

דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות, MODULE D – LITERATURE, מס' 016484, 016115, 414, קיץ תשע"ז, 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:
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	<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.	iii) study more every day	7
2.	iii) told Greg he had a razor	7
3.	i) used to be a famous singer	7
4.	<p>(Use Rubric 2)</p> <p>Lemon Brown is trying to tell Greg that every person has something that is valuable/special to him which makes it a treasure to him. It doesn't have to be worth a lot of money. Therefore, even a poor/homeless person like Lemon Brown can have a treasure.</p> <p><i>Supporting information:</i> Lemon Brown is homeless but he has a harmonica and newspaper clippings that show his connection to his son./His son took these things with him when he went to war because it was a treasure for him.</p>	10
5.	<p>(Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Inferring</p> <p>When Greg smiles at the end of the story, I understand that he has changed. In the beginning, Greg is angry at his father but, at this point he understands why his father is going to lecture him. He knows that his father wants him to study so he will have opportunities in life. He understands from Lemon Brown how important the relationship is between a father and a son.</p> <p><i>Supporting information:</i> At the beginning of the story, Greg's father wouldn't let him join the basketball team. / Greg didn't go home because he didn't want to hear his father's lecture about school and studying. /Lemon Brown tells him that a man doesn't have anything besides what he can pass on to his son.</p>	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.	iii) kicked him	6
7.	i) watches her prepare a meal	6
8.	ii) about her daily life	6
9.	iv) gives Roger money for shoes	6
10.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Uncovering motives</p> <p>Mrs. Jones's intention is to change Roger by taking him home / by treating him kindly / by showing that she trusts him. Her purpose is to show him that people can make a good life for themselves even if they once had nothing. / did bad things when they were young.</p> <p><i>Supporting information:</i> Mrs. Jones doesn't call the police/ leaves her purse near Roger/ gives Roger a meal/ gives him money./She tells Roger that she did bad things when she was young.</p>	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for **(11) *Mr. Know All*** OR **(12) *The Road Not Taken*** OR **(13) *A Summer's Reading***.

Suggested length: 60-80 words.

11. MR. KNOW ALL / W. Somerset Maugham

“Judgments prevent us from seeing the good that lies beyond appearances.” — *Wayne Dyer*

Make a connection between the above quote and the story. Give information from the story to support your answer.

The quote above says that when you judge a person by their appearance and their superficial behavior, you do not see a person's good points. This quote can be connected to the narrator's opinion of Mr. Kelada. At first, the narrator judges him by the things he owns/ his name and by the way he looks. (He looks like a Levantine.) /behaves. (He is too familiar.) The narrator doesn't believe that Mr. Kelada is a true English gentleman and keeps saying that he does not like him. However, after the bet about the pearl necklace, the narrator realizes that he is wrong about Mr. Kelada. He sees the real person, a good man who sacrifices his reputation to save Mrs. Ramsay.

The supporting information is in the answer.

OR:

12. THE ROAD NOT TAKEN / Robert Frost

“The past cannot be changed, and we carry our choices with us, forward, into the unknown. We can only move on.” — *Libba Bray*

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

Like in the quote, Robert Frost in his poem realizes that once he makes his decision, he cannot go back and change it. Making the decision is not easy and he cannot see far enough down the road, into the future, to help him decide. His choice will carry him forward into the unknown. He would like one day to return and take the other road, but he knows that 'way leads on to way,' and he can only move on and he cannot change the past.

The supporting information is in the answer.

OR:

13. A SUMMER'S READING / Bernard Malamud

"The secret to getting ahead is getting started." – *Mark Twain*

Make a connection between the above quote and the story. Give information from the story to support your answer.

Mark Twain says in the above quote that the hardest part of succeeding is taking the first step. In the story George has dreams about a better life but he doesn't do anything to start fulfilling his dreams. Like in the quote, getting started is the hardest part for George. He dreams about getting a good job/having a house with a porch/having a girlfriend/getting respect but he doesn't do anything about it. However, at the end of the story he finally takes the first step and goes to the library.

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