<u>דגם תשובות לשאלון באנגלית, שאלון ג' (MODULE C), מס' 016382, קיץ תשע"ט</u>

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)
WHO BENEFITS FROM ACTS OF KINDNESS?

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)	What can make people's lives happier. (**VB** iv)	8
2.		Group one: They were asked to do something kind for others. Group two: The second group did not do any kind acts at all. AND/OR They were only asked to watch acts of kindness (that others did).	2×9=18
3.		(an act of) kindness // (to do) something kind (for others).	9
4.	ii)	to do things as they usually did (**VB** i)	9
5.		to see how happy they were	9
6.	ii)	The answers of groups one and two showed similar results. (**VB** iv)	9
7.	iv)	Watching acts of kindness makes us feel as good as doing them. (**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. 7 pts.
2. In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
   - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
   - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. <u>However</u>, the use of individual vocabulary items from the unseen passage is acceptable.
3. An <u>entire</u> composition will receive a zero when any of these criteria occur:
   - there are fewer than 25 words
   - the piece is totally unrelated to the topic
   - the content cannot be understood at all
   - the composition has been copied from the Internet (In this case a *chashad* (חשד) will be reported <u>with the address of the Internet site</u>.)
4. Do not include the following words when doing the word count:
   - letter elements (e.g. date, Dear X, Yours/Love and kisses, signature).
   - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
   - substantial parts are copied word for word from the reading passage.
   - a title (Note that students are not required to write a title.)
5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion.
6. Deduction for Length (70-90 words)

# of words	# points deducted
69-60	1
59-50	2
49-40	6
39-30	10
29-25	15
Fewer than 25	30

MODULE C – WRITING RUBRIC				
Criteria	**Correct**	**Partially Correct**	**Minimally correct**	**Incorrect**
CONTENT AND ORGANIZATION	• on topic • information is relevant • content is understood • text is well organized	• partially on topic • information is partially relevant • content is partially understood • text is partially organized	• minimally on topic • information is minimally relevant • content is minimally understood • text is minimally organized	• not on topic • information is not relevant *In most cases, when both the above bullets are applicable, it will result in zero for the entire task.*
10	10	7	3	0
VOCABULARY	• correct use of words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations)	• partially correct use of words • partially appropriate use of instances of chunks and phrases	• minimally correct use of words • minimally appropriate instances of chunks and phrases	• incorrect use of words • inappropriate use of chunks and phrases
8	8	5	2	0
LANGUAGE USE	correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	partially correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	minimally correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	incorrect use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: • spelling • punctuation, capitalization • no run-on sentences	partially correct use of: • spelling • punctuation, capitalization • some run-on sentences	minimally correct use of: • spelling • punctuation, capitalization • frequent run-on sentences	Incorrect use of: • spelling • punctuation, capitalization • consistent use of run-on sentences
4	4	2	1	0
(Question = 30 points)				

BREAKDOWN OF CRITERIA WITH FURTHER CAVEATS AND EXPLANATIONS:

Criteria	Correct	Partially Correct	Minimally correct	Incorrect
CONTENT AND ORGANIZATION	• on topic • information is relevant • content is understood • text is well organized	• partially on topic • information is partially relevant • content is partially understood • text is partially organized	• minimally on topic • information is minimally relevant • content is minimally understood • text is minimally organized	• not on topic • information is not relevant *In most cases, when both the above bullets are applicable, it will result in zero for the entire task.*
10	10	7	3	0

Partially correct:
— when all the requirements of the task are not completed such as when students must "describe an invention <u>and</u> explain how it could change their lives" but they <u>only</u> describe the invention;
— when the student writes the task in the wrong tense, for example, instead of describing an event in the past, the student describes a future event;

Minimally correct:
— a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic <u>clearly</u> reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school;
— if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
— When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task <u>almost</u> incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
— In cases when the content is <u>completely</u> incomprehensible due to the above, zero should be given to entire task.

Partially organized (Deduct 1 - 2 points in each of the following cases):
— when the student writes in list form;
— when the student writes in letter format (date, Dear X, signature) in tasks that are not letters;
— when the student begins with "Hi"/ "Hi. My name is.../ I live in.../ I study at X school/ I am seventeen years old" when it is irrelevant to the topic or task. (Note that there may be cases when this opening is appropriate such as in informal letters.)
— when the task is a letter and the student does not use the elements of the letter form at such as date, Dear X, signature.

Deduct 1-3 points for the following case:
if whole ideas are repeated (for example: "I love my job... I like my job very much... I'm so fond of my job... I'm crazy about my job").

VOCABULARY	• correct use of words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations)	• partially correct use of words • partially appropriate use of instances of chunks and phrases	• minimally correct use of words • minimally appropriate instances of chunks and phrases	• incorrect use of words • inappropriate use of chunks and phrases
8	8	5	2	0

Deduct up to 3 points for each of the following cases:

— when vocabulary is correct but repeated; for example, using the word very and much over and over

— when the student uses slang in general or in abbreviations such as 4U (for you), BTW (by the way)

LANGUAGE USE	correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	partially correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	minimally correct use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions	incorrect use of: • basic tenses and/ or basic language structures • word order • pronouns and prepositions
8	8	5	2	0

Correct use of language:

Students are expected to be able to formulate sentences correctly using the basic tenses (present simple/ progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns. Deductions for errors in these basic language structures should be made according to severity.

Along with deductions for basic language errors, credit of several points can be given if the student uses more advanced language correctly such as the perfect tenses, gerunds/infinitives, complex sentence structures (conditionals, relative clauses, temporal clauses, etc.)

MECHANICS	correct use of: • spelling • punctuation, capitalization • no run-on sentences	partially correct use of: • spelling • punctuation, capitalization • some run-on sentences	minimally correct use of: • spelling • punctuation, capitalization • frequent run-on sentences	Incorrect use of: • spelling • punctuation, capitalization • consistent use of run-on sentences
4	4	2	1	0

— The maximum deduction for spelling alone is 2 points. When problematic spelling is accompanied by errors of punctuation, capitalization and/or run-on sentences, more points may be deducted.

— *N.B.* Unlike the requirements of the Module G writing task, the students writing the Module C task should not be penalized for not "paragraphing". Namely, the task can be one paragraph or more.