

SUMMER 2017, ב' מועד – 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 G 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 C, 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 C) 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, קיץ תשע"ז, מועד ב'

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.

DO IT YOURSELF

1.	ii) Find someone to fix it. (VB iii)	4
2.	i) teenagers (VB ii)	4
3.	ii) do things in the house (VB i)	4
4.	(how to) fix a leak (in the bathroom) /change a lock (on a door) / paint your bedroom If write: [(in this course you will learn) how to use different tools] to fix things around the house – accept	5
5.	(how to make) simple things (from wood) [, like a bookshelf] / a bookshelf If write: in the last two weeks of the course you will learn how to make simple things from wood, like a bookshelf – accept	5
6.	(the course is free [only] for) teenagers from Clearview	5
7.	i) Once a week (VB iii)	4
8.	iii) write a letter (VB ii)	4
9.	Only 20 teenagers can take the course.	5
Total		40

A LITTLE YELLOW TAXI

10.	i) It can take a long time to get around (VB ii)	5
11.	...(only) three wheels If write: a way to fight the heavy traffic in the city – accept	5
12.	They are small./They can drive through narrow side / narrow / side streets. If write: Taxi-pods are very small and can drive through narrow side streets. – accept	5
13.	i) They keep the air clean (VB iii)	5
14.	i) are a lot of fun (VB iii) iv) get to places quickly (VB v)	2x5=10
Total		30

(Questions 1-14=70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS

MAKING A DIFFERENCE – ONE DAY AT A TIME

15.	ii) What work he does (VB iii)	5
16.	ii) he played near the river (VB ii)	5
17.	iii) He started a company with his brother. (VB i)	5
18.	iii) They know the work is important. (VB ii)	5
19.	ii) He has classes on his boat. (VB i)	5
20.	i) We can all make a difference. (VB iii)	5
Total		30

דגם תשובות לשאלון באנגלית, שאלון א' רפורמה, (MODULE A), מס' 016381, קיץ תשע"ז, מועד ב'

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 LITTLE YELLOW TAXI

1.	i) It can take a long time to get around (VB ii)	8
2.	... (only) three wheels If write: a way to fight the heavy traffic in the city – accept	9
3.	Taxi-pods/They are (very) small/can drive through narrow side/narrow/side streets. If write: Taxi-pods are very small and can drive through narrow side streets. – accept	9
4.	ii) get to places quickly in traffic (VB iii)	9
5.	i) They keep the air clean. (VB iii)	9
6.	iii) costs a little more than a bus ride (VB ii)	9
7.	(It wants) to use these taxis in Stockholm (, the biggest city in Sweden).	9
8.	i) are a lot of fun (VB ii)	8
Total		70

(Questions 1-8=70 points)

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

MAKING A DIFFERENCE – ONE DAY AT A TIME

9.	ii) What work he does (VB iii)	5
10.	i) he played near the river (VB ii)	5
11.	iii) He started a company with his brother. (VB i)	5
12.	iii) They know the work is important. (VB ii)	5
13.	ii) He has classes on his boat. (VB i)	5
14.	i) We can all make a difference. (VB iii)	5
Total		30

(Questions 9-14=30 points)

**Hello, listeners. My name is Ann Winters. Welcome to our program "People Who Make a Difference."
Today we will talk with John Stevens. John does very important work. Hello, John.**

Hello, Ann.

Tell us what you do, John.

I clean up the garbage from the rivers.

That's a very unusual – and dirty – job. Why do you do it?

Well, my brother and I lived by a big river when we were children. We spent a lot of time playing near it with our friends. When I was a teenager, I worked as a fisherman on the river. I saw all the garbage in the river. There were bottles, plastic bags and big things like car tires, refrigerators and even an old school bus. It was terrible. I felt I had to do something.

So what did you do?

I wrote letters to the government about the problem. I wanted someone to help. But nobody did anything. Every year there was more and more garbage. Finally, I decided I had to find a way to clean up the river.

How did you do that?

I started a company with my brother. First, we cleaned up the river near our home. In one year, with only one boat, we took 20,000 kilos of garbage out of the river. After that we worked on other rivers too. Now we have more than 100 boats and 70,000 volunteers who work with us.

Why do volunteers agree to do this dirty work?

The volunteers know they are doing something important for their country. But we also try to make the work fun for them.

How do you do that?

We sometimes give prizes to volunteers who find the strangest garbage. Also in the evenings we all relax and listen to music and talk. The volunteers meet new people and make friends. It is always easier to work when you are having a good time.

I understand you also teach people about your work.

Yes, that's right. We have classes for high school students and teachers on some of our boats. We also visit community centers and explain why it is so important to clean up the rivers. But, I must tell you Ann, my message is not only about clean water. I also try to teach people that everyone can make a difference. They just need to find something that is important to them and do it.

That's very exciting, John. Thank you for coming today and good-bye.

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

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

ZOO CAFÉ

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) Animals live there. (VB i)	8
2.	ii) they can go everywhere in the café. (VB iii)	8
3.	(They can) /play with animals/hold animals/get information about/see//look at animals//find out where to buy an animal/animals/how to take care of an animal/animals.	9
4.	i) Bring small animals to the table. (VB iii) v) Explain how to take care of animals. (VB ii)	2x9=18
5.	All the animals seem to be healthy. There are always two adults (in each room to make sure children do not hurt the animals (in any way)) <i>The order of the answers doesn't matter.</i>	2x9=18
6.	iii) The café has many customers. (VB ii)	9
Total		70

(Questions 1-6=70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 9 pts.
2. Deduction for length (task required: 35-40 words).
3. If student copies the instruction sentence in addition to 30 words of his own — deduct 3 pts. from content. BUT if he adds fewer than 30 words deduct ALSO for length.
4. If student misuses pronouns — deduct 2 pts. from content.
5. If student only copies the instruction sentence — 0 for the whole task.

דגם תשובות לשאלון באנגלית, שאלון ב', רפורמה (MODULE B), מס' 16384, קיץ תשע"ז, מועד ב'

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

ZOO CAFÉ

General comments:

For misuse of pronoun, deduct 1 pt only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

1.	iii) Animals live there. (VB i)	7
2.	ii) they can go everywhere in the café. (VB iii)	8
3.	(They can) /play with animals/hold animals/get information about/see//look at animals//find out where to buy an animal/animals/how to take care of an animal/animals.	8
4.	i) Bring small animals to the table. (VB iii) v) Explain how to take care of animals. (VB ii)	2x7=14
5.	All the animals seem to be healthy. There are always two adults (in each room to make sure children do not hurt the animals (in any way)) <i>The order of the answers doesn't matter.</i>	2x8=16
6.	iii) The café has many customers. (VB ii)	7
Total		60

(Questions 1-6 = 60 points)

PART II: APPRECIATION OF LITERATURE (60 points)

MAMA AND HER BANK ACCOUNT / Kathryn Forbes

7.	ii) She put money in piles. (VB iii)	8
8.	because they/They couldn't pay the rent./They didn't have (enough) money./They didn't save money for the landlord/to pay the landlord.	8
9.	i) they had a bank account. (VB ii)	8
10.	iii) secure (VB i)	8
11.	iii) Her mother said she was never in a bank. (VB ii)	8
Total		40

(Questions 7-11 = 40 points)

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

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

A SPECIAL ADVENTURE ROOM

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) what the friends are doing. (VB i)	9
2.	Adam/He is the group's math expert.	9
3.	i) be in exciting places (VB iii) vi) tell about their adventures (VB v)	2x9=18
4.	... a scary place (with hidden doors or secret passages)/an imaginary location/[(a) part of] an exciting story/an escape room/an adventurous game	9
5.	ii) help employees learn teamwork (VB iii)	9
6.	iii) may be different from teamwork in workplaces (VB i)	9
7.	The original escape rooms were created there/in Japan (in 2006, based on computer games).	9
8.	to celebrate (birthdays (and other events))	9
9.	It is not clear if they/escape rooms help companies/workplaces.	9
10.	ii) A Different Way to Spend Your Time. (VB iii)	10
Total		100

(Questions 1-10=100 points)

דגם תשובות לשאלון באנגלית, שאלון ג' רפורמה, (MODULE C), מס' 016382, קיץ תשע"ז, מועד ב'

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

A SPECIAL ADVENTURE ROOM

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) what the friends are doing. (VB i)	8
2.	Adam/He is the group's math expert.	9
3.	ii) be in exciting places (VB iii) iv) tell about their adventures (VB v)	2x9=18
4.	...a scary place (with hidden doors or secret passages)/an imaginary location/[(a) part of] an exciting story/an escape room/an adventurous game	9
5.	ii) help employees learn teamwork. (VB iii)	8
6.	The original escape rooms were created there/in Japan (in 2006 AND/OR based on computer games).	9
7.	ii) A Different Way to Spend Your Time. (VB iii)	9
Total		70

(Questions 1-7=70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 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
60-69	1
50-59	3
40-49	6
30-39	10
25-29	15
less than 25	30

Criteria	D e s c r i p t o r s				
Content and Organization	<ul style="list-style-type: none"> task is fully 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 completely off topic, but it is due to misunderstanding of topic text is poorly organized content cannot be understood
	10	8	6	3	0
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
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	3	1
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 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization
	3	2	1	0	0

(Questions = 30 points)

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

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

FOLLOWING THE BIRDS

- * 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] Why birds need to migrate every year.	7
2.	[... migrating storks stop in Israel because they] want / need to eat and / or rest / take a break / breaks (on their long, tiring journey) OR have a long and / or tiring journey.	8
3.	ii) [VB: iii] How information on migration is collected. v) [VB: vi] How birdwatchers can help researchers.	2×8=16
4.	[By using these devices, the researchers] (can) follow the (bird's / birds') flight (continuously) OR (can) get a (full) picture of the (bird's / birds') (whole) migration route. * Accept: (can) know where the bird(s) landed	8
5.	iv) [VB: ii] What birds are able to do during migration.	7
6.	iii) [VB: iv] Effects of climate change.	8
7.	1. [lines 14-19: It enables them to] deal with (unexpected) danger(s) (such as strong winds) // deal with (strong) winds(s) * Do not accept answers relating to adjusting speed of flight and / or to ideal conditions 2. [lines 20-25: It enables them to] find food (they need) // find the food they need OR survive (climate change) / adjust to / deal with / cope with climate change	2×8=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.

ELEVATORS IN THE MODERN CITY

8.	iii) [VB: ii] What used to limit the height of city buildings. vi) [VB: v] Why the top floors of tall buildings are popular.	2×5=10
9.	Answers should come from TWO of the following categories: The number of people; people's age; the height of the buildings; the difficulty of climbing stairs. For example: [Because today there are more] people / residents (in cities) // old(er) people (in cities) // tall buildings (in cities) // people (in cities) who (might) have trouble climbing stairs.	2×5=10
10.	iv) [VB: iii] be faster	5
11.	ii) [VB: iii] Elevators are safe if they are checked regularly.	5

Hello listeners, this is Robert Preston bringing you today's program "Inside Cities". Our guest today is the architect Sara Gordon, who is here to discuss the role of elevators in the modern city. Welcome to the studio, Sara.

Thank you, Robert, for giving me this chance to talk about my favorite subject.

Elevators are such a basic part of our lives. So my first question is, what makes them so interesting to you?

Well, over the years I've come to realize what an important role elevators have played in creating the cities we live in today, with their skyscrapers and other tall buildings. Before the invention of elevators, about 150 years ago, buildings were rarely more than five floors high, because most people could not walk up more stairs. But after the invention of elevators, getting to a higher floor was no longer a problem, and cities could construct taller and taller buildings. Now an interesting thing happened: before elevators, people did not like living on the top floor – too many stairs, of course. But in buildings with elevators, the top floors became very popular, because they offer the best views. In fact, today you have whole neighborhoods of tall apartment buildings where the top floors are the most expensive.

That is interesting. And today it seems elevators are everywhere – I read recently that some two billion people ride an elevator every day!

Yes, that's right, and the number is increasing all the time. But that's not so surprising – after all, every year millions of people move to cities, so their populations keep growing. And since the land in cities is limited, more and more tall buildings are needed for the residents to live and work in. Cities also have to provide a solution for the increasing number of older people, and also for everyone else who might have trouble climbing stairs. That's why today there are already hundreds of thousands more elevators than there were just 15 years ago, and more are being installed every day.

That must make elevator manufacturers very happy.

It certainly does, and they're competing with each other not only to sell more elevators, but to improve them as well. Some companies today are designing elevators that require less electricity, making them cheaper to operate. Others are trying to make elevators more relaxing by decorating the cabin with photos of mountains and lakes. Manufacturers are also working to produce much faster elevators. That's actually very important, because people waste a lot of time waiting for elevators, especially during working hours. In fact, a study of office workers in 16 cities in the USA showed that they spent a total of 33 years just waiting for elevators!

Wow! That IS a waste... And what about safety? Are efforts being made to make elevators safer?

Actually, elevators are safe. Some people are afraid to use them because they think they might get stuck, or the elevator might fall. But the fact is that technical problems are very rare. Of course, an elevator has to be checked by an expert once or twice a year to make sure everything is working properly, but it's the same with a car, isn't it? I'd have to say that people's fears of elevators are mostly psychological.

Well, I myself prefer to take the stairs whenever possible, but you've definitely given me a greater respect for elevators. Thank you for this interview, Sara, and to you, listeners, goodbye.

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

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

WHAT NOT TO EAT?

* 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] Information we get about food may be unreliable.	7
2.	iii [VB: ii] What the scientific debate in the 1960s was about. vi [VB: v] How Hickson influenced the results of the Harvard review.	2x7=14
3.	[Sugar is less likely to] increase the risk of heart disease (than fat) (is) * If no mention of 'heart disease' — eg if write 'cause health problems' = 3 pts off.	8
4.	[We are told why] they shift the blame for various health problems away from sugar (again and again) OR they advertise / hold advertising campaigns (to exaggerate / about the benefits of sugar) OR they exaggerate the benefits of sugar. * If write 'fund a group of scientists who ... lack of exercise' = 0 pts, as that is true only of a specific manufacturer.	8
5.	iii [VB: iv] Why low-fat diets became popular.	7
6.	[The role of sugar in] (causing) (major) diseases.	8
7.	(We should) (try to) eat less / avoid / stop eating / not eat / stay away from sugar / sugary / sweet food (and drinks). * Do not accept answers that don't have a reference to sugar(y) / sweet(ened).	8

PART II: WRITTEN PRESENTATION (40 points)

1. If write in full letter format, deduct 2 pts. Accept if address the passage to Dear Reader(s) / Editor.
2. If write in list form, ded. 2 pts from content criterion.
3. If give reasons for and / or against the idea without specifying their opinion, do not deduct.

Deduction for length (task requires 120-140 words)

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

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

Criteria	Descriptors				
Question 8 Content and Organization	<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
Question 9 Vocabulary	<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
Question 10 Language Use	<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
Question 11 Mechanics	<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	E	G	
	G	G	G	G	G	S / P
3	--					
4	--	1	1	1	1	1
5	--	1	1	1	1	1
6	--	1	1	1-2	1-2	1
7		1	1	1-2	1-2	1
8		1	1-2	2-3	2-3	1
9		1	1-2	2-3	2-3	1
10		1	1-2	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 ב' תשע"ז

נא לא להתקשר בשבת

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

שם	טלפון בבית	פלאפון	רמות	הערות
אבו פול פאיזה	04-6385616	052-5497740	D ספרות, E, C	ביום ו' לא להתקשר לפני 13:00
אהרון גינה	09-8623704		D ספרות, E, C	
ביטרן מארג'	077-4280160	052-2245055	C, D, E	
בראל ענת	08-9400301	050-7916166	C ספרות, 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
מרציאנו אלן	04-6264776		C, D, E	
נוסבכר שרון		054-7305544	F ספרות, A, 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