

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:
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) *A Summer's Reading*.

A. A SUMMER'S READING / Bernard Malamud

1. (iv) spends most of it in his room	7
2. (iii) George is behaving like a child	7
3. (Use Rubric 1) She tells him to go out and get a job. / She stops giving him money. / She gets angry with him. / She calls him a bum.	7
4. (Use Rubric 2) I think that Mr. Cattanzara looks sad because he knows that George lied to him about reading books. He is afraid that George will never get an education and will remain stuck in the neighborhood just like he is. // I think Mr. Cattanzara feels sad because he is afraid that George will waste his life and end up with a low-paying job and no future, just like him. <i>Supporting information:</i> Mr. Cattanzara tells George: "Don't do what I did." / He tells George to go and buy a lemon ice and tells him that he isn't a big guy (grown up). // Mr. Cattanzara doesn't have a good job and is only a change maker.	10
5. (Use Rubrics 2 and 3) <i>Possible thinking skill:</i> Inference I can understand that George felt that Mr. Cattanzara knew that he was lying to him. / that he hadn't read any of the books he said he was going to read. <i>Supporting information:</i> George didn't want to go by Mr. Cattanzara's house anymore. / George was afraid to talk to Mr. Cattanzara so he crossed to the other side of the street. / George decided to stay away from Mr. Cattanzara until he finished reading some of the books.	15

PART II (39 points)

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

B. THE TREASURE OF LEMON BROWN / Walter Dean Myers

6.	(iv) he wants to get out of the rain	6
7.	(ii) he used to be a famous blues singer	6
8.	(ii) makes strange noises	6
9.	Greg decided no to say anything to his father.	6
10.	<i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill: Explaining cause and effect</i> Greg now realizes how important the treasure is to Lemon Brown. As a result of what Greg learns from Lemon Brown, he understands that a treasure does not need to be worth a lot of money but can be something that only that person thinks is valuable. // Greg learns the importance of the relationship between Lemon Brown and his son. Because of this, he understands that his father cares about him. <i>Supporting information: For Lemon Brown and his son the harmonica and newspaper clipping were valuable although they weren't worth a lot of money. / Greg sees how Lemon Brown is willing to fight the thugs to protect his treasure. // Greg smiles when he thinks of the lecture his father would give him.</i>	15

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for **(11)** *Thank You, M'am* OR **(12)** *The Road Not Taken*.

Suggested length: 60-80 words.

11. THANK YOU, M'AM / Langston Hughes

The quote says that if you want to help others change their lives, you first need to think about how difficult it was to change your life. In the story, Mrs. Jones doesn't want to punish Roger because she understands what his life is like. She tells him that she also did things that were wrong when she was young, but she succeeded in changing her life. She now has a good job and is a good person. Like in the quote, Mrs. Jones feels she can influence Roger because she knows how difficult it is to change.

Supporting information: She gives Roger supper. / She gives him money for shoes. / She doesn't call the police. / She says she wanted things she couldn't get when she was young. / She works in a beauty shop.

OR:

12. THE ROAD NOT TAKEN / Robert Frost

The quote says that we learn more about a person from what he chooses in life and not from his skills. In the poem, choices make the speaker what he is today. The speaker doesn't talk about the skills he has, only about his choice of a path in life. The important things in life are the choices we make and where they lead us. The speaker says: "And I — I took the one less traveled by, and that has made all the difference." This shows that the speaker chose a path different than others but right for him.

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