דגם תשובות לשאלון באנגלית, שאלון ד' — ספרות , MODULE D – LITERATURE
מס' 016115, 414, חורף תשע"ה

GENERAL GUIDELINES FOR MARKING
MODULE D – LITERATURE

General Comments

- **Grades are allotted according to the rubrics – 90% for content and 10% for language. In-between percentages can be given.**

- **Multiple-choice questions are worth either 100% or 0%.**

- **Deduct first for <u>content</u> of answers. (<u>Wrong</u> answer = 0 points, regardless of language.)**

- **The Answer Key gives possible answers to the questions. Alternate answers to open questions may be accepted if appropriate. Use your judgment, bearing in mind that there are different ways to interpret literary texts.**

- **If students answer more than one set of questions in Parts I and II mark the set with the most answers or if they have answered all or an equal number of questions in both sets, mark the first set.**

- **Accept HOTS answers to LOTS questions.**

- **If students give more answers than asked for, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect answers.**

- **For the extended HOTS questions:**
  1) **Students are allowed to use any HOTS that appears in the Literature Handbook.**
  2) **Students must show use of the chosen thinking skill in their answer.**

- **Bridging questions:**
  If answers are only a summary / analysis of the text and do not relate to the new information given, deduct 60%.

Rubrics for Marking Module D

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	• Answer is correct.		• Answer is partially correct.		• Answer is incorrect.
	90%		**45%**		**0**
Language	• Mostly correct use of grammar and vocabulary.				• Incorrect use of grammar and vocabulary.
	10%				**0**

Rubric 2: HOTS questions

For the extended HOTS questions:

1) Students are allowed to use any HOTS that appears in the Literature Handbook.

2) Students must show use of the chosen thinking skill in their answer.

Criteria	Descriptors				
Content	• Answer is correct. • The answer includes supporting details / examples when necessary. • Message is clear.		• Answer is partially correct. • The answer does not include sufficient details / examples when necessary. • Message is partially clear.		• Answer is incorrect. • The answer is general and does not relate to the text. • Message is unclear.
	90%		**45%**		**0**
Language	• Mostly correct use of grammar and vocabulary.		• Partially correct use of grammar and vocabulary.		• Incorrect use of grammar and vocabulary.
	10%	---	**5%**	---	**0**

Rubric 3: Extended HOTS question

This rubric should be used in addition to Rubric 2 for HOTS questions.

There are no language criteria for this part because language is included in Rubric 2.

Criteria	Descriptors				
Content	• The chosen thinking skill is appropriate. • There is appropriate evidence of the use of the thinking skill.		• The chosen thinking skill is appropriate. • There is partial evidence of the use of the thinking skill.		• The chosen thinking skill is appropriate but there is not evidence of its use. • The chosen thinking skill is not appropriate.
	100%	**---**	**50%**	**---**	**0**

Rubric 4: Bridging Text and Context question

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 60%.

Criteria	Descriptors				
Content	• Answer is well organized. • All information is relevant and accurate. • Answer explicitly states the connection between the new information and the text. • Details / examples from the text are given to support the answer.		• Answer is fairly well organized. • Most information is relevant and accurate. • The connection between the new information and the text is not clearly stated. • Details / examples given to support the answer are insufficitnt and / or not entirely appropriate.		• Answer is poorly organized. • No information is relevant or accurate. • Answer does not show connection between the new information and the text. • No details / examples are given o support the answer.
	90%		**45%**		**0**
Language	• Correct use of basic language structures.		• Mostly correct use of basic language structures.		• Incorrect use of basic language structures.
	10%		**5%**		**0**

There is no deduction for answers shorter/longer than recommended length (60-80 words).

ANSWER KEY

Alternate answers to open questions may be accepted if suitable.

Answers given below provide the minimal information that should be included.

PART I (46 points)

Answer questions for **(A)** *The Treasure of Lemon Brown*.

A.   THE TREASURE OF LEMON BROWN / Walter Dean Myers

1.	(ii) Sweet Lemon Brown.	7 points
2.	(ii) He got tired of singing. — *Accept any answer given.*	7 points
3.	(ii) He tried to help Lemon Brown.	7 points
4.	*(Use Rubric 2)* Without <u>supporting information</u> – deduct 20% Greg's father was very involved in his son's life. Lemon Brown didn't spend a lot of time with his son. Supporting information: Greg's father: Greg lived with his father. // Greg's father worried about his school work. // Greg's father was angry with him when his grades were poor. Lemon Brown: Lemon Breown was never at home. / was always traveling. AND / OR Greg didn't want to listen to his father / felt his father didn't understand him. Lemon Brown's son admired / was proud of his father. Supporting information: Greg stayed away from his house. Lemon Brown's son kept the newspaper clipping about his father / the harmonica / his father's treasure. *If gives only supporting information:* "Greg grew with his father, while Lemon Brown's son was raised by his aunt" – 30%. *If write about only ONE relationship / No comparison* – "First Greg does not respect his father and does not see that his father wants the best for him. When he meets Lemon Brown, he learns about his relationship with his son. Greg understands why he has to respect his father" – 0 pts.	10 points

5. *(Use Rubrics 2 and 3)* *If there is no thinking skill above the question – skip 5b* *Without <u>supporting information</u> – deduct 20%.* Thinking skill I chose: Inferring / Uncovering motives / Explaining cause and effect Inferring: I can infer that Lemon Brown wanted Greg to know about his relationship with his son and that he was proud of it. Supporting information: Lemon Brown says that he didn't have anything to give his son except the newspaper clippings and the harmonica, and his son kept them as a treasure. AND / OR I can infer the Lemon Brown wanted to show Greg how important a relationship with a father is. Supporting information: Lemon Brown says that if a son knows that his father did something, it help him know that he can do something too. AND / OR I can infer that Lemon Brown wanted to show Greg how successful he had been. Supporting information: He showed Greg his clippings that told about his success. Uncovering motives: He wants / his motive is to teach him a lesson that every man has a treasure / what a real treasure is and Greg's father is his treasure. Supporting information: He shows Greg his clippings and harmonica. OR Uncovering motives: He wants / his motive is to explain that a treasure does not have to be valuable. Supporting information: He shows Greg his clippings and harmonica. OR Explaining cause and effect: Because Greg helped Lemon Brown to fight with the thugs, Lemon Brown wanted to thank him. Supporting information: He shows Greg his treasure: yellow clippings and a harmonica.	15 points

6.	a.	*(Use Rubric 2)* *Without <u>supporting information</u> – deduct 20%* Greg was worried about Lemon Brown. Supporting information: He was an old man living alone in an abandoned building. / He was very poor. / He was threatened by thugs. Greg might want to tell his father about what he learned from Lemon Brown. // that he understands that his father is worried about him / his future // loves him // wants him to succeed. Supporting information: Greg (thought about the lecture his father would give him, and) smiled. AND / OR Greg thinks that if he tells his father about the lesson he learned from Lemon Brown, their relationship will improve / he wants to have a good relationship with his father. Supporting information: Greg understood that his father wanted the best for him.	8 points
	b.	Greg realized that he really didn't have to worry about Lemon Brown. // Lemon Brown didn't need help. // Lemon Brown was going to move back to St. Louis. // Greg thought his father would be worried / angry about / wouldn't understand / wouldn't approve of his meeting with Lemon Brown / his going to a dangerous place. // Greg wanted to keep his meeting with Lemon Brown a secret / something special / private. *If:* "because Lemon Brown was homeless" – 0 pts.	8 points

PART II (39 points)

Students are required to answer questions for **(B)** *Thank You, Ma'm*.

B.   THANK YOU, MA'M / Langston Hughes

7.	(iv) works in a beauty shop	6 points
8.	(ii) she holds on to him tightly	6 points
9.	*(Use Rubric 1)* She doesn't want him to feel embarrassed / bad / ashamed / uncomfortable. // She wants him to feel good. // She understands that nobody cares about him at home / he is poor / he comes from a poor family.	6 points
10.	*(Use Rubric 1)* She doesn't watch Roger and / or her purse (when she goes behind the screen). // She leaves Roger alone. // She takes Roger home. // She gives him dinner / money. / She doesn't not call the police.	6 points
11.	*(Use Rubrics 2 and 3)* *If there is no thinking skill above the question – skip 11b* *Without <u>supporting information</u> – deduct 20%.* Thinking skill I chose: Comparing and contrasting / Uncovering motives / Explaining cause and effect / Inferring / Distinguishing different perspectives Comparing and contrasting: I can compare Mrs. Jones' behavior towards Roger at the beginning of the story and at the end. At first, I see that Mrs. Jones behaves badly towards Roger because she is angry at him for trying to steal her purse. From things she tells Roger I understand that she begins to identify with him / to understand that he just needs help / to feel sorry for him. This is why she starts treating him better. Supporting information: In the beginning she kicked Roger. / She shook him. / She held on to him tightly. She later discovers that the boy has no real home. / His face is dirty. / She says he ought to be her son / she would teach him right from wrong. / She identifies with him because she also did things that were wrong when she was young. / She feeds him and gives him money. Uncovering motives: She understands that Roger has no one to take care of him and to teach him right from wrong. Her motive is to teach him this lesson of how to behave properly. Supporting information: She feeds him and gives him money. Explaining cause and effect: At the beginning of the story Mrs. Jones was aggressive toward Roger but after she took Roger to her home, she realized that Roger could be a kind boy, but there was nobody to teach him right from wrong. Supporting information: He tried to steal her purse. / His face was dirty. / She remembered that she did bad things too when she was a young girl. Inferring: We can infer that the reason is that she identifies with him. The result is that she feels it is her responsibility to teach him right from wrong.	15 points

Supporting information: She also did things that were wrong when she was young. Distinguishing Different Perspectives: In the beginning, her perspective is that he is a thief. Later, she changes her perspective and realizes that she can teach him right from wrong. Supporting information: She begins to look at him and talk to him. / She also did things that were wrong when she was young.	
12. *(Use Rubric 2)* *Without <u>supporting information</u> – deduct 20%* **a.** At first, Roger tries to steal Mrs. Jones' purse. When she catches him, he tries to escape. I can compare this behavior with his behavior when he comes to her house. He begins to give her respect because he is afraid she will call the police. He tries to show her she can trust him. At the end, he behaves politely towards her and is no longer aggressive. Supporting information: He struggles with her when she tries to take him home. / He looks for ways to run away when he gets to her home. Later, he sits far away from her purse. / He sits where he thinks she can see him easily. *If write about Roger's behavior ONLY an the beginning / at the end:* "At the beginning of the story Roger tries to steal the purse of Mrs. Jones. At the end, she gives him money" – 0 pts. *If tell about Mrs. Jones:* "She gives him money" – 0 pts.	7 points
b. *Without <u>supporting information</u> – deduct 20%* He is embarrassed. Supporting information: He wanted to say more than just "Thank you, Ma'm" but he couldn't even say that. OR He feels good and is thankful. Supporting information: She does not take him to the police. On the contrary, she teaches him a lesson, and gives him money for the shoes he wants. *If feeling is not explicitly stated:* "After he takes the money he says, "Thank you." – 0 pts.	8 points

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for either **(13)** *Count That Day Lost* <u>OR</u> **(14)** *A Summer's Reading* <u>OR</u> **(15)** *Mr. Know All*.

Suggested length: 60-80 words.

Note: When giving examples from the texts students may either quote directly or paraphrase.

13. **COUNT THAT DAY LOST** / George Eliot

Without <u>supporting information</u> – deduct 20%.

Both the quote and the poem talk about doing good deeds. President Obama talks about going out and doing things and not just waiting for them to happen. He says this will give us hope. George Eliot says that doing good deeds will make us feel our day is worthwhile. She says that if you haven't done anything good in a day, you have wasted the day.

14. **A SUMMER'S READING** / Bernard Malamud

Without <u>supporting information</u> – deduct 20%.

In "A Summer's Reading" George comes from a poor family and has grown up without a mother. This is an example of what Malamud refers to in the quote as bad luck. Malamud also talks about how people struggle to make their lives better. At first George does not try hard to improve his life. He blames his teachers / the neighborhood for his lack of success. He doesn't even start reading the books that he said he would read. Finally, at the end of the story he understands that he has to struggle to improve his life and goes to the library to start reading books.

15. **MR. KNOW ALL** / W. Somerset Maugham

Without <u>supporting information</u> – deduct 20%.

The story "Mr. Know All" connects to the quote because Mr. Kelada knows, as Nietzsche says, that he is right about something but doesn't insist that he is right. He says that Mrs. Ramsay's pearls are not real even though he knows they are. He is an expert in the pearl business and can tell the difference between real and fake pearls. He shows that he is a better person than the narrator thought he was because he is ready to save Mrs. Ramsay's honor and say he was wrong.

APPENDIX TO PARTS I AND II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns