

WINTER 2013 – 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.* **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 all such cases of off-topic compositions, a senior examiner must be consulted.**

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"ג

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

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

PHOTO COMPETITION

1.	i) Who can enter the competition (VB iii)	4
2.	(Three) (famous) photographers (decide which photo is the best.)	4
3.	<i>One of the following:</i> (1) \$1000 (2) a camera	5
4.	... (all) the photos that the participants sent / send <i>If write: the photos that the participants send us -1 pt</i> <i>If write only the photos or your photos deduct 2 pts.</i> <i>If write: All the photos that the participants send us will be in the exhibition at the gallery – -2 points.</i> <i>If write: All the photos that the participants - 0 points</i>	5
5.	ii) send two photographs	6
6.	ii) what the photos show iv) where you live (VB iii)	2x5=10
Total		34

A WEEK WITHOUT TV

7.	iii) What Screen Free wants to do. (VB ii)	5
8.	ii) Meet their friends and play outside. (VB iii)	5
9.	... have problems at school. <i>If write only: have problems -2 pts</i> <i>If write: especially at night have problems at school - 0 points</i>	5
10.	ii) problems with their weight (VB i)	5
11.	... can learn (a lot) (from them). <i>If write: say that people can learn a lot from them - 2 pts</i> <i>If write: they say that there are many good TV programs and that people can learn a lot from them -3 pts.</i>	6
12.	iii) parents should know programs their kids watch (VB ii)	5
13.	i) People should spend less time watching TV. (VB iii)	5
Total		36

(Questions 1-13=70 points)

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

THE GREEN TEENS PROJECT: TEENAGERS HELP THE ENVIRONMENT

14.	ii) she wants to tell about her project (VB iii)	5
15.	iii) which things teens should recycle (VB i)	5
16.	iii) can pollute the environment (VB ii)	5
17.	ii) she read about harmful shampoos (VB iii)	5
18.	iii) The project has groups in many places. (VB ii)	5
19.	i) Where to buy safe products. (VB iii)	5
Total		30

(Questions 14-19=30 points)

Hello listeners. This is Steven Barlow with our program *The World We Live In*. Today I invited Susan Carter, a 20-year-old college student, to talk about her project Green Teens. She started the project five years ago.

Hello, Susan.

Hello.

Please tell us about Green Teens.

The Green Teens Project tells teenagers how they can help the environment. Many teenagers in America don't know what they can do to make the environment a better place. They also don't know that many things they buy and use are harmful to the environment. Green Teens gives them this information.

Can you give us examples of the information you give to teenagers?

Of course. We show teenagers how to make small changes in their lives that can help the environment. For example, we explain how important it is to recycle things like paper and clothes. We also explain that they should use plastic bottles and plastic bags again and again. Another important thing we teach teens is how to save water at home.

What other things should teenagers know?

Well, many teenagers buy and use things that can harm the environment. For example, some of the shampoos and soaps that teens use every day can pollute our water. We give teenagers the information they need so they can choose products that are safe to use.

How did The Green Teens Project start?

Five years ago, when I was in high school, I read in the newspaper that some shampoos are dangerous to the environment. I told my friends about these harmful products. That is when we decided to start the first group of Green Teens.

And what happened during these five years?

We became very successful. Newspapers and magazines write about what we do. We have groups in hundreds of schools and colleges in America. These groups organize activities like picnics and happenings where they show movies and give information on how to help the environment.

How can teens learn more about the Green Teens Project?

We have an Internet site. Teenagers can read about what different groups are doing and when the activities are taking place. We also tell them where they can buy products that are safe for the environment.

Thank you very much, Susan. I'm sure we will hear more about Green Teens in the future. This ends our program. Goodbye.

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

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

GET-A-BIKE

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

1.	i) Why Norman Silver interviewed Janet. (VB iii)	7
2.	iii) she got a new bike from her parents (VB ii)	7
3.	ii) give old bikes to schoolchildren (VB i)	7
4.	notices (all over the city) // the Internet / an Internet site <i>If write: "Larry Hanson" / "(the owner of the) Lakeside Bike Shop" – accept.</i> <i>If write: "We put up notices about Get-a-Bike all over the city." – deduct 3 pts. Ignoring the stem.</i>	7
5.	<i>One of the following:</i> People bring (their) (old) bikes / them to his shop / to him. // He collects bikes (from people's homes / people.)	7
6.	(1) Larry / He checks all the bikes. / them (to make sure they are safe (to ride.) // He makes sure that the bikes are safe (to ride.) (2) He donates a helmet to each child. <i>Accept: Larry / He donates helmets.</i> <i>He donates a helmet. = -1 – missing info.</i> <i>If write: checks all the bikes – deduct 1 pt. – missing subject.</i>	2x7=14
7.	ii) study well at school (VB iii) iv) need a bike (VB v)	2x7=14
8.	i) Lakeside schools (VB ii)	7
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.
- If student uses letter format – deduct up to 3 pts from content.
- If student copies the two instruction sentences in addition to 30 words of his own — deduct up to 3 pts. from content. **BUT** if he adds fewer than 30 words deduct **ALSO** for length.
- If student misuses pronouns — deduct 2 pts. from content.
- If student only copies the instruction sentences — 0 for the whole task.
- If student describes Israel as the favorite place – accept.
- If student describes place without mentioning where such as a mall / beach / restaurant / the cinema / hotel / zoo / room / home / school – accept.
- If no mention is made of Israel – accept. **BUT** if describe another country – deduct 2 pts. from content.
- If write about a trip and mention the places – deduct up to 5 pts from content.
- If only answer the bullets (more than 31 words) – deduct 2 pts from content.
- If describe more than one place – accept.
- If doesn't describe a specific place, but what he likes in Israel (flowers, cars...) – accept.
- If describe a person – 0 for the whole composition.
- If list places without any description – 0 for the whole composition.
- Deduction for length (task required: 35-40 words).

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

Criteria	Descriptors				
Question 9 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 content cannot be understood
	10	8	5	2	0
Question 10 Vocabulary	<ul style="list-style-type: none"> use of appropriate vocabulary 		<ul style="list-style-type: none"> occasional use of inappropriate vocabulary 		<ul style="list-style-type: none"> consistent use of inappropriate vocabulary
	6	5	4	2	1
Question 11 Language Use	<ul style="list-style-type: none"> correct use of basic language structures hardly any errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> occasional incorrect use of basic language structures several errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> consistent incorrect use of basic language structures frequent errors of word order, pronouns, prepositions
	11	8	6	4	1
Question 12 Mechanics	<ul style="list-style-type: none"> hardly any errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> several errors of spelling, punctuation, capitalization, run-ons 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization, run-ons
	3	2	1	--	0

(Questions 9-12=30 points)

בהצלחה!

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

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

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

LOOKING AT OUR EATING HABITS

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) Scientists can study how people eat. (VB i)	8
2.	Scientists / They use / are using (hidden) cameras and / or microphones (to film and / or record everything that happens in the restaurant.) // They film and / or record (everything that happens / everything) in the restaurant. <i>If write: "Dr. Webster and his team of scientists are using hidden cameras and microphones to film and record everything that happens in the restaurant." – accept. BUT, if copy whole sentence starting from "In reality" (lines 4-7), deduct 4 pts. If write only: "(hidden) cameras" – -2 pts.</i>	9
3.	iii) The company wants to produce more food products. (VB ii)	9
4.	ii) How long the research will be. (VB iii) v) What the scientists are trying to do. (VB vi)	2x9=18
5.	iii) To check the effects they have on customers. (VB iv)	10
6.	People / Customers / They may choose healthier items on the menu. // Smells / They may influence the food people / they choose. <i>If "will" instead of "may": "People will choose healthier food from the menu" – -2 pts. (part. inc.) If no modal: "people choose healthier items on the menu" – -2 (part. inc.) But if write: "if people choose healthier items on the menu (when we/they spray a scent of lemon in the air)": 0 pts. If: "smells may affect people's behavior" – 0 pts.</i>	10
7.	... they are used to cameras (everywhere – in shopping malls, airports and on the streets) // cameras are everywhere // no one pays attention to cameras / them (anymore). <i>If write: "(they know) this is significant research (and they want to take part in it) – accept. But if: <u>Students (also) say that</u> they know this is significant research (and they want to take part in it)": deduct 4 pts. If write: "being filmed doesn't bother them" – 0 points.</i>	9
8.	iv) think it is important (VB ii)	9
9.	It / This research / They will / could help people improve their eating habits. <i>If write: "It / this research will assist health experts in understanding what influences our choice of food and help people improve their eating habits." – -4 pts. But if: "<u>They believe</u> this research will assist health experts in understanding what influences our choice of food and help people improve their eating habits" – 0 pts. If without "could": "people improve their eating habits" – -2 pts. (part. inc.) If: "help people improve their eating habits" – -2 pts. (part. inc.), -2 (missing subj.)</i>	9
10.	iv) Observing the Way People Eat (VB i)	9
Total		100

(Questions 1-10=100 points)

דגם תשובות לשאלון באנגלית, שאלון ד', (MODULE D), מס' 016105, חורף תשע"ב

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

BOOKSTORES STRUGGLE TO STAY OPEN

* 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.

* Accept if write e-books, E-books, ebooks or Ebooks.

1.	i) [VB ii] What e-books are. v) [VB vi] Why bookstores are in trouble.	2x8=16
2.	[The fact that many people] like / buy / are buying / use / prefer e-books / an e-book // buy an e-book on the Internet.	7
3.	iv) [VB iii] The advantages of e-books for readers.	8
4.	[... As a result, they] are cheap OR are cheaper (than the printed version of the same book / than printed books). * If write 'their price is (much) lower' = 4 pts off for ignoring stem. * Accept: 'are forcing bookstores to find new ways to attract customers.' * Answer must refer to money / cost or to attracting customers. * If the 'they' in the stem is treated as referring to something other than e-books - eg if write 'find new ways to attract new customers' = 0 pts.	8
5.	[In order to] attract customers OR (be able to) sell cheaper / less expensive books.	7
6.	iii) [VB iv] better service some bookstores are offering	8
7.	ii) [VB iii] if bookstores will exist in the future	8
8.	(Many customers enjoy) the unique experience of visiting a bookstore OR Publishers use the window displays to bring / can bring their books to the public's attention OR (They have / The / Having / There are) Window displays. * Accept if copy 'Bookstores offer (so) much more than Internet shopping sites (can).' But if start the copying with 'After all' = C2 = 2 pts off. * Only 'displays' 0 pts.	8

PART II: WRITTEN PRESENTATION (30 points)

1. Must have date, opening, and closing. For each missing element = 1 pt off, up to **2 pts** off max.
2. Accept if write single paragraph. If write in list form, **ded. 2 pts** from content criterion.
3. If write about volunteering in general, or about earning money, **ded. 2 pts** from content criterion.
4. If write about volunteering for an individual rather than an organization, **ded. 1 pt** from content criterion.

Deduction for length (task requires 100-120 words)

# of words	# pts off
99-90	1
89-80	3
79-70	6
69-60	9
59-50	12
49-40	15
less than 40	30

SHEELON MUTAM	
# of words	# pts off
60-70	---
50-59	2
40-49	6
30-39	11
25-29	18
less than 25	30

Criteria	Descriptors				
Question 9 Content and Organization	<ul style="list-style-type: none"> the task is <u>fully</u> on topic task is well organized content is easily understood 		<ul style="list-style-type: none"> the task is partially on topic text is fairly well organized content is sometimes hard 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 content cannot be understood
	8	6	4	2	0
Question 10 Vocabulary	<ul style="list-style-type: none"> correct use of varied vocabulary appropriate word / idiom choice and usage use of appropriate register 		<ul style="list-style-type: none"> correct use of appropriate vocabulary occasional errors of words / idiom form, choice and usage occasional use of inappropriate register 		<ul style="list-style-type: none"> limited or inappropriate vocabulary frequent errors of word / idiom form, choice and usage use of inappropriate register
	6	5	4	2	0
Question 11 Language Use	<ul style="list-style-type: none"> correct use of language structures hardly any errors of word order, connectors, pronouns, prepositions 		<ul style="list-style-type: none"> occasional incorrect use of language structures several errors of tense, word order, connectors, pronouns, prepositions 		<ul style="list-style-type: none"> consistent incorrect use of language structures frequent errors of word order, connectors, pronouns, prepositions
	12	9	6	3	0
Question 12 Mechanics	<ul style="list-style-type: none"> few errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> occasional errors of spelling, punctuation, capitalization, run-ons 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization, run-ons
	4	3	2	1	0

בהצלחה!

