

SUMMER 2018 – 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 5-7 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 an 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 8 pts. Content-wise his answer is worth the full 8 pts, and he also has a spelling error.

In case (a) of ignoring the stem, he will receive **8** [for content] - **4** [50% of 8] = **4 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 5-7 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 5-7 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 5-7 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 student was required to give one answer (6 pts max) and 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, 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 modules B and 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 automatically 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' 016381, קיץ תשע"ח

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.

OUR BODY CLOCK

1.	i) what our body clock does (VB iii)	7
2.	ii) get up at the same time every day (VB i)	7
3.	Stretch (your arms. (and legs.)) (before you get out of bed.)/Focus on your breathing./ (Use this time to) plan your day.	7
4.	The light of the sun tells your body clock that it's time to start the day.	7
5.	iii) It will help you wake up. (VB i)	7
6.	<i>You should</i> go for a walk/eat a healthy breakfast/take a short break (every hour or two)/do some outdoor activity <i>You should not</i> sleep in the afternoon.	2x7=14
7.	iii) go to bed at the same time every night (VB ii) iv) not work before going to bed (VB v)	2x7=14
8.	iii) how to have lots of energy (VB ii)	7
Total		70

(Questions 1-8=70 points)

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

A GUIDE TO BIKING

9.	i) a group of bike riders (VB ii)	5
10.	ii) there is a special place for bikes (VB iii)	5
11.	ii) to be careful about parked cars (VB i)	5
12.	i) They won't hear important sounds around them. (VB iii)	5
13.	i) Which streets are safest. (VB ii)	5
14.	ii) Which helmets they should wear. (VB iii)	5

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

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.

OUR BODY CLOCK

1.	i) what our body clock does (VB iii)	5
2.	ii) get up at the same time every day (VB i)	5
3.	Stretch (your arms. (and legs.)) (before you get out of bed.)	6
4.	The light of the sun tells your body clock that it's time to start the day.	6
5.	iii) It will help you wake up. (VB i)	6
6.	ii) go to bed at the same time every night (VB iii)	6
7.	iii) how to have lots of energy (VB ii)	6

(Questions 1-7=40 points)

SQUARE WATERMELONS

8.	iii) What is different about them. (VB i)	5
9.	grow square watermelons	5
10.	i) To change the shape of the watermelons. (VB ii)	5
11.	They pack the watermelons in square boxes.	5
12.	(many people in Japan have small apartments and so) (their) refrigerators (in Japan) are (also) small./The square watermelons fit perfectly inside their small fridges.	5
13.	ii) they cost a lot of money (VB i)	5
Total		30

(Questions 8-13=30 points)

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

A GUIDE TO BIKING

14.	i) a group of bike riders (VB ii)	5
15.	ii) there is a special place for bikes (VB iii)	5
16.	ii) to be careful about parked cars (VB i)	5
17.	i) They won't hear important sounds around them. (VB iii)	5
18.	i) Which streets are safest. (VB ii)	5
19.	ii) Which helmets they should wear. (VB iii)	5

(Questions 14-19=30 points)

Hello, listeners. My name is David Shore. Welcome to our program "Life in the City". Today we will talk with Jane Miller. Jane is part of a group of bike riders called "Be Safe". Hello, Jane.

Hello, David. Thank you for inviting me to your program.

So Jane, please tell us about your bike group "Be Safe".

Well, David, we are a group of bike riders that teach each other how to ride bikes more safely on city streets.

How do you do that?

We meet every month to talk about how to ride bikes safely.

Can you give us examples of things you talk about in your meetings?

Sure. One of the most important things we talk about in our group is that riders should ride on sidewalks only if there is a special place for them. If there is no special place for bike riders on sidewalks, bikers must not use them. It is very dangerous for the people who are walking on the sidewalks, and also for the bike riders.

So what can riders do if they can't ride on the sidewalk?

They should ride on the right side of the road and not in the middle of the road.

That's good to know. What other advice do you give bike riders?

We tell them to be careful about cars that are parked on the side of the road. We explain that parked cars can be very dangerous. Often a driver does not see bike riders coming down the street, and may open a car door suddenly. The door may hit the bike rider. This can cause a very serious accident.

That's important information. Please tell us more, Jane.

Another important thing we tell bike riders, especially teenagers, is that they should not talk on their cellphones or listen to music while they are riding. If they do that, they will not hear important sounds around them. This can also cause accidents.

What other things do you discuss in your meetings?

We tell each other where the safest streets in the city are. We also talk about where and when there can be problems on the roads. We also give advice about the equipment bikers need. For example, we talk about which helmets to wear on their heads, and how to lock their bikes in the safest way. We also tell bike riders how much they should pay for their equipment.

Thank you for talking to us today, Jane. I think that every bike rider in the city should belong to a group like "Be Safe". Goodbye.

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

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

SWEATERS FOR ELEPHANTS

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) what will surprise visitors to Mathura (VB i)	7
2.	(They volunteered) to knit very large sweaters for the elephants.	8
3.	ii) Why the women worked in teams. (VB iii)	7
4.	i) The women became good friends. (VB ii) v) The elephants kept warm. (VB iv)	2x7=14
5.	ii) they are very old or sick (VB i)	8
6.	(There are many more elephants that are suffering so) the center is planning to take in fifty more elephants (this year).	8
7.	i) They read about the center in the newspaper. (VB ii)	8
Total		60

(Questions 1-7 = 60 points)

PART II: APPRECIATION OF LITERATURE (60 points)

8.	i) he lost all his money (VB ii)	8
9.	ii) he can't find his hotel (VB i)	8
10.	(a bar of) soap	8
11.	ii) he thinks he is wrong about him (VB i)	8
12.	iii) he understands that the young man lied (VB ii)	8

(Questions 8-12 = 40 points)

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

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

SWEATERS FOR ELEPHANTS

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 will surprise visitors to Mathura (VB i)	8
2.	(They volunteered) to knit very large sweaters for the elephants.	9
3.	ii) Why the women worked in teams. (VB iii)	8
4.	i) The women became good friends. (VB ii) v) The elephants kept warm. (VB iv)	2×9=18
5.	ii) they are very old or sick (VB i)	9
6.	(There are many more elephants that are suffering so) the center is planning to take in fifty more elephants (this year).	9
7.	i) They read about the center in the newspaper. (VB ii)	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. 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.
5. If student misuses pronouns — deduct 2 pts. from content.
6. If student only copies the instruction sentence — 0 for the whole task.

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	6	3	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	3	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	0

(Questions 8-11=30 points)

TOTAL: 30 points

Teachers can give in-between grades.

Deduction for Length (70-90 words)

# of words	# points deducted
69-59	2
58-48	4
47-37	6
36-26	8
	30

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

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

LEARNING A NEW LANGUAGE

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 may help us learn a new language (VB: i)	7
2.	(as we grow up), we (slowly begin to) lose our natural ability to learn a language	7
3.	iv) the students in the study were adults (VB iii)	7
4.	iii) rode their bikes before and during the lessons (VB ii)	7
5.	tests/They were tested after each lesson.	7
6.	i) the group that exercised knew more new words than the other group (VB ii)	7
7.	The students who rode the bikes reported that they were able to focus better than during regular lessons./ The students who rode the bikes said they were able to enjoy the lessons more.	7
8.	iii) exercise during a language class is helpful (VB iv) vi) language schools can't buy many bikes (VB ii)	2x7=14
9.	Too much movement in the class disturbs both the students and the teachers.	7
Total		70

(Questions 1-9=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).

Criteria	Descriptors				
Question 10 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	6	3	0
Question 11 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 12 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
Question 13 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	0

TOTAL: 30 points

Teachers can give in-between grades.

Deduction for Length (70-90 words)

# of words	# points deducted
69-59	2
58-48	4
47-37	6
36-26	8
	30

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

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

LEARNING A NEW LANGUAGE

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 may help us learn a new language (VB i)	9
2.	(as we grow up), we (slowly begin to) lose our natural ability to learn a language	9
3.	iv) the students in the study were adults (VB iii)	9
4.	iii) rode their bikes before and during the lessons (VB ii)	9
5.	tests//They/The students were tested after each lesson.	9
6.	i) the group that exercised knew more new words than the other group (VB ii)	9
7.	The students who rode the bikes reported that they were able to focus better than during regular lessons./ The students who rode the bikes said they were able to enjoy the lessons more.	10
8.	iii) exercise during a language class is helpful (VB iv) vi) language schools can't buy many bikes (VB ii)	2x9=18
9.	ii) they aren't sure that language learning and exercise are connected (VB iii)	9
10.	Too much movement in the class disturbs both the students and the teachers.	9
Total		100

(Questions 1-10=100 points)

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

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

THE LATEST NEWS FOR CHOCOLATE LOVERS

- * 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] To show how creative chocolate manufacturers can be.	8
2.	[Many consumers prefer chocolate that] does not have a lot of sugar in it // contains (a) reduced amount(s) of sugar // is not very sweet // is less fattening.	8
3.	ii) [VB: iv] What determines the color of chocolate.	8
4.	[Both of them] are made / manufactured from cacao beans.	8
5.	iv) [VB: ii] There is nothing special about it.	8
6.	[He explains how the company managed to] make / produce / create pink chocolate (without using / adding food coloring).	8
7.	[Because people today] like / buy / are buying colorful food(s) OR like / buy / are buying blue potatoes and / or purple carrots and / or bread in rainbow colors.	8
8.	iii) [VB: ii] Chocolate sales in China might increase. vi) [VB: v] It was hard to develop pink chocolate.	2x7=14

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.

FUNNY FRED, CIRCUS CLOWN

9.	iii) [VB: ii] Why being a circus performer is hard work.	5
10.	They change parts of the show OR create an entirely new program OR write new jokes OR develop new tricks OR practice new tricks and / or jokes.	5
11.	iv) [VB: iii] Clowns might do something they haven't practiced.	5
12.	[Because the performers] become very close (and it helps them work well together) OR travel in a (very) comfortable train.	5
13.	ii) [VB: iv] How they begin their career.	5
14.	iii) [VB: ii] He will continue working as a clown.	5

Hello listeners, and welcome to our program "Career Secrets." I'm Katie Tillerson, and my guest today is Fred Andrews, better known as Funny Fred. He is here to tell us a little about his life as a circus clown. Hello, Fred.

Hello Katie. Thanks for inviting me to the studio.

I understand you've been very busy since the circus arrived in town.

Oh yes. We came here five days ago, and have been giving morning and evening performances every day. Next week we leave for another city, perform there for ten days, and then go on to the next city. Performing and travelling non-stop, that's our normal routine. Of course, it's very hard work, but I love it.

What is it that you like about it?

Well, for one thing, I never get bored, because the show changes all the time. Every year, during our winter break, the whole circus works on changing parts of the show, and sometimes we create an entirely new program. For clowns, this means inventing new jokes and developing new tricks, and then practicing to make sure they run smoothly. And after the winter break, when we start performing again, we are also able to improvise.

You improvise a lot, don't you?

Yes, that's right. We often see something happening in the audience that gives us the opportunity to make slight changes in our performance. For example, if a little girl drops her toy, I might rush over and pick it up, and do something to make her laugh. Or we may see what makes people laugh loudest, and decide to do that trick again, in a slightly different way.

And what about all the travelling? Doesn't it bother you?

Actually, it's a wonderful experience. During my three years with the circus, we've performed in about 90 different cities across the USA. The whole circus travels in a very comfortable train. And since we spend so much time traveling together, we've all become very close, and that also helps us work well together. I myself am especially lucky, because another clown in our group is a friend of mine from Clown College.

Clown College? Is there a college for clowns?

Yes, that's where you learn to become a professional circus clown. The course is only eight weeks long but it's extremely intensive and difficult, so a lot of people leave in the middle. After you finish Clown College, it can take a long time to find a job. And even when you do get hired by a circus, you start small – performing within a whole group of clowns. You have to prove yourself before you're allowed to perform on your own.

And where do you see yourself ten years from now?

I'm not sure. Many clowns leave the circus after seven or eight years, because they can't take the constant pressure or the physical effort. But even if I leave, I will always be a clown. I might try working as a party clown – you know, doing fun stuff on kids' birthdays, at office parties, and at other events. Of course, I'll miss the circus – especially appearing before thousands of people. But I'll still be doing something I'm good at – making people laugh.

I wish you all the best, Fred, with whatever you decide to do. This ends our program. Thanks for listening. Goodbye.

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

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

THE DEMAND FOR SAND

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

1.	iii [VB: iv] What kind of problem is caused by the growth of cities. v [VB: vi] Why the demand for sand is growing.	2x7=14
2.	[... we learn why Singapore] needed / used land reclamation OR poured billions of tons of sand into the sea OR has used land reclamation since the 1960s <u>and</u> / <u>or</u> to increase its area (by 20%) OR needed to provide // has provided space for new housing and / or commercial projects. * Accept present and present perfect (eg has used / uses)	8
3.	[... we can understand why desert sand cannot] be used for construction (purposes) // be used as a high-quality building material.	8
4.	iii [VB: iv] Why a global trade in sand has developed.	8
5.	iv [VB: iii] What environmental damage is caused by the extraction of sand.	7
6.	[... weak enforcement is one of the reasons that countries haven't managed to] stop / control / slow down / reduce the trade in sand // the removal and / or sale of sand.	7
7.	[The innovative project is mentioned... as an example of attempts to find] (a) cheaper option(s) than sand // (a) (practical) substitute(s) for sand.	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.

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 5-7 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 a new sentence

L4 = ignoring the stem without starting a new sentence

Item worth — points	A	B	C	D	E	F + G	
	G	G	G	G	G	G	S / P
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.

מעריכים בכירים מועד קיץ תשע"ח

נא לא להתקשר בשבת

נא לא להתקשר לפני 9:00 ואחרי 21:00

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

שם	טלפון בבית	פלאפון	רמות	הערות
אדלר הארי		054-7911372	A , G	
אהרון גינה		054-6799407	C , E	
ביטון מארג'		052-2245055	A , B , C , E , G	
בראל ענת		050-7916166	C , E	
ברקוביץ סוניה		054-4790952	A , G	
גרבר עינת		050-7393535	C , E	
דואניס מרים		054-5700198	C , E	
חלאילה סוהאד		054-4760610	C , E	
יהב ריימונד		050-2224018	C , E	
כהן דבי		050-5710778	A , G	
לוי סידי	03-9692516		C , E	
ליבר מיקי		052-5937811	A , G	
ליפשיץ נעמי		052-8308215	G	
מורל ורדה		054-6588584	A , G	
מסאלחה עבד		050-8244411	C , E	
מרציאנו אלן		050-5917625	C , E	
נוסבכר שרון		054-7305544	A , G	
ספדי סולטאן		054-4981185	A , G	נא לא להתקשר בין 16:00-20:00
פינצ'בסקי נטליה	08-6431940		C , E	
פנדול אירינה		050-8158071	C , E	
צויגרך מקסין		052-3927822	A , G	
קובי מינה		050-2104004	A , G	
קורן ג'סי		053-8224300	A , G	
קליין חדי		052-3684422	C , E	
רבין יונה	02-9931364		C , E	
רט סיון		053-5207176	C , E	