

דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016102, 401, חורף 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.

**THE BEST SUMMER OF MY LIFE**

1.	i) What Bob learned from his parents (VB iii)	6
2.	ii) They sold their own pizza in the market. (VB i)	6
3.	They sold pizza all day (and then,) in/.In the evening, they served food at parties.	6
4.	ii) He met interesting people. (VB iii)	6
5.	(Today,) they have six restaurants AND/OR 200 people work for them.	6

**DOGS AT WORK**

6.	ii) when workers can take their dogs to work (VB i)	5
7.	ii) The workers do a better job. (VB iii)	5
8.	They don't have to go home early (to feed their pet AND/OR to take their pet/dog for a walk.)	5
9.	i) To accept others (VB ii)	5
10.	They wag their tails OR lick our faces.	5
11.	iii) How many dogs come there (VB ii) v) When the company lets dogs come (VB iv)	5x2 = 10
12.	ii) it is a good idea to take dogs to work (VB iii)	5

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

**PICTURES THAT TELL A STORY**

13.	i) To hear about his drawing career. (VB iii)	5
14.	iii) he liked to draw very much (VB ii)	5
15.	ii) He taught Ben to draw better. (VB iii)	5
16.	i) won prizes for his drawings (VB ii)	5
17.	iii) He wrote a book and drew the pictures for it. (VB i)	5
18.	ii) To draw things they really like. (VB i)	5

**Hello, listeners, My name is Mary Jones. Welcome to our program "Young Artists". Today we will talk with Ben Barnes, a very special young man. Hello, Ben.**

Hello, Mary.

**You drew the pictures for a wonderful picture book, Ben. What can you tell us about it?**

The name of the book is "Red, White and Blue." It is about the history of my country. It also tells about the many different people who are part of that history.

**The drawings are beautiful. How did you get interested in drawing?**

I always loved to draw. I had an uncle who was an artist. He was the first person to see that I could draw very well. He taught me how to draw better and how to use color. I learned a lot from him. My mom and dad also helped me. They took me to museums. They also found a very good art teacher for me when I was 10 years old.

**Why did you decide to become an artist?**

When I was a teenager, I wanted to be a basketball player. But I spent more time drawing pictures than playing basketball. So I decided this was what I should do.

**How did your career start?**

When I was in high school, I sent my pictures to competitions and I won many prizes.

**How do you decide which projects to work on?**

The project must be interesting to me. I also think about how my pictures can make the project special.

**What is your favorite project?**

I wrote a book on the history of basketball and I also drew the pictures for it. I really love history, and I love sports, so that was very exciting for me.

**How is drawing pictures for books different from drawing other kinds of pictures?**

When you draw pictures for a book you must tell a story. But not all pictures tell a story. For example, I also draw pictures of interesting people. When I draw their pictures everyone can learn about them. This makes me very happy.

**What can you tell young people who want to become artists?**

They should draw what they really like. I would also tell them to draw every day so they can become better and better.

**Thank you for talking to us, Ben. Good luck in your career. Good-bye.**

**דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016381, חורף 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.*

**DOGS AT WORK**

1.	ii) when workers can take their dogs to work (VB i)	7
2.	ii) The workers do a better job. (VB iii)	7
3.	People/They get up AND/OR move around more (when there are dogs in the office). / Workers are healthier if they walk around a few times every day. / ((other) workers can play with a dog and enjoy a few minutes with it.) This helps them relax and feel better. / They relax / feel better.	8
4.	They don't have to go home early (to feed their pet AND/OR take their pet/it for a walk).	8
5.	i) To accept others (VB ii)	8
6.	They wag their tails OR lick our faces.	8
7.	iii) How many dogs come there (VB ii) v) When the company lets dogs come (VB iv)	8x2 = 16
8.	ii) it is a good idea to take dogs to work (VB iii)	8

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

**PICTURES THAT TELL A STORY**

9.	i) To hear about his drawing career. (VB iii)	5
10.	iii) he liked to draw very much (VB ii)	5
11.	ii) He taught Ben to draw better. (VB iii)	5
12.	i) won prizes for his drawings (VB ii)	5
13.	iii) He wrote a book and drew the pictures for it. (VB i)	5
14.	ii) To draw things they really like. (VB i)	5

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

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

**SAND SCULPTURES**

*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) When it takes place. (VB ii)	8
2.	iii) This year the sculptures are about the United States. (VB ii)	8
3.	(Every year, the) /The city saves the sand [from the sculptures (for the next event.)]	9
4.	ii) They wanted more tourists to come to the city. (VB iii)	9
5.	(17 kilometers of) sand dunes (near the city)	9
6.	ii) the sculptures to last longer (VB i)	9
7.	(about) 500,000 people visit the museum each year/Some people return (every year) to see the new sculptures.	9
8.	iii) They come from different parts of the world. (VB i)	9

