

## WINTER 2017 – 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 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 B, D, F, 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 B) 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' 016102, חורף תשע"ז**

**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.

**YORKVILLE RUNNING DAY**

1.	i) Who can participate in the run. (VB iii)	5
2.	ii) run 3 kilometers (VB i)	5
3.	a letter from their parents / a letter from their doctor	6
4.	at (a sale [of running equipment] at) the community center	6
5.	i) medals (VB ii)	5
6.	music AND / OR food	5
Total		32

**A WALK IN THE PARK**

7.	ii) Where Amanda takes her pet (VB i)	5
8.	(because) he / it is (an) unusual (pet) / a giant turtle	6
9.	People are always taking pictures of him.	6
10.	ii) she couldn't walk with Henry often (VB iii)	5
11.	iii) She knew that there are people who walk dogs. (VB iii)	5
12.	i) A person who likes pets (VB iii)	5
13.	She got 400 emails. / She got an email from Australia.	6
Total		38

(Questions 1-13=70 points)

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

**A HEALTHIER WAY TO EAT**

14.	iii) He eats different food on weekends. (VB ii)	5
15.	ii) he knows what is not healthy (VB i)	5
16.	ii) likes the food he makes (VB i)	5
17.	ii) can go up the stairs more easily (VB i)	5
18.	i) love to eat steaks (VB ii)	5
19.	ii) meat (VB i)	5
Total		30

(Questions 14-19=30 points)

**דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016381, חורף תשע"ז**

**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.

**A WALK IN THE PARK**

1.	ii) Where Amanda takes her pet. [VB: i]	7
2.	i) How old he is [VB: ii] iii) What he eats [VB: iv]	2×7=14
3.	<i>One of the following:</i> He walks very slowly. // Drivers do not see him. // The light turns red before he gets to the other side.	7
4.	People are always taking pictures of him.	7
5.	ii) she couldn't walk with Henry often [VB: iii]	7
6.	iii) She knew that there are people who walk dogs. [VB: iii]	7
7.	i) A person who likes pets [VB: iii]	7
8.	She got 400 emails. // She got an email from Australia.	7
9.	ii) She has to talk to people in the park. [VB: iii]	7
Total		70

(Questions 1-9=70 points)

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

**A HEALTHIER WAY TO EAT**

10.	iii) He eats different food on weekends. [VB: ii]	5
11.	ii) he knows what is not healthy [VB: i]	5
12.	ii) likes the food he makes [VB: i]	5
13.	ii) can go up the stairs more easily [VB: i]	5
14.	i) love to eat steaks [VB: ii]	5
15.	ii) meat [VB: i]	5

(Questions 10-15=30 points)

### **A HEALTHIER WAY TO EAT**

Amy: Welcome to our program The Food We Eat. Today we will talk to Jim Harris. He has a special way of eating. He eats differently on weekdays and weekends. He eats some kinds of food during the week and other kinds of food on weekends. So, Jim, please tell us what you eat.

Jim: During the week, I don't eat meat. I eat fruit, vegetables, nuts, rice and beans. But, on weekends and on holidays, I eat everything - meat, chicken and fish - together with all the other kinds of food.

Amy: Why do you eat this way?

Jim: Well, for a long time I had a problem. I know that it is not healthy to eat lots of red meat but I really enjoy eating steaks and hamburgers. I didn't think that I could stop eating meat completely. So, I found a way to eat less meat.

Amy: When did you start eating this way?

Jim: I started a year ago. I thought it would be hard for me not to eat meat every day, but it was very easy because I knew that on weekends I could eat meat. I also eat many tasty foods that I never ate before.

Amy: What tasty foods do you make?

Jim: Well, first, I make very good salads. I also cook different kinds of pasta with many fresh vegetables. My family loves the food I make but they also eat meat every day.

Amy: How do you feel after eating this way for a year?

Jim: I feel healthier and I have more energy. It is now easier for me to go up the stairs and take long walks. I also don't feel tired after lunch. My doctor tells me that the way I eat now is good for my heart and that I may even live longer.

Amy: What happens when you see your friends?

Jim: Well, some of my friends never eat meat. So I see them only during the week. But I also have some friends that love to eat hamburgers and steaks every day. We see each other on weekends.

Amy: Is it more expensive to eat like this?

Jim: No, it isn't. In fact, I save money during the week when I don't buy meat. Fruit and vegetables are less expensive than meat.

Amy: Thanks for telling us about your way of eating, Jim. This ends our program for today. Good bye.

**דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 016103, חורף תשע"ז**

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

**A NEW KIND OF GUARD**

**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.	iii) Why the mall needs more guards. (VB: iii)	8
2.	(1) a camera (2) a microphone	2x7=14
3.	ii) hear if something unusual is happening (VB: i)	8
4.	... the robot can find people.	8
5.	ii) So people will feel safe with them. (VB: iii)	8
6.	They (often) take pictures of them. / They kiss their heads.	8
7.	iii) They cost less than human guards. (VB: i)	8
8.	ii) isn't afraid that the robot will replace him (VB: iii)	8
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/s — 0 for the whole task.

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

Criteria	Descriptors				
<b>Question 9</b> <b>Content and Organization</b>	<ul style="list-style-type: none"> <li>task is <u>fully</u> on topic</li> <li>text is well rganized</li> <li>content is easily understood</li> </ul>		<ul style="list-style-type: none"> <li>task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes difficult to follow</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or fully <u>off</u> topic, but it is due to misunderstanding</li> <li>text is poorly organized</li> </ul>
	10	8	5	2	0
<b>Question 10</b> <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>use of appropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>occasional use of inappropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>consistent use of inappropriate vocabulary</li> </ul>
	6	5	4	2	1
<b>Question 11</b> <b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>hardly any errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>occasional incorrect use of basic language structures</li> <li>several errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, pronouns, prepositions</li> </ul>
	11	8	6	4	1
<b>Question 12</b> <b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of spelling, punctuation, capitalization</li> </ul>		<ul style="list-style-type: none"> <li>several errors of spelling, punctuation, capitalization, run-ons</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization, run-ons</li> </ul>
	3	2	1	--	0

(Questions 9-12=30 points)



**דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 16384, חורף תשע"ז**

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

**A NEW KIND OF GUARD**

**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) Why the mall needs more guards. [VB: iii]	7
2.	(1) a camera (2) a microphone	2x7=14
3.	ii) hear if something unusual is happening [VB: i]	6
4.	... the robot can find people.	6
5.	ii) So people will feel safe with them [VB: iii]	6
6.	They (often) take pictures of them. // They kiss them.	7
7.	iii) They cost less than human guards. [VB: i]	7
8.	ii) isn't afraid that the robot will replace him [VB: iii]	7

**(Questions 1-8 = 60 points)**

**PART II: APPRECIATION OF LITERATURE (60 points)**

**DUSK / Saki**

9.	ii) someone hurt his feelings [VB: iii]	8
10.	ii) He forgot the name of the hotel. [VB: i]	8
11.	One of the following: the (bar of) soap // proof (that he was telling the truth)	8
12.	(some) money <i>Accept:</i> He wanted him to believe his story.	8
13.	i) didn't tell the truth [VB: ii]	8

**(Questions 9-13 = 40 points)**

**דגם תשובות לשאלון באנגלית, שאלון ג', (MODULE C), מס' 016104, חורף תשע"ז**

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

**FINDING ADVENTURE IN MOUNTAINS OF JUNK**

**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.	i) Where Robbie was spending the afternoon. (VB: iii)	9
2.	(It has [lots of different kinds of] junk. / It doesn't have swings and slides. / It is organized by parents (in New York).	9
3.	iii) They like the feeling of danger. (VB: i)	9
4.	i) They bring in people to watch them. (VB: v) iii) They take away dangerous things. (VB: ii)	2x9=18
5.	ii) bring a letter from home (VB: iv)	8
6.	<i>Any one of the following is acceptable individually:</i> (It has) pots, pans, milk boxes and mud to play in.	9
7.	i) She created something new. (VB: iii)	9
8.	not to interfere	9
9.	lines 9-12: They develop their imagination (while playing). / They learn to use (real hammers, nails, and other) tools. <i>Any one of tools is acceptable.</i> lines 29-32: It helps them / children to be // Children / They will be / curious, tough and brave. // They / Children need opportunities to experience different things.	9
<b>Total</b>		<b>100</b>

(Questions 1-9=100 points)

**בהצלחה!**

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

**דגם תשובות לשאלון באנגלית, שאלון ג', (MODULE C), מס' 016382, חורף תשע"ז**

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

**FINDING ADVENTURE IN JUNK**

**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.	i) Where Robbie was spending the afternoon. [VB: iii]	8
2.	One of the following: (It has [lot of] junk. // It doesn't have swings and slides. / It is organized by parents (in New York).	8
3.	iii) They like the feeling of danger. [VB: i]	8
4.	i) take away dangerous things [VB: iv] iii) bring people to watch them [VB: v]	2x7=14
5.	i) She created something new. [VB: iii]	8
6.	not to interfere	8
7.	lines 7-9: One of the following: They develop their imagination (while playing). // They learn to use (real) tools. lines 21-24: One of the following: It helps them / children to be / Children / They will be curious, tough and brave. // They / Children need opportunities to experience the real world (by themselves).	2x8=16
<b>Total</b>		<b>70</b>

(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).

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

Criteria	Descriptors				
<b>Question 8</b>  <b>Content and Organization</b>	<ul style="list-style-type: none"> <li>task is <u>fully</u> on topic</li> <li>text is well organized</li> <li>content is easily understood</li> </ul>		<ul style="list-style-type: none"> <li>task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes difficult to follow</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or fully <u>off</u> topic, but it is due to misunderstanding</li> <li>text is poorly organized</li> </ul>
	10	8	5	2	0
<b>Question 9</b>  <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>use of appropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>occasional use of inappropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>consistent use of inappropriate vocabulary</li> </ul>
	6	5	4	2	1
<b>Question 10</b>  <b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>hardly any errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>occasional incorrect use of basic language structures</li> <li>several errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, pronouns, prepositions</li> </ul>
	11	8	6	4	1
<b>Question 11</b>  <b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of spelling, punctuation, capitalization</li> </ul>		<ul style="list-style-type: none"> <li>several errors of spelling, punctuation, capitalization, run-ons</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization, run-</li> </ul>
	3	2	1	--	0

(Questions 8-11=30 points)

**דגם תשובות לשאלון באנגלית, שאלון ה', (MODULE E), מס' 016481, חורף תשע"ז**

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

**BEES IN THE CITY**

- \* 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.	ii) [VB: iv] How Harper got her experience with bees.	8
2.	[We learn why she need to] wear a protective suit <b>OR</b> have experience with bees. * Accept: 'capture huge swarms of bees' (because they are there on the streets)	8
3.	i) [VB: i] Why the New York police hired Harper.	8
4.	[... we are given two reasons why people in NY] keep / started keeping beehives (on the roofs) (of their apartment buildings) // keep bees. * Accept: 'grow bees' // 'have to worry about swarms of bees (in spring)' <u>Seniors</u> , this is acceptable because there <u>are</u> two reasons for this in p. 2: (1) People keep bees on rooftops. (2) They don't know how to do it properly.	8
5.	ii) [VB: iii] How bees behave in spring.	8
6.	[Bees don't] swarm // leave the hive in a swarm // leave their home (in a swarm) (to find a new place to build a new one). * Accept: fly <u>away</u> (in swarms) // fly in swarms (because the very act of swarming has the element of leaving)	8
7.	[She is referring to the cost of] providing / building / finding new homes for the captured swarms.	8
8.	iii) [VB: i] Why the bee swarms can be dangerous. v) [VB: vi] What could help solve the problem of bee swarms.	2x7=14

**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.

**TRAINING GUIDE DOGS FOR THE BLIND**

9.	ii) [VB: iii] What the puppies need to be taught.	5
10.	iii) [VB: ii] Why she goes to see them often.	5
11.	ii) [VB: i] When not to obey a command.	5
12.	The dog's and / or person's personality / size <b>OR</b> The owner's lifestyle <b>OR</b> If the person is nervous / likes to be (physically) active <b>OR</b> If the dog is quiet / energetic.	5
13.	i) [VB: ii] How blind people benefit from having a guide dog.	5
14.	[People who] have (some) experience with dogs.	5

**Hello, listeners, and welcome to our program "Unusual Careers." Our guest today is Rose Johnson, from the Los Angeles Center of Guide Dogs for the Blind. Hello, Rose.**

Hello. Thank you for inviting me.

**First of all, can you tell us exactly what you do at the Center?**

I'm in charge of the puppy program. For a dog to become a good guide dog for a blind person, it needs to receive a lot of training. We take puppies that seem confident and friendly, and place them for one year in the care of volunteer families. During this time, they have to learn the basic rules of good behavior – for example, to obey commands, to stay beside their owner even in crowded places, and not to bark at strangers.

**Do you have a special training program that all the families must follow?**

Well, we have a set of goals we want the puppies to reach in the first year. But each puppy is different. They learn at different speeds and in different ways. It's my job to help the family find the best way to train the puppy living with them. I visit each family every week to check how much progress the puppy has made, and to give advice when necessary. I also organize group walks with several puppies so that they can get used to being around other dogs.

**What happens when the year is over?**

We bring the young dog to our Center for the next stage of its training. Here it learns the specific skills of a guide dog – for example, how to guide its owner to walk around obstacles like a table or a chair that might be in the way, and how to sit quietly beside the owner and wait for a command. We also teach it something we call "intelligent disobedience," which means the dog will not obey a command if it is not safe to do so. For instance, it will refuse to cross the street if a car is coming. When the dog is fully trained, we start the matching process.

**The matching process? What's that?**

Each dog has to be matched with the right owner. Finding the perfect dog for a particular blind person takes a lot of skill and experience. We need to consider the size of the dog and the size of the person. We also look at their personalities, and at the owner's lifestyle. For example, we match a nervous person with a quiet dog, and give an energetic dog to someone who likes to be physically active. After we match a dog with an owner, the two of them get intensive training together before they go off to start their new life.

**You must get a lot of satisfaction from your job, Rose. To conclude this interview, could you tell us which part of your work you like best?**

Every day I get to see our guide dogs give blind people an incredible sense of confidence, independence, and freedom. And I've always loved dogs, and dreamed of training guide dogs since I was a child, so this is really the perfect career for me. By the way, we're always looking for more volunteers. So if you have some experience with dogs and would like to raise a puppy for us, please give us a call.

**Well, I'm sure you'll be hearing from some of our listeners. Thanks for coming today, Rose. And to you listeners, goodbye.**

דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016582, חורף תשע"ז

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

UNLOCKING THE SECRETS OF MEMORY

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

**General comment:** Accept 'super memory' with or without quotation marks.

1.	ii [VB: i] What the reviewer thinks of the book.	7
2.	[... we learn why researchers] studied / conducted studies of people with super memory.	8
3.	ii [VB: iii] It is the result of practice.	7
4.	[... Filmore explains why people no longer] (want to) devote (the) time and / or effort (required) to improve their memory skill <b>OR</b> try / want to improve their memory (skills) <b>OR</b> try to develop "super memory". * If write 'devote the time... to do <u>that</u> ' = --- pts off.	8
5.	[One implication is that we cannot] trust / rely on our memory <b>OR</b> rely on eye-witness testimony (in the courtroom).	8
6.	iv [VB: iii] We believe that we remember them accurately.	7
7.	To help / benefit people with / (who are) troubled by traumatic memories.	8
8.	iii [VB: vi] Why Filmore's book is thought-provoking.	7

**PART II: WRITTEN PRESENTATION (40 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.
3. If give reasons for and / or against the idea without specifying their opinion, do not deduct.

**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				
<b>Question 9</b> <b>Content and Organization</b>	<ul style="list-style-type: none"> <li>the task is fully on topic</li> <li>task is well organized</li> <li>content is easily understood</li> <li>text is written mostly in student's own words</li> </ul>		<ul style="list-style-type: none"> <li>the task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes hard to follow</li> <li>chunks of the task are not written in student's own words</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or fully <u>off</u> topic, but it is due to misunderstanding</li> <li>text is poorly organized</li> <li>content cannot be understood</li> </ul>
	8	6	4	2	0
<b>Question 10</b> <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>correct use of varied and rich vocabulary</li> <li>appropriate word / idiom choice and usage</li> <li>use of appropriate register</li> </ul>		<ul style="list-style-type: none"> <li>correct use of appropriate vocabulary</li> <li>several errors of words / idiom choice and usage</li> <li>occasional use of inappropriate register</li> </ul>		<ul style="list-style-type: none"> <li>very limited or inappropriate vocabulary</li> <li>frequent errors of word / idiom choice and usage</li> <li>inappropriate register</li> </ul>
	8	6	4	2	0
<b>Question 11</b> <b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of advanced language structures</li> <li>hardly any errors of word order, connectors, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>incorrect or no use of advanced language structures</li> <li>several errors of tense, word order, connectors, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, connectors, pronouns, prepositions</li> </ul>
	16	12	8	4	0
<b>Question 12</b> <b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of spelling, punctuation, capitalization; correct use of paragraphing</li> </ul>		<ul style="list-style-type: none"> <li>occasional errors of spelling, punctuation, capitalization, run-ons</li> <li>limited use of paragraphing</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization, run-ons; no paragraphing</li> </ul>
	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 4-7 pts	Items worth 8-10 pts	Comments
<b>C1</b>	1 pt off <u>total</u>	2 pts off <u>total</u>	Deduction is for <u>whole</u> question, NOT per item.
<b>C2</b>	1 pt off	2 pts off	Deduction is per <u>item</u>
<b>C3</b> <b>AND</b> <b>C4</b>	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.
<b>C5</b>	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 new sentence

**L4** = ignoring the stem without starting new sentence

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 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.

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

**מעריכים בכירים מועד חורף תשע"ז**

נא לא להתקשר בשבת

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

שם	טלפון בבית	פלאפון	רמות	הערות
אבו פול פאיזה	04-6385616	052-5497740	D ספרות, E, C	ביום ו' לא להתקשר לפני 13:00
אדלר הארי	04-6574972	054-7911372	F ספרות, A, G	
אהרון גינה	09-8623704		D ספרות, E, C	
ביטרן מארג'	077-4280160	052-2245055	C, D, E	
בראל ענת	08-9400301	050-7916166	D, E ספרות, C	
ברקוביץ סוניה	08-8527515	054-4790952	F ספרות, G, A	
גרבר עינת	08-8544002	050-7393535	D ספרות, E, C	
דואניס מרים	03-9527523		B, C, E	לא להתקשר אחרי 21:00
חלאילה סוהאד	04-6782968	054-4760610	B, C, E	
יהב ריימונד	03-9464507		B, C, E	
לוי סידי	03-9692516		B, C, E	לא להתקשר אחרי 21:30
ליבר מיקי	09-7712366	052-5937811	F ספרות, A, G	
ליפשיץ נעמי	02-5384596	052-8308215	F ספרות, G	
מורל ורדה	02-9974371	054-6588584	F ספרות, A, G	
מסאלחה עבד		050-8244411	B, C, E	לא להתקשר אחרי 21:30
מרציאנו אלן	04-6264776		C, D, E	
נירנברג בארי	08-6519685	054-7451201	F ספרות, G	
ספדי סולטאן		054-4981185	F ספרות, A, G	נא לא להתקשר בין 16:00-20:00
פינצ'בסקי נטליה	08-6431940		D ספרות, C, E	
פנדול אירינה	077-2107788	050-8158071	D ספרות, E, C	
קובי מינה	02-6761114	050-2104004	F ספרות, A, G	
קליין חדי	03-7323164	052-3684422	B, C, E	
רבין יונה	02-9931364		D ספרות, E, C	לא להתקשר אחרי 21:00

**בהצלחה!**

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