

## WINTER 2015 – 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, חורף תשע"ה**

**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.

**HOW TO BECOME A TOUR GUIDE**

1.	i) Why she wrote to Sam Evans. (VB iii)	5
2.	ii) take a course for guides (VB i)	5
3.	history // culture // geography // (other) languages You should also learn other languages besides English – 1 pt. pronoun	5
4.	to answer ((some) people's / tourists') questions They need a lot of patience to answer questions. You'll need a lot of patience to answer these questions. – 1 pt. for pronoun – 2 pts. for C3. Because some of them will ask you many questions – 2 pts. C3. If copy: <u>However</u> , some of <u>them</u> will ask <u>you</u> many questions. – 1 pts. irr. info. , 2 pts C3.	6
5.	you'll / they meet (many) interesting people // the work / job is fun A tour guide can work with tourists from different countries – accept As a guide you'll meet many interesting people – accept If copy: "A guide's job can be fun <u>but it is not always easy</u> " – 1 pt. C2	6
6.	He could spend three or four days away from home every week. // (Sometimes) there aren't many tourists AND / OR there isn't always enough work for all of the guides. <u>So</u> there isn't always enough work <u>for all of us</u> . – 2 pts. irr. info.	7
Total		34

**A MESSAGE FROM THE PAST**

7.	ii) How old it was. (VB iii)	5
8.	He saw a piece of paper (inside (the bottle)). Because <u>then</u> he saw a piece of paper inside. 1 pt. C3	5
9.	ii) Where the postcard came from. (VB i)	5
10.	i) He wrote the postcard. (VB iii) iv) He was from Germany. (VB v)	2x5=10
11.	... wanted to learn more about Richard Platz / her grandfather // ... was (very) excited was happy to discover that her grandfather was a German writer who believed in freedom and respect for others. – accept was very excited to hear about the postcard – 1 pt. C2 If copy: never knew her grandfather, but the postcard made her want to learn more about him. – 2 pts. C2	6
12.	ii) will try to understand the message better (VB iii)	5
Total		36

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

**HELPING PEOPLE TO SEE**

13.	ii) Where he volunteers. (VB iii)	5
14.	iii) They give people eye glasses. (VB ii)	5
15.	iii) Where it gets glasses from. (VB i)	5
16.	i) he wants to show why he loves his work. (VB ii)	5
17.	i) to travel to new places. (VB iii)	5
18.	iii) He looks at his problems in a different way. (VB ii)	5
Total		30

**Good afternoon. My name is Barbara Robbins. Welcome to our program “Helping Hands”. Today, I'm going to talk to Peter Howard, a high school student who volunteers in Brazil. Hello, Peter.**

Hello, Barbara.

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

Sure. My friends and I travel to Brazil every summer. We try to help some of the thousands of people there who can't buy the eyeglasses they need to see better.

**How do you do that?**

We work in a clinic in Rio de Janeiro, the capital city of Brazil. This clinic gives people glasses for free. These people sometimes travel for many hours to get to the clinic. Then they must wait in very long lines to see an eye doctor. The doctor checks their eyes and writes the number they need for their glasses on a piece of paper. Then they bring this paper to us. People from the United States send us boxes of glasses. We look through these boxes and try to find the glasses with the right number for each person.

**How do the people feel when you give them the glasses?**

They are very happy. I'll never forget one 70-year-old woman. When I gave her the glasses, she suddenly got excited about all the things she could finally see — like a picture on the wall or the faces of the people in the room. I always feel so good when I give a person his first pair of glasses.

**How many times did you go to Brazil?**

This year was the fifth summer I volunteered there, and I can't imagine a year without it.

**How did you start volunteering?**

When I was 11 years old, my mother asked me if I wanted to volunteer with her in this clinic. I said, “Yes, sure”. I really wanted to see new places but I had no idea how my life was going to change.

**How did volunteering change your life?**

Volunteering changed the way I see my own problems. I learned from the people in Brazil that you have to try to be happy even if you have problems. One poor family I helped there had many problems, but they always seemed to be happy. I saw them every time I went to the clinic. They were usually outside eating breakfast, laughing and having a good time. They always smiled and waved to me. Now, when I think of them, it makes me feel good.

