מכון הנרייטה סאלד   - 1 -   משרד החינוך
המרכז לבחינות בגרות   המזכירות הפדגוגית
הפיקוח על הוראת האנגלית

MOED B 2015 – GENERAL GUIDELINES FOR MARKING THE MODULES

General comments on tasks requiring written answers:

1. Accept <u>other phrasings and answers than those given in the answer key</u> provided that they make sense and are grounded in the text.

2. Wherever students are required to copy a <u>phrase</u> or <u>words</u>, accept any part of sentence that forms a coherent, <u>meaningful unit</u>, with or without a verb.

3. The word **OR** separates <u>different</u> acceptable answers. Various options within versions of the <u>same</u> acceptable answer are marked by <u>slashes</u>.

4. If use <u>SMS texting</u> (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 <u>ditto</u> signs where appropriate.

6. If student uses <u>three dots</u>, deduct as follows:
   – If gives the <u>first word(s) and the last word(s)</u> 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 <u>only the first word(s)</u> of the answer, eg "John (went)..." = 0 pts
   – If <u>adds</u> three dots <u>after</u> writing out the answer, do not deduct.

7. In answers requiring <u>sentence completions</u>, words or phrases from the <u>stem</u> are provided in the answer key in <u>bold</u> letters [<u>in square brackets</u>].

8. When required to <u>complete a sentence / answer</u>, accept if a student writes <u>more than one</u> sentence.

* **NOTE:** All SHEMA students are automatically <u>exempt</u> from deduction on <u>mechanics</u>, and are <u>allowed</u> to use a <u>milonit</u>.

ACCESS TO INFO FROM WRITTEN TEXTS

General

* Deduct first for <u>content</u> errors. (<u>Wrong</u> answer = 0 pts, regardless of language.)

* <u>All deductions for language</u> (ie grammar, spelling, punctuation, and ignoring the stem in answer requiring sentence completions) <u>must not exceed 50% of the total number of points</u> 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 <u>grammar / spelling + punctuation</u> errors

* **No deduction for <u>spelling</u> / <u>punctuation</u> 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 <u>maximum</u> allowed per item for <u>language</u> 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.

* **<u>Misuse of apostrophes</u> is divided into two categories:**
   <u>Abbreviations</u> (eg 'hasnt') are considered <u>spelling</u> errors.
   <u>Possessives</u> (eg 'the students answer is correct') are considered <u>grammar</u> 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 <u>identical</u> grammar, spelling and / or punctuation errors** (eg misuse of capitals) in a single question, even if it's repeated in separate items.* **Do not deduct twice for <u>identical</u> grammar, spelling and / or punctuation errors** (eg misuse of capitals) in a single question, even if it's repeated in separate items.

2. For <u>ignoring the stem</u> 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 <u>50% of the points</u> allotted for the item. Make <u>no further deductions for language</u> 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 <u>more answers than required</u>:

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 2×5 – 1 = 9 pts total.

NOTE: Do NOT deduct if student gives the required number of answers in <u>same</u> blank and leaves the other blank <u>empty</u>.

2. For adding <u>irrelevant</u> 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 <u>each item</u> 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 <u>relevant</u>.

3. For <u>partially incorrect answers</u> and / or <u>missing information</u> 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 requirments, 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 (2x6) – (1x6) = 6 pts; if only one of the answers is correct, the final grade will be (2x6) – (2x6) = 0. If was required to give one answer (6 pts max) and student gave 2 answers, the grade will be (1x6) - (1x6) = 0.

ACCESS TO INFO FROM SPOKEN TEXTS (AIS)

Abovementioned <u>deductions for content</u> apply to AIS tasks as well.

Deduction for language:

* In module A, no deduction for grammar or spellling.
* 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 <u>in-between</u> grades e.g. 9 points.
2. <u>Deduction for length</u>: For no. of pts to deduct, see in the rubrics page of each module. For deduction method, see note below.
3. In <u>letter</u> task, word count is based on the BODY of the letter.
4. In <u>Mechanics</u> criterion for marking the writing, deduct up to 50% for very poor <u>spelling</u>.

Deduction for writing tasks that are <u>off the topic</u>

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 all such cases of off-topic compositions, a senior examiner must be consulted.**

B. MISUNDERSTANDING OF TOPIC

(1) If irrelevance to topic clearly reflects <u>misunderstanding</u> of the subject (eg pastimes / past times) or of the precise nature of the task (eg write complaint / respond to complaint), <u>first</u> 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.

<u>IMPORTANT</u>: composition with <u>missing element(s)</u> should <u>not</u> be considered an <u>off-topic</u> composition!

Deductions for length

<u>First</u> evaluate the task on merit AS IF it were the right length. T<u>hen </u>make the deduction from available criteria, starting with <u>content</u> criterion.

<div dir="rtl">

משרד החינוך   מכון הנרייטה סאלד

המזכירות הפדגוגית   המרכז לבחינות בגרות

הפיקוח על הוראת האנגלית

דגם תשובות לשאלון באנגלית, שאלון א׳, (MODULE A), מס׳ 016102, תשע״ה, מועד ב׳

</div>

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

General comments: Superfluous copying – deduct 1 pt for each item.

A DIFFERENT KIND OF FARM

1.	iii) are round (**VB:** iii)	5
2.	ii) what the farmer grows on his farm (**VB:** iii)	5
3.	He uses the milk from the cows (to make cheese for the pizza) / for their milk. *Accept:* The farmer grows what he needs to make pizza on his farm.	5
4.	i) What he grows in each section. (**VB:** ii)	5
5.	make their own pizza / There they make their own pizzas and enjoy eating them. / eat pizza / see the farm / see what the farmer grows (in each section) *If copy:* 'When people visit the owner shows them the farm' — *deduct 1 pt.* *If write:* When people visit the owner shows them the farm. There they make their own pizzas and enjoy eating them. — *deduct 1 pt. for irr. However, do not accept if copy lines 9-11.* *If copy:* 'He explains what is in each section' — 0. *If copy:* 'Afterwards he takes the visitors to the kitchen' — 0.	5
6.	iii) people like to go to unusual places (**VB:** i)	5
7.	They earn a lot of money (from this unusual idea). / Because of the money. *If copy:* 'People come from far away to visit them' — *deduct 2 pts.*	5
Total		35

NEWS FOR CHOCOLATE LOVERS

8.	ii) Chocolate lovers have a new problem. (**VB:** i)	5
9.	recent changes in the weather AND / OR (Today) the weather is very hot and dry in many countries. (This makes it hard to grow cocoa beans). *If write:* 'The first reason is recent changes in the weather and / (Today) the weather is very hot and dry in many countries. (This makes it hard to grow cocoa beans)' — *deduct 1 pt. for irr.* *If write:* 'There are two reasons for this problem. The first reason is recent changes in the weather and / (Today) the weather is very hot and dry in many countries. (This makes it hard to grow cocoa beans) — *deduct 3 pts.*	6
10.	... eating more chocolate. *If copy:* 'eating more chocolate today <u>especially in China and India</u> — *deduct 1 pt.* *If copy:* 'A second reason for his problem is that people are eating more chocolate today (especially in China and India) — *deduct 3 pts. — ignoring stem.*	6
11.	iii) This bean grows well in hot, dry weather. (**VB:** iv) v) Companies need to add to the chocolate from this bean. (**VB:** ii)	2×6=12
12.	i) there are enough cocoa beans for now (**VB:** iii)	6
Total		35

(Questions 1-12 = 70 points)

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

TALKING TO A MAGICIAN

13.	iii)	His family loved to see him do tricks. (**VB:** ii)	5
14.	i)	Adults think they understand everything. (**VB:** iii)	5
15.	i)	How to do some of his tricks. (**VB:** ii)	5
16.	ii)	It gave him an idea for a new trick. (**VB:** iii)	5
17.	ii)	He likes when people watch him. (**VB:** i)	5
18.	iii)	be a good actor (**VB:** i)	5

(Question 13-18 = 30 points)

Hello, listeners, my name is Sharon Davis. Welcome to our program Jobs for You. Today, we're very happy to have Mark Baldwin with us. Mark is a famous magician. He does magic tricks for children and adults. Hello, Mark.

Hello, Sharon.

Tell us, why did you become a magician?

When I was a little boy, my dad often took me to a wonderful magic store in our town. The owner, Harry, always showed me magic tricks. Every time he showed me one, I got more interested in magic. Harry always gave me a small magic trick to take home. I learned how to do these tricks and then showed them to my family and friends. They loved them. That was when I decided to become a magician.

What was the first trick you did?

For my first trick, I changed one dollar into ten dollars. Sometimes it worked and sometimes it didn't.

Is it easier to play tricks on children or on adults?

Adults, for sure! Adults think they know everything, and so it is easy to trick them. Children use their imagination and sometimes they understand what I'm doing.

Do you ever tell people how you do a trick?

Yes, I do. I teach kids in New York schools how to do magic. When I show them a trick, I sometimes tell them how to do it. But I never tell them all my secrets. I also have a website where I teach people how to do magic tricks.

How do you think of new tricks?

I get ideas for tricks from lots of things in my life. Sometimes, I listen to music or see something that helps me think of a trick. For example, I have a new trick with flowers. I change the color of the flowers in front of everyone's eyes. I got the idea when I saw a woman who was selling beautiful flowers in the street.

Why do you like to do tricks for people?

Because it's fun. If you're doing magic tricks at home alone, nobody can see you. But if other people are watching and trying to understand the tricks, then it's very exciting for me. I don't always make a lot of money, but I always enjoy myself.

What makes a good magician?

Three things make a good magician. One, you have to love magic. Two, you have to be a good actor. And three, you have to have an imagination.

Well, thank you, Mark. It was wonderful talking to you. This ends our program. Goodbye.

מכון הנרייטה סאלד   משרד החינוך
המרכז לבחינות בגרות   המזכירות הפדגוגית
                                    הפיקוח על הוראת האנגלית

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

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

AN ANGRY TEENAGER

1.	iii) To get Dan's advice about his problem. (**VB:** i)	7
2.	He is a new driver. / He got his license last summer.	8
3.	He drives very carefully. / If he goes to a party, he doesn't take the car.	9
4.	(They (recently)) put an electronic device in the car (that shows them where he is (at any time)).	8
5.	i) Where the car is. (**VB:** ii)	7
6.	ii) give him freedom (**VB:** i)	7
7.	ii) have enough experience (**VB:** iii)	8
8.	i) decide on rules with his parents (**VB:** ii)	8
9.	send // look at (text) messages (while they're driving). * *If:* send or look at (text) messages (while they're driving) — *deduct 2 pts.*	8

(Questions 1-7 = 70 points)

PART II: WRITTEN PRESENTATION (30 points)

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.*
6. *If student uses letter format — deduct up to 3 pts. from content.*
7. *If student writes "my name is..." — deduct 2 pts. from content.*
8. *If the past tense isn't mentioned or implied — deduct 5-10 pts. according to severity.*
9. *If describes what he/she likes to do in general, or wants to/plans to/would like to do in the future — 0 pts.*
   for content.
10. *If only describes <u>a person</u> or <u>a place</u> — 0 pts. for the whole task.*
11. *If write fewer then 10 words on topic — 0 for the whole task.*
12. *If describes more than one thing he did this year — accept.*