**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.

# 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 rganized</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

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

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

**SAND SCULPTURES**

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

1.	i) When it takes place. (VB ii)	7
2.	iii) This year the sculptures are about the United States. (VB ii)	7
3.	(Every year, the) /The city saves the sand [from the sculptures (for the next event.)]	8
4.	ii) They wanted more tourists to come to the city. (VB iii)	7
5.	(17 kilometers of) sand dunes (near the city)	8
6.	ii) the sculptures to last longer (VB i)	7
7.	(about) 500,000 people visit the museum each year/Some people return (every year) to see the new sculptures.	8
8.	iii) They come from different parts of the world. (VB i)	8

**PART II: APPRECIATION OF LITERATURE (40 points)**

**DUSK / Saki**

9.	ii) disappointed (VB i)	8
10.	i) he had only a few pennies in his pocket (VB iii)	8
11.	ii) Norman thought he was lying (VB i)	8
12.	(a bar of) soap/ a (small) package // the old man (looking for a bar of) soap.	8
13.	iii) lied to him (VB iii)	8

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

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

**A HIGH SCHOOL REVOLUTION**

*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) The students learn by working in the real world. (VB ii)	9
2.	(They move up only after) they prove that they understand the material.	9
3.	ii) learn science through experience (VB iii) iv) study two subjects at the same time (VB vi)	2x9 = 18
4.	ii) She has time to finish her tasks. (VB iii)	9
5.	...finish tasks (on time) <b>OR</b> take responsibility for their learning <i>Accept: set goals.</i>	9
6.	iv) She teaches students new learning habits. (VB ii)	9
7.	It offers (small) prizes (for finishing tasks on time). // It helps (students) (to) set goals. // It changes habits.	9
8.	ii) what employers want (VB iv)	9
9.	The (strong) focus is / It focuses on career development. // Students (can) choose from a (wide) variety of careers (at this high school) (from electronics to police work).	9
10.	ii) Getting Real-World Experience (VB i)	10

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

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

**A HIGH SCHOOL REVOLUTION**

*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) The students learn by working in the real world. (VB ii)	8
2.	(They move up only after) they prove that they understand the material.	9
3.	ii) study two subjects at the same time (VB iv)	8
4.	...finish tasks (on time) <b>OR</b> take responsibility for their learning <i>Accept: set goals</i>	9
5.	iv) She teaches students new learning habits. (VB ii)	9
6.	It offers (small) prizes (for finishing tasks on time). // It helps (students) (to) set goals. // It changes habits.	9
7.	ii) what employers want (VB iv)	9
8.	The focus is / It focuses on career development. // Students (can) choose from a (wide) variety of careers (from electronics to police work).	9

**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. If student starts with Hello / My name is — deduct 1 pt from content.
8. Deduction for length (task required: 70-90 words).

# of words	# points off
69-60	1
59-50	3
49-40	6
39-30	10
29-25	15
less than 25	30



Criteria	D e s c r i p t o r s				
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>● task is fully on topic</li> <li>● text is well organized</li> <li>● content is easily understood</li> </ul>	8	<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>	3	<ul style="list-style-type: none"> <li>● task is almost or completely off topic, but it is due to misunderstanding of topic</li> <li>● text is poorly organized</li> <li>● content cannot be understood</li> </ul>
	10		6		0
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● use of appropriate vocabulary</li> </ul>	5	<ul style="list-style-type: none"> <li>● occasional use of inappropriate vocabulary</li> </ul>	2	<ul style="list-style-type: none"> <li>● consistent use of inappropriate vocabulary</li> </ul>
	6		4		1
<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>	8	<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>	3	<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		6		1
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>● hardly any errors of spelling, punctuation, capitalization</li> </ul>	2	<ul style="list-style-type: none"> <li>● several errors of spelling, punctuation, capitalization</li> </ul>	0	<ul style="list-style-type: none"> <li>● frequent errors of spelling, punctuation, capitalization</li> </ul>
	3		1		0

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

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

**TOURISTS DISCOVER ANTARCTICA**

- \* 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] How Antarctica is different from other places on Earth.	8
2.	[... what the scientists] do / are doing (in Antarctica / there) OR collect / are collecting (information about) (in Antarctica).	8
3.	iii) [VB ii] tourists want to go to Antarctica v) [VB vi] tourists visit Antarctica in the summer	2x7=14
4.	[All the problems... can be caused by] (the) tourism (to / in Antarctica) OR (the) tourists / tour ships [(arriving) in / coming to Antarctica] OR the fact that tourists come to Antarctica.	8
5.	(Only) small numbers of tourists are allowed to go on shore at the same time OR Tourists / They are forbidden to get too close (to the animals).	8
6.	[To make sure that if they collide with ice, they won't] (get damaged and) endanger (the) passengers // endanger (the) passengers' lives OR get damaged and / or leak fuel and / or pollute the sea (and / or the land).	8
7.	ii) [VB iii] How the arrival of tourists in Antarctica helps the scientists.	8
8.	iii) [VB ii] They have been effective.	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.

**NOISE POLLUTION**

9.	ii) [VB iii] What scientists have learned about loud noises. v) [VB vi] What causes noise pollution.	2x5=10
10.	[They produce noise by] going to / visiting parks and / or forests // bringing cars / motorcycles / cellphones (with them) (to parks / forests) // talking on / using cellphones (in forests / parks) OR working on (their) farms (with trucks / loud machines / tractors) // using trucks / (very) loud machines / tractors.	5
11.	iii) [VB ii] They might be unable to communicate with each other.	5
12.	[Visitors are not allowed to] go in / use / drive (private) cars (in the park) OR play loud music (in the park) OR use cellphones (in the park).	5
13.	i) [VB ii] What she thinks of the efforts to protect animals from noise.	5

**Hello, listeners, this is Richard Lawrence with our weekly program "The World Around Us." My guest today is Dr. Emily Gray, who is studying an environmental problem that not many people have heard about — the effect of noise pollution on animals. Hello, Dr. Gray.**

Hello, and thank you for inviting me to the studio.

**Dr. Gray, perhaps you can begin by explaining exactly what you mean by "noise pollution."**

Well, we all know how noisy life is today, especially in cities. There is the constant noise from traffic, and from the machines that are used to construct new buildings. And there is also the loud music coming from cafés and car radios. Scientists have discovered that very loud noises can seriously affect the lives of both people and animals. When the noise reaches such high levels that it becomes harmful, you get what we call "noise pollution." And it's not only in cities. Even in the parks and forests outside the city, where you expect peace and quiet, there are many sources of harmful levels of noise.

**Really? What causes noise pollution outside cities?**

Well, I'm sorry to say it is us — human beings! Lots of people visit forests and parks, and they bring their cars, their motorcycles, and their cellphones with them. But people who live in the countryside produce a lot of noise too. Farmers, for example, use tractors, trucks, and very loud machines when working on their farms. All this noise that we humans produce is much louder than many of the sounds produced in nature.

**And you say noise pollution is having a serious effect on animals?**

Oh yes, it can be very harmful, especially to wild animals. Some of them need to be able to hear the sound of a dangerous animal moving toward them, so that they can have enough time to run away. Rabbits, for instance, have very sensitive hearing. Other animals — including ones that live in the sea — use sounds to communicate. For example, some kinds of whales make special sounds that help them find each other, even when they are separated by hundreds of kilometers of ocean. But the loud engine noise from ships can make it impossible for them to hear one another.

**I had no idea that noise could cause such difficulties for animals. So, for my last question, I would like to ask whether anything is being done to protect them.**

Well, a few national parks have introduced special regulations to prevent people from making a lot of noise. For example, they don't allow private cars in the park. Instead, they provide buses for the visitors. Playing loud music and using cellphones are not permitted either. In addition, efforts are being made to convince the authorities to make sure that airplanes stop flying over national parks. All this is a good start, but in my opinion, it's not enough. Much more needs to be done to ensure that animals are not harmed by noise pollution.

**Thank you, Dr. Gray, for making us aware of this important issue. You have given us a lot to think about. And that brings us to the end of today's program. Goodbye.**

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

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

PAPER OR SCREEN?

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

1.	iv [VB: iii] most readers prefer printed books	7
2.	iii [VB: iv] have not taken the place of printed books	7
3.	[It is more difficult for readers of electronic texts to] concentrate (for a long time) OR remember information / what they've read (for a long time / for weeks or even months) OR read long and / or complex texts OR read historical works / scientific articles OR read without straining their eyes / getting a headache OR read without discomfort.	8
4.	[... visual clues help readers to] form a mental image of the book OR find their way around / navigate the book OR seek out a particular passage.	8
5.	Answer can relate to one or more of these elements: what was done to increase the appeal of e-books; what was done to simulate printed books; what was done to simulate the experience of reading printed books. For example: [... the writer describes what designers of e-books have done in order to] give readers a reading experience that is (more) similar to that of printed books (and so to increase the appeal of e-books) OR influence / change / improve the experience of reading e-books / them (so as to make them more popular) OR make e-books / them (more) similar to // look like printed books OR simulate printed books (and so increase the appeal of e-books / their appeal // reduce resistance to e-books / them) OR reduce resistance to e-books / them OR increase the appeal of e-books / their appeal.	8
6.	iii [VB: iv] Why readers' response to them is negative.	7
7.	[... mentions the possibility of enlarging the letters as one example of] the distinctive features / benefits of electronic formats // benefits of reading e-books. * Accept singular, eg a distinctive feature / benefit of ebooks	8
8.	iv [VB: iii] They will become more popular.	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.
4. Accept Facebook / Instagram and other social networks as social activities.

**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

	<b>Items worth 5-7 pts</b>	<b>Items worth 8-10 pts</b>	<b>Comments</b>
<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

<b>Item worth — points</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F + G</b>	
	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.