**Well, that's nice to hear. Thank you for talking to us, Peter. And that's our program for today. Goodbye.**

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

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

**HOW CAN I ENJOY KARAOKE?**

**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) to be with his friends (VB i)	8
2.	i) because he thinks he can't sing well (VB ii)	8
3.	He thought if he practiced alone he could solve his problem and / or sing better. * <u>Accept</u> – He practiced alone. * <u>If write</u> : He practiced (at home) – deduct 4 pts – missing info.	9
4.	iii) is only for fun (VB ii)	9
5.	i) They don't go to karaoke parties. (VB iii)	9
6.	ii) people who don't sing well. (VB iii)	9
7.	It's enough to practice / He can practice (only) one or two songs (many times) (until he knows them very well). — He can continues his (karaoke) practice * <u>Accept</u> : He can practice // (to) practice (He can try / to try) to get used to the lively atmosphere at the parties (because that's the best part of karaoke).	9
8.	... sing for his friends	9
Total		70

(Questions 1-8=70 points)

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

**GENERAL COMMENTS:**

- Markers can give in-between grades e.g. 9 pts.
- Deduction for length (task required: 35-40 words).  
— If student copies the instruction sentence in addition to 35 words of his own — deduct 3 pts. from content.  
BUT if he adds fewer than 35 words deduct ALSO for length.
- If student misuses pronouns – deduct 2 pts from content.
- If student only copies the instruction sentence/s — 0 for the whole task.
- If write about more than one person – accept.
- If student starts with: "Hi, my name is..." – deduct 2 pts.
- If write in letter format – deduct up to 3 pts.

# of words	# points off
34-31	1
30-26	3
25-21	6
20-16	10
15-11	15
less than 10	30

Criteria	Descriptors				
<b>Question 9</b>  <b>Content and Organization</b>	<ul style="list-style-type: none"> <li>task is <u>fully</u> on topic</li> <li>text is well organized</li> <li>content is easily understood</li> </ul>		<ul style="list-style-type: none"> <li>task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes difficult to follow</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or fully <u>off</u> topic, but it is due to misunderstanding</li> <li>text is poorly organized</li> </ul>
	10	8	5	2	0
<b>Question 10</b>  <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>use of appropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>occasional use of inappropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>consistent use of inappropriate vocabulary</li> </ul>
	6	5	4	2	1
<b>Question 11</b>  <b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>hardly any errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>occasional incorrect use of basic language structures</li> <li>several errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, pronouns, prepositions</li> </ul>
	11	8	6	4	1
<b>Question 12</b>  <b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of spelling, punctuation, capitalization</li> </ul>		<ul style="list-style-type: none"> <li>several errors of spelling, punctuation, capitalization, run-ons</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization, run-ons</li> </ul>
	3	2	1	--	0

(Questions 9-12=30 points)

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

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

**WANT TO BE MORE CREATIVE? TAKE A WALK**

**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) How walking can affect us. (VB iv)	8
2.	... walking and creativity.	10
3.	iv) Who participated in the research. (VB ii) v) Where the participants walked in the first part of the experiment. (VB vi)	2×9=18
4.	ii) to take a test (VB iv)	8
5.	... check / test creativity.	10
6.	more creative <i>If write:</i> able to think of (about 60%) more uses for an object (and their ideas were both original and logical) – deduct 4 (part. inc.)	9
7.	ii) people are more creative after walking outdoors (VB iv)	9
8.	iv) How long they walked. (VB iii)	9
9.	(It really seems that) it's the walking that is important (Dr. Burns said) (and not where you walk) // (The) walking is important and not where you walk. // when the students walked outside (for about eight minutes), their creativity increased just as much as when they walked indoors. Accept: People aren't more creative after walking outdoors.	9
10.	iii) Why walking makes us more creative. (VB ii)	9
<b>Total</b>		100

(Questions 1-10=100 points)

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

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

THE NEW LIBRARIES

- \* 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.	iii) [VB ii] Why people won't recognize it. vi) [VB v] What it will offer visitors.	2×8=16
2.	[... why public libraries... need to] change OR be changed / transformed OR (be transformed to) increase / change their appeal OR be(come) different. * Accept: attract people / visitors * Do not accept answers from other paragraphs, eg 'have a section for teenagers // make the atmosphere friendlier // meet more of the public needs'	8
3.	ii) [VB iii] What people used to do in libraries.	8
4.	(They / The visitors will be able to) record / Recording music OR ... make / Making animated films [VB: Making videos OR Drawing comic books] * Without verb, eg only 'music / comics' = 2pts off	7
5.	ii) [VB iv] The job of librarians today.	8
6.	iv) [VB i] It was not successful.	8
7.	[... many people] (still) want / prefer to read / hold (real / printed) books / a real book // want libraries to have / offer real / printed books. OR don't want libraries to change completely.	8
8.	(The) (various) (efforts seem to be) paying off OR (In the last seven [VB: five] years there has been a) considerable [VB: significant] rise (in the number of visits to public libraries).	7

**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.

## HARRY WILLIAMS, PHOTOGRAPHER

9.	i) [VB ii] Why he chose the subject.	5
10.	iv) [VB iii] How she influenced Harry.	5
11.	[... Harry took pictures of] nature and / or (wild) animals OR (wild) animals OR landscapes (and wild animals) OR Africa OR (some of the most) beautiful sights (in the world).	5
12.	iii) [VB iv] Why he was unhappy before the change. v) [VB vi] What made him focus on young people.	2x5=10
13.	[He is] organizing an exhibition (that will be displayed in high schools around the country) OR working on / writing a book (for teenagers) (that will give them a taste of what it's like to be a photographer).	5

Hello listeners, and welcome to our weekly program Living Art. With us in the studio today is the prize-winning photographer Harry Williams. Harry has just published his third book of photographs, called *Almost Adults*. Welcome, Harry.

Thank you. It's good to be here.

**Tell me, Harry, why did you decide to call the book *Almost Adults*?**

Because it focuses on young people. In the last three years I've travelled all over the globe and photographed teenagers and their daily activities. I'm fascinated by this stage in young people's lives when they are no longer children, but not yet adults, either. My photos show the differences between teenagers in different cultures, and the similarities as well.

**Have you always taken pictures of people?**

No, I started out as a nature photographer. One of my teachers in art school was the famous nature photographer Elsa Wilson, and she really inspired me. Anyone can teach you how to use a camera, but Elsa did much more. She constantly encouraged me and gave me the confidence to become a professional photographer. She believed in me, and that helped me believe in myself. After I graduated, Elsa invited me to join her on a trip to Africa to photograph wild animals. It was an incredible experience.

**The book of photographs you published after the African trip won you second prize in the Young Photographer competition. How important was that to your career?**

Very important, actually. I started getting jobs from more and more nature magazines. For several years, I travelled around the world photographing landscapes and wild animals. I went to places I never thought I would go to, and saw some of the most beautiful sights in the world. And I even got paid to do it!

**So what made you turn your attention to a completely different subject?**

Well, nature photography requires a lot of patience. You hide behind a bush for hours or even days, waiting for an animal to show up, and when it finally does, you have to be ready to take the picture instantly. Sometimes the animal simply doesn't show up, and it's all a waste of time. Basically I'm not a very patient person. I was becoming more and more unhappy with my work, and eventually I decided to look for something that suited my personality better. Over the years, I had given several lectures to high school students, and discovered that I really enjoyed the contact with young people. That's how I got the idea for my new book.

**One last question: I understand your future projects also involve young people?**

Yes, that's right. I'd like to help youngsters get an idea of what professional photography is all about. I'm currently organizing an exhibition of photographs that will be displayed in high schools around the country. And I'm also that will give them a taste of what it's like to be a photographer. Maybe some of them will even fall in love with the profession the way I did, and choose photography as their career.

**With your enthusiasm, Harry, I'm sure you'll convince many youngsters to follow in your footsteps. Thank you for coming to the studio today, and to you listeners, goodbye.**

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

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

**FARMING REACHES NEW HEIGHTS**

\* 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] help prevent food shortages	8
2.	[We learn why Despommier] developed // wanted / decided to develop // pioneered (the idea of) vertical farms / farming OR was interested in preventing / finding ways to prevent (future) food shortages OR was interested in his students' idea / suggestion (about rooftop gardens) OR did not like / accept his students' idea OR did not think rooftop gardens could solve the problem of food shortages.	8
3.	Rooftop gardens / gardening OR Replacing the shrubs and / or flowers (usually grown) on rooftops with fruit and / or vegetables OR Growing fruit and / or vegetables on rooftops / in rooftop gardens. OR Using / Trying to use rooftop gardens as a solution to the problem of future food shortages.	8
4.	iii [VB: ii] there may be a need for vertical farms in the future	7
5.	[... minimal use of pesticides is mentioned as one of the] advantages / benefits / effects / results / outcomes of vertical farms / farming in buildings. * NOT: as one of the ways to protect the crops	7
6.	The amount of land suitable for farming is decreasing OR The amount of land that can't be used for farming is increasing OR There will be a sharp increase in urban populations OR (By 2050), there will be (some) ten billion people on the planet // An / The increase / growth in the global population OR Extreme weather conditions.	7
7.	iv [VB: iii] the cost of running vertical farms	8
8.	ii [VB: iii] Why widespread use of vertical farms is not possible yet.	7