# 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 10 **Content and Organization**	• task is <u>fully</u> on topic • text is well organized • content is easily understood		• task is partially on topic • text is fairly well organized • content is sometimes difficult to follow		• task is almost or fully <u>off</u> topic, but it is due to misunderstanding • text is poorly organized • content is very difficult to follow	
	10	8	5	2	0	
Question 11 **Vocabulary**	• use of appropriate vocabulary		• occasional use of inappropriate vocabulary		• consistent use of inappropriate vocabulary	
	6	5	4	2	1	
Question 12 **Language Use**	• correct use of basic language structures • hardly any errors of word order, pronouns, prepositions	•	• occasional incorrect use of basic language structures • several errors of word order, pronouns, prepositions		• consistent incorrect use of basic language structures • frequent errors of word order, pronouns, prepositions	
	11	8	6	4	1	
Question 13 **Mechanics**	• hardly any errors of spelling, punctuation, capitalization		• several errors of spelling, punctuation, capitalization, run-ons		• frequent errors of spelling, punctuation, capitalization, run-ons	
	3	2	1	--	0	

(Questions 10-13=30 points)

דגם תשובות לשאלון באנגלית, שאלון ג׳, (MODULE C), מס׳ 016104, תשע״ה, מועד ב׳

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

GETTING READY FOR THE REAL WORLD

1.	iii) how much she liked being there (**VB:** iv)	9
2.	Ancona has opened / There are Kidzania parks in 15 locations (around the world). / Kidzania parks are in 15 locations (around the world).	10
3.	ii) let young people try real jobs (**VB:** i)	9
4.	iv) What some of the park activities are. (**VB:** v) vi) How Kidzania activities help kids. (**VB:** ii)	2×9=18
5.	Similar: You/Kids/youngsters can save them/this special money **OR** You/Kids/Youngsters can put them/this special money in a bank **OR** You/Kids/Youngsters can spend them/this special money (on food, drink and entertainment). *Do not accept if write* "You can open a bank account". Different: You/Kids/Youngsters can spend/use them/this special money (on food, drink and entertainment) <u>only</u> in Kidzania parks/a Kidzania park **OR** You/Kids/Youngsters can <u>only</u> put them/save them in the park's bank.	2×9=18
6.	iii) put their money in the park's bank. (**VB:** i)	9
7.	i) help other people (**VB:** iii)	9
8.	iii) it is too expensive for some people (**VB:** iv)	9
9.	iii) The children prepare for adult life. (**VB:** i)	9

(Questions 1-9=100 points)

מכון הנרייטה סאלד   משרד החינוך
המרכז לבחינות בגרות   המזכירות הפדגוגית
                                  הפיקוח על הוראת האנגלית

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

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

* For misuse of pronoun = deduct for L1 according to General Guidelines.

ALL ABOUT CHOCOLATE

1.	i) [**VB:** ii] What the reviewer thinks of them. iv) [**VB:** v] What they have in common.	2×8=16
2.	[**... different uses of**] (the) cacao (tree) seeds // (the) seeds of the / a cacao tree // (the) seeds of cacao * 'chocolate seeds' = 4 pts off * 'seeds / cacao / chocolate' = 0.	8
3.	iv) [**VB:** iii] The history of chocolate in Europe	7
4.	To make / To produce / making / producing cacao / the powder // turning cacao seeds into (the) powder // producing (the) powder from (the) seeds of the / a cacao tree. * If don't mention *powder*, eg 'producing cacao (from the seeds)' = C3 = 2 pts off	7
5.	iii) [**VB:** i] Why most people could not drink it.	8
6.	[**... an example of**] (the) (potential) benefits of (eating) chocolate // an effect / (the) effects / results of (eating) chocolate * If no mention of chocolate, eg '(potential) benefits / the (potential) benefits' = 0	8
7.	[**... information about**] (the) risks of (eating) too much chocolate (such as obesity and / or damage to teeth) // (any of) the findings about the risks of (eating) too much chocolate. * Do NOT accept if copy from beginning of sentence in line 21 ('Unfortunately, the writers do not mention any of the findings about the risks' etc)	8
8.	ii) [**VB:** iv] Problems with the book.	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.

REMOVING ADVERTISING BILLBOARDS

9.	iii [**VB:** ii] What effect they have on drivers. vi [**VB:** iv] Why many people don't like them.	2×5=10
10.	i [**VB:** ii] Fewer companies are using billboards.	5
11.	[**... are mentioned as cities that**] forbid / don't allow the use of / don't use / have (advertising) billboards / (have) made (the use of) billboards illegal / have (already) stopped billboard advertising. / (have) removed (the) billboards (from the streets)	5
12.	[**... they think that the billboards**] bring / attract customers / are (actually) good for business **OR** give color and / or interest // are colorful / beautiful / interesting * 'are not grey and / or boring' = 2 pts off	5
13.	ii) [**VB:** i] What his group is doing to get support.	5

Hello listeners, this is Ruth Howard. Welcome to our program "What's New in the City?" With us today is John Branson, who has started a campaign to remove all advertising billboards from our city streets. Hello, John.

Hello, Ruth, and thank you for the opportunity to tell people about our campaign.

Could you explain why you're against having billboards in the city?

Well, first of all, billboards are very large and the advertisers make sure that the words and pictures really get your attention. That makes them very dangerous, because drivers take their eyes off the road to look at them. And secondly, streets full of billboards are simply ugly. So much money is spent on making a city look attractive, and then these giant billboards ruin everything. In fact, in a survey we did, this was the main thing that people complained about.

So why do cities allow advertisers to put up billboards on their streets?

The reason is very simple – money. Cities believe that street advertising helps the economy because it draws attention to businesses in the area. Moreover, in the past, cities got a lot of money from the companies who used the billboards for their ads. But in recent years, many companies have moved their advertising to the Internet, and so billboards are used less and less. This means that the billboards don't bring in much money anymore, and, therefore, cities won't lose much if they remove them.

Are there any cities that have already stopped billboard advertising?

Yes there are. In fact, in 2006, all the billboards were removed from the streets of Sao Paulo, Brazil, a city with over 11 million people. And just last year, the French city of Grenoble became the first European city to take down all the billboards, though smaller advertisements still appear on bus stops. We're hoping that cities here in the USA will follow the example of Sao Paulo and Grenoble.

I understand some people are speaking out against removing the billboards.

Yes, there have been objections. Some local businesses are worried that without billboards, they will have fewer customers. They still believe that these advertisements are good for business. And there are also people who feel that in parts of the city where the buildings are gray and boring, the billboards actually give color and interest. But we can all learn a lot from the experience of Sao Paulo, where local businesses have not suffered, and everyone now agrees that the city is much more attractive.

That sounds great. And now, one last question: Have you been getting much support for your campaign?

Well, at the moment we are only a small group, but we're working hard to get more people to join us. We've started using the media to make people aware of the campaign, and we've gotten a lot of positive responses. We're also in touch with groups that have organized similar campaigns in other countries. We are all hoping that more cities will start to listen.

I wish you every success, John. I'm sure many of our listeners will want to support your efforts. And that's the end of our program for today. Goodbye for now.

מכון הנרייטה סאלד   משרד החינוך
המרכז לבחינות בגרות   המזכירות הפדגוגית
                                                     הפיקוח על הוראת האנגלית

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

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

SLS: WHAT YOU HEAR IS WHAT YOU READ

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

1.	ii) [**VB:** iii] Why many people can't read well.	7
2.	[**... why reading skills**] are important **OR** need to be improved **OR** interest governments. * NOT: have far-reaching social / economic effects.	8
3.	Answer may relate to Kothari's idea of SLS in *general* and / or to its significance for *India*, eg: [**... is given to show how Kothari**] thought of / got the idea for SLS **OR** thought of a (new) way to boost reading skills (in his native country / India). * NOT: thought of a way to improve his Spanish reading skills.	8
4.	[**... why in India, it might be effective to**] use SLS for / apply SLS in song programs / programs of songs (from local films) / songs shown / broadcast (regularly) on TV.	8
5.	[**... the experiment was done in order to**] find out if SLS / Kothari's idea works // test Kothari's idea **OR** see if SLS improves reading skills.	8
6.	ii) [**VB:** iii] Why people read subtitles. v) [**VB:** vi] How SLS affected television viewers in India.	2×7=14
7.	iv) [**VB:** ii] The success of SLS.	7

PART II: WRITTEN PRESENTATION (40 points)

1. If write in <u>list</u> form, **ded. 2 pts** from content criterion.

2. If write in full letter format, **ded. 2 pts** from content criterion. Accept if address the passage to Dear Reader(s) / Editor.

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**	• the task is fully on topic • task is well organized • content is easily understood		• the task is partially on topic • text is fairly well organized • content is sometimes hard to follow		• task is almost or fully <u>off</u> topic, but it is due to misunderstanding • text is poorly organized • content is very hard to follow
	8	6	4	2	0
Question 9 **Vocabulary**	• correct use of varied and rich vocabulary • appropriate word / idiom choice and usage • use of appropriate register		• correct use of appropriate vocabulary • several errors of words / idiom choice and usage • occasional use of inappropriate register		• very limited or inappropriate vocabulary • frequent errors of word / idiom choice and usage • inappropriate register
	8	6	4	2	0
Question 10 **Language Use**	• correct use of advanced language structures • hardly any errors of word order, connectors, pronouns, prepositions		• correct use of basic language structures • incorrect or no use of advanced language structures • several errors of tense, word order, connectors, pronouns, prepositions		• consistent incorrect use of basic language structures • frequent errors of word order, connectors, pronouns, prepositions
	16	12	8	4	0
Question 11 **Mechanics**	• hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing		• occasional errors of spelling, punctuation, capitalization, run-ons limited use of paragraphing		• 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 = <u>more answers</u> than required

C2 = adding <u>irrelevant</u> information

C3 = basically <u>correct</u> answer with <u>missing</u> information

C4 = basically <u>correct</u> answer with some <u>incorrect</u> 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 <u>must not exceed 50%</u> of all the points allotted an item.

L1 = <u>grammar</u> error

L2 = <u>spelling / punctuation</u> error

L3 = ignoring the stem by starting <u>new sentence</u>

L4 = ignoring the stem <u>without</u> starting <u>new sentence</u>

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 <u>accumulative</u> — 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 <u>single, whole unit</u>: errors in a clause or a sentence that is considered <u>irrelevant info or additional answer</u> should be penalized as well.

Example: [Using a bike] is cheaper than using a car <u>and paying **to** parking</u> = C2 [the underlined part]+ L1.

מעריכים בכירים מועד ב' 2015

נא לא להתקשר בשבת

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

הערות	רמות	פלאפון	טלפון בבית	שם
	F ספרות, A, G	054-7911372	04-6574972	אדלר הארי
	D ספרות, E, C		09-8623704	אהרון גינה
	C , D , E	052-2245055	077-4280160	ביטרן מארג'
	D, E ספרות, C	050-7916166	08-9400301	בראל ענת
	F ספרות, G, A	054-4790952	08-8527515	ברקוביץ סוניה
ביום ו' לא להתקשר לפני 13:00	D ספרות, E, C	052-5241840	04-6381025	גרה סאלח
לא להתקשר אחרי 21:00	B , C , E		03-9527523	דואניס מרים
	B , C , E	054-4760610	04-6782968	חלאילה סוהאד
	B , C , E		03-9464507	יהב ריימונד
לא להתקשר אחרי 21:30	B , C , E		03-9692516	לוי סידי
	F ספרות, G	052-8308215	02-5384596	ליפשיץ נעמי
	F ספרות, A, G	054-6588584	02-9974371	מורל ורדה
לא להתקשר אחרי 21:30	B , C , E	050-8244411		מסאלחה עבד
	F ספרות, G	054-7451201	08-6519685	נירנברג בארי
נא לא להתקשר בין 20:00-16:00	F ספרות, A, G	054-4981185		ספדי סולטאן
	D ספרות, C, E		08-6431940	פינצ'בסקי נטליה
	D ספרות, E, C	050-8158071	077-2107788	פנדול אירינה
	F ספרות, A, G	050-2104004		קובי מינה
	B , C , E	052-3684422	03-7323164	קליין חדי
לא להתקשר אחרי 21:00	D ספרות, E, C		02-9931364	רבין יונה