

WINTER 2014 – 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.

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

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

WESTPORT TEEN TALENT CONTEST

1.	(all) Westport teenagers (who like to sing, dance or play a musical instrument) <i>If copy: The contest is for all Westport teenagers = accept.</i> <i>If copy: Then come and participate in the Westport Teen Talent Contest. The contest is for all Westport teenagers = 0. (The question refers to lines 1-3. Copying all but the first sentence is unacceptable).</i> <i>For all Westport teenagers = -1.</i> <i>Who like to sing, dance or play a musical instrument (no teenagers mentioned) = 0.</i> <i>Teenagers (no Westport mentioned) = -2.</i>	5
2.	(Westport) music teachers <i>Only teachers = -2.</i> <i>If copy: Westport music teachers will choose the best performances = accept.</i>	5
3.	to cheer (for them) <i>to cheer for YOU = -1</i> <i>that cheer for you = 0</i> <i>Friends and family can cheer for you = -2</i> <i>If copy sentence: Bring your friends and family to cheer for you = -3</i>	6
4.	coffee AND/OR sandwiches <i>There will be coffee and sandwiches for sale (in the theater) = -1</i>	6
5.	i) The first prize winner (VB iii)	6
6.	iii) The winners will perform there (VB ii)	6
Total		34

EXPLAINING THE NEWS

7.	ii) to read the newspaper (VB i)	5
8.	iii) To help teenagers read news articles (VB i)	5
9.	It has news articles (for teenagers) that are easy to understand. // It's easy to understand. // Its articles are easy to understand. <i>They have new articles = 0</i> <i>They have new articles that are easy to understand = -2</i> <i>It has news that are easy to understand = -2</i> <i>that are easy to understand = 0</i> <i>a special online newspaper for teenagers - wrong lines = 0</i>	6
10.	ii) to educate teens (VB iii)	5
11.	i) They read <i>Today</i> every morning (VB ii)	5
12.	ii) can use the newspaper to teach his subject (VB iii)	5
13.	They want to know (more) about the world (around them). OR: They enjoy it. <i>If copy whole sentence: lines 14-15 Although students have to read Today as part of their school work, they seem to enjoy it. = -1 (irrelevant info)</i>	5
Total		36

(Questions 1-13=70 points)

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

JEWELRY THAT MAKES A DIFFERENCE

14.	i) What her projects are about. (VB iii)	5
15.	iii) She made jewelry for a fashion company. (VB ii)	5
16.	ii) She wanted to help the people there. (VB iii)	5
17.	i) have their own small businesses (VB ii)	5
18.	i) When she opened them. (VB ii)	2x5=10
	v) What the working conditons are. (VB iii)	
Total		30

Hello listeners. I'm John Davis. Welcome to our program, *Helping Hands*. In our studio today is Barbara Baker. She's going to tell us about her special jewelry projects that help people in Africa and Asia. Good afternoon, Barbara.

Good afternoon, John.

Barbara, can you tell us what you do?

Sure. I make jewelry. Many famous people from around the world come to my stores in London and pay a lot of money to buy my original rings and necklaces.

How did you start making jewelry?

I used to make jewelry as a hobby when I was a teenager. When I was studying at the university, I continued making jewelry for fun. I even sold some to friends, family and other students.

So what made you start your jewelry projects?

On one of my summer vacations, I visited Africa. I met many people there who were very poor. I felt I wanted to help them. When I came back to London, I started to make jewelry for one of the biggest fashion companies in England. I decided to use some of the money I made to help people in Africa.

Please tell us about one of your projects.

Well, ten years ago I went to Kenya, a country in Africa. I started my first project there. I opened classes to teach people how to make jewelry like mine. The project was very successful. Today, these people sell the jewelry they make to tourists. Some of my students have even started their own small businesses. They sell original jewelry that they design themselves.

That's wonderful. I understand you also have projects in Asia.

That's right. Five years ago I opened ten workshops in Asia that make jewelry for me. I sell the jewelry in my London stores. All the people who work for me are excellent jewelers. Their working conditions are very good and they get paid well.

Are you happy with the results of your projects?

Yes. It's amazing to see the difference these projects can make. We're giving many people the chance to learn a useful profession and have better lives.

Thank you, Barbara, for telling us about the amazing work you do. This ends our program for today. Thank you for listening. Goodbye.

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

NEW SURVEY ON CHILDREN'S USE OF TECHNOLOGY

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) What the researchers wanted to know. (VB ii)	8
2.	iii) few parents worry about their children's use of technology (VB i)	8
3.	(Their) kids spend / are spending too much time using (their) electronic devices (and many parents are trying to find ways to solve the problem).	9
4.	ii) How many hours children spend on electronic devices. (VB i)	9
5.	ii) doctors worry about the time children spend on computers (VB i) iv) parents and children don't fight about computer use (VB v)	2×9=18
6.	They (themselves) spend many hours every day using technology.	9
7.	(In the future) (the researchers at Northwestern / they plan / want to study how too much use of technology influences children's behavior. OR: (to study) how too much use of technology influences children's behavior.	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.
- If student uses letter format – deduct up to 3 pts from content.
- 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 adds "I want to describe a place I like to visit and why I like to go there" as part of the 35 words – accept.
- If student misuses pronouns – deduct 2 pts from content.
- If student only copies the instruction sentence — 0 for the whole task.
- If student describes more than one place – accept.
- If student describes a place and or what he does there – accept.
- If a place is not explicitly mentioned but rather implied, such as visiting grandmother or describing a trip – accept.
- If student does not use the present tense – deduct 2 pts. from content.
- If student writes "my name is..." – accept.
- If student describes a place he/she "would like" or "want" to visit – deduct up to 2 pts from content.
- If only describes a person with no indication of place – 0 for the whole task.
- If student writes what he likes in general – 0 for the whole task.
- 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)

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

A NEW WAY TO START A BUSINESS

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.	iv) What Carter's watch can do. (VB iii)	9
2.	... get / find (rich) investors (to give him money) (to develop his / the watch). // get money (from rich investors) (to develop his watch)	9
3.	People / They can invest as little as \$99. // People / They don't have to invest a lot (of money).	9
4.	iv) He got the money he needed very quickly. (VB ii)	9
5.	People who want to invest on Kickstarter / They get detailed information (about the projects [they are interested in]). OR: They can see / (specially made) videos / a (specially made) video (that may help convince them to put their money into particular projects).	9
6.	ii) What investors can get. (VB iv)	9
7.	iv) They get a percentage of the money invested. (VB i)	9
8.	(Today) cheap Internet services like Kickstarter give / It gives people a chance to try out ideas (and see if there is a market for them) // They can try out ideas (and see if there is a market for them). // They can see if there is a market for their ideas.	9
9.	iii) They were one of the Kickstarter projects. (VB ii)	9
10.	(Sites like) Kickstarter may be good for (starting) small businesses / companies. <i>Answer must have the elements of "small" AND "may". If either is missing, minus 2. If both are missing, 0 pts, e.g.:</i> * <i>K may be good for (starting) businesses: minus 2</i> * <i>K is good for (starting) small businesses: minus 2</i> * <i>K may be good: minus 2 (no "small businesses")</i> * <i>K is good (for businesses) – 0</i> * <i>K is good for (starting) large businesses – 0</i> * <i>K is good for (starting) businesses in the traditional way – 0</i> <i>Anything after the word "However" in line 28 – 0.</i>	10
11.	iv) It doesn't have support teams. (VB i)	9
Total		100

(Questions 1-10=100 points)

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

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

LINDA COLLINS, RESEARCH CHEF

- * 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] What she does as a research chef.	7
2.	[Lines 7-12: Research chefs] (like Linda) are responsible for developing new dishes for restaurant chains and / or food manufacturers OR (also) need to know (a lot) about nutrition and / or food safety OR take courses in food science and / or chemistry. [Lines 24-28: Research chefs] (can) work without pressure (because they / you don't have hungry customers waiting for their food OR don't have hungry customers waiting for their food OR can reach a very wide audience OR mix food, science, and creativity.	2x8=16
3.	iv) [VB iii] Why it is important to work for experienced chefs.	7
4.	ii) [VB iv] Developing an item for the menu.	8
5.	iii) [VB ii] What Linda learns from volunteers. vi) [VB v] Why most of Linda's dishes are not on the menu.	2x8=16
6.	[... to make sure that the dishes are] profitable OR safe [VB easy to prepare OR safe] * 'approved by other specialists' = 0 pts	8
7.	[... we can understand why Linda] likes her job / thinks her job is great / loves being a research chef OR isn't troubled by the difficulties OR can work without pressure * 'believes that the special mixture of food, science, and creativity is the recipe for a perfect career' = 0 pts	8

PART II: WRITTEN PRESENTATION (30 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 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

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

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

TROUBLE AT THE TOP OF THE WORLD

- * 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 iv] What happened in Nepal around sixty years ago. iv) [VB vi] Why many people go to Nepal.	2×8=16
2.	iii) [VB ii] Mistakes that Everest climbers might make	8
3.	ii) [VB iii] might go on climbing when they should not	8
4.	[The problem of] (heavy) pollution / garbage / heaps of garbage (that were left behind) (on Everest) (by earlier groups) / the main climbing routes (on Everest) being (heavily) polluted. * Only 'conditions' = 0 pts. * No reference to pollution / garbage = 0 pts	8
5.	1. [Making sure that the climbers have] (hired) professional [VB: expert] guides (- a requirement that exists for other mountains around the world) * Only 'guides' = C3 = 2 pts off * Accept: 'to hire expert guides' 2. [Making sure that the climbers have] (climbing / mountaineering) experience OR proof of their (climbing / mountaineering) experience * '(a) permit / permission to climb Everest' = 0 pts * 'limited access to the mountain' = 0 pts	2×7=14
6.	iii) [VB iii] It is a great experience.	8
7.	Lines 1-6: (Since then,) over 4,000 [VB: 3,000] climbers (have succeeded in repeating their achievement) OR (In fact,) more and more people [from all over the world have been coming to Nepal [to take on the challenge]) OR (In 2012,) no fewer than thirty [VB: forty] teams (were on Everest during the 3-week climbing season) Lines 25-29: (Despite the problems still waiting to be solved, Everest attracts) 700-900 [VB: 600-800] eager climbers (every season) OR (Ed Simons, who has led) ten expeditions (up the mountain) * If copy from lines 13-18: 'paying 30,000 to \$120,000 to stand at the top of the world' = 0 pts * Only 'eager climbers' = 0 pts	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.

A LOOK AT MYOPIA

8.	i) [VB ii] What myopia is.	5
9.	(Reports from eye) doctors (all over the world) OR (The results of) (Eye) tests (given in [many] schools) * Only 'reports' = 2 pts off * 'research' or 'schools' = 0 pts	5
10.	ii) [VB iii] City children have a higher chance of getting myopia	5
11.	ii) [VB i] How it was done. iv) [VB iv] What the results were.	2x5=10
12.	[Being outdoors enables children's eyes to] get sunlight / bright light OR develop (properly) OR rest OR look at things (that are) further away * 'focus on things' = 0 pts	5

Hello listeners, this is Rita Pearson welcoming you to our program Living Well. With us in the studio today is Dr. Robert Hartley, a specialist eye doctor at Midtown Hospital. Hello, Dr. Hartley.

Good afternoon, Rita.

Dr. Hartley, you were invited here to talk about a problem many people have, which is known as myopia. First of all, could you explain to us what myopia is?

It's very simple, really. People who have myopia have trouble seeing objects that are far away. The only way they can see them clearly is by wearing glasses or contact lenses. Myopia is a very common condition, which affects about 25% of the world population. And now it's becoming even more common, especially among children. The increase has been seen in reports from eye doctors all over the world, and also in the results of the eye tests given in many schools. This data has attracted the attention of researchers.

And what have they discovered?

Well, interestingly enough, the increase is found only in children living in cities. Outside the cities, there has been no significant change in the number of children with myopia. The reason for this may be that today city children spend most of their time indoors. Even when they meet with friends, they usually stay in the house or go to a shopping mall. Outside the cities, kids generally spend more time outdoors.

And have studies shown that spending time outdoors does in fact make a difference?

Yes, they have. Researchers have found that children who are outdoors a lot have a lower chance of developing myopia. Let me give you an example. A year-long study done in China examined kids in two elementary schools in the same town. In one school, the kids were told to stay inside during the breaks between lessons. In the second school, the children had to go outside during the break. At the end of the year, both groups had their eyesight checked. It turned out that 10% more of the kids who stayed inside developed myopia as compared to those who went outside. Clearly, staying inside increased the chances of getting myopia.

Can doctors explain why being outdoors makes children less likely to get myopia?

One reason may be the effect of sunlight. Research has shown that bright light is needed for children's eyes to develop properly, and sunlight is brighter than the artificial light indoors. Secondly, when children are indoors, they spend much of their time looking at things that are close to them – for example, a book, or a computer screen. When objects are close, your eyes have to work hard to focus on them. But when you are outside, your eyes have time to rest, because you're mostly looking at things that are farther away.

So you're saying we should encourage our kids to spend more time outdoors.

Yes, definitely. If we can get that message across to parents and schools, I believe fewer children will develop this problem with their eyesight.

I certainly hope parents and educators take your advice. This ends our program. Thank you very much, Dr. Hartley, and to you, listeners, goodbye.

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

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

MELANIE PERKINS, RESEARCH CHEF

- * 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 ii] What her job involves.	7
2.	[How research chefs] train / are trained // learn their profession / job // learn to be research chefs OR are different from other / regular / restaurant chefs	8
3.	iii) [VB iv] Why training with experienced chefs is important.	7
4.	ii) [VB iii] developing an item for the menu	8
5.	ii) [VB i] why it is hard to add a dish to the restaurant menu	8
6.	[The dish must be] safe OR profitable OR nutritious OR easy to prepare	8
7.	[... we can understand why Melanie] likes her job OR became / is a research chef	7
8.	Research chefs work for chain restaurants and / or food manufacturers // The dishes are served in (the branches of) chain restaurants.	7

PART II: WRITTEN PRESENTATION (40 points)

- If write in full letter format, deduct 2 pts. Accept if address the passage to Dear Reader(s) / Editor.
- 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

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

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

BIOMIMICRY

* 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] what benefits biomimicry might offer	8
2.	iii [VB iv] Why it is hard to understand biological systems.	7
3.	ii [VB iii] What they are based on. vi [VB v] What their purpose is.	2x7=14
4.	[Biologists may have contributed by] studying about // publishing information about // sharing (with engineers) what they know / learned about termites / termite mounds. * 'publishing a study about animals' = C3 = 4 pts off (too general) * 'publishing a study about insects / tunnels / mounds' = C3 = 2 pts off * Accept: 'publishing a study about THE insects / tunnels / mounds' * Accept: 'publishing a study about [<i>two or more elements, eg</i>] insects and tunnels'	8
5.	Any suitable answer relating to the lack of communication between biologists and engineers or to its consequences, eg: (many opportunities might be missed because) Engineers are (often) unaware of the research being done in biology OR Even if a biologist publishes a relevant study, the engineer probably won't know about it.	8
6.	ii [VB i] How the website is used.	7
7.	[Animal locomotion is mentioned... as a subject that] is found on the website / on AskNature OR engineers might look / search for. * If no implicit or explicit reference to the website = C3 = 4 pts off.	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
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SHEELON MUTAM	
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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.