

WINTER 2016 – 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"ו

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 LETTER TO A FRIEND

1.	ii) Amit wrote a letter on paper. (VB iii)	5
2.	(There are no / The teenagers don't have) cellphones and / or computers (in the camp). / They can only write letters with pen and paper.	6
3.	make a fire / cook food	6
4.	ii) What he thinks about the hikes. (VB i)	5
5.	iii) To teach him what he learned. (VB ii)	5
6.	Take pictures of the teenagers. OR: Send (the teenagers') letters. <i>Accept:</i> teach teenagers how to make a fire AND / OR how to cook.	5
Total		32

A SURPRISING HOTEL

7.	i) Where the hotel is. (VB ii)	5
8.	iii) Robots did a lot of the work. (VB i)	5
9.	ii) They look like people. (VB i)	5
10.	(They can tell them / guests about) interesting places (to visit) / places to visit / good restaurants (to eat at)	6
11.	a. The hotel owner / He doesn't need to pay them. <i>Accept:</i> They don't need to rest AND / OR eat. b. They don't have to give them tips. / no tips.	6×2=12
12.	i) robots will do most of the work. (VB iii)	5
Total		38

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

INTERNATIONAL HUMMUS DAY

13.	i) To tell people about a healthy food. (VB iii)	5
14.	i) Ben sent emails to his friends. (VB ii)	5
15.	iii) People wrote about it in the newspaper. (VB ii)	5
16.	ii) Give hummus to their workers. (VB i)	5
17.	i) He put a map with hummus restaurants on the Internet. (VB iv) iii) He opened a Facebook page about Hummus Day. (VB v)	5×2=10
Total		30

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

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 SURPRISING HOTEL

1.	i) Where the hotel is. (VB ii)	7
2.	iii) Robots did a lot of the work. (VB i)	8
3.	ii) Which languages they speak. (VB iii)	7
4.	(They can tell them / guests about) interesting places (to visit) // places to visit / good restaurants (to eat at)	8
5.	Hotel owner: The hotel // He doesn't need to pay them. <i>Accept:</i> The robots can work seven days a week. / The robots don't need to rest or eat. Guests: They don't have to give robots tips. / no tips.	8×2=16
6.	iii) How the doors of the rooms open. (VB ii)	8
7.	(They / the guests) speak to a small doll (that sits on the table).	8
8.	i) it will use more technology. (VB iii)	8
Total		70

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

INTERNATIONAL HUMMUS DAY

9.	i) To tell people about a healthy food. (VB iii)	5
10.	i) Ben sent emails to his friends. (VB ii)	5
11.	iii) People wrote about it in the newspaper. (VB ii)	5
12.	ii) Give hummus to their workers. (VB i)	5
13	i) He put a map with hummus restaurants on the Internet. (VB iv) iii) He opened a Facebook page about Hummus Day. (VB v)	5×2=10
Total		30

Hello, listeners. My name is Ann Stewart. Welcome to our program Eating Healthy. Today we are going to talk to Ben Lang from Tel Aviv. Ben started a special day called International Hummus Day. Hi, Ben.

Hello, Ann.

Ben, can you tell us why you started International Hummus Day?

Of course. I got this idea a few years ago. I wanted to encourage people to learn about this wonderful food.

What is so wonderful about hummus?

It's very healthy and it tastes great! It's also easy to make and not expensive.

So what did you do to start Hummus Day?

I sent emails about the day to hundreds of friends and people I work with. Most of them liked the idea. We all ate hummus on May 13th. That's the day I chose for International Hummus Day.

And what happened the second year?

On May 13th many people sent me messages to wish me a happy Hummus Day. Many wrote about it in the newspaper and on the Internet.

And what's happening this year?

This year is the best year ever. A few months ago, I opened a Facebook page about Hummus Day. Over 75,000 people visited the page on the first day. There are now five million people who visit my page.

Where do these people come from?

Many of them come from Israel, but that is no surprise because hummus is very popular here. It's so popular that on Hummus Day, companies now bring in special hummus meals for their workers. One famous restaurant in Abu Ghosh gives out free hummus all day.

What about people from other countries?

People from all over the world are excited about Hummus Day, especially people from the United States. They eat hummus because it's so healthy. Many people say that 2016 will be the year hummus becomes one of America's favorite foods.

Are you doing other things to make hummus more popular?

Yes. For example, I put a map on the Internet that shows hummus restaurants around the world. I also invited people to add their favorite places. Until now, people added 140 places.

So what should we do on Hummus Day?

Well, eat hummus, of course — for breakfast, lunch and dinner if you can. Then tell about your experience on Facebook.

**Well, thank you, Ben. I think I'm going to have some hummus right now. Would you like to join me?
That ends today's program. Goodbye.**

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

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

A BOOKSTORE ON THE WATER

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) He has a business in an unusual place. (VB iii)	8
2.	iii) he wants to sell books to many people. (VB i)	8
3.	He didn't have (enough) money (for several stores). / money	9
4.	iii) Where the boat usually stays. (VB v) iv) Who gives books to the store. (VB ii)	9×2=18
5.	ii) Books that people would not usually buy. (VB iii)	9
6.	cultural activities // art exhibits // live music // singing contests	9
7.	There are many other businesses (on the river). // There are hundreds of businesses (selling everything from cheese and hats to bicycles and toys). // Most of the businesses are successful.	9
Total		70

(Questions 1-7=70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:

- Markers can give in-between grades, e.g. 9 pts.
- If student copies the instruction sentence in addition to **35** words of his own — deduct 3 pts. from content.
BUT if he adds fewer than 35 words deduct ALSO for length.
- If student misuses pronouns – deduct 2 pts from content.
- If student only copies the instruction sentence/s — 0 for the whole task.
- If student uses letter format – deduct up to 3 pts from content.
- If student writes "my name is..." – deduct 2pts from content.
- If student tells about more than one of the options – accept
- If student tells about a movie / a TV program he **saw** – accept.
- If student writes in English letters the **Hebrew** name of a film / a program – deduct 1-2 points from vocabulary.
- If student describes a book / movie / program in general without specifying its name – deduct 1 point.
- If student only gives reasons why he likes to read / go to the movies or watch TV – 0 for content.
- If student writes a description of the book / movie / program without specifying that he / she likes it or why he likes it – accept.
- 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 words or less	30

Criteria	Descriptors				
Question 8 Content and Organization	<ul style="list-style-type: none"> task is <u>fully</u> on topic text is well rganized 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 fully <u>off</u> topic, but it is due to misunderstanding text is poorly organized
	10	8	5	2	0
Question 9 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
Question 10 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	4	1
Question 11 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, run-ons 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization, run-ons
	3	2	1	--	0

(Questions 8-11=30 points)

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

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

A BOOKSTORE ON THE WATER

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) He has a business in an unusual place. [VB: iii]	7
2.	ii) he wants to sell books to many people. [VB: i]	7
3.	He didn't have (enough) money (for several stores). // money	8
4.	iii) Where the boat usually stays. [VB: v] iv) Who gives books to the store. [VB: ii]	2×7=14
5.	ii) Books that people would not usually buy. [VB: iii]	8
6.	cultural activities // art exhibits // live music // singing contests	8
7.	There are many other businesses (on the river) // There are hundreds of businesses // (selling everything from cheese and hats to bicycles and toys) // Most of the businesses are successful.	8

(Questions 1-7 = 60 points)

PART II: APPRECIATION OF LITERATURE (40 points)

Do not deduct points for language or mechanics.

8.	i) She put coins into piles. [VB: iii]	8
9.	ii) the family had a bank account. [VB: i]	8
10.	from the Little Bank/the (colorfully painted) box (that Aunt Sigrid sent from Norway).	8
11.	iii) everyone wanted to help. [VB: ii]	8
12.	i) She makes everyone feel good. [VB: ii]	8

(Questions 8-12 = 40 points)

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

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

MAKING A DIFFERENCE WITH SOAP

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) He often stayed in hotels. (VB ii)	9
2.	i) What hotels do with used bars of soap. (VB iii)	9
3.	ii) people spread disease through their hands. (VB i)	9
4.	It is easy to keep clean (in developing countries) / (That) we / people can find soap everywhere (including public toilets, restaurants and schools) / in public toilets, restaurants and schools.	9
5.	iv) hospital patients don't get what they need to keep clean. (VB i)	9
6.	There are many hotels there (where thousands of bars of used soap can be easily collected every day) / thousands of bars of used soap can be collected there every day.	9
7.	ii) what happened to Dan's basement project. (VB v) vi) how the new bars of soap are made. (VB i)	9x2=18
8.	The company / It has donated 25 million bars of recycled soap (to over a hundred countries). / It sends its own teams into rural communities to teach people the importance of washing their hands. / Teaching / It teaches people the importance of washing their hands.	9
9.	Preventing / To prevent disease (and / or death) (by (just) washing your hands with soap) / (He wants) to save / Saving people's lives (with soap).	9
10.	iii) A Surprising Way to Save Lives. (VB iv)	10
Total		100

(Questions 1-10=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"ו

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

MAKING A DIFFERENCE WITH SOAP

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) He often stayed in hotels. (VB ii)	7
2.	i) What hotels do with used bars of soap. (VB iii)	8
3.	ii) people spread disease through their hands. (VB i)	8
4.	It is easy to keep clean (in developing countries) / (That) we / people can find soap everywhere (including public toilets, restaurants and schools) / in public toilets, restaurants and schools.	8
5.	There are many hotels there (where thousands of bars of used soap can be easily collected every day) / thousands of bars of used soap can be collected there every day.	8
6.	ii) what happened to Dan's basement project. (VB v) vi) how the new bars of soap are made. (VB i)	2x8=16
7.	Preventing / To prevent disease (and / or death) (by (just) washing your hands with soap) / (He wants) to save / Saving people's lives (with soap)	7
8.	iii) A Surprising Way to Save Lives (VB iv)	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. If student copies the instruction sentence in addition to words of his own — deduct 3 pts. from content.
BUT if he adds fewer than 70 words deduct ALSO for length.
3. If student misuses pronouns – deduct 2 pts from content.
4. If student only copies the instruction sentence/s — 0 for the whole task.
5. If student writes "My name is", deduct 1 pt.
6. Deduction for length (task required: 70-90 words).

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

Criteria	Descriptors				
Question 9 Content and Organization	<ul style="list-style-type: none"> task is <u>fully</u> 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 fully <u>off</u> topic, but it is due to misunderstanding text is poorly organized
	10	8	5	2	0
Question 10 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
Question 11 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	4	1
Question 12 Mechanics ons	<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, run-ons 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization, run-
	3	2	1	--	0

(Questions 9-12=30 points)

דגם תשובות לשאלון באנגלית, שאלון ה' (MODULE E), מס' 016106, 016481, חורף תשע"ו

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

PUBLIC SPEAKING ONLINE

- * 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 iii] Who can take McGarrity's online course.	8
2.	iv) [VB ii] Why he needed a different teaching method.	8
3.	1. [Students can] do (only) the parts of the course [that (especially) interest them] // do (only) the parts (of the course) that (especially) interest them. 2. [Students can] (easily) find time to study (even if they have a busy schedule).	2x8=16
4.	[... we learn why McGarrity decided to] make (several) adjustments (in the course) OR enable viewers to play his words at a slower speed OR check / continue checking the (online) forum / students' comments (on the online forum)	8
5.	iii) [VB ii] What the students used the online forum for. vi) [VB v] How McGarrity helped the online students.	2x7=14
6.	ii) [VB iii] McGarrity could not monitor all the students' work.	8
7.	[... both Frieda and Jason agree that] the course is helpful / important // helps / [has] helped them OR they gained skills. * If 'they found it useful' = 0 pts	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.

STUDYING TEENAGE BEHAVIOR

8.	iv) [VB iii] What researchers want to learn about teenagers.	5
9.	i) [VB i] Teenagers don't understand that their behavior can be dangerous. iii) [VB iii] Teenagers enjoy taking risks.	2x5=10
10.	ii) [VB iii] Doing experiments in which teenagers have to make decisions.	5
11.	iii) [VB ii] The teenagers played differently when they thought friends were watching.	5
12.	[They think teenagers' decisions are based on] (their) emotions OR wanting to impress their friends OR the stage of the development of their brain.	5

Hello, and welcome to Science in the News. In today's program we will be talking to the psychologist Dr. Leslie Turner, who does research on teenage behavior. Hello, Dr. Turner.

Hello, it's good to be here.

Dr Turner, what is especially interesting to you about teenage behavior?

Well, we all know that teenagers often do things that are dangerous, and they can hurt themselves or others. For example, teenage drivers are involved in more traffic accidents than any other age group, and on average, they take more risks than adults do. For years, researchers have been studying teenage behavior to find out why teenagers often behave dangerously.

And what have they found?

Well, until recently we psychologists thought we understood what makes teenagers behave the way they do. Some of us believed that kids don't actually recognize how dangerous their actions can be to themselves and to other people. Other psychologists thought that kids simply like the excitement of being in a dangerous situation and taking risks – they think of it as an adventure. But today there are new research methods, which show that these explanations are actually wrong.

What do you mean?

Well, in the past, we simply asked teenagers questions about their behavior – how they felt, why they did the dangerous things we see them do, or what they would do in a certain situation. In other words, the information we had about teenage behavior came from what teenagers themselves told us. But, of course, there can be a big difference between what people say they will do and what they actually do. So these days we create situations in which teenagers have to make decisions, and we see what they choose to do. These experiments have provided much more reliable results.

Can you give us an example?

Certainly. In one recent experiment, a group of teenagers and a group of adults played a driving game on a computer screen. Several times during the game, the players had to decide whether or not to drive through a yellow traffic light. The researchers expected the teenagers to take the risk and drive through the yellow light more often than the adults did. However, that did not happen – the teenagers drove just as carefully as the adults. In the second part of the experiment, both groups were told that friends of theirs were sitting in another room watching them play. This information did not change the way the adults drove. But when the kids thought that their friends could see them playing, they took a lot more risks. Clearly, they were trying to make an impression on their friends.

Do scientists understand why the teenagers behaved this way?

Well, today we know there are dramatic changes in the brain throughout a person's life. In teenagers, the most developed part of the brain is the part that is responsible for emotions. As we become adults, other areas of the brain develop more fully – especially the area that helps us think carefully before making decisions. Because that part of the brain is not well developed in teenagers, their decisions are easily influenced by emotions. And one very powerful emotion at this age is wanting to impress your friends.

Thank you, Dr. Turner, you've given us a lot to think about. This ends our program. Until next week, goodbye.

דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016108, 016582, חורף תשע"ו

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

INSTANT MEDICAL CARE

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

1.	iv [VB: iii] How online medical consultations work.	7
2.	[Because many Americans] are (already) taking advantage of // like / enjoy (using) // use(d) online services OR are comfortable with conducting their daily business online / via computer or smartphone.	8
3.	[... we learn why hospitals and clinics] have lower workloads / less work OR benefit from the online service.	7
4.	iii [VB: iv] Of the recent changes in online consultations.	8
5.	ii [VB: i] Their financial benefits.	7
6.	iii [VB: iv] People are likely to use the online service unnecessarily.	8
7.	[Ms Bennet's personal experience is presented... to show that] online consultations can lead to // have a high risk of mistaken diagnosis OR (the) experts who criticize / object to // (the) critics of online consultations have a point.	8
8.	[... we can understand why she] will continue using the online service (although she got a wrong diagnosis) OR likes (having) the service OR thinks / says / believes that online consultations will remain a part of her life.	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 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				
<p>Question 9</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 10</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 11</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 12</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 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	

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 2016

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	
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
נירנברג בארי	08-6519685	054-7451201	F ספרות, G	
פינצ'בסקי נטליה	08-6431940		D ספרות, C, E	
פנדול אירינה	077-2107788	050-8158071	D ספרות, E, C	
צויגרך מקסין	03-6993677	052-3927822	F ספרות, A, G	
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