דגם תשובות לשאלון באנגלית, שאלון ד' — ספרות , MODULE D – LITERATURE מס' 016484, קיץ תשע"ח, מועד ב'

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. (<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:**
  Students are allowed to use any HOTS that appears in the Literature Handbook.
  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 (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	• 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   (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	• 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 no evidence of its use. OR • 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	• 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 insufficient 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 to 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)

Students are required to answer the questions for **(A)** *A Summer's Reading*.

A. A SUMMER'S READING / Bernard Malamud

1.	ii) to dream about a better life	7
2.	iv) doesn't talk to George about reading	7
3.	iii) don't spend time with George	7
4.	*(Use Rubric 2)* Sophie says this to George when she realizes he isn't reading books. She was giving him money because she thought he was reading books. George is lazy and passive. George takes the money she gives him but doesn't read any books. He uses the money he gets from Sophie to go to a movie or buy cigarettes. He does nothing all day except stay in his room and listen to baseball games. He quit school. He doesn't want to go to night school. He doesn't look for a job. *Supporting information is in the answer.*	10
5.	*(Use Rubrics 2 and 3)* *Possible thinking skill*: Explaining cause and effect. George has finally learned the lesson Mr. Cattanzara tries to teach him. George understands that Mr. Cattanzara is trying to help him have a better life. George understands that he has to do something to earn Mr. Cattanzara's respect. As a result, George goes to the library. *Supporting information:* Mr. Cattanzara says, "Don't do what I did." / Mr. Cattanzara tells the neighbors that George has finished reading the books. / George counts off a 100 books and begins to read.	15

PART II (39 points)

Students are required to answer the questions for **(B)** *Thank You, M'am*.

B.   THANK YOU, M'AM / Langston Hughes

6.	ii) he wants to buy something	6
7.	iii) starts to prepare supper	6
8.	ii) her job	6
9.	i) can't say thank you to Mrs. Jones	6
10.	*(Use Rubrics 2 and 3)* *Possible thinking skill*: Uncovering motives / Inferring I can understand that the reason why Mrs. Jones' behavior changes is because she realizes that she and Roger have something in common. Because she behaves nicely to Roger I can infer that she wants to teach him a lesson in life. / that there are better ways to get what you want by being honest. / hard working. *Supporting information*: She says that she also did bad things in her past. / She tells him about her life and work. / that stealing is wrong.	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for (**11**) *The Treasure of Lemon Brown* <u>OR</u> (**12**) *The Road Not Taken*.

Suggested length: 60-80 words.

11. **THE TREASURE OF LEMON BROWN /** Walter Dean Myers

The quote talks about how our relationships are more important than the things we own. In this story Lemon Brown shows Greg his treasure, the newspaper clippings and the broken harmonica. He explains why these things are important for him. They are not worth a lot of money but they are important because they showed that his son cared enough about him to take them to war with him. Through this Greg understands the importance of his relationship with his father.

The supporting information is in the answer.

<u>**OR**</u>**:**

12. **THE ROAD NOT TAKEN** / Robert Frost

Just like in the quote the traveler in the poem has to make a choice. He has to choose between two roads. He stands for a long time deciding which road to take because, as the quote says, the choice will affect the rest of his life. He has to choose wisely because he knows he will not be able to come back. In the end he understands that his choice "has made all the difference" to his life.

The supporting information is in the answer.

APPENDIX TO PARTS I AND II

Thinking Skills

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