HARIDUS- JA NOORTEAMET

ITEM WRITERS' WORKSHOP

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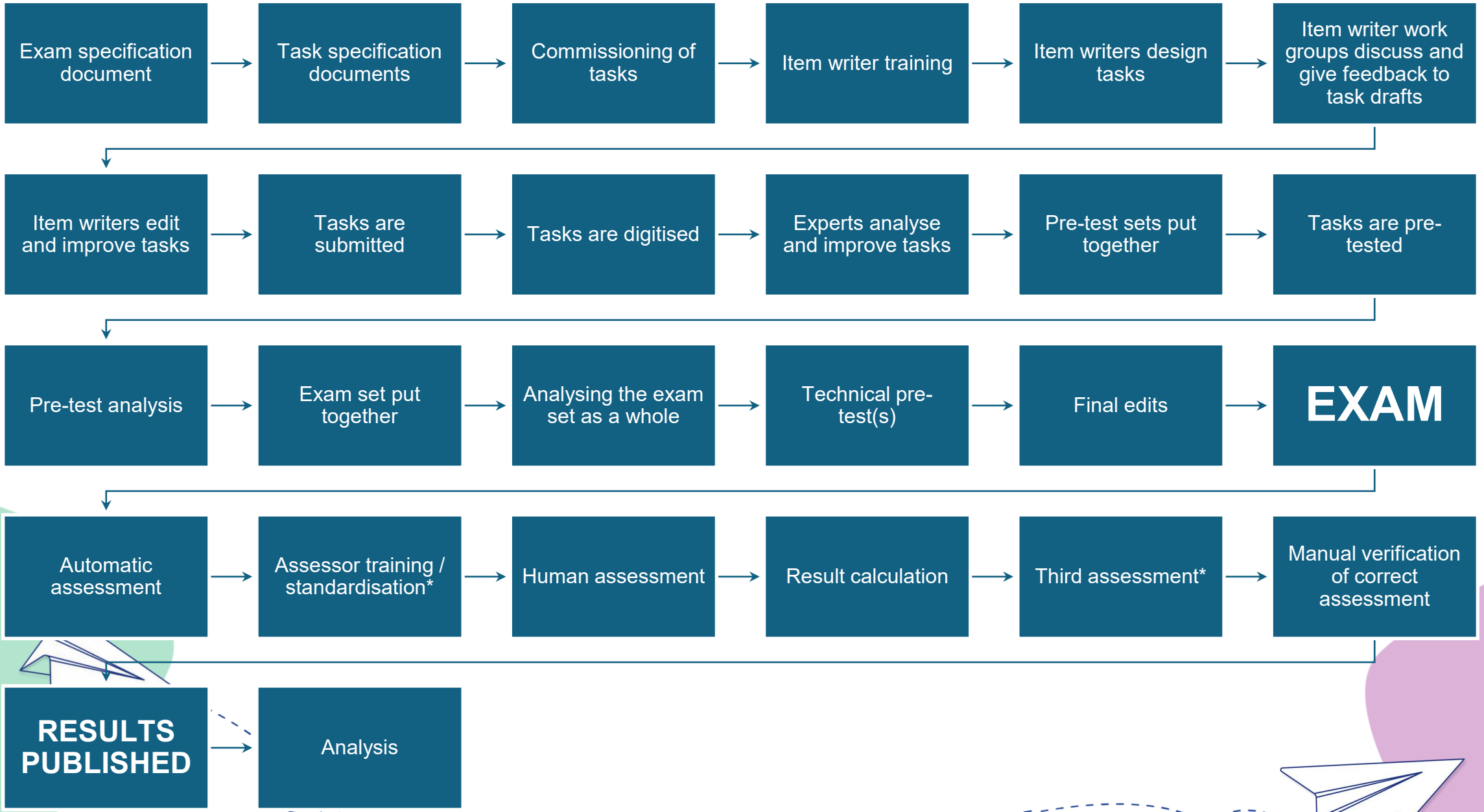
EATE 2025


Exam specification document
Task specification documents
Commissioning of tasks
Item writer training
Item writers design tasks
Item writer work groups discuss and give feedback to task drafts
Item writers edit and improve tasks
Tasks are submitted
Tasks are digitised
Experts analyse and improve tasks
Pre-test sets put together
Tasks are pre-tested
Pre-test analysis
Exam set put together
Analysing the exam set as a whole
Technical pre-test(s)
Final edits
EXAM
Automatic assessment
Assessor training / standardisation*
Human assessment
Result calculation
Third assessment*
Manual verification of correct assessment
RESULTS PUBLISHED
Analysis
#harno

Item writer training

Item writers design tasks

Item writer work groups discuss and give feedback to task drafts

Item writers edit and improve tasks

Vocabulary: an item and a stem

A test question is usually called an “**item**” rather than a “question” because sometimes they might be statements.

The part of the item that presents the situation or poses a question is a **stem**.

Lisa 3
Haridus- ja Noorteameti peadirektori
käskkirja „Riigieksamite eristuskirjade
kinnitamine“ juurde

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Inglise keele riigieksami eristuskiri[1]

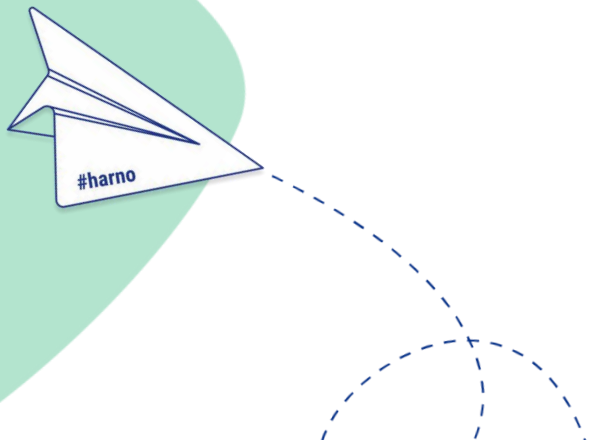
12.04.2025

Inglise keele riigieksami eristuskiri on eksamitöö koostamise alusdokument, mille eesmärgiks on tagada eksamitöö vastavus gümnaasiumi riiklikule õppekavale, erinevate aastate eksamitööde taseme ühtlus ning nende võrreldavus inglise keele tasemetööde ja põhikooli lõpueksamiga. Eristuskirja saab kasutada kõigi asjast huvitatute teavitamiseks eksami sisu, vormi ja esitatavate nõuete kohta.

Gümnaasiumi lõpueksamite ettevalmistamise ja läbiviimise ning eksamitööde koostamise ja hindamise tingimused ning kord on kehtestatud haridus- ja teadusministri määrusega nr 54 (Tasemetööde ning põhikooli ja gümnaasiumi lõpueksamite ettevalmistamise ja läbiviimise ning eksamitööde koostamise, hindamise ja säilitamise tingimused ja kord ning tasemetööde, ühtsete põhikooli lõpueksamite ja riigieksamite tulemuste analüüsimise tingimused ja kord).

Sisukord

Word formation



Task 6. *Questions 91–100*

Read the text below. Use the **appropriate forms** of the words in **bold** to complete the text. You **must change** the word given. You can write **only one word** in each gap. Write your answers after the numbers (**91–100**) in the margin.
An example (0) has been done for you.

14-year-old develops cancer-fighting soap

Heman Bekele is not your *(0) type* high school student. Rather than spending his free time playing video games or staring at his phone, this 14-year-old from Fairfax, Virginia, was calling university professors and doing experiments, all to come up with a **(91) produce** he hopes could help change the world. His goal is to create a soap that could treat skin cancer, and to make it **(92) afford** for everyone who needs it.

His **(93) invent** won him the grand prize in this year's *3M Young Scientist Challenge*. This event aims to **(94) courage** kids to think of unique ways to find **(95) solve** to everyday problems.

Bekele's award-winning soap was inspired by his **(96) child** in Ethiopia, where skin cancer is a widely spread problem. The soap delivers cancer-fighting drugs which work to **(97) active** the body's immune cells to fight off cancer.

Deborah Isabelle, Bekele's mentor, who helped him during the final **(98) compete**, describes Bekele as, "kind, intelligent, and focused. He's going to continue to inspire other young people to realize that science can make a positive difference."

When Bekele first heard the news, he was shocked and happy. He said that it was an incredible experience. "I found out I was in the top ten and that was the greatest feeling ever. Every single **(99) final** is so smart in their own ways. More than rivals, to me they were close friends. And then after all of that, coming out on top was just the best feeling. It's inspiring and motivating to see that my ideas can not only come to life but can also be recognized and seen by the science **(100) commune**."

NPR

(0) *typical*

(91) _____ 91

(92) _____ 92

(93) _____ 93

(94) _____ 94

(95) _____ 95

(96) _____ 96

(97) _____ 97

(98) _____ 98

(99) _____ 99

(100) _____ 100

Täidab hindaja +/–/9

How to choose appropriate texts?

Task specifications document

Reading comprehension tasks: what to keep in mind?

- Text has to be level appropriate.
- A reading task cannot be generated directly from a text that is originally a listening text.
- Modify, rewrite, cut.
- Do not use texts that will become outdated in the next few years (i.e. new tech developments).
- Wording of the question should be of equal or lower language level than the text .
- Items should be distributed across the text more or less equally.
- Items must be answerable only after reading the text – not through background knowledge or common sense.
- Texts should not contain contracted forms, except for quotations.
- Any major standards (British English, American English, etc.) are allowed but consistently throughout the text.

Word formation: what to keep in mind?

- Each item should test something different.
- Items should not exist somewhere else in the text in the same form (Ctrl+F).
- Distribute items evenly throughout the text.
- Items should not test conjugation.
- Items should test students' ability to add suffixes/prefixes, not their ability to remove them.
- The word MUST be changed in the final answer.
- The root must be shorter than the final answer.
- Check the language level of both the root word and the newly formed word.
- Most words should require only **one** change (prefix, suffix, plural form, etc.), not more.

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Example 1

A1 A2 B1 B2 C1 C2

Human brain is one of the most **complex** and (0) **fascinating** organs in your body. It is made up of **billions** of nerve **cells** that communicate through trillions of (1) connections called synapses. Given this (2) **complexity**, keeping our brain healthy and active is absolutely **vital**.

(3) **Remarkably**, sixty percent of the human brain is made of fat, making it the **fattiest organ** in the human body. It is worth noting that your brain is not fully formed until age 25. This (4) development **process** begins from the back of the brain and works its way to the front. **Consequently**, your frontal lobes, which control **planning** and **reasoning**, are the last to (5) **strengthen** and **structure** connections.

When it comes to **capacity**, your brain's storage (6) **capabilities** are considered **truly immense**. In fact, research suggests the human brain consists of about 86 **billion** neurons. **Furthermore**, each neuron forms connections to other neurons, which could add up to 1 quadrillion (1,000 trillion) connections. Over time, these neurons can **combine** and further increase (7) storage **capacity**. However, they can also become damaged and stop working, as seen in diseases like Alzheimer's disease, which (8) particularly **affects** memory.

In terms of speed, brain information can travel up to an (9) **impressive** 350 miles per hour. When a neuron is **stimulated**, it **generates** an (10) electrical **impulse** that travels from cell to cell. In this **process**, the spinal cord serves as the main **source** of (11) communication between the body and the brain.

Despite popular **belief**, it is a **myth** that you only use 10% of your brain. On the **contrary**, you actually use all of it, even when you are sleeping. In support of this fact, neurologists confirm that your brain is always active. While men **tend** to have **slightly** larger brains than women, it is important to note that this does not **impact** (12) **intelligence**.

To **illustrate** its incredible (13) **density**, a piece of brain tissue, which is the size of a grain of sand, contains 100,000 neurons and 1 **billion** synapses. **Nevertheless**, damage to neurons can have **severe consequences**. For instance, during a **stroke**, blood cannot get **oxygen** to the brain. As a result, brain **cells** can die, and (14) ability in that **particular** area of the brain can be lost.

Interestingly, the human brain runs on about 20 watts of power (enough to power a lightbulb) . Given all that power (15) **consumption**, it **naturally** calls for some much-needed rest. Therefore, **adequate** sleep helps **maintain** the pathways in your brain.

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Example 2

A1 A2 B1 B2 C1 C2

Nowadays, (0) recycle has a lot of (1) important, but it can also be (2) challenge. For example, plastic coffee cups often end up in landfills instead of being processed for reuse. This is because they have (3) quality that make them difficult to recycle, so most recycling centers throw them away.

We all want to get rid of trash correctly and help the environment, but if we do not understand how recycling works, we may cause more waste. Many (4) person make common mistakes when trying to be (5) environment responsible.

One mistake is called " (6) wish recycling" . This happens when individuals put (7) supply in the recycling bin that cannot be (8) recycle. For example, things like toys, hoses, and coolers are not recyclable, so they end up as trash. It is better to donate such items or throw them away (9) proper.

The (10) bad mistake is not cleaning your (11) container. If there is food or liquid left inside, it can ruin other things. For example, an (12) clean yogurt cup can spread food to other materials, making everything not (13) use. To avoid this, recyclables should be cleaned and dried (14) early.

A final mistake is using plastic bags. We sometimes put our recycling inside plastic grocery bags, but this (15) produce problems at recycling centers. Plastic bags can get stuck in machines, which slows down the process because an (16) employ working the station has to take it out. Instead, plastic bags should be taken to special recycling locations.

To do everything correctly, it is important to know what can and cannot be thrown into recycling bins. If you are unsure, it is better to leave it out.

Practice

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Thank you!

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