

English Test

Scoring Key

Haredi Schools

9th
Grade



293125

מבחני
תנופה
למדוד. לדעת. לשנות.



Guidelines for Marking the Exam

This document serves as the scoring key for the English Tnufa exam. It provides guidelines for external markers grading scanned exams on the computerized interface, and for internal markers utilizing the grade-processing tool (the Mivdakit).

The exam has two versions, A and B. The questions in both versions are the same but they are arranged in a different order. In the scoring key, the numbers of the version A questions appear on the left-hand side of the page. The number of the corresponding version B question is given on the right-hand side of the page.

The exam has two types of questions:

1. Questions where the students **provide a written response**.
2. Questions where the students **mark a correct answer**.

Specific guidelines for each question type are detailed below.

1. Questions where the students provide a written response:

- The scoring key includes examples of students' answers. These are presented in handwriting font.
- Answers in the scoring key sometimes include words in parentheses. These additions are correct, but not essential. Therefore, answers without these additions can be marked as fully correct.
- Do **not** deduct points for grammar or spelling errors unless indicated otherwise.
- In cases where answers include more information than required:

If the additional information is incorrect, consider the entire answer incorrect.

If there is a single item of additional information **at the end of the answer** that is correct but irrelevant, do not deduct points. However, if the answer includes more than a single item of irrelevant information, or begins with irrelevant information, give 0 points. Giving too much information in an answer shows an inability to identify the main points.

- If the student did not write an answer, or wrote "don't know", drew a picture, copied instructions, did not write in English, etc., external markers should choose the "no answer" option and internal markers will leave the grade cell corresponding to the question blank.

2. Questions where the students mark a correct answer:

The following instructions are intended for internal markers only:

- Follow the guidelines for each question and enter the appropriate grade in the corresponding cell on the Mivdakit.
- If a student marked more answers than required, give 0 points.
- If a student did not mark an answer, leave the grade cell corresponding to the question blank.

External markers are **not** required to assess these questions.

TASK 1 – Single words and lexical chunks

Receptive vocabulary

Version A		Version B
Question 1		Question 2
3 points	answer d : guess	answer a
0 points	any other answer	

Question 2		Question 1
3 points	answer b : shelf	answer c
0 points	any other answer	

Question 3		Question 5
3 points	answer d : immediately	answer d
0 points	any other answer	

Question 4		Question 3
3 points	answer a : broken	answer b
0 points	any other answer	

Question 5		Question 6
3 points	answer b : look it up	answer a
0 points	any other answer	

Version A		Version B
Question 6		Question 7
3 points	answer c : evidence	answer d
0 points	any other answer	

Question 7		Question 4
3 points	answer d : borrowed	answer b
0 points	any other answer	

TASK 2 – Everyday contexts

Written reception of short texts

Question 8		Question 8
5 points	answer b : Where to buy the vegetables	answer c
0 points	any other answer	

Question 9		Question 10
5 points	answer c : Why the box must be found quickly	answer c
0 points	any other answer	

Version A		Version B
Question 10		Question 9
5 points	answer a : the name of the teacher AND answer d : the benefits of the classes	answer b AND answer e
0 points	Any other answer(s), including an answer where only one of the answers above was marked or an answer that has more than two answers marked.	

Question 11		Question 11
Critical thinking: Examining the relevance of information for a particular purpose		
5 points	answer c : You must take your garbage home with you.	answer a
0 points	any other answer	

TASK 3 – Evelyn Glennie

Written reception of longer texts

Question 12		Question 12
3 points	answer b : She can't hear the music she performs.	answer c
0 points	any other answer	

