

**MODULE D – LITERATURE, ספרות – שאלון ד' – שאלון באנגלית, שאלון ד' – ספרות**  
**מס' 016115, 414, קיץ תשע"ו – 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. (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 (5 points)**

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

**Rubric 4: Bridging Text and Context questions (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				
<b>Content</b>	<ul style="list-style-type: none"> <li>Answer is well organized.</li> <li>All information is relevant and accurate.</li> <li>Answer explicitly states the connection between the new information and the text.</li> <li>Details / examples from the text are given to support the answer.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is fairly well organized.</li> <li>Most information is relevant and accurate.</li> <li>The connection between the new information and the text is not clearly stated.</li> <li>Details / examples given to support the answer are insufficient and / or not entirely appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is poorly organized.</li> <li>No information is relevant or accurate.</li> <li>Answer does not show connection between the new information and the text.</li> <li>No details / examples are given to support the answer.</li> </ul>
	<b>90%</b>		<b>45%</b>		<b>0</b>
<b>Language</b>	<ul style="list-style-type: none"> <li>Correct use of basic language structures.</li> </ul>		<ul style="list-style-type: none"> <li>Mostly correct use of basic language structures.</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect use of basic language structures.</li> </ul>
	<b>10%</b>		<b>5%</b>		<b>0</b>

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) *Mr. Know All* OR (B) *A Summer's Reading*.

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

<b>1.</b> (ii) He thinks it's a compliment.	7
<b>2.</b> (i) He is interested in the pearl business.	7
<b>3.</b> (ii) Mrs. Ramsay's pearls.	7
<b>4.</b> ( <i>Use Rubric 2</i> ) 1. We learn that Mr. Ramsay is a person who thinks he knows more than anyone else and likes to argue but he really doesn't know a lot.  <i>Supporting information:</i> He makes a bet even though he has no way of really knowing whether the pearls are fake or not. / He is an opportunist.  2. He doesn't notice / He is insensitive to how other people feel.  <i>Supporting information:</i> He doesn't notice his wife's frightened face. He tells his wife to take off the pearls even though she doesn't want to.  Without <b>supporting details</b> – deduct 20% If the student writes about <b>Mrs.</b> Ramsay instead of Mr. Ramsay give 0.	10
<b>5.</b> ( <i>Use Rubrics 2 and 3</i> ) <i>Possible thinking skills:</i> Explaining cause and effect  Mr. Kelada says this when he gets the hundred dollars from Mrs. Ramsay. He knew that the pearls were real but lied to protect Mrs. Ramsay but no one but the narrator knows this. As a result, it is very difficult for him to have everyone think that he does not know everything / is not Mr. Know All.  <i>Supporting information:</i> When they called him Mr. Know All at the beginning of the story he thought it was a compliment. / The story of Mr. Kelada's "mistake" spreads quickly all over the ship. / People on the ship laugh at Mr. Kelada.  Without <b>supporting details</b> – deduct 20% <i>If there is no thinking skill above the question skip 5b.</i>	15

**OR**

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

<p>6. (iv) She helps him when she thinks he is reading.</p>	<p>7</p>
<p>7. (iii) asks different questions</p>	<p>7</p>
<p>8. (i) They don't know that George lied.</p>	<p>7</p>
<p>9. George lies to get respect but he doesn't do anything to earn it. // George is lazy / passive and / or doesn't take any responsibility to change his life. // George understands the importance of reading.</p> <p><i>Supporting information:</i> He says he is reading a hundred books but he isn't. / He says he is waiting for a job but he isn't. / He quits school and blames the teachers. / He doesn't go to summer school because the students will be younger than him. / He doesn't go to night school because he doesn't want the teachers to tell him what to do. / He blames the neighbors for his not having a relationship with them. / He quits all his jobs.</p> <p>Without <b>supporting details</b> – deduct 20%</p>	<p>10</p>
<p>10. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Explaining cause and effect / Uncovering motives</p> <p>Explaining cause and effect: I think that Mr. Cattanzara spread the rumor because he hopes to encourage George to read the books. / to start doing something with his life. / to continue his education. // Mr. Cattanzara hopes that the neighbors will give George respect. As a result, George will want to read the books.</p> <p>Uncovering motives: I think that Mr. Cattanzara's motive is to get George to start reading the books. / to start doing something with his life. / to continue his education. // Mr. Cattanzara's motive is to get the neighbors to give George respect, so George will want to read the books.</p> <p><i>Supporting information:</i> Mr. Cattanzara asks George what he is doing in the summer. / to name one book that he has read so they can talk about it. / tells George not to do what he did. // Towards the end of the story George feels good when the neighbors are nice to him.</p> <p>Without <b>supporting details</b> – deduct 20%</p> <p><i>If there is no thinking skill above the question skip 10b.</i></p> <p><i>If only:</i> "Mr. Cattanzara's motive is to get <b>the neighbors to give George respect</b>" – Deduct 40%.</p>	<p>15</p>

**PART II** (39 points)

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

**C. THANK YOU, M'AM / Langston Hughes**

11. (iv) He has no one to care for him.	6
12. (ii) He tries to steal from her.	6
13. (Use Rubrics 1) (He wants to buy (a pair of) (blue suede) shoes.	6
14. (i) she is going to take him to jail	6
15. (Use Rubrics 2 and 3) <i>Possible thinking skills:</i> Uncovering motives / Explaining cause and effect  Uncovering motives: I think Mrs. Jones' motive is to show Roger that everyone makes mistakes in their lives./ he can change. / stop being a thief. / become an honest / hard working person like she is. / that he doesn't have to steal to get what he wants. / to show Roger that he can have a second chance.  Explaining cause and effect: I think Mrs. Jones says this to Roger in order to show him that he can change. / stop being a thief. / become an honest / hard working person like she is. / that he doesn't have to steal to get what he wants.  <i>Supporting information:</i> She works late / very hard (at a beauty salon in a hotel) to make a living. / She tells Roger that everyone has something in common / they want to hide. <b>Without <u>supporting details</u> – deduct 20%</b> <i>If there is no thinking skill above the question skip 15b.</i>	15

**PART III** (15 points)

*(Use Rubric 4)*

Students are required to answer the question for either **(16) *The Treasure of Lemon Brown*** OR **(17) *The Road Not Taken***.  
Suggested length: 60-80 words.

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

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

The quote explains that the treasures in life that really count are things that will last forever like love and kindness. Like the quote, the story shows us the meaning of the word treasure. Lemon Brown's treasure is not wealth but old newspaper clippings from when he was famous. His son kept the clippings with him when he went to war. This shows his love for his father. Greg learns that love is the real treasure and not wealth and fame.

Without **supporting details** – deduct 20%

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

The quote says that life is all about making choices which will affect us forever. The poem is also about a choice that affects the narrator forever. The narrator has to decide between two roads and he knows that once he makes his choice, his life will change. The narrator says that in the future he may be talking about this decision with a sigh. This can mean either a sigh of regret or a sigh of relief. Like the quote says, we may be proud of our choices, or we may regret them.

Without **supporting details** – deduct 20%

## APPENDIX TO PARTS I AND II

### **Thinking Skills**

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