

דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות, MODULE D – LITERATURE, מס' 016115, קיץ תשע"ד – 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 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% of content.

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 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: Justification 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 questions (15 points)

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 60% of content.

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)

Answer the questions for (A) *The Treasure of Lemon Brown*.

A. THE TREASURE OF LEMON BROWN / Walter Dean Myers

<p>1. (iii) Greg was failing math at school.</p>	<p>7</p>
<p>2. (Use Rubric 1) A noise / scraping (noises) / the sound of scraping (against the wall) / breathing // He (had) heard something in the darkness.</p>	<p>7</p>
<p>3. (Use Rubric 1) He was a (famous) blues singer and / or a harmonica player. // He had appeared at different theaters (in the south). // He had been famous in the south and / or 50 years ago. <i>If write about his life, but not from newspaper clippings: "He had a son" – 0 pts.</i></p>	<p>7</p>
<p>4. (Use Rubric 2) He loved / respected / was proud of his father. <i>Supporting information:</i> He kept the harmonica and / or newspaper clippings about his father. // He had the harmonica and / or newspaper clippings with him when he died in the war. <i>Without supporting details – deduct 20%.</i></p>	<p>10</p>
<p>5. (Use Rubrics 2 and 3) <i>Comparing and contrasting / Explaining cause and effect / Distinguishing different perspectives.</i> <i>Comparing and contrasting / Explaining cause and effect:</i> At the beginning of the story, Greg is scared of Lemon Brown until he realizes that he is an old, homeless man. // Greg doesn't think he has anything to learn from Lemon Brown. // He doesn't respect him. When I compare this attitude to that of Greg towards Lemon Brown at the end of the story, I see that his opinion changes completely. / When I see the effect that the attack by the thugs has on Lemon Brown I understand why Greg sees him differently. At the end of the story, Greg sees Lemon Brown as a man that he should relate to seriously. // Greg now has respect for Lemon Brown. // He sees Lemon Brown as a brave man who loved his son (and not just an old man in rags). // Greg learns a lesson from Lemon Brown. // Lemon Brown teaches Greg the importance of family (and what families can do for you). <i>Supporting information:</i> At the beginning of the story: He doesn't remember his name. He doesn't really believe he has a treasure. At the end of the story: Lemon Brown throws himself at the thugs to protect his treasure. // Greg is worried whether Lemon Brown might be hurt. // Greg calls him Mr. Brown. // Greg agrees to see his treasure. // Lemon Brown explains why his harmonica and / or newspaper clippings are a treasure. // Lemon Brown explains to Greg that if a son understands that his father has done something, he will be able to do something too.</p>	<p>15</p>

<p><i>Distinguishing different perspectives:</i> At the beginning of the story, Greg doesn't respect Lemon Brown.</p> <p><i>Supporting information:</i> Greg doesn't believe Lemon Brown has a treasure.</p> <p>Greg's perspective of Lemon Brown changes as he gets to know him better. After the attack by the thugs Greg has respect for Lemon Brown.</p> <p><i>Supporting information:</i> Lemon Brown throws himself at the thugs to protect his treasure.</p> <p><i>If there is no change – 0.</i> <i>If talks ONLY about the beginning OR end of the story – 0.</i> <i>If there is no thinking skill above the question – skip 5b.</i> <i>Without supporting details – deduct 20%.</i></p>	
<p>6. a. <i>(Use Rubric 2)</i></p> <p>Greg is beginning to understand that Lemon Brown's treasure is important to him not because it is worth a lot of money but because it connects him to his son. // Greg is beginning to understand that there are things that are more important than money. // He is beginning to understand how important family / father-son relationship is.</p> <p><i>Supporting information:</i> Lemom Brown explains to Greg that the only thing a man has is what he can pass on to his son or daughter. // Greg begins to think about his father on the way home.</p> <p><i>Without supporting details – deduct 20%.</i></p>	7
<p>b. I think Greg now understands that his father just wants to help him and he will listen to his father and understand why his father wants him to get a good education. // He will have a better relationship with his father in the future and will respect him more. // He will like / understand his father.</p>	8

PART II (39 points)

Students are required to answer questions for **(B) A Summer's Reading** OR **(C) Mr. Know All**.

B. A SUMMER'S READING / Bernard Malamud

7. (iii) have a private house	6
8. (Use Rubric 1) He didn't finish high school. // He couldn't get a job. // He felt he was too old to go back to high school. // He was poor. <i>If write: "He lied to Mr. Cattanzara." – 0 pts.</i>	6
9. (Use Rubric 1) People in the neighborhood started acting friendly towards him