

MODULE D – LITERATURE, ספרות – שאלון באנגלית, שאלון ד' – ספרות
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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	● 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 (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 not evidence of its use. 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 Myers

1. (iv) doesn't want to study math	7
2. (i) Lemon Brown's breathing	7
3. (ii) steal from Lemon Brown	7
<p>4. (Use Rubric 2)</p> <p>Greg learns that a treasure isn't only something that is worth a lot of money. It is something that is very important to someone. Greg sees that Lemon Brown is willing to fight the thugs to protect his treasure. But his treasure is only old newspaper clippings about Lemon Brown's life and the old harmonica he used to play. Lemon Brown's son took these things with him to war. This shows Lemon Brown that his son really cared for him which made the clippings and harmonica a treasure for him.</p> <p><i>Supporting information is in the answer.</i></p>	10
<p>5. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Comparing and contrasting</p> <p>Greg:</p> <p>At the beginning of the story, Greg is afraid of Lemon Brown. However, when Greg recognizes Lemon Brown from the neighborhood, / when Lemon Brown tells Greg about his life, / protects him, he isn't afraid anymore. // However, at the end, Greg is worried about Lemon Brown and hopes he will be okay.</p> <p>AND / OR:</p> <p>Lemon Brown:</p> <p>At the beginning of the story, when Lemon Brown first sees Greg, he doesn't trust him. He thinks Greg has come to steal his treasure. However, by the end of the story, Lemon Brown sees he can trust Greg. // However, when Greg wants to leave, Lemon Brown is worried about his safety.</p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Greg:</p> <p>At the beginning of the story, Greg is afraid of Lemon Brown. Greg recognizes Lemon Brown from the neighborhood, / Lemon Brown tells Greg about his life. / protects him. As a result, Greg isn't afraid anymore. At the end, Greg is worried about Lemon Brown and hopes he will be okay.</p> <p>AND / OR</p> <p>Lemon Brown:</p> <p>At first Lemon Brown doesn't trust Greg. They have a conversation which causes Lemon Brown to trust and even worry about Greg.</p>	15

<p><i>Supporting information:</i></p> <p>Greg: Greg saw the man picking through the trash. / Lemon Brown says he has a razor. / Greg trembles / holds his breath / tries to move away from Lemon Brown. / Lemon Brown shares his life story with Greg. / Lemon Brown tells Greg to follow him. / takes Greg's hand. / Greg tries to tell Lemon Brown to follow him up the stairs away from the thugs. / Greg whistles to protect Lemon Brown. / Lemon Brown throws himself down the stairs. / Greg asks Lemon Brown if he is okay. / Greg tells Lemon Brown to take care of his treasure.</p> <p>AND / OR</p> <p>Lemon Brown: Lemon Brown says he has a razor. / Lemon Brown asks Greg if he's come for his treasure. / Lemon Brown shows Greg his harmonica and clippings. / Lemon Brown tells Greg he'll watch from the window to check that Greg is safe. / looks out into the street to see if it's clear.</p>	
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PART II (39 points)

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

B. THANK YOU, MA'M / Langston Hughes

6. (ii) eats dinner with her	6
7. (iii) there is no one at home	6
8. (iv) gives Roger money to buy shoes	6
9. (iv) doesn't know what to say	6
<p>10. (<i>Use Rubrics 2 and 3</i>) <i>Possible thinking skills:</i> Inferring / Uncovering motives</p> <p>I infer that Mrs. Jones helps / Mrs. Jones' motive is to help Roger because she identifies with him. / remembers how she behaved when she was young. / wants to show him that people can change. / feels like a mother towards him. / would like to teach him right from wrong.</p> <p><i>Supporting information:</i> Mrs. Jones tells Roger she also wanted things when she was young and did things she doesn't want to tell him about. / She says that everyone has something in common. / She doesn't call the police. / She tells him: "You ought to be my son. I would teach you right from wrong." / She gives him money to buy the shoes he wants. / She warns him that stealing can only get him into trouble ("shoes got by devilish ways will burn your feet.") / She takes him home and makes supper for him.</p>	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for either **(11) *Mr. Know All*** OR **(12) *A Summer's Reading*** OR **(13) *Count That Day Lost***.

Suggested length: 60-80 words.

11. MR. KNOW ALL / W. Somerset Maugham

Landrum says that we usually judge people based on what they seem to be and then we are surprised when they are different. This is what happens in the story. In the beginning, the narrator judges Mr. Kelada based on his name / his luggage / his looks / his behavior. He thinks that Mr. Kelada is not British and not a gentleman. At the end of the story, Mr. Kelada surprises the narrator. He knows that Mrs. Ramsay is lying when she says that the pearls are not real. He destroys his reputation by saying that he was wrong about the pearls. In the end we see that Mr. Kelada is a gentleman and the narrator says, "At that moment I did not entirely dislike Mr. Kelada."

Supporting information is in the answer.

12. A SUMMER'S READING / Bernard Malamud

This quote relates to the story because at first George thought that his problems came from his environment and he didn't take responsibility for them. For example, George quit school on an impulse and couldn't find a job he liked. He said that he couldn't go back to school because the pupils were too young and the teachers didn't treat him with respect. He wanted a girlfriend but he said he didn't have money to spend on a girl because his father was poor and his sister kept her money for herself. After thinking about his experience with Mr. Cattanzara and the neighbors, he understands that he must change. At the end of the story, when George goes to the library, we understand that he may be starting to take responsibility for his life.

Supporting information is in the answer.

13. COUNT THAT DAY LOST / George Eliot

In the poem, the poet says that if you do something nice for someone then your day is "well spent". If you don't do anything nice for anyone then your day is "worse than lost". Even doing something small, "one glance most kind", is enough to "ease the heart of him who heard and to make your day well spent." This is like the quote, which says that if you want to live well, you must be useful and kindhearted to others.

APPENDIX TO PARTS I AND II

Thinking Skills

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