

דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות, MODULE D – LITERATURE, מס' 016115, חורף תשע"ג

**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 all 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.**
- **If students answer both the thinking skills question and the alternate question mark the answer that is most complete. If students have answered both mark the first question.**
- **Accept HOTS answers to LOTS questions.**
- **For questions requiring two answers, each answer is worth 50% of the total: 45% for content and 5% for language. If one answer is wrong, the student can receive a maximum of 50%.**
- **If students give more answers than asked for, only mark the first answer(s). Do not deduct for additional answers.**

- **For HOTS questions requiring choice and explanation of HOTS:**
 - 1) **If question (a) is correct and (b) incorrect or refers to a different skill, give credit for (a) but give (b) 0 points.**
 - 2) **If question (a) is incorrect and (b) correct, give no credit for either (a) or (b).**
 - 3) **Students are allowed to use any HOTS that appears in the Literature Handbook.**

- **For justification of the choice of HOTS (b questions):**

No reference to text = 0 points (e.g., I chose the HOTS of inferring because I had to read between the lines in order to write my answer.)

- **Bridging questions:**

If answers are only a summary / analysis of the text and do not relate to the new information given, deduct 60% of content. (See Rubric 4: "Answer does not show connection between the new information and the text.")

Rubrics for Marking Module D

Please note: In-between percentages can be given.

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

| Criteria | Descriptors | | | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | <ul style="list-style-type: none"> Answer is relevant to the question. There is sufficient and fully accurate reference to the text. | | <ul style="list-style-type: none"> Answer is partially relevant to the question. There is some reference to the text and / or the reference is partially accurate. | | <ul style="list-style-type: none"> Answer is not relevant to the question. There is no reference to the text or the reference is inaccurate. |
| | 90% | 80% | 70% | 50% | 0% |
| Language | <ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> Partially correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> Incorrect use of grammar and vocabulary. |
| | 10% | --- | 5% | --- | 0 |

Rubric 2: HOTS questions

For HOTS questions requiring choice and explanation of HOTS:

- If question (a) is correct and (b) incorrect or refers to a different skill, give credit for (a) but give (b) 0 points.
- If question (a) is incorrect and (b) correct, give no credit for either (a) or (b).
- Students are allowed to use any HOTS that appears in the Literature Handbook.

| Criteria | Descriptors | | | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | <ul style="list-style-type: none"> • Answer is relevant to the question. • There is sufficient and fully accurate reference to the text. • The answer includes supporting information when necessary. • Message is clear. | | <ul style="list-style-type: none"> • Answer is partially relevant to the question. • There is some reference to the text and/or the reference is partially accurate. • Message is partially clear. | | <ul style="list-style-type: none"> • Answer is not relevant to the question. • There is no reference to the text or the reference is inaccurate. • The answer is general and does not relate to the text. • Message is not clear. |
| | 90% | | 60% | | 40-0% |
| Language | <ul style="list-style-type: none"> • Mostly correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> • Partially correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> • Incorrect use of grammar and vocabulary. |
| | 10% | | 5% | | 0 |

Rubric 3: Justification question

For justification of the choice of HOTS (b questions):

No reference to text = 0 points (e.g. I chose the HOTS of inferring because I had to read between the lines in order to write my answer.)

| Criteria | Descriptors | | | | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | <ul style="list-style-type: none"> Correlation between choice of thinking skill and explanation. Relevant and specific reference to text. | | <ul style="list-style-type: none"> Partial correlation between choice of thinking skill and explanation. Partially relevant reference to text. | | <ul style="list-style-type: none"> No correlation between choice of thinking skill and explanation. No relevant reference to text. |
| | 90% | | 60% | | 0 |
| Language | <ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> Partially correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> Incorrect use of grammar and vocabulary. |
| | 10% | | 5% | | 0 |

In these items there is more than one possible answer. Different thinking skills may be relevant, as long as they are supported by the text.

Rubric 4: Bridging Text and Context question

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 60% for Content. ("Answer does not show connection between the new information and the text.")

| Criteria | Descriptors | | | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | <ul style="list-style-type: none"> All information is relevant and accurate. Information from the text is given to support the answer. Answer clearly shows connection between the new information and the text. Answer is well organized. Message is clear. | | <ul style="list-style-type: none"> Most information is relevant and accurate. Information given to support the answer is insufficient and / or not entirely appropriate. Answer partially shows connection between the new information and the text. Answer is fairly well organized Message is partially clear. | | <ul style="list-style-type: none"> Most information is irrelevant and inaccurate. No details/ examples are given to support the answer. Answer does not show connection between the new information and the text. Answer is poorly organized. Message is unclear. |
| | 90% | | 60% | | 40-0% |
| Language | <ul style="list-style-type: none"> Correct use of basic language structures. Mostly correct use of advanced language structures. | | <ul style="list-style-type: none"> Mostly correct use of basic language structures. Incorrect or no use of advanced 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 all open questions may be accepted if suitable.

Answers given below provide the minimal information that should be included.

PART I (43 points)

Students are required to answer questions for either **(A) *The Road Not Taken*** OR **(B) *Count That Day Lost***.

A. THE ROAD NOT TAKEN / Robert Frost

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| 1. (Use Rubric 1) (i) it wasn't straight | 6 points |
| 2. (Use Rubric 1) (ii) he could never take the other road | 6 points |
| 3. (Use Rubric 1) how the speaker had to make a choice between two roads / the choice (he made) / making decision / his decision (about choosing the road) / not taking the other road If: "the story of his life: he chose the better way" – 0 pts If: "the story about the two roads" – deduct 60% If: "the road / way (he take /chose)" – deduct 60% If: "two roads" – deduct 60% | 6 points |
| 4. (Use Rubric 2) He knows this is an important decision. He wants to choose the road that is best for him but he's not sure which one that is. Each time he looks at them they look different / Which road is better / Which road to choose / take / About the two roads / That he cannot travel both roads / He compares the roads / How to choose the road. If: "how to make the decision" – accept If: "That he cannot come back" – deduct 40% p. inc. | 10 points |
| 5. a. (Use Rubric 2) Possible thinking skill: Explaining cause and effect / Inferring Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 5b. The speaker is saying that whatever choice you make in life influences what your life will be like, for better or for worse / Our choices influence our life. If: "The speaker is saying that what changed his life is the way he chose" – accept If: "That he took the less traveled road and that made all the difference" – 0 pts If: "The speaker is saying that he feels sorry about his choice that made all the difference" – 0 pts | 10 points |

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| <p>b. (Use Rubric 3) <i>Possible explanations for thinking skill:</i> <i>Explaining cause and effect:</i> I chose the skill of Cause and Effect because I understood these lines to mean that the decision the speaker made in the past has affected the way he has lived his life. <i>Inferring:</i> I had to infer that the poet could not change his decision and could not take the other road / feels sorry / regret about his decision. – accept <i>If: "I inferred from his life story what he wanted to say" – 0 pts</i> <i>Comparing and Contrasting:</i> The speaker compares the two roads and chooses the less traveled one. – 0 pts. <i>Problem solving:</i> The problem was which road to choose and the solution was to choose the less traveled road and that made all the difference. – 0 pts</p> | <p>5 points</p> |
| <p>6. a. (Use Rubric 2) They say that because the poem tells us that if you choose one thing you have to give up something else and this makes you feel sorry. We can see this in the poem by the title of the poem, which talks about the road not taken, meaning the speaker is sorry about something he didn't do. / It can be regret because the poet would never know what he had missed by not taking the other road / Because the poet could not choose both ways and he is sorry about it / Because they think that the "sigh" at the end of the poem expresses regret. <i>If: "because the poet says this with a sigh and the sigh expresses regret" – deduct 20% mis.</i> <i>If: "because they think that the traveler didn't make the right decision" – 0 pts</i> <i>If: "The speaker says "I took the one less traveled by and that has made all the difference" and you can take it for two meanings" – 0 pts</i></p> | <p>7 points</p> |
| <p>b. Yes, I agree with the interpretation because we always think of what we missed / what we didn't do. OR: No, I don't agree because I think this is a poem about making an unusual choice, the choice that most people don't make. <i>If: "No, because the sigh does not necessarily represents regret, it can express happiness or being proud of yourself with the choice" – accept</i> <i>If: "No, because the sigh can be one of a relief and satisfaction with his decision which made all the difference in his life" – accept.</i> <i>If: "I don't have a well thought out opinion because that the sigh in the end can be a sigh of relief or a sigh of despair" – accept</i> <i>If: "No, because the traveler took a long time to make his decision" – 0 pts.</i> <i>If: "No, because people have to feel satisfied with their choices and not to think about what would had happened if they had chosen another way in life" – 0 pts</i> <i>If: "I agree with this interpretation because it seems that the poem talks about the regret of the poet" – 0 pts</i></p> | <p>8 points</p> |

OR

B. COUNT THAT DAY LOST / George Eliot

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| <p>7. (Use Rubric 1) (iv) feel good about yourself</p> | <p>6 points</p> |
| <p>8. (Use Rubric 1) (ii) you haven't helped another person</p> | <p>6 points</p> |
| <p>9. (Use Rubric 1) What you did, didn't take much effort. / was not difficult for you / You did something good for somebody else and got nothing (for it) in return / You did something good for someone and did not get something for this. If: "he means that the act of kindness is for free" – accept If: "<u>it</u> did not cost you money / anything" – deduct 20% mis If give specific example: "It was a small act like a smile or a nice glance" – deduct 30% If: You need to do a good action for someone <u>that takes from you an effort</u> and do good for another person" – deduct 45% p. inc. If: "If you didn't help someone so it's not cost / worth nothing" – 0 pts</p> | <p>6 points</p> |
| <p>10. (Use Rubric 2) The poet uses the word "sunshine" to show how if you give someone a kind look it can make that person feel happy. / Because "sunshine" has a positive connotation and your glance made someone feel warm, good and happy / Because like sunshine a warm day brings warm and light into someone's day. If only: "sunshine is good and makes people feel good" - accept If only: because sunshine brings happiness and makes people feel good" – accept If: "when the poet uses the word 'sunshine' he uses a metaphor that describes something good that happens to someone when you look at him" – accept If: "It makes you glow when you make someone happy" – 0 pts</p> | <p>10 points</p> |
| <p>11. (Use Rubric 2) a. Possible thinking skill: Explaining cause and effect Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 11b. It is important that we not waste our days and that we make sure we do good things for other people. / If you had the opportunity to become a better person, but you missed it, for you this is "worse than lost".</p> | <p>10 points</p> |
| <p>b. (Use Rubric 3) Possible explanations for thinking skill: Explaining cause and effect: I chose the HOTS of Cause and Effect because it helped me to see how doing or not doing something good for someone else had the effect of making my day lost or well spent. Uncovering motives: Sitting at the end of the day to think about the day lost. I chose that skill because it helps me understand why the poet called the poem 'Count that Day Lost' – accept</p> | <p>5 points</p> |

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| <p>12. a. (Use Rubric 2) The message is that we should spend each day doing something for someone else, not only think about ourselves./ We have to make our life meaningful by helping other people. If: "the message is that you help people because you want to and not because you need something" – accept If: "the message is that you should do a self-denying deed and then you will be a better person / feel better (about yourself)" – accept. If use the word "spend" instead of "waste" – deduct 20%</p> | <p>7 points</p> |
| <p>b. I can help someone who is in trouble. I can talk to my brother / sister about problems he / she might be having. If: "Thinking about the good things that I did at the end of the day" – 0 pts If there is only ONE example – deduct 45% mis. If give examples from the poem in their own words: "I need to say a kind word to another person" "I can smile to people" – accept If quote from the poem – deduct 20%</p> | <p>8 points</p> |

PART II (33 points)

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

C. THE TREASURE OF LEMON BROWN / Walter Dean Myers

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| <p>13. (Use Rubric 1) (ii) he doesn't want to study math</p> | <p>6 points</p> |
| <p>14. (Use Rubric 1) (iii) Lemon Brown throws himself down the stairs</p> | <p>6 points</p> |
| <p>15. (Use Rubric 1) He was a (good) (blues) singer / artist. He sang blues (songs) / He was a harmonica player. If: "He was a (talented) musician" – accept If: "He played (on a) harmonica" – accept If: "He played harmonica with his group" – deduct 25% p. inc. If: "He was a jazz singer" – deduct 25% p. inc. If: "He sang blues on funerals" – 0 pts</p> | <p>6 points</p> |
| <p>16. a. (Use Rubric 2) Possible thinking skill: Comparing and contrasting Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 16b. Lemon Brown knew that the fact that his son knew he was famous would make his son proud and give him confidence. Greg should learn from this that he should look up to his father and that will give him confidence.</p> | <p>10 points</p> |

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| <p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Comparing and contrasting:</i> I had to compare Greg's relationship with his father and how Lemon Brown feels about his relationship with his dead son. <i>Inferring:</i> Because he wants to give him motivation and tell him that he can do whatever he wants – deduct 45% p. inc. <i>Cause and Effect:</i> After they face the thugs and feel very close Lemon Brown wants to make Greg feel better and fight for his dream to be a ball player. – 0 pts <i>Cause and Effect:</i> Explain Why: there is a cause that the thugs are looking for them and from there is the effect – they feel close and Lemon Brown makes him feel better – 0 pts</p> | <p>5 points</p> |
| <p>17. (Use Rubric 2) a. He now knows that his father (will give him a lecture because he) loves and cares about him. / He understands what his father does for him / loves him / He understands that his father wants his best. <i>If: "Greg understands his father now" – accept</i> <i>If: "I think he smiled because the lecture doesn't scare him after what he passed with Lemon Brown and the thugs" – deduct 45% p. inc.</i> <i>If: "Greg smile because he knows that his father will be angry about him, but he will never know what happen to Greg in this time" – 0 pts</i></p> | <p>7 points</p> |
| <p>b. At the beginning of the story he is unhappy and angry because his father will not let him play basketball and that's all he wants to do. At the end of the story he is happy that he has a father who cares about him and wants him to succeed. / At the beginning of the story he is unhappy and angry. At the end of the story he smiles / is not angry anymore. <i>If: "it becomes better / improved" – accept</i> <i>If: "In the beginning he was sad and after he met Lemon Brown he was happy" – deduct 25% p. inc.</i> <i>If: "In the beginning he was scared from his father, but in the end he understand that he should not be scared" – deduct 25% p. inc.</i> <i>If: "His mood changed in the way he sees the life now and what is the really important thing in life and his father want him to succeed" – deduct 45% p. inc.</i> <i>If: "In the start of the story Greg only think about basketball and after all he mature" – deduct 45% p. inc.</i> <i>If not mention "the beginning": "in the end Greg smiles / becomes happy" – deduct 45% p. inc.</i> <i>If: "Now he appreciates his father" – deduct 45% p. inc.</i> <i>If not mention "mood": "In the beginning he fought with his father and now he realizes that his father was right" – deduct 45% p. inc.</i> <i>If not mention "mood": "At the beginning of the story he is afraid of Lemon Brown, but in the end he likes him" – deduct 45% p. inc.</i> <i>If: "At the beginning of the story he is unhappy and angry, but in the end he understands his father" – deduct 45% p. inc.</i> <i>If answer "why" instead of "how": "Because of the meeting with Lemon Brown that made him understand his father's anger was for him to become successful" – 0 pts</i> <i>If does not answer "how": "His mood changed because Lemon Brown explained him everything" – 0 pts</i></p> | <p>8 points</p> |

PART III (24 points)

(Use Rubric 4)

Students are required to answer either question **(D)** *Introduction to Poetry* OR **(E)** *Summer's Reading* OR **(F)** *The Split Cherry Tree*. Suggested length: 60-80 words.

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

D. INTRODUCTION TO POETRY / Billy Collins

- 18.** The quote says that when people read poetry all they want is to find a definite meaning as if this is the only thing that is important in a poem. This is exactly the problem that is written about in "Introduction to Poetry." Like in the quote, the poem tells us that because we spend so much time looking for the meaning we don't manage to enjoy the experience of the poem. The poet suggests we should listen to the sounds of a poem and experience it with our senses as well.

E. A SUMMER'S READING / Bernard Malamud

- 19.** In the story, Malamud talks about immigrants that live in a poor, ugly neighborhood. People work in low-paying jobs, like George's sister Sophie who works in a cafeteria. People's lives are hard and sometimes they feel they can't change, like Mr. Cattanzara. (But Malamud also shows how George, who dropped out of high school, has dreams of a better life and that George might have a better future if he gets an education and starts reading /working hard.)

If use a name from another story: "Greg" instead of "George" – deduct 20% p. inc.

If: "The story is about a boy who cannot read" – 0 pts

If add: "The story takes place in Harlem" – deduct 20% p. inc.

If add: "Immigrants in America have to lie to get respect and that is why George lied to be respected" – deduct 25% p. inc.

F. THE SPLIT CHERRY TREE / Jesse Stuart

- 20.** There are many parts of the story which are similar to Stuart's life. Dave is also from a poor family of farmers. Pa from the story received only a basic education of reading, writing and ciphering. Pa taught Dave to value education and tells him that he "must go on at school". Unlike Jesse Stuart Pa did not trust the school education his son was getting at the beginning and thought it was a waste of time. But after visiting the school he learned to appreciate it.

APPENDIX TO PARTS I AND II

(נספח לפרק ראשון ושני)

Thinking Skills

(כישורי חשיבה)

- Comparing and contrasting
- Different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns