

**דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016108, מועד ב תש"ע**

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

**THE MULTITASKING GENERATION**

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

1.	iv [VB: iii] Attitudes towards multitasking	7
2.	[The first 2 examples... are given to show that multitasking] is not (a) new (phenomenon) // has been around for a long time // is a capacity people / human beings always had. * NOT: has changed	8
3.	iii [VB: iv] What enables people to multitask.	7
4.	Accept answers relating to young adults' facility at multitasking, with or without comparative element, eg: [... explains why young adults] multitask well / best / better than young children and / or older people / (most) easily / with great ease / with an ease that leaves the rest of us speechless.	8
5.	Answers should relate to their negative opinion of multitasking, eg: [Both Dr. O and Prof. R believe that] multitasking is problematic / harmful / bad // has its limitations // has / can have (a) negative effect(s) / disadvantages / serious implications & it is better to do tasks one by one // it is better not to multitask * Accept if use 'can / might / may' (eg MT might have serious implications'). * Only 'MT has implications / effects on people' (without qualifier) = C3 = 4 pts off. * Do not accept answers that are true only of <u>one</u> scientist rather than both, eg 'multitasking affects the ability to interact with others'. However, accept answers that <u>are</u> inferably true of <u>both</u> scientists, even though stated only by <u>one</u> , eg 'multitasking may have serious implications for the way young people learn'. * If make a correct generalization but add information that applies only to ONE scientist, deduct as follows: if write 'for example' - eg 'multitasking is problematic - for example, it makes tasks take longer' = C4 = 3 pts off. But if write 'because' - eg 'MT is problematic because it makes tasks take longer' = 0 pts.	8
6.	ii [VB: i] The long term effects of multitasking	8
7.	[Her homework might] have / contain fewer errors & be better organized / show / contain well- / more organized thoughts / ideas & contain more facts / relevant information & be more focused & take less time to do / be completed more quickly	8
8.	It can be / might be hard for multitaskers / Multitaskers can / might have an impaired ability to form lasting relationships // interact with others // There may be serious implications for the way young people interact with others (but if copy from 'there may be to the end of the sentence in lines 32-33 = C4 =3 pts off). (or other suitable phrasings) * Accept answers relating to the impaired ability to grasp complex situations. * If use IS or WILL rather than CAN or MIGHT = C4 = 1 pt off.	6

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

1. If write in full letter format, deduct 4 pts. Accept if address the passage to Dear Reader(s) / Editor.
2. If write in list form = 2 pts off content criterion.
3. Accept if give mixed opinion.

**Deduction for length (task requires 100-140 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> </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> </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