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

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

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

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

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

Criteria	Descriptors				
<b>Question 9</b> <b>Content and Organization</b>	<ul style="list-style-type: none"> <li>the task is fully on topic</li> <li>task is well organized</li> <li>content is easily understood</li> <li>text is written mostly in student's own words</li> </ul>		<ul style="list-style-type: none"> <li>the task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes hard to follow</li> <li>chunks of the task are not written in student's own words</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or fully <u>off</u> topic, but it is due to misunderstanding</li> <li>text is poorly organized</li> <li>content cannot be understood</li> </ul>
	8	6	4	2	0
<b>Question 10</b> <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>correct use of varied and rich vocabulary</li> <li>appropriate word / idiom choice and usage</li> <li>use of appropriate register</li> </ul>		<ul style="list-style-type: none"> <li>correct use of appropriate vocabulary</li> <li>several errors of words / idiom choice and usage</li> <li>occasional use of inappropriate register</li> </ul>		<ul style="list-style-type: none"> <li>very limited or inappropriate vocabulary</li> <li>frequent errors of word / idiom choice and usage</li> <li>inappropriate register</li> </ul>
	8	6	4	2	0
<b>Question 11</b> <b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of advanced language structures</li> <li>hardly any errors of word order, connectors, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>incorrect or no use of advanced language structures</li> <li>several errors of tense, word order, connectors, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, connectors, pronouns, prepositions</li> </ul>
	16	12	8	4	0
<b>Question 12</b> <b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing</li> </ul>		<ul style="list-style-type: none"> <li>occasional errors of spelling, punctuation, capitalization, run-ons</li> <li>limited use of paragraphing</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization, run-ons; no paragraphing</li> </ul>
	8	6	4	2	0

**MARKING CATEGORIES – KEY AND SUMMARY**

Open questions — Marking for Content

**C1** = more answers than required

**C2** = adding irrelevant information

**C3** = basically correct answer with missing information

**C4** = basically correct answer with some incorrect information

**C5** = additional information that is NOT irrelevant (**NO deduction**)

Open questions – deduction for content – summary

	Items worth 4-7 pts	Items worth 8-10 pts	Comments
<b>C1</b>	1 pt off <u>total</u>	2 pts off <u>total</u>	Deduction is for <u>whole</u> question, NOT per item.
<b>C2</b>	1 pt off	2 pts off	Deduction is per <u>item</u>
<b>C3</b> <b>AND</b> <b>C4</b>	1-3 pt per item according to severity	2-5 pts per item according to severity	If the answer basically correct (at least half right), deduct up to 50% of all pts.  If the answer is more wrong than right, give zero even if it contains correct words or phrases.
<b>C5</b>	No deduction	No deduction	

Open questions — Marking for Language

Total deductions for language must not exceed 50% of all the points allotted an item.

**L1** = grammar error

**L2** = spelling / punctuation error

**L3** = ignoring the stem by starting new sentence

**L4** = ignoring the stem without starting new sentence

Item worth __ points	A	B	C	D	E	F + G	
	G	G	G	G	G	G	S / P
3	--						
4	--	1	1	1	1	1	1
5	--	1	1	1	1	1	1
6	--	1	1	1-2	1-2	1-2	1
7		1	1	1-2	1-2	1-2	1
8		1	1-2	1-2	2-3	2-3	1
9		1	1-2	1-2	2-3	2-3	1
10		1	1-2	2-3	2-3	2-3	1

**NOTE:** For both C and L, deductions are accumulative – in other words, if a student has errors in more than one category, deduct accordingly. The full answer on same blank should be checked as a single, whole unit: errors in a clause or a sentence that is considered irrelevant info or additional answer should be penalized as well.

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

**מעריכים בכירים מועד חורף 2015**

נא לא להתקשר בשבת

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

שם	טלפון בבית	פלאפון	רמות	הערות
אבו פול פאיזה	04-6385616	052-5497740	D ספרות, E, C	ביום ו' לא להתקשר לפני 13:00
אדלר הארי	04-6574972	054-7911372	F ספרות, A, G	
אהרון גינה	09-8623704		D ספרות, E, C	
ביטרן מארג'	077-4280160	052-2245055	C, D, E	
ברקוביץ סוניה	08-8527515	054-4790952	F ספרות, G, A	
גרבר עינת	08-8544002	050-7393535	D ספרות, E, C	
דואניס מרים	03-9527523		B, C, E	לא להתקשר אחרי 21:00
חלאילה סוהאד	04-6782968	054-4760610	B, C, E	
יהב ריימונד	03-9464507		B, C, E	
לוי סידי	03-9692516		B, C, E	לא להתקשר אחרי 21:30
ליבר מיקי	09-7712366		F ספרות, A, G	
ליפשיץ נעמי	08-6412483		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
נירנברג בארי	08-6519685	054-7451201	F ספרות, G	
ספדי סולטאן		054-4981185	F ספרות, A, G	נא לא להתקשר בין 16:00-20:00
פינצ'בסקי נטליה	08-6431940		D ספרות, C, E	
פנדול אירינה	077-2107788	050-8158071	D ספרות, E, C	
צויגרך מקסין	03-6993677	052-3927822	F ספרות, A, G	
קובי מינה	02-6761114	050-2104004	F ספרות, A, G	
קליין חדי	03-7323164	052-3684422	B, C, E	
רבין יונה	02-9931364		D ספרות, E, C	לא להתקשר אחרי 21:00
רט סיון	077-5588855	057-5207176	D ספרות, E, C	

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך