

דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות, MODULE D – LITERATURE, מס' 414, 016115, 016484, קיץ תשע"ז

**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 content of answers. (Wrong 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	<ul style="list-style-type: none"> Answer is correct. 		<ul style="list-style-type: none"> Answer is partially correct. 		<ul style="list-style-type: none"> Answer is incorrect.
	90%		45%		0
Language	<ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. 				<ul style="list-style-type: none"> Incorrect use of grammar and vocabulary.
	10%				0

Rubric 2: HOTS questions (10 points)

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	<ul style="list-style-type: none"> Answer is correct. The answer includes supporting details / examples when necessary. Message is clear. 		<ul style="list-style-type: none"> Answer is partially correct. The answer does not include sufficient details / examples when necessary. Message is partially clear. 		<ul style="list-style-type: none"> Answer is incorrect. The answer is general and does not relate to the text. Message is unclear.
	90%		45%		0
Language	<ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> Partially correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> Incorrect use of grammar and vocabulary.
	10%	---	5%	---	0

Rubric 3: Extended HOTS question (5 points)

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	<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate but there is no evidence of its use. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The chosen thinking skill is not appropriate.
	100%	---	50%	---	0

Rubric 4: Bridging Text and Context question (15 points)

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

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 insufficient and / or not entirely appropriate. 		<ul style="list-style-type: none"> 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 to support the answer.
	90%		45%		0
Language	<ul style="list-style-type: none"> Correct use of basic language structures. 		<ul style="list-style-type: none"> Mostly correct use of basic language structures. 		<ul style="list-style-type: none"> 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)

Students are required to answer the questions for **(A) *The Treasure of Lemon Brown***.

A. THE TREASURE OF LEMON BROWN / Walter Dean Myer

1.	iv) play basketball	7
2.	iii) he knows the door is open	7
3.	i) a blues singer	7
4.	<i>(Use Rubric 2)</i> I think he is afraid his father would be angry. / he wanted to keep the experience to himself. <i>Supporting information:</i> Greg's father said that he can't play basketball because he has to study math. Greg knows that his father will give him a lecture. / Greg goes home with a smile on his face.	10
5.	<i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Explaining cause and effect As a result of Greg's conversation with Lemon Brown, he now understands that one of the most important things in life / his treasure is his relationship with his father. / that the most valuable things in life don't cost money. / that parents want the best for their children. <i>Supporting information:</i> Greg sees that even though Lemon Brown didn't spend a lot of time with his son he sent him money. / For Lemon Brown and his son the harmonica and newspaper clippings were valuable although they weren't worth a lot of money. / "What else a man got 'cepting what he can pass onto his son, or his daughter."	15

PART II (39 points)

Students are required to answer the questions for **(B) *Mr. Know All*** **OR** **(C) *A Summer's Reading***.

B. MR. KNOW ALL / W. Somerset Maugham

6.	ii) He organizes activities on the ship.	6
7.	ii) to work	6
8.	<i>(Use Rubric 1)</i> She says that she can't undo the clasp. // She becomes pale. / white. / She is afraid. / She hesitates for a moment.	6
9.	i) doesn't hate Mr. Kelada so much	6
10.	<i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Uncovering motives Mr. Ramsay's motive for making the bet with Mr. Kelada is to prove that Mr. Kelada is wrong. / to show he knows more than Mr. Kelada. / he likes to argue. / he wants to make some money. <i>Supporting information:</i> His wife told him she bought the necklace for \$18. / Mr. Ramsay and Mr. Kelada like to argue about everything. / He couldn't resist the opportunity to prove Mr. Kelada wrong.	15

OR:

C. A SUMMER'S READING / Bernard Malamud

11.	<i>(Use Rubric 1)</i> ... / it gives him a feeling of privacy / it's different from his neighborhood / it has flowers and trees / it's quiet and peaceful / he can think of a better life for himself / about having a nice house / about having a good job / about having a girlfriend / about being liked / about having respect.	6
12.	ii) lied about reading books	6
13.	i) He is ashamed that he is not working.	6
14.	ii) the neighbors are nice to him	6
15.	<i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Inferring / Explaining cause and effect We can infer that George is very embarrassed after he meets Mr. Cattanzara and realizes that Mr. Cattanzara knows he has lied about reading. He begins to think about his life. As a result, George goes to the library in the end to start reading. / He does this because he is trying to take responsibility for his life. / improve his education. / It is important for George to keep the respect of the neighbors. <i>Supporting information:</i> Mr. Cattanzara asks George to name one book on the list of books he read in the summer. / Mr. Cattanzara says, "don't do what I did". / George closes himself in his room for a week. / A neighbor says it's a wonderful thing for a boy his age to read.	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for either **(16) Thank You, M'am** **OR** **(17) The Road Not Taken**.
 Suggested length: 60-80 words.

16. THANK YOU, M'AM / Langston Hughes

According to the quote, all people make mistakes and do wrong things, but the most important thing is to learn from them. In order to have a successful life, people must change and become better. This quote relates both to Mrs. Jones and to Roger. Mrs. Jones says, "I have done things, too" so we know that in her past she did things that were wrong. However, today she is an honest and kind person. She tells Roger not to make the "mistake" of trying to steal a pocketbook again. She wants him to understand that even though he did something wrong, he can learn from this experience and change his behavior. There is hope for everyone for a better future.

Supporting information is the answer.

OR:

17. THE ROAD NOT TAKEN / Robert Frost

The poem starts with a description of a wood in the fall. The wood has two roads in it. One of them is used less. Just as the quote says, this description of nature is used to teach us about life. The roads in the poem are a metaphor / symbol for your choices in life. The lesson we learn is that when you choose to take one road in your life, it makes all the difference and you cannot always go back to the beginning again.

APPENDIX TO PARTS I AND II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns