night) // can't / don't get enough sleep OR can't concentrate OR get / become sick more often.	2×5=10
11.	iii) [VB: ii] The lighting is harmful to most animals. v) [VB: iv] The lighting helps some animals to survive.	2×5=10
12.	iv) [VB: iii] Which one has been most effective.	5

Hello listeners. This is Steven Oliver with the program "Life in the City." My guest today is Julia Miller from the organization "Campaign for Darker Nights." Hello, Julia, and welcome to our program.

Hello, Steven, I'm happy to be here.

Can you begin by telling us why you are campaigning for darker nights?

Well, there was a time, before cities had so many bright lights, when people could look up on a clear night and see thousands of stars. But these days in cities, you're surrounded by bright lights at night – from street lamps, shop windows, offices, cafés. As a result, you can hardly see any stars at all.

That's a shame, of course, but isn't it more important to have all those lights on? After all, people go out at night – to movies, restaurants, visiting friends – so the city is very busy after dark.

Yes, of course nighttime lighting is extremely important. But nowadays, there is simply too much lighting in our cities. And this is causing problems that are much bigger than how many stars we can see.

What do you mean?

Well, first of all, bright lights prevent us from sleeping properly, and when you don't get enough sleep, you cannot concentrate the next day. Moreover, scientists have found that people who don't sleep well get sick more often.

I never realized high levels of lighting had such serious consequences for people. Are animals affected as well?

Yes they are, and in general, the effects are negative. When it's not dark enough at night, most animals get confused: they don't know when they should be sleeping and when they should be looking for food. This makes it harder for them to survive. In fact, bright lights at night seem to be responsible for the decrease in the populations of many birds and insects.

So it's really only people who benefit from night lighting.

That is not entirely true. Apparently, some animals can benefit too. In one recent study, scientists discovered that for some birds, lights at night are actually helpful. You see, these birds fly very long distances, and when they land at a resting place, they are weak and hungry, and must find food in order to survive. If they arrive there at night when it's dark, they cannot find food. But when there are bright lights where they land, they can eat throughout the night. This greatly increases their chances of survival. However, animals that benefit are very rare.

I can see why it's important to reduce the level of lighting at night. Has anything been done to achieve that?

Yes, definitely – there have been many attempts to find solutions. For example, engineers are looking for ways to make street lighting more effective, so that we can use less of it. But one way of dealing with the problem has been especially successful, and that is having laws that require people to turn lights off. For instance, in several cities in France it is illegal for shops and offices to leave lights on after midnight. This has already helped reduce the level of lighting in those cities. My organization is campaigning for similar laws to be introduced all over the world.

Well, I hope that happens soon, and that our night skies will become dark again. Thank you, Julia, for coming into the studio today. And that ends our program. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016582, קיץ תשע"ח, מועד ב'

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

A VEGAN FUTURE?

* For **misuse of pronoun**, deduct 2 pts only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

1.	iii [VB: ii] are not derived from animals	7
2.	[All the statistics... show that veganism] is becoming more popular OR is a growing trend OR is increasing / growing.	8
3.	1. [One group hopes to reduce] the suffering / the exploitation of (farm) animals. 2. [The other group hopes to reduce] the amount of land wasted on raising (farm) animals.	2x8=16
4.	ii [VB: iv] How it is different from other studies on veganism.	7
5.	ii [VB: iii] What can persuade people to become vegan(s).	7
6.	[... we learn why many people have not] become vegan(s) OR adopted a / the vegan lifestyle.	8
7.	iv [VB: ii] certain ideas about vegan food are mistaken	7

PART II: WRITTEN PRESENTATION (30 points)

1. If write in full letter format, deduct **2 pts**. Accept if address the passage to Dear Reader(s) / Editor.
2. If write in list form, ded. **2 pts** from content criterion.

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				
<p>Question 8</p> <p>Content and Organization</p> <ul style="list-style-type: none"> • the task is fully on topic • task is well organized • content is easily understood • text is written mostly in student's own words 	<ul style="list-style-type: none"> • the task is partially on topic • text is fairly well organized • content is sometimes hard to follow • chunks of the task are not written in student's own words 			<ul style="list-style-type: none"> • task is almost or fully <u>off</u> topic, but it is due to misunderstanding • text is poorly organized • content cannot be understood 	
	8	6	4	2	0
<p>Question 9</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • correct use of varied and rich vocabulary • appropriate word / idiom choice and usage • use of appropriate register 		<ul style="list-style-type: none"> • correct use of appropriate vocabulary • several errors of words / idiom choice and usage • occasional use of inappropriate register 		<ul style="list-style-type: none"> • very limited or inappropriate vocabulary • frequent errors of word / idiom choice and usage • inappropriate register 	
	8	6	4	2	0
<p>Question 10</p> <p>Language Use</p> <ul style="list-style-type: none"> • correct use of advanced language structures • hardly any errors of word order, connectors, pronouns, prepositions 		<ul style="list-style-type: none"> • correct use of basic language structures • incorrect or no use of advanced language structures • several errors of tense, word order, connectors, pronouns, prepositions 		<ul style="list-style-type: none"> • consistent incorrect use of basic language structures • frequent errors of word order, connectors, pronouns, prepositions 	
	16	12	8	4	0
<p>Question 11</p> <p>Mechanics</p> <ul style="list-style-type: none"> • hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing 		<ul style="list-style-type: none"> • occasional errors of spelling, punctuation, capitalization, run-ons limited use of paragraphing 		<ul style="list-style-type: none"> • frequent errors of spelling, punctuation, capitalization, run-ons; no paragraphing 	
	8	6	4	2	0

MARKING CATEGORIES — KEY AND SUMMARY

Open questions — Marking for Content

C1 = more answers than required

C2 = adding irrelevant information

C3 = basically correct answer with missing information

C4 = basically correct answer with some incorrect information

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

Open questions — deduction for content — summary

	Items worth 5-7 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	

Open questions — Marking for Language

Total deductions for language must not exceed 50% of all the points allotted an item.

L1 = grammar error

L2 = spelling / punctuation error

L3 = ignoring the stem by starting a new sentence

L4 = ignoring the stem without starting a new sentence

Item worth __ points	A	B	C	D	E	F + G	
	G	G	G	G	G	G	S / P
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 accumulative — 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 single, whole unit: errors in a clause or a sentence that is considered irrelevant info or additional answer should be penalized as well.

מעריכים בכירים מועד ב' תשע"ח

נא לא להתקשר בשבת

נא לא להתקשר לפני 9:00 ואחרי 21:00

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

שם	טלפון בבית	פלאפון	רמות	הערות
אדלר הארי		054-7911372	A , G	
אהרון גינה		054-6799407	C , E	
ביטרן מארג'		052-2245055	A , B , C , E , G	
בראל ענת		050-7916166	C , E	
ברקוביץ סוניה		054-4790952	A , G	
גרבר עינת		050-7393535	C , E	
דואניס מרים		054-5700198	C , E	
חלאילה סוהאד		054-4760610	C , E	
יהב ריימונד		050-2224018	C , E	
כהן דבי		050-5710778	A , G	
לוי סידי	03-9692516		C , E	
ליבר מיקי		052-5937811	A , G	
ליפשיץ נעמי		052-8308215	G	
מסאלחה עבד		050-8244411	C , E	
מרציאנו אלן		050-5917625	C , E	
ספדי סולטאן		054-4981185	A , G	נא לא להתקשר בין 16:00-20:00
פינצ'בסקי נטליה	08-6431940		C , E	
פנדול אירינה		050-8158071	C , E	
צויגרך מקסין		052-3927822	A , G	
קובי מינה		050-2104004	A , G	
קורן ג'סי		053-8224300	A , G	
קליין חדי		052-3684422	C , E	
רט סיון		053-5207176	C , E	

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך