משרד החינוך
המזכירות הפדגוגית
הפיקוח על הוראת האנגלית

מכון הנרייטה סאלד
המרכז לבחינות בגרות

SUMMER 2016 – GENERAL GUIDELINES FOR MARKING THE MODULES

General comments on tasks requiring written answers:

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

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

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

4. If use <u>SMS texting</u> (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 <u>ditto</u> signs where appropriate.

6. If student uses <u>three dots</u>, deduct as follows:
   - If gives the <u>first word(s) and the last word(s)</u> 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 <u>only the first word(s)</u> of the answer, eg "John (went)..." = 0 pts
   - If <u>adds</u> three dots <u>after</u> writing out the answer, do not deduct.

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

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

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

ACCESS TO INFO FROM WRITTEN TEXTS

General

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

* <u>All deductions for language</u> (ie grammar, spelling, punctuation, and ignoring the stem in answer requiring sentence completions) <u>must not exceed 50% of the total number of points</u> 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 <u>grammar / spelling + punctuation</u> errors

* **No deduction for <u>spelling</u> / <u>punctuation</u> 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 <u>maximum</u> allowed per item for <u>language</u> 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.

* **<u>Misuse of apostrophes</u> is divided into two categories:**

   <u>Abbreviations</u> (eg 'hasnt') are considered <u>spelling</u> errors.

   <u>Possessives</u> (eg 'the students answer is correct') are considered <u>grammar</u> 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. T<u>hen </u>make the deduction from available criteria, starting with <u>content</u> criterion.

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דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016102, קיץ תשע"ו

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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.

HELP FIGHT CLIMATE CHANGE

1.	i) How the climate is changing. [**VB:** ii]	6
2.	... to turn off lights. ... to save electricity remember to turn off lights – 2 pts. ign. stem	6
3.	ii) to stop air pollution. [**VB:** ii]	6
4.	... recycle *Accept:* "remember to recycle"	6
5.	ii) meet with other young people. [**VB:** iii]	6
Total		30

'LIBRARIES OF THINGS'

6.	i) found information in libraries. [**VB:** iii]	5
7.	M/modern technology (changed everything.) AND/OR (now) people can (easily) get information without visiting the library. *Do not accept*: "Today libraries do not have only books."	5
8.	They are too expensive (for many people to buy). *Accept:* "some libraries have things that are too expensive to buy." too expensive – 1 miss. information	5
9.	ii) take tools home from the library. [**VB:** i]	5
10.	(They can) grow vegetables. / cook (healthy) (food). *Accept:* "one library in Washington has a kitchen where children learn to cook healthy food." "I teach people how to grow vegetables in the library's garden." – 2 partially correct info. *Do not accept:* "people like to be with each other and do things together."	5
11.	iii) Libraries don't have shelves for big things. [**VB:** i] iv) People might not return small pieces from games. [**VB:** ii]	2×5=10
12.	i) teaches people how to do things. [**VB:** iii]	5
Total		40

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXT (30 points)
HOW HORSES CAN HELP US

13.	ii) He uses horses to help people. [**VB:** iii]	5
14.	i) be more confident [**VB:** ii] iii) think about others [**VB:** v]	2×5=10
15.	ii) He uses smaller horses. [**VB:** i]	5
16.	iii) relax when they are with horses [**VB:** i]	5
17.	i) find answers to their problems [**VB:** ii]	5
Total		30

דגם תשובות לשאלון באנגלית, שאלון א׳, (MODULE A) מס׳ 016381, קיץ תשע״ו

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

LIBRARIES OF THINGS

1.	iii) met with other students in the library. **(VB** i)	7
2.	ii) Technology helps people find information. **(VB** iii)	8
3.	they are too expensive (for many people) (to buy). *Accept:* "some libraries have things that are too expensive to buy." too expensive – 1 miss. information	8
4.	ii) take tools home from the library **(VB** i)	7
5.	Accept any answer. Give points if students left the question unanswered.	8
6.	to sew / sewing "(saw) sewing machines" – 2 partially incorrect "she saw sewing machines in the library and decided to return to her favorite hobby." – 2 partially incorrect	8
7.	(They can) grow vegetables // cook ([healthy] food). *Accept:* "one library in Washington has a kitchen where children learn to cook healthy food." "so, I teach groups of people how to grow vegetables in the library's garden." – 2 partially correct info. *Do not accept:* "people like to be with other people and do things together."	8
8.	iii) The libraries need places to put big things. **(VB** ii)	8
9.	i) teaches people how to do things. **(VB** iii)	8
Total		70

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

HOW HORSES CAN HELP US

10.	ii) He uses horses to help people. **(VB** iii)	5
11.	i) be more confident **(VB** ii) iii) think about others **(VB** v)	5×2=10
12.	ii) He uses smaller horses. **(VB** i)	5
13.	iii) relax when they are with horses **(VB** i)	5
14	i) find answers to their problems **(VB** ii)	5
Total		30

Hello, listeners. My name is Sally Jones. Welcome to our program, "A Helping Hand". Today we are going to talk to Tom Watson. Tom works on a horse farm near Jerusalem. He will tell us about his unusual job. Hi, Tom.

Hi, Sally.

So what can you tell us about your job, Tom?

I work on a special horse farm. People who have problems come to me for help. I use horses to help them. After spending time with the horses, these people often feel better.

Why did you choose this kind of work?

I love horses and I like to help people. So this is the perfect job for me.

How can the horses help people?

Horses work well with people. They can see the way people talk and move. If you are angry, the horse will walk away. If you feel afraid, the horse will be nervous. But if the horse sees you are sad, it will let you come near it.

What can horses do for people that other people cannot do?

Some people don't like to talk about their problems. But when they are with a horse, they don't have to talk. Being close to a big animal makes them feel stronger. When they think that the horse likes them, they become more confident.

What do people do when they come to your farm?

They take the horses for walks. They feed them and brush them. And, of course, they also ride them. Working with the horses helps people learn to think about others.

I know that some people are afraid of horses. Do they also come to the farm?

Yes, they do. In the beginning, these people are nervous because the horses are so big. But that's okay. When that happens, I use smaller horses. When they see that the horses like them, they are ready to work with them.

Why do you think horses make people feel better?

I think that horses help people relax and not worry about their problems. After a few hours with the horses, they can think better. People tell me that they find answers to their problems after their visit to the farm.

That's amazing. Thank you, Tom, for this interesting interview. That ends our program for this week. Goodbye.

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דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 016103, קיץ תשע"ו

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

A NEW KIND OF DESK

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) Why sitting for many hours is bad. [**VB:** iii]	8
2.	i) They can stand or sit in class. [**VB:** ii]	8
3.	*One of the following:* (The) pupils behave better. / pay more attention (to the lesson). / The kids find the lessons more interesting.	9
4.	... do better (on tests.) // ... improve their bodies AND/OR minds.	9
5.	(Both parents and children can use the same desk because) they can make it / the desk higher or lower. // (Because) it's very easy to put the desk together. (There are only nine pieces in each Winwin desk.)	9
6.	i) the desk is easy to build. [**VB:** ii]	9
7.	iii) you can get new pieces for it [**VB:** i]	9
8.	ii) Why people should use standing desks. [**VB:** i]	9
Total		70

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 sentence in addition to 30 words of his own – deduct 3 pts. from content. BUT if he adds fewer than 30 words deduct <u>ALSO</u> for length.
3. If student misuses pronouns – deduct 2 pts. from content.
4. If student only copies the instruction sentence – 0 for the whole task.
5. If written in letter format – deduct up to 3 pts.
6. If starts with "My name is..." – deduct 2 pts. from content.
7. If writes in the plural form ("we" / "my friends") – accept.
8. If writes in the present / past / future tenses – accept.
9. 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 9 **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 10 **Vocabulary**	• use of appropriate vocabulary			• occasional use of inappropriate vocabulary		• consistent use of inappropriate vocabulary	
	6		5	4	2	1	
Question 11 **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 12 **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	

דגם תשובות לשאלון באנגלית, שאלון ב׳, (MODULE B), מס׳ 16384, קיץ תשע״ו

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

A NEW KIND OF DESK

1.	ii)	Why sitting for many hours is bad. [**VB:** iii]	7
2.	i)	They can stand or sit in class. [**VB:** ii]	8
3.	*One of the following:* (The) pupils behave better. / pay more attention (to the lessons). / (The) kids find the lessons more interesting.		8
4.	do better (on tests) // ... improve their bodies AND/OR minds.		7
5.	(Both parents and children can use the same desk because) they can make it / the desk higher or lower.		8
6.	i)	the desk is easy to build [**VB:** ii]	7
7.	iii)	you can get new pieces for it [**VB:** i]	7
8.	i)	Why people should use standing desks. [**VB:** ii]	8

PART II: APPRECIATION OF LITERATURE (40 points)

9.	i)	disappointed [**VB:** ii]	8
10.	i)	He forgot the name of his hotel. [**VB:** iii]	8
11.	ii)	Some money. [**VB:** iii]	8
12.	iii)	Norman found a bar of soap. [**VB:** ii]	8
13.	(had) lied / didn't tell him the truth / wasn't honest		8

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הפיקוח על הוראת האנגלית

דגם תשובות לשאלון באנגלית, שאלון ג׳, (MODULE C), מס׳ 016104, קיץ תשע״ו

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

HOW SCIENCE IS TRYING TO HELP US EAT BETTER

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.

1.	ii) the amount of salt and sugar Americans use [**VB:** iii]	8
2.	(By July 2011,) sales (had) decreased (so much) / (so much that the company had to put the salt back into its soups.)	8
3.	iii) How to keep their old customers. [**VB:** iv]	8
4.	i) They can make our food taste better. [**VB:** ii]	8
5.	The aroma of beef was added to (the / a) (salt-free) soup. // The soup had phantom aromas (in it). // Phantom aromas we've added.	8
6.	... it / the cake was sweet.	9
7.	(to) removing / to remove [(all of) the] salt or sugar [from (the) food] // (**to** make / making it possible) **for** food companies to remove [(all of) the] salt or sugar] from (the / their) food.	9
8.	*One of the following:* He invented the term "phantom aromas". // He has been researching phantom aromas (for the last five years) (and has already succeeded in removing 10% of the salt in foods (like potato chips and / or soups) // He removed / has (already) succeeded in removing 10% of the salt in foods (like potato chips and / or soups)	9
9.	ii) They may work best with phantom aromas. [**VB:** iv]	8
10.	iii) There are already too many artificial ingredients in food. [**VB:** ii] vi) Food companies still add too much salt to their food. [**VB:** v]	2×8=16
11.	iv) how researchers can help food companies [**VB:** iii]	9
Total		100

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דגם תשובות לשאלון באנגלית, שאלון ג׳, (MODULE C), מס׳ 016382, קיץ תשע״ו

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

HOW SCIENCE IS TRYING TO HELP US EAT BETTER

1.	ii)　the amount of salt Americans use　**(VB** iii)	7
2.	(By July 2011) sales (had) decreased (so much) so much that the company had to put the salt back into its soups.)	8
3.	i)　They can make our food taste better.　**(VB** ii)	8
4.	The aroma of beef was added [to (the / a) (salt-free) soup]. // The soup had phantom aromas (in it). // Phantom aromas were added.	8
5.	(to) removing / to remove [(all of) the] salt [from (the) food] // (**to** make / making it possible) **for** food companies to remove [(all of) the] salt from (the / their) food.	8
6.	*One of the following:* He invented the term "phantom aromas". // He has been researching phantom aromas (for the last five years) (and has already succeeded in removing 10% of the salt in foods (like potato chips and/or soups. // He removed / has (already) succeeded in removing 10% of the salt in food (like potato chips and soups).	8
7.	ii)　They may work best with phantom aromas.　**(VB** iv)	7
8.	ii)　There are already too many artificial ingredients in food.　**(VB** i)	8
9.	iv)　how researchers can help food companies　**(VB** iii)	8
Total		70

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 misuses pronouns — deduct 2 pts from content.
5. If student writes in a list form, deduct 2 pts from content.
6. If student writes in letter format (date, Dear X, signature), deduct up to 2 points from content.
7. 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).
8. Deduction for length (task required: 70-90 words).

# of words	# points off
69-59	2
58-48	4
47-37	6
36-26	8
less than 25	30

Criteria	Descriptors				
Question 10 **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
	10	8	5	2	0
Question 11 **Vocabulary**	• use of appropriate vocabulary		• occasional use of inappropriate vocabulary		• consistent use of inappropriate vocabulary
	6	5	4	2	1
Question 12 **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 13 **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

דגם תשובות לשאלון באנגלית, שאלון ה׳, (MODULE E), מס׳ 016106, 405, 016481, קיץ תשע״ו

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

THROW-WAY SOCIETY

* **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.	iii) [**VB** iv] What was decided at the conference. vi) [**VB** v] What has happened since 1992.	2×8=16
2.	[**... explains why people**] (constantly) throw out [so many] things // throw things away // throw things in the garbage.	7
3.	iii) [**VB**] Why throwing out electrical appliances is harmful.	8
4.	1. [**Customers will be able to**] know how long (the) products / (electrical) appliances (they bought) are expected to work / will work. 2. [**Customers will be able to**] get / have free repairs for two years (after purchase).	2×8=16
5.	iv) [**VB**] Ways to reduce waste.	8
6.	ii) [**VB**] many repair cafes have been opened	7
7.	[**... Dan Herbert explains why we should**] buy fewer things / products (and use them longer) / use things / products longer * NOT: 'change our throw-away society'	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.

PROBLEMS WITH SUGAR

8.	iii) [**VB**] Why children consume more sugar than adults do.	5
9.	[**... they might**] have bad teeth // need to have their teeth removed **OR** be(come) overweight // be(come) / get fat // gain weight	5
10.	i) [**VB**] How they make it easy for customers to buy sweet things.	5
11.	(The) dangers of (eating) (too much) sugar **OR** How to prepare food with less sugar. **OR** To buy fewer sweets with sugar.	5
12.	ii) [**VB**] How they made sweet drinks more expensive.	5
13.	iii) [**VB**] Eat food that is naturally sweet.	5

Hello listeners, and welcome to our program Keeping Healthy. With us today is Dr. Helen Baker, head of the organization Eating Well. She is going talk to us about the importance of reducing the amount of sugar children eat. Hello, Dr. Baker, and welcome to the studio.

Hello, it's good to be here.

First of all, could you explain to us why your organization is especially concerned about the amount of sugar that children eat?

Well, all age groups today are eating more sugar, but the increase is most dramatic among children. As we all know, children love candy and cookies and sweetened drinks, so they tend to consume a lot more of those things than adults do. In fact, the amount of sugar young children consume is now more than double the amount recommended by doctors, and that is very worrying.

Why is it so serious?

Well, it's no secret that sugar is bad for your teeth. In fact, dentists report that more and more young children have bad teeth, or even need to have their teeth removed because they are in such bad condition. Another problem is that food products which contain a lot of sugar are often very fattening, so we are also seeing many more children who are overweight.

What is your organization trying to do about the problem?

Well, first of all, we're trying to encourage parents to buy fewer sweet things for their children. But we do realize how difficult that can be, especially because supermarkets always put candy and chocolate right in the area where customers pay. That enables a parent with an impatient child to easily pick up some candy to keep him quiet. So one thing we've done is to ask supermarkets to move the sweets away from this area, but unfortunately, we're still waiting for things to change. We've also published materials that tell parents about the dangers of eating too much sugar, and how to prepare food with less sugar.

I understand that some governments are also beginning to take action?

Yes, that's right. Some governments have put a special tax on drinks containing sugar. This makes those drinks more expensive, so that fewer people are likely to buy them. The governments believe this will encourage the manufacturers of these drinks to offer healthier products instead.

That sounds good. But there's one last question I have to ask: if parents do as you recommend, won't kids be unhappy?

Yes, they probably will, but don't forget there are all sorts of healthy foods that are naturally sweet. Think of all the fresh fruit that is available – apples, melons, grapes. Kids can eat those when they want something sweet. In addition, you can buy the yoghurt and cereal that have no sugar added to them, and then use cinnamon or vanilla to make them tastier. In any case, our organization is not saying, don't have any food with added sugar – we're just saying, have less. And make sure you eat well and get plenty of exercise – that's the best way to stay healthy.

Thank you, Dr. Baker, that's very good advice for all of us. We'll be back next week to find out more about keeping healthy. Until then, goodbye.

מכון הנרייטה סאלד
המרכז לבחינות בגרות

\- 15 -

משרד החינוך
המזכירות הפדגוגית
הפיקוח על הוראת האנגלית

<u>דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016108, 407, 016582, קיץ תשע"ו</u>

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

PUSH IN THE RIGHT DIERCTION

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

1.	iii [**VB:** ii] How people's personal choices can affect others.	7
2.	[**He means that people**] continue making bad choices // don't change their behavior (despite government efforts) // are not influenced by the government attempts / measures (taken / meant) to affect / change their behavior / decisions. * If answer relates only to a *specific* example, eg 'continue smoking' = 0 pts * Accept if make generalization and also add specifics, eg 'continue with their bad habits, such as smoking and eating unheathy food'.	8
3.	ii [**VB:** iii] What they are meant to achieve.	7
4.	(Because) they are too lazy to / have to sign the papers to opt out // to fill out (the) forms to opt out // they can't be bothered to fill out (the) forms to opt out (of it / the plan) **OR** (Because of) their / the / our (natural) inclination to avoid doing anything that requires extra effort **OR** (Because) they have a natural inclination to / tend to / prefer to avoid doing anything that requires extra effort.	8
5.	[**People are more likely to vote if**] they think / are told / know (that) their neighbors (are going to / do) vote // their neighbors do / will. * Without element of 'know / think' eg '[more likely to vote] if their neighbors do' = C3 = 2 pts off.	8
6.	i [**VB:** ii] Nudge strategies are based on the way people usually behave.	7
7.	iv [**VB:** iii] Because people don't realize they are being influenced.	7
8.	[**... the writer gives reasons why some people**] don't like / object to / criticize nudge strategies.	8

PART II: WRITTEN PRESENTATION (40 points)

1.   If write in <u>full letter format</u>, deduct **2 pts**. Accept if address the passage to <u>Dear Reader(s) / Editor</u>.

2.   If write in list form, ded. **2 pts** from content criterion.

3.   If give reasons for agreeing or disagreeing with the statement 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				
Question 9 **Content and Organization**	• the task is fully on topic • task is well organized • content is easily understood • text is written mostly in student's own words		• 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		• 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
Question 10 **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 11 **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 12 **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>

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

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 2016

נא לא להתקשר בשבת

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

הערות	רמות	פלאפון	טלפון בבית	שם
	ספרות F A, G	054-7911372	04-6574972	אדלר הארי
	ספרות D E, C		09-8623704	אהרון גינה
	C , D , E	052-2245055	077-4280160	ביטרן מארג'
	ספרות C D, E	050-7916166	08-9400301	בראל ענת
	ספרות F G, A	054-4790952	08-8527515	ברקוביץ סוניה
	ספרות D E, C	050-7393535	08-8544002	גרבר עינת
ביום ו' לא להתקשר לפני 13:00	ספרות D 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
	ספרות F A, G		09-7712366	ליבר מיקי
	ספרות F G	052-8308215	02-5384596	ליפשיץ נעמי
	ספרות F A, G	054-6588584	02-9974371	מורל ורדה
לא להתקשר אחרי 21:30	B , C , E	050-8244411		מסאלחה עבד
	ספרות F G	054-7451201	08-6519685	נירנברג בארי
נא לא להתקשר בין 20:00-16:00	ספרות F A, G	054-4981185		ספדי סולטאן
	ספרות D C, E		08-6431940	פינצ'בסקי נטליה
	ספרות D E, C	050-8158071	077-2107788	פנדול אירינה
	ספרות F A, G	052-3927822	03-6993677	צויגרך מקסין
	ספרות F A, G	050-2104004	02-6761114	קובי מינה
לא להתקשר אחרי 20:00	ספרות F A, G	050-6234945	04-6400604	קורן ג'סיקה
	B , C , E	052-3684422	03-7323164	קליין חדי
לא להתקשר אחרי 21:00	ספרות D E, C		02-9931364	רבין יונה
	ספרות D E, C	057-5207176	077-5588855	רט סיון