

SUMMER 2017 – 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, קיץ תשע"ז

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.

COOKIE JARS MAKE A COLLECTOR HAPPY

1.	ii) She can find what she wants. (VB i)	6
2.	ii) How Mary feels about the markets. (VB iii)	6
3.	ii) decided to add a room (VB iii)	6
4.	iii) always have place for her jars. (VB i)	6
5.	Mary / She stopped baking many years ago. / She doesn't have time to bake (because she is too busy shopping in markets) If: "in fact, Mary stopped baking many years ago" → -1 irr. info	6
Total		30

ONE TOWN, TWO COUNTRIES

6.	ii) It is in two countries. (VB i)	5
7.	One or more of the following: It goes along streets (, through stores, and even through the middle of people's living rooms). If: "(it is a very unusual place) because it is in two countries" → 0 pts If: "part of the town is in Holland and the other part is in Belgium" → 0 pts If: "white lines show where the border is" → 0 pts	5
8.	i) the border is (VB iii)	5
9.	i) order it in one country and drink it in another (VB ii)	5
10.	ii) the shop is in Belgium and in Holland (VB i)	5
11.	(It depends on) their front door / where their front door is If: "if the front door opens on the Belgian side of a street, they live in Belgium" → accept If: " For example , if the front door opens on the Belgian side of a street, they live in Belgium" → -1 irr. info.	5
12.	(Baarle is an example of how) people from two different cultures / They have lived together happily for almost two hundred years. Accept: they have two addresses. If: "How people from two different cultures have lived together happily for almost two hundred years." → -1 p. incorrect If: "yes, we have two addresses" → -1 p. incorrect info, -1 pronoun If: "'Yes, we have two addresses', says Hans Muller, a coffee shop worker" → -2 p. incorrect, -1 pronoun If: "but it's not a problem. That's simply the way of life here" → zero.	5
13.	ii) is just the way things are in Baarle (VB i)	5
Total		40

(Questions 1-13=70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)
THE SECRET OF A LONG LIFE

14.	i) Where the island is (VB iii)	5
15.	ii) Many people there live for a long time. (VB iii)	5
16.	i) fresh fruit and vegetables (VB ii)	5
17.	ii) All their food comes from Ikaria (VB i)	5
18.	iii) They live with their families. (VB ii)	5
19.	iii) They live a very quiet life. (VB i)	5
Total		30

(Questions 14-19=30 points)

מכון הנרייטה סאלד
המרכז לבחינות בגרות

משרד החינוך
המזכירות הפדגוגית
הפיקוח על הוראת האנגלית

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

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.

ONE TOWN, TWO COUNTRIES

1.	ii) It is in two countries. (VB: i)	7
2.	It goes along streets (,through stores, and even through the middle of people's living rooms.) If: "(it is a very unusual place) because it is in two countries" → 0 pts If: "part of the town is in Holland and the other part is in Belgium" → 0 pts If: "white lines show where the border is" → 0 pts	8
3.	i) the border is (VB: iii)	7
4.	i) order it in one country and drink it in another (VB: ii)	8
5.	iii) the Belgian side closed later (VB: ii)	8
6.	ii) the shop is in Belgium and in Holland (VB: iii)	8
7.	(It depends on) their front door / where their front door is If: "if the front door opens on the Belgian side of a street, they live in Belgium" → accept If: "if the front door opens on the Belgian side of a street → -2 missing If: " For example , if the front door opens on the Belgian side of a street, they live in Belgium" → -2 irr. info.	8
8.	(Baarle is an example of how) people from two different cultures / They have lived together happily for almost two hundred years. Accept: they have two addresses If: "How people from two different cultures have lived together happily for almost two a hundred years." → -2 p. incorrect If: "yes, we have two addresses" → -2 p. incorrect info, -1 pronoun If: "Yes, we have two addresses", says Hans Muller, a coffee shop worker" → -3 p. incorrect info + -1 pronoun If: "but it's not a problem. That's simply the way of life here" → zero.	8
9.	ii) is just the way things are in Baarle. (VB: i)	8
Total		70

(Questions 1-9=70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)
THE SECRET OF A LONG LIFE

10.	i) Where the island is (VB: iii)	5
11.	ii) Many people there live for a long time. (VB: iii)	5
12.	i) fresh fruit and vegetables (VB: ii)	5
13.	ii) All their food comes from Ikaria (VB: i)	5
14.	iii) They live with their families. (VB: ii)	5
15.	iii) They live a very quiet life. (VB: i)	5

(Questions 10-15=30 points)

Hello, listeners. I'm Mark Morris. Welcome to our program "Places Around the World." Today we will talk to Sophie Callas. Sophie lives in Greece on a special island called Ikaria. Hello, Sophie.

Hello, Mark.

Can you tell us why your island is so special?

Sure. It is special because the people on the island often live for a very long time. In fact, many of the people on Ikaria live to be over 100 years old.

Well, Sophie, that *is* unusual. Is this true only about people on Ikaria or do people in all of Greece live a long time?

It is true only about Ikaria. People in the rest of Greece usually live to be 80 years old. But on Ikaria, most people live 100 years and more. We often have birthday parties for people who are over 100 years old. These old people are very healthy, just like most people on Ikaria.

How do scientists explain this?

One reason they give is the healthy food we eat. We eat a lot of fresh fruits and vegetables and, of course, we use a lot of olive oil.

But everyone in Greece eats these foods. Is there anything special about the food the people on Ikaria eat?

Yes. All of our food comes only from Ikaria. We eat a lot of honey and yogurt. The honey comes from flowers that grow on the island. The farmers make the yogurt from goat's milk. And, of course, the goats are from Ikaria.

Is there anything you *don't* eat or drink?

We usually don't eat meat. We also drink very little coffee. Instead, we drink a lot of green tea from plants that grow on the island.

What other reasons are there for the long and healthy lives of people on Ikaria?

Well, family is very important to the people of Ikaria. Old people live with their families and help them all their lives. Many work on the farms or take care of the children even when they are over 90 years old.

That's interesting. Are there any other reasons?

Yes. The people on Ikaria live very quiet lives. Very few tourists come to the island, especially to the north where many old people live. The fact that people are not open to the western way of life may also explain why they live so long.

Thanks, Sophie, for telling us about your special home. This ends our program for today. Goodbye.

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

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

THE ICE HOTEL

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) Why its owners rebuild it every year. (VB: iii)	7
2.	ii) They wanted visitors to come in the winter. (VB: i)	7
3.	ii) Visitors wanted to sleep in the igloo. (VB: iii)	8
4.	...workers cut out 5000 tons of ice (from the river) (and keep it in freezers). / ... the owners begin (to) work on the hotel	8
5.	(To get a good night's rest) guests have to sleep in sleeping bags AND/OR wear gloves and/or hats (all the time). The temperature (in the room) is -5°C. / The room is cold.	8
6.	eat (at the hotel's excellent restaurant) / (participate in) (winter) sports / go to an overnight outdoor camp	8
7.	ii) How popular it is. (VB: iv) iii) How many rooms there are. (VB: v)	2×8=16
8.	(After that,) the temperature rises / the (beautiful ice) building (slowly) melts (and nothing is left) / the ice melts	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 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 – 0 for the whole task.
5. If written in letter format – deduct up to 3 pts.
6. If starts with "My name is..." – deduct 2 pts. from content.
7. If writes "I want to receive a gift..." – deduct 2 pts. from content
8. If writes about a gift he/she **gave** someone — deduct 5 points from content.
9. If writes why he/she **didn't** like the gift — deduct 5 points from content.
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 or less	30

Criteria	Descriptors				
Question 9 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 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	<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 9-12=30 points)

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

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

THE ICE HOTEL

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.	i) Why its owners rebuild it every year. (VB: iii)	6
2.	ii) They wanted visitors to come in the winter. (VB: i)	6
3.	ii) Visitors wanted to sleep in the igloo. (VB: iii)	6
4.	...workers cut out 5000 tons of ice (from the river) (and keep it in freezers). / ... the owners begin (to) work on the hotel.	7
5.	(To get a good night's rest) guests have to sleep in sleeping bags AND/OR wear gloves and/or hats (all the time). The temperature (in the room) is -5°C. / The room is cold.	7
6.	eat (at the hotel's excellent restaurant) / (participate in) (winter) sports / go to an overnight outdoor camp	7
7.	ii) How popular it is. (VB: iv) iii) How many rooms there are. (VB: v)	2x7=14
8.	(After that,) the temperature rises / the (beautiful ice) building (slowly) melts (and nothing is left) / the ice melts	7
Total		60

(Questions 1-8 = 60 points)

PART II: APPRECIATION OF LITERATURE (60 points)

MAMA AND HER BANK ACCOUNT / Kathryn Forbes

9.	iii) Mother counted the money. (VB: ii)	8
10.	ii) sudden emergencies (VB: i)	8
11.	iii) they didn't have money (VB: i)	8
12.	She wanted them to feel safe / secure.	8
13.	i) surprised (VB: ii)	8

(Questions 9-13 = 40 points)

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הפיקוח על הוראת האנגלית

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

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

DISCOVERING ISRAEL

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.	iv) They invite hikers into their home. (VB: ii)	9
2.	ii) The Cohens had never met their guests before. (VB: iv)	9
3.	i) How many hikers have walked it. (VB: ii) v) How long the trail is (VB: iv)	2×9=18
4.	iii) four out of 10 people hike the whole trail (VB: i)	9
5.	They / Some offer their backyard (where hikers can put up a tent). / a (clean) bed / (hot) showers / the use of the kitchen	9
6.	(Ruth and Ilan (also) serve) home-cooked meals	9
7.	ii) There was no room in the youth hostel. (VB: iv)	9
8.	Trail angels: (Most of) the hikers are lovely (young) (people). / It's a (real) pleasure to meet the hikers. Hikers: They / Some trail angels make them believe in the good in people.	2×9=18
9.	... they plan to be on the trail for another five weeks.	10
Total		100

(Questions 1-9=100 points)

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

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

DISCOVERING ISRAEL

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.	iv) They invite hikers into their home. (VB: ii)	7
2.	i) How many hikers have walked it. (VB: ii) v) How long the trail is. (VB: iv)	2×8=16
3.	iii) four out of 10 people hike the whole trail (VB: i)	7
4.	They / Some offer their backyard (where hikers can put up a tent). / a (clean) bed / (hot) showers / the use of the kitchen	8
5.	(Ruth and Ilan (also) serve) home-cooked meals	8
6.	Trail angels: (Most of) the hikers are lovely (young) (people). AND/OR It's a pleasure to meet the hikers. Hikers: They / The trail angels make them believe in the good in people.	2×8=16
7.	iv) complete the whole trail (VB: iii)	8
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 sentences word for word, do not count these words.
- If student only copies the instruction sentence/s — 0 for the whole task.
- If student writes in a list form, deduct 2 pts from content.
- If student writes in letter format (date, Dear X, signature), deduct up to 2 points from content.
- 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).
- Accept if the chosen place is unspecified. ie: "I want to live in a place. This place is out of the way..."
- 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 8 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 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-
	3	2	1	--	0

(Questions 8-11=30 points)

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הפיקוח על הוראת האנגלית

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

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

WOODEN SKYSCRAPERS

- * 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: i] What building projects might not attract people's interest. iv) [VB: v] How London's planned skyscraper is different from other skyscrapers.	2×7=14
2.	iii) [VB: ii] it was not possible to build large buildings from wood	8
3.	iv) [VB: iii] How large cities can benefit from wooden skyscrapers.	8
4.	Answers should relate to two of the following categories: the low cost of the material; the ease of working with it; the reduced construction time; the reduced construction cost(s). Accept combinations of categories where relevant, eg: 1. [The building material] is (relatively) cheap. 2. [The building material] is easy to work with (which reduces construction time) (and, therefore, construction costs as well) // can / will reduce / reduces construction time and (therefore, construction) cost(s) (as well) // can / will reduce / reduces construction time / cost(s). * Accept 'can reduce construction time' and 'can reduce construction cost(s)' as two separate answers. * NOT: 'is strong'	2×8=16
5.	Fire // (That) ([the] wooden / such) buildings (could) burn down (easily).	8
6.	(The use of wood will / could lead to) (the) destruction of (the world's) (natural) forests	8
7.	iii) [VB: iv] Why people might want to live in wooden buildings.	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.

WATER SHORTAGE

8.	iii) [VB: ii] How serious it is.	5
9.	[... is used mainly for] farming // agriculture	5
10.	ii) [VB: iii] How it affects rainfall.	5
11.	It saves (a lot of) / Saving / To save water. OR The plants (which get water this way) grow big(ger) and / or strong(er).	5
12.	ii) [VB: iv] It can be used to grow plants.	5
13.	iv) [VB: iii] Why people shouldn't waste water.	5

Good morning. This is Linda Denby with our weekly program Our World. Today we'll be looking at a very serious problem that already affects almost two billion people. I'm talking about the global water shortage: there is simply not enough water in the world today for all our needs, and the problem is getting worse every day. With me in the studio is Alan Reese, who has recently written a book called Water for All. Hello, Alan.

Hello, Linda. Thanks for having me here.

First of all, Alan, can you please explain why there is such a terrible shortage of water?

There are several reasons. One is that the world's population is growing every year, so more drinking water is constantly needed. And more people also means that farmers have to produce more food. Growing fruit and vegetables and raising animals requires huge amounts of water. In fact, almost 75% of all the water used by human beings goes to farming. In addition, we are experiencing climate change, and in some places, that is another reason for the shortage of water.

What do you mean?

Well, as a result of climate change, some places that used to have good weather for farming are no longer getting the rain they need. Some areas are not getting any rain at all, so plants dry up, and farmers cannot feed their animals. Other areas are getting too much rain, which also destroys the plants. Because of these extreme weather conditions, millions of farmers cannot rely on rainfall anymore to provide the water they need for their plants and animals.

I see. But I understand that in your book Water for All, you're optimistic about the future.

That's right. In the book I describe technologies we already have that can help us deal with the water shortage. For example, you might have heard of the drip method, where plants are slowly given small drops of water through pipes on the ground. Of course, this saves a lot of water. And it's also been found that plants which get water this way grow bigger and stronger. The drip method was developed in Israel and has been used there for a long time, and it's being used by more and more farmers around the world.

You also write about other methods Israel has developed to help overcome the shortage of water.

Yes. Israelis have developed new types of plants that need less water. In addition, they've developed fruits, vegetables and some other plants that can grow in water that is found naturally in the ground, although this water contains some salt. Surprisingly, fruit grown in salty water is actually sweeter! But that's not all – the solutions coming from Israel go beyond agriculture. There are now new technologies which completely remove the salt from sea water so that people can drink it. About half of Israel's drinking water is produced by using these technologies.

That sounds very encouraging. So to conclude, would you say we don't need to worry any longer about wasting water?

No, I would definitely not say that. Even the latest technologies cannot produce enough clean water to solve the problem entirely, and people still have to be taught not to waste water. I believe that when they understand how bad the problem is, most people will do what they can to help. And it really doesn't take long to get used to paying attention to how much water you use, and avoid wasting it.

Thank you, Alan. I'm sure the listeners got the message. That's all for today. Until next week, goodbye.

מכון הנרייטה סאלד
המרכז לבחינות בגרות

משרד החינוך
המזכירות הפדגוגית
הפיקוח על הוראת האנגלית

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

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

RECONSIDERING IDEAS ABOUT WASTE DISPOSAL

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

1.	ii [VB: iii] Recycling may be problematic.	7
2.	[... why the process can be] more expensive / polluting than burying materials in / using landfills. * Accept: 'expensive / polluting'. But if write 'more expensive / more polluting' without specifying 'than <i>what</i> ' = C3 = 2 pts off.	8
3.	[... an example of] things / what can be made from / of recycled products / plastic // new products (that are) manufactured / made from old / recycled ones // from recycled plastic / materials OR a (possible) (end) product of (the process of) recycling.	8
4.	iii [VB: iv] They are built differently than in the past.	7
5.	iv [VB: iii] What impact environmental campaigns have had.	7
6.	iii [VB: ii] Because less garbage is being produced.	7
7.	Lines 19-25: Landfills are harmful to the environment OR Landfills are a wasteful use of land. * Accept extrapolations based on the text, eg 'We shouldn't bury garbage in landfills.' Lines 26-31: Anything / Any material that can be recycled should be. // We should recycle as much as possible. OR Tough measures should be taken to enforce recycling policies. * Accept: Everything should be recycled.	2x8=16

PART II: WRITTEN PRESENTATION (40 points)

- If write in full letter format, deduct **2 pts**. Accept if address the passage to Dear Reader(s) / Editor.
- If write in list form, ded. **2 pts** from content criterion.
- 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	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 קיץ תשע"ז

נא לא להתקשר בשבת

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

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	
ביטון 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, A, 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 סיד	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	
ספדי סולטאן		054-4981185	F ספרות, A, G	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	
צויגרן מקסין	03-6993677	052-3927822	G ספרות, A, F	
קובי מינה	02-6761114	050-2104004	F ספרות, A, G	
קורן ג'סי	04-6400604	053-8224300	G ספרות, A, F	
קליין חדי	03-7323164	052-3684422	B, C, E	
רבין יונה	02-9931364		D ספרות, E, C	לא להתקשר אחרי 21:00
רט סיון	077-5588855	057-5207176	E ספרות, C, D	