Version A	Version B
Question 13	Question 13
3 points	An answer that refers to Evelyn <u>feeling vibrations / music in her feet / legs / all over her body.</u> Examples: • Without shoes, she can also feel vibrations in her feet and legs. • to feel vibrations in her feet • Evelyn Glennie does this because then she can feel the musical vibrations in all of her body. • "without shoes, she can also feel vibrations in her feet and legs". She do this because she cant hear the music, so the vibrations helping her. • because without shoes she can hear the vibration in her legs ("hear" is the wrong word but it is metaphorically acceptable)
1 point	An answer that refers to feeling vibrations in general, without mentioning feet or legs or her whole body. Examples: • so she can feels some vibrations • Evelyn plays music without wearing shoes to feel the vibrations because she can't hear the music she plays
0 points	Any other answer Examples: • Because she can feel some vibrations in her arms, neck, and head. • if she wear shoes she can feel the vibrations in her legs. (incorrect information - if she wears shoes she cannot feel these vibrations) • she do this because Although Evelyn can't hear the music, she can feel the vibration. She feels vibration in her arms, neck, and head. Without shoes, she can also feel vibrations in her feet and legs. (copied too much irrelevant information before giving the correct answer; doesn't focus on the main point of the answer)

Version A		Version B
Question 14a		Question 14b
3 points	An answer that mentions metal AND / OR wood. Examples: - metal or wood - metal and wood - woods or metals - metal/wood - Evelyn plays percussion instruments that are made of metal or wood - Metal - they are made of wood	
0 points	Any other answer	

Question 14b		Question 14c
3 points	An answer that refers to hitting the instrument. Examples: - you hit it - hit - by hitting - when Evelyn hits the instrument there is sound - This type of instrument makes a musical sound when you hit it.	
0 points	Any other answer Examples: - feel the vibrations - You play them	

Version A		Version B
Question 14c		Question 14d
3 points	An answer relating to the age of five. Examples: • 5 • Five • She was 5 years old • at the age of five • Evelyn began playing percussion instruments at the age of five, when she first went to school.	
0 points	Any other answer Examples: • 15 years old • When she first went to school (not an age)	

Question 14d		Question 14a
3 points	An answer relating to drum(s). Examples: • drums • they include all types of drums • all types of drums • the example is drum	
0 points	Any other answer Example: • Musical instruments that are made of wood or metal.	

Version A		Version B
Question 15		Question 15
3 points	An answer where all the sentences are numbered in the correct order: <u>2</u> Evelyn begins to have hearing problems. <u>5</u> Evelyn plays music all over the world. <u>1</u> Evelyn learns to read music. <u>4</u> Evelyn wins many prizes. <u>3</u> Evelyn begins studying music at college.	<u>3</u> <u>2</u> <u>1</u> <u>5</u> <u>4</u>
0 points	Any other answer	

Version A	Version B
Question 16 Critical thinking: Justifying an opinion	Question 16
4 points	An answer that includes two different reasons that support the student's opinion, and refers to teaching ALL students to play a musical instrument. Examples: • Yes a. Musical instruments can really be good for kids because it can be very relaxing to learn it after a long day of study. b. Maybe some students have real talent and can make a job from this. • No a. Some kids are not interested to learn that, it's best to learn this as choice. b. Learning a musical instrument can be hard for some people so why do we need to make them feel bad? Note: If a student did not mark yes/no, but their opinion is clear from the reasons, do not deduct points.
2 point	An answer that only gives one reason that supports the student's opinion. This includes answers where a. and b. express the same idea. Examples: • No a. Not all kids want to play music instrument. b. Only kids who really want to learn about music and instruments should go and learn it. (both answers have the same idea) • Yes a. You can show them the beautiful world of music. b. It can help deaf people because this can be a big change for them. (the second answer does not refer to all of the students)
0 points	Any other answer, including answers where the two reasons contradict each other and answers that contradict the student's choice of Yes or No.

TASK 4 – The real cost of cheap clothes

Note: **TASK 5** in **Version B**

Written reception of longer texts

Version A		Version B
Question 17a		Question 18a
3 points	answer b : Changes in the fashion industry	answer a
0 points	any other answer	

Question 17b		Question 18b
3 points	answer c : Problems that the fashion industry causes	answer d
0 points	any other answer	

Question 17c		Question 18c
3 points	answer a : A better future	answer a
0 points	any other answer	

Version A	Version B
Question 18a	Question 19a
2 points	An answer relating to the fact that: the clothes or the materials don't last long. OR people only keep the clothes for a short time / a year (or less) Examples: • They don't last long • People wear it for one year • The clothes are good for short time • the clothes are ruined • People see that the clothes are not good • because the clothes are made from poor quality materials, they don't last long
0 points	Any other answer Examples: • People don't look after their clothes (not from paragraph 4) • Thrown away before they are a year old (the action of throwing the clothes appears in the next box) • The clothes are made from poor quality materials (doesn't follow the action of buying the clothes.) • because the clothes are made from poor quality materials, they don't last long and are often thrown away before they are even a year old.

Version A	Version B
Question 18b	Question 19b
2 points	Any of the following ideas: They/The clothes produce (dangerous) chemicals OR The chemicals end up in rivers/lakes OR They/The clothes cause pollution (to rivers/lakes) OR Animals are killed (in rivers and lakes) Examples: • They produce chemicals • They pollute the world • The rivers and lake becomes toxic • they produce chemicals that also pollute the rivers and the lakes.
0 points	Any other answer Examples: • The rivers and lakes

Version A	Version B
Question 19 Critical thinking: problem solving	Question 20
4 points	Any two of the following ideas: - Giving breaks - Reducing daily working hours - Reducing the workload - Improving the temperature of the rooms - Improving the place/building/room they work in - Paying them more Examples: - Giving breaks • give them more time to rest • Give them three 15 minutes break everyday - Reducing daily working hours • make them work less hoars a day • To change their work hours - Reducing the workload • Make them produce less clothes • Tell the workers they can work slower and take time to chill - Improving the temperature of the rooms • They need to work in a room with an air conditional • work in a good place that not very cold or hot - Improving the place/building/room they work in • let them work in a more comeferable bildings • They can make a nice place for the workers - Paying them more • The factory can give the workers more money for their work
2 points	Only one of the ideas above.
0 points	Any other answer Examples: • They are paid very little for all their hard work (doesn't include a suggestion) • work in rooms with impossible condtions • To look after our clothes • using materials that are more environmentally Friendly. • Better clothes for the workers

Version A		Version B
Question 20		Question 21
4 points	An answer relating to buying fewer clothes AND / OR looking after our clothes. Example: • Buy less clothes • Take care of the clothes • "We need to buy fewer clothes and look after them".	
0 points	Any other answer Examples: • To stop buying new clothes • They are advising to make the clothes with better materials • Use clothes that are more environmentally friendly • reduce the cost to the environment and save money • "we need to buy fewer clothes and to look after them. By doing these things we will reduce the cost to the environment and save money". (the second sentence is not part of the advice, it is the rationale)	

Question 21		Question 22
Critical thinking: Analyzing a metaphor		
4 points	answer b : The damage the fashion industry is responsible for	answer c
0 points	any other answer	

Version A	Version B
Question 22 Critical thinking: Comparing ideas	Question 23
4 points	An answer that relates to one of these ideas: - People don't keep clothes and cell phones for very long. - People like to buy new clothes and new cell phones. - People throw away clothes and cell phones. - Clothes and old cell phones end up in garbage dumps. - Dangerous chemicals leak from clothes and cell phones. - Clothes and cell phones pollute the environment. Examples: • they similar because people love to have new clothes and phones • You buy them even when you dont need to. • They are both bad for the environment • According to both text clouth and phones are similler in the sense that they are both thrown out after littel time and produces dangerous chemicals. •
0 points	Any other answer Examples: • I like them both • people throw away cell phones and clothes that are in good condition. (not what we are told about clothes) • many people like to bay a new cell phone every 2 or 3 years. (Doesn't refer to clothes.) • people buying new clothes and trow it after a short time, and when they do that they polute the rivers and kill fish and other animals. (Doesn't refer to cell phones.)

TASK 5 – Choosing an age

Note: **TASK 4** in **Version B**

Written production

Question 23 Critical thinking: Formulating a claim and justifying it Creative thinking: Imagining a hypothetical situation		Question 17
General guidelines	The writing will be assessed holistically. The emphasis is on comprehensibility and cohesion. Ignore words that are not in English. If there are fewer than 15 words, give 0 points.	
5 points Very good	The content is easy to understand, is relevant, and has cohesion. Any errors in grammar, spelling, punctuation, or capitalization do not affect comprehensibility. There are at least 35 words . ----- If the writing is very good but there are only 25-34 words , deduct 2 points (give 3 points). If the writing is very good but there are only 16-24 words , deduct 4 points (give 1 point).	
3 points Basic	The content is not completely comprehensible. It is relevant but it lacks some cohesion. Errors in grammar, spelling, punctuation, or capitalization prevent complete comprehensibility. There are at least 35 words . ----- If the content is basic but there are only 16-34 words , deduct 2 points (give 1 point).	
1 point Weak	Most of the content is not comprehensible or relevant. There are many errors in grammar, spelling, punctuation, or capitalization that make the content very difficult to understand. There are at least 15 words .	
0 points	The content is not relevant to the instruction OR The whole answer is not comprehensible OR The student only copied the instructions OR The student wrote fewer than 15 words .	

See Appendix for scoring examples of the writing task.

APPENDIX

Written production scoring examples

EXAMPLE 1	
20 is the best age for several reasons: first, you look good in your 20's. Second, you are grown enough to make your own decitions and youre old enough to drive. Third, Most of the people are healthy in their 20's. Those are just a few reasons I wanna be 20. (51 words)	
5 points Very good	The content is easy to understand, is relevant, and has cohesion. The few errors don't affect comprehensibility.

EXAMPLE 2	
I will choose to be 8 montes or maybe 1 year but no more becace all you do is sleep and eat and this my favorite things to do. And also all your life is still waiting for you can do anyting to do. (44 words)	
3 points Basic	The content is not easily comprehensible. It is relevant but it lacks some cohesion.

EXAMPLE 3

I think I want be 8 Because that's age It all my childhood I really enjoy at that age the homework is easy I belive that age is nice I love be child I prefer be child instaid of a teenager Its so Fun Freedom!

(46 words)

1 point
Weak

The content is relevant but the errors throughout make it difficult but not impossible to understand.

EXAMPLE 4

I would choose to be 5 year's old again. I chose it bacause there was no worries in life

(19 words)

1 point
Weak

The content is easy to understand and relevant but there are only 19 words.

EXAMPLE 5

If give me the choose how old would you to be, I am say 16 years old becuse it was a new stardid and the big age for me, and 16 look a amaizing age be if my friends and got out tougher also is look fun to be big to sum, up, if give me a choose be any age I pick 16 years old Thank you!

(68 words)

0 points

Incomprehensible.

מחווון באנגלית לכיתה ט

כל הזכויות שמורות למדינת ישראל, משרד החינוך, ראמ"ה. השימוש במסמך זה, לרבות הפריטים שבו, מוגבל למטרות לימוד אישיות בלבד או להוראה ולבחינה על ידי מוסד חינוך בלבד, לפי הרשאה מפורשת למוסד חינוך באתר ראמ"ה. זכויות השימוש אינן ניתנות להעברה. חל איסור מפורש לכל שימוש מסחרי וכן לכל מטרה אחרת שאינה מסחרית. אין להעתיק, להפיץ, לעבד, להציג, לשכפל, לפרסם, להנפיק רישיון, ליצור עבודות נגזרות בין על ידי המשתמש ובין באמצעות אחר לכל מטרה או למכור פריט מפרטי המידע, התוכן, המוצרים או השירותים שמקורם במסמך זה. תוכן המבחינים, לרבות טקסט, תוכנה, תמונות, גרפיקה וכל חומר אחר המוכלל במסמך זה, מוגן על ידי זכויות יוצרים, סימני מסחר, פטנטים או זכויות יוצרים וקניין רוחני אחרות, ועל פי כל דין; כל זכות שאינה ניתנת במסמך זה במפורש, דינה כזכות שמורה.