

## MOED B 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, מועד ב, 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.

**AN EXCITING CAREER**

1.	ii) want to learn photography (VB iii)	5
2.	i) Twice a week (VB iii)	5
3.	He is a (famous nature) photographer. / He teaches photography (at the Westfield Youth Center.) / The class will meet twice each week with Eddie Berko, a famous nature photographer... / (On Tuesday evening at 20:00) he will teach you the secrets of (great) photography / Berko will give you tips about how to begin your career. <i>If write: 'photography' – 0.</i>	6
4.	(On) Fridays (the class meets outside the youth center to take pictures).	6
5.	(in) the market / (in) the zoo <i>If write: 'The animals in the zoo' – 0.</i> <i>If write: 'Different places' – 0.</i>	5
6.	ii) start your career (VB i)	5
Total		32

**TEENS WITHOUT TECHNOLOGY**

7.	iii) How long teenagers look at screens every day. (VB i)	5
8.	ii) use their computers (VB iii)	5
9.	They / The teachers (first) asked the students how much they use their smartphones and computers every day.	6
10.	i) The students spent a lot of time in front of screens. (VB ii)	5
11.	iii) gave them time to do other things (VB i)	5
12.	They went out with (their) friends AND / OR They laughed a lot. / They spent time with their family / families.	6
13.	(Swift hopes the students will now) look at their screens less	6
Total		38

(Questions 1-13=70 points)

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

**NEW FOOD**

14.	ii) a food company (VB iii)	5
15.	i) writes about it (VB ii)	5
16.	ii) to help companies make food taste better (VB i)	5
17.	ii) He can't talk to other people. (VB iii)	5
18.	i) How long it takes to make it. (VB ii)	5
19.	iii) how he decides if a new food is good (VB i)	5
Total		30

(Questions 14-19=30 points)

**דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016381, מועד ב, 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.

**TEENS WITHOUT TECHNOLOGY**

1.	iii) How long teenagers look at screens every day. [VB: i]	9
2.	ii) use their computers. [VB: iii]	9
3.	She (first) asked the students how many hours they use their smartphones and computers every day.	9
4.	i) The students spent a lot of time in front of screens. [VB: ii]	9
5.	iii) gave them time to do other things. [VB: i]	9
6.	One of the following: (They) went out with (their) friends AND / OR They laughed a lot // They played tennis // They spent (more) time with (their) family / families.	8
7.	ii) they can have fun without watching a screen. [VB: i]	9
8.	(to) use their time better // spend their time without screens	8

(Questions 1-8=70 points)

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

**NEW FOOD**

9.	ii) a food company [VB: iii]	5
10.	i) writes about it [VB: ii]	5
11.	ii) to help companies make food taste better [VB: i]	5
12.	ii) He can't talk to other people. [VB: iii]	5
13.	i) How long it takes to make it. [VB: ii]	5
14.	iii) how he decides if a new food is good [VB: i]	5

(Questions 9-14=30 points)

**Good morning, listeners. I am Janet Green. Welcome to our program "All About Food". Today we will talk to David Smith about his interesting job. Hi, David.**

Hi Janet.

**Can you tell us what you do?**

Sure. I work for a food company. My job is to taste new food before the company sends it to supermarkets. Many people think that I eat all day but that is not true. I taste only a little bit of each food. I'm happy about that, because not all the food I taste is delicious.

**So what do you do when you get a new food to taste?**

I look at the food, smell it, and sometimes listen to the sound it makes when I taste it. Then I write about the color, the smell and the taste of the food. Sometimes I think the new food is too sweet, or too soft, or isn't tasty enough. So, the company often makes changes, and I must taste it again.

**What happens if you have to taste many new foods on the same day?**

Well, after each new food, I wait about ten minutes and drink some warm water to clean my mouth. I don't drink cold water because when my mouth is cold, all food tastes the same.

**What do you like about your job?**

I like to give the food company ideas about how to make the food taste better and look better. For example, I once told the company to put bananas in their new cake and take out some of the sugar.

**Is there anything you don't like about your job?**

Yes. I don't like to sit alone in a small room all day. I cannot talk to other people because I must decide about the taste of the food by myself.

**What may surprise people about making new food?**

I think that people do not understand that it takes a very long time before companies can put new food in the supermarket. Companies often have to make many changes so that people will want to buy the food. It must taste good, smell good and look good, too.

**So, David, are you hungry when you get home from work?**

Of course! I'm very hungry in the evening. I come home and enjoy eating dinner together with my family.

**Thank you for talking to us, David. Goodbye.**

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

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

**A SUNDAY HORSE**

**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) She rides and trains horses. (VB iii)	8
2.	He bought Connor / her two horses.	9
3.	(After only one year) She / Connor got on the US Olympic team [with her horse (Touch of Class)]	9
4.	(Unfortunately), Connor / She had a bad accident (on a horse) (and couldn't participate in the Olympics).	9
5.	ii) she began to compete again (VB i)	9
6.	ii) She sells horses (VB iii)	8
7.	i) The wonderful acting (VB ii)	9
8.	ii) knew what she wanted (VB i)	9
Total		70

(Questions 1-8=70 points)

**PART II: WRITTEN PRESENTATION (30 points)**

**GENERAL COMMENTS:**

1. Markers can give in-between grades, e.g. 9 pts.
2. 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.*
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 uses letter format – deduct up to 3 pts. from content.
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 past tense – deduct 2 pts. from content.
9. If only describes a person without mentioning the element of a visit – 0 for the whole task.
10. 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				
<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, מועד ב, תשע"ו**

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

**A SUNDAY HORSE**

**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) She rides and trains horses. [VB: iii]	7
2.	He bought (Connor / her) two horses.	8
3.	(After only one year) She / Connor got on the US Olympic team [with her horse (Touch of Class)].	8
4.	(Unfortunately), Connor / She had a bad accident (on a horse) (and couldn't participate in the Olympics).	7
5.	ii) she began to compete again [VB: i]	7
6.	ii) She sells horses. [VB: iii]	7
7.	i) The wonderful acting [VB: ii]	8
8.	ii) knew what she wanted [VB: i]	8

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

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

**MAMA AND HER BANK ACCOUNT**

9.	i) Mama puts it in little piles. [VB: iii]	8
10.	iii) the Little Bank [VB: ii]	8
11.	<i>One of the following:</i> to save money // so Nels can go to high school // so they don't have to use the money in the bank.	8
12.	ii) The family always helped each other. [VB: iii]	8
13.	iii) they thought there was a Bank Account [VB: ii]	8

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

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

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

**LEARNING ABOUT GARBAGE**

**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) What she does for the city of New York. (VB ii)	9
2.	We / People (just) throw them away / out. // We treat electronic devices like we treat paper cups. // People treat electronic devices like they treat paper cups. <i>Accept: We / People treat them the same (way).</i>	9
3.	Residents / People / We throw / are (always) throwing out / away stuff / things (to make more space).	9
4.	ii) People can find many things in the garbage. (VB iii)	9
5.	She / Robbins observed the workers / (the) sanitation workers / them (for two years). // She collected / started collecting garbage [(along) with them].	9
6.	She / Robbins knows how hard they work (to keep the city clean) AND / OR how important this is for the health of the city's residents. // They work hard (to keep the city clean) // Their work is important for the health of the city's residents.	9
7.	ii) Working in traffic is dangerous. (VB i) v) The workers can be hit by garbage. (VB iv)	9x2=18
8.	<i>One of the following:</i> To read / Reading / They can read her books. <b>OR</b> To go / Going / They can go to / take her (university) course. <i>Accept: Robbins wrote several books about garbage. <b>OR</b> (Today) she teaches a (university) course on the subject.</i>	9
9.	ii) should be proud of the work they do (VB iv)	9
10.	iii) the research of a New York professor (VB i)	10
<b>Total</b>		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, מועד ב, תשע"ו**

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

**WHAT IS THE MEANING OF ALL THIS GARBAGE?**

**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) What she does for the city of New York. [VB: ii]	7
2.	We / People (just) throw them away / out. // We treat electronic devices like we treat paper cups. // People treat electronic devices like they treat paper cups. Accept: We / People treat them the same (way).	7
3.	Residents / People / We throw / are (always) throwing out / away stuff / things (to make more space).	9
4.	ii) People can find many things in the garbage. [VB:iii]	7
5.	She / Robbins observed the workers / (the) sanitation workers / them (for two years). // She collected / started collecting garbage [with them].	7
6.	ii) Working in traffic is dangerous. [VB: i] v) The workers can be hit by garbage. [VB: iv]	2x7=14
7.	<i>One of the following:</i> To read / Reading / They can read her books. OR To go / Going / They can go to / take her (university) course. Accept: Robbins wrote several books about garbage. OR (Today) she teaches a (university) course on the subject.	7
8.	ii) should be proud of the work they do [VB: iv]	7
9.	iii) the research of a New York professor [VB: i]	7

(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 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 10</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 11</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 12</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 13</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 9-12=30 points)

דגם תשובות לשאלון באנגלית, שאלון ה' (MODULE E), מס' 016106, 405, 016481, מועד ב, תשע"ו

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

**ELECTRIC CARS IN PARIS**

1.	ii) [VB: iii] Why they were started.	7
2.	iv) [VB: ii] What the Autolib company offers its members.	7
3.	[Members don't have to] pay a lot for rental / pay a high rental fee // pay a lot <b>OR</b> look for / find parking <b>OR</b> pay for parking <b>OR</b> worry about the registration fees <b>OR</b> worry that registering is difficult <b>OR</b> worry about finding parking space <b>OR</b> worry if they have a problem (with the car) <b>OR</b> worry about getting lost <b>OR</b> drive uncomfortable cars.	8
4.	[Because using the service] is convenient <b>OR</b> saves (them) money / (most of the) costs of fuel and / or maintenance // helps them save costs <b>OR</b> lets / allows / enables (many) car owners // them (to) use their (own) cars only outside the city // less often.	8
5.	iii) [VB: ii] Why pollution in Paris is still high.	8
6.	1. [People see] (the) electric / Autolib's cars [on / in the street(s)]. 3. [As a result, they might] use their (own) cars less (often) <b>OR</b> use Autolib's cars (more). * Mark each answer separately.	2x8=16
7.	i) [VB: iii] What Autolib's members are concerned about. v) [VB: vi] What changes Autolib will make in the future.	2x8=16

**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.

**ECOTHERAPY**

8.	i) [VB: ii] Which kind of activities can be used in ecotherapy.	5
9.	ii) [VB: i] Today there is scientific evidence for these benefits. iv) [VB: v] Different outdoor activities can have these benefits.	2x5=10
10.	ii) [VB: iv] How being outdoors can help improve them.	5
11.	Answer should relate to our being outdoors less, eg: We live in cities (and don't see much greenery) <b>OR</b> We don't see much greenery <b>OR</b> We spend long hours indoors and / or (working or playing) on computers <b>OR</b> We only go outside to get a car or a bus <b>OR</b> We don't go outside (enough).	5
12.	iv) [VB: ii] Ecotherapy is becoming more popular.	5

**Hello, and welcome to our program Health Today. Here in the studio is Dr. Linda Brown. Dr. Brown is a family doctor specializing in a new type of healthcare called 'ecotherapy', and she's here to tell us about it. Good morning, Dr. Brown.**

Good morning.

**First of all, can you tell us exactly what ecotherapy is?**

Well, it's also called the nature cure, since it's based on the idea that being outdoors in nature can improve both your physical and your psychological health. Being outdoors can involve all kinds of activities – for example, working in a garden, or having a picnic in the park. Of course, ecotherapy does not replace going to your doctor, but it can be very effective as part of the treatment for various medical problems.

**So you're saying there's a connection between health and nature. That's not a new idea, is it?**

Well, a belief in the importance of having contact with nature has existed for centuries, but until very recently, the effect of such contact on our health has not been studied scientifically. Researchers are now finding evidence that spending time outdoors in nature does, in fact, offer a variety of health benefits. Research has shown, for example, that children who regularly play outside are more relaxed than kids who spend most of their time indoors, and they are also sick less often. And similar benefits have been found in people of all ages who go on hiking or camping trips, or simply sit in the park.

I see. And how do scientists explain this positive effect that being in nature has on our health?

Well, one explanation is that spending time in the sun makes our bodies produce vitamin D, which is important for good health. Another explanation focuses on the fact that being outdoors can help us improve our relationships with our friends. For example, going for a walk in the park or a hike in the mountains with our friends is a great opportunity to have long conversations with them, and enjoy their company without distractions. And scientists have shown that strong relationships with friends can help improve our health. In addition, having some contact with nature offers a break from our modern way of life.

**What do you mean?**

Nowadays, most of us live in cities and don't see much greenery. Moreover, we spend long hours indoors, working or playing on computers, and only go outside to get to a car or a bus. As a result, in our daily life we no longer feel the calming effect of nature. Doctors and psychologists who use ecotherapy are determined to change that, and make sure their patients go out into nature more often.

We have time for one last question, so could you explain exactly how they help their patients do that?

Well, they usually have a list of the types of natural surroundings near each patient's neighborhood – for example, a park, a river, or a forest – and they also know which kind of activity is best for the patient. This enables them to give each patient specific instructions according to his or her needs. The method seems to be very successful. In fact, today there's increasing demand for ecotherapy, and more and more health care professionals in the United States and in Europe are using it to help their patients.

It sounds like we could all benefit from spending more time outdoors. Thank you, Dr. Brown. And this ends our program. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016108, 407, 016582, מועד ב, תשע"ו

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

**COMPUTERS THAT KNOW HOW YOU FEEL**

**General comment: misuse of pronoun = deduct for L1 according to General Guidelines**

1.	iii) [VB: ii] How they are produced. v) [VB: vi] What can be learned from them.	2x7=14
2.	[To find out] how people / potential customers feel about / react / respond to (their) ads / products / ads for new products. * If write 'customers' without 'potential' = C4 = 2 pts off. * If don't mention to what people respond, ie if don't write 'products / ads' = C3 = 2 pts off.	8
3.	iv) [VB: iii] Why they might be interested in the new software.	7
4.	[... how face-reading software] can / might / could be used (in the future <b>OR</b> not only by advertisers // more broadly than in the field of advertising <b>OR</b> to help people <b>OR</b> in different situations)	8
5.	Answer should relate to the possible improvement in the courses, eg: [Their courses could] improve // get better // be(come) more interesting / less boring.	8
6.	iii) [VB: iv] To monitor the patients' mental states.	7
7.	To protect users' privacy / users // To prevent the invasion of privacy // To make sure the software won't lead to an invasion of privacy // To prevent easy access to feelings we might want to keep to ourselves. * Accept if write 'To deal with / address the issue / solve the problem of privacy'	8

**PART II: WRITTEN PRESENTATION (40 points)**

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

**Deduction for length (task requires 120-140 words)**

# of words	# pts off
119-110	2
109-100	4
99-90	8
89-80	12
79-70	16
69-60	18
59-50	20
less than 50	40

SHEELON MUTAM	
# of words	# pts off
70-80	---
60-69	3
50-59	7
40-49	12
30-39	18
25-29	24
less than 25	40

Criteria	Descriptors				
<b>Question 8</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> </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> </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 is very hard to follow</li> </ul>
	8	6	4	2	0
<b>Question 9</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 10</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 11</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 מועד ב, תשע"ו**

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