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

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

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

CHESS GOES TO SCHOOL

* 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.	iv) [VB iii] What he has achieved.	7
2.	The team (has) (recently) won an inter-school championship / a championship (where they played against 17 other teams). * Answer must include both the elements of <u>winning</u> and <u>championship(s) / competition(s)</u> . If the element of <u>competition</u> is missing, eg if write 'Oak Park has won' = 4 pts off. If the element of <u>winning</u> is missing, eg if write '(inter-school) championship' = 0 pts. * If copy 'This was Justin's first major competition and the third one Oak Park has won' = C2 = 2 pts off.	8
3.	The school's policy and / or atmosphere. OR [(All) students (are required to) take weekly] chess classes / lessons (as part of the regular school day) OR [Beginners (are given a chance to / can)] practice with advanced learners. * Accept infinitive form, eg 'To practice with advanced players.' <i>Accept:</i> Chess is part of the (school's) curriculum. * Accept "The school's support," as this can refer to the school's policy and atmosphere. However, do NOT accept if relate specifically to the TEAM rather than to ALL the students, eg if write "The whole school shows its support for the team" = 0 pts.	8
4.	To show (their) support for the team.	8
5.	ii) [VB iii] Chess is part of the school's curriculum.	8
6.	(They learn / The ability) to concentrate. OR concentration OR concentrating. Accept: 'During chess lessons kids really learn to concentrate.' But if copy the rest of the sentence as well - 'and this contributes to their achievements in other school subjects too' = C2 = 1 pt off.	7
7.	iv) [VB ii] Playing well can help you feel good about yourself.	8
8.	iii) [VB iv] Any school can afford to have one.	8
9.	iii) [VB ii] His behavior has improved since he learned to play chess.	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.

LESS JUNK FOOD, BETTER HEALTH

10.	iii) [VB ii] Why the campaign started with school cafeterias. v) [VB vi] What changes school cafeterias have made.	2x5=10
11.	iv) [VB iii] That students' eating habits have changed.	5
12.	[They will be able to get information from] the Internet / the website / a website OR the radio OR (local) television / TV OR [the(ir)] parents.	5
13.	[California has] (special) laws (regarding / concerning / about / which limit / control the sale of unhealthy / junk food). NOTE: The answer may be completely general (California has laws). However, if specifics are added, they must refer explicitly or implicitly to the SALE of junk food in SCHOOLS. The absence of this info makes the answer wrong. Examples: If write: '...has made it illegal to sell junk food to children' = 0 pts. But if write: '...has made it illegal to sell junk food (to children) in school(s)' = full points. If write: '... forbidden the sale of junk food' = 0 pts, but '...forbidden the sale of junk food in schools' or '... limited the sale of junk food' = full points.	5
14.	ii) [VB iii] Efforts to improve eating habits can be effective.	5

Hello listeners, this is Jenny Gilbert at Riverton Radio. Welcome to our program, "Health in the News." Today we're going to hear about a new campaign organized by the city's department of health. And here in the studio is Peter Winston, head of the department to tell us about it. Hello, Peter.

Hello, Jenny. Good to be here.

Peter, what is your campaign all about?

It's very simple, really. We're trying to encourage kids to eat healthier food. We all know they eat a lot of junk food, things like fried foods and sweets. Since school cafeterias sell a lot of these things, we decided to begin by focusing our attention there. I'm glad to say that in only three months we have convinced more than half of the city's 600 school cafeterias to offer fresh fruit, salads, soups, and baked potatoes. This is definitely having an effect on students' eating habits: the schools are reporting that more and more kids are choosing the healthy options. But there's still a lot more to be done.

What do you mean?

Well, only about 25% of what kids eat every day is consumed during the time they spend in school. Of course, we can't control what they eat outside of school. However, we can make them more aware of the dangers of junk food, and teach them to think about whether the food they're eating is healthy or not. That's why we're also starting a special Internet website with materials and activities on good nutrition, and we'll put our message on the radio and on local TV as well. In addition, we plan to give parents advice on helping their children make the right choices.

Has anything been done in other parts of the USA to deal with this problem?

Oh yes, definitely. There have been public health campaigns in different cities to raise awareness of the need for better eating habits. And some states have even introduced laws to control the sale of unhealthy foods and drinks in school. California, for example, was the first state that made it illegal to sell soft drinks and junk food in elementary schools, and it also has several laws that limit the amount of fats and sugar in any kind of food available within the school.

And how much influence have these efforts had on kids' eating habits?

Quite a lot, actually, as we've learned from several studies. For instance, one recent study showed that teenagers in California were eating much healthier food than teenagers in 14 states which don't have laws controlling the food sold in school. The researchers looked at what teenagers were eating both inside and outside of school, and they found that kids in California ate a lot less fat and sugar than those in the other states. Other studies show that campaigns like ours have also been successful. So we have reason to hope that here in Riverton too we'll be able to make a big difference.

I wish you the best of luck. Thank you, Peter, for joining us today, and to you, listeners, goodbye.

דגם תשובות לשאלון באנגלית, שאלון ו', (MODULE F), מס' 016107, חורף תשע"ג

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

BOOKSTORES UNDER THREAT

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

* Accept if write **e-books, E-books, ebooks or Ebooks** (including capital letter within the sentence).

1.	iii) [VB iv] Why bookstores are in trouble.	7
2.	iv) [VB iii] The advantages of e-books for readers.	7
3.	[To explain why e-books] are cheaper (than the printed version of the same book / than printed books) OR are cheap / not expensive (without comparison). * If give answers relating to the larger context of Henry's answer = C4 = 2 pts off. Eg: are expected to account for over 50% of all book sales OR are popular / successful OR (can) force / are forcing bookstores to find new strategies (that will help them stay in business) // are a problem for bookstores. * NOT: are more convenient // can appear on a single portable device.	8
4.	[In order to] attract customers OR (attract customers and) stay in business / survive OR stay in business / survive (and attract customers) * Accept only generalizations that apply to ALL the measures described. Eg if write '(be able to) sell cheaper / less expensive books' = 0 pts.	7
5.	ii) [VB i] What he thinks of the strategies bookstores are using. v) [VB vi] Why he would like to install an EBM.	2x8=16
6.	(Some) customers / people want to (be able to) leaf / can leaf through a book (before buying it). OR Publishers rely on / (can) use the window displays (to bring their books to the public's attention) // Publishers can display their books // They have / The / Having window displays.	8
7.	iv) [VB iii] if bookstores will exist in the future	7

PART II: WRITTEN PRESENTATION (40 points)

1. Must have 2 addresses, date, greeting and closing. For each missing element = 1 pt off, up to **3 pts** max.
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 <u>fully</u> 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

בהצלחה!

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

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

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

THE POWER OF THE CROWD

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

* Accept in write Internet or intenet (with capital letter or without).

1.	iv [VB iii] The public is increasingly involved in product design.	8
2.	ii [VB iii] What crowdsourcing is used for. vi [VB iv] How crowdsourcing is done.	2x7=14
3.	ii [VB iv] Benefits of crowdsourcing.	8
4.	[The ideas] are rated (by visitors to / members of the websites / by the public) (on a scale from 0 to 5). NOTE: The answer must focus on the process of rating, not on the end result. If not, eg if write 'that have the highest score are the most popular' = C3 = 3 pts off.	8
5.	Improving / To improve the design of a product OR Improving a service OR Solving a problem OR Designing a product OR Designing a T-shirt OR Suggesting an idea OR Suggesting novel ideas for the home. * Accept if write full sentence with modal of possibility, eg 'They can improve a service.'	7
6.	[... they] want / hope to be noticed by a potential employer OR like / want / enjoy the intellectual challenge OR want the (social and / or professional) prestige (that could come from public acknowledgement of their work).	7
7.	[To explain why he thinks that crowdsourcing] will become more / very common / popular / will be used by more businesses / companies (in the future). * Answer must relate both to the future and to the potential increase in CS. If the element of future is missing, eg if write 'IS common' = 0 pts. If the element of increase is missing = C3 = 4 pts off. * NOT: 'is just the beginning of a major change in the way companies do business.'	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 4-7 pts	Items worth 8-10 pts	Comments
C1	1 pt off <u>total</u>	2 pts off <u>total</u>	Deduction is for <u>whole</u> question, NOT per item.
C2	1 pt off	2 pts off	Deduction is per <u>item</u>
C3 AND C4	1-3 pt per item according to severity	2-5 pts per item according to severity	If the answer basically correct (at least half right), deduct up to 50% of all pts. If the answer is more wrong than right, give zero even if it contains correct words or phrases.
C5	No deduction	No deduction	

Open questions – Marking for Language

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

L1 = grammar error

L2 = spelling / punctuation error

L3 = ignoring the stem by starting new sentence

L4 = ignoring the stem without starting new sentence

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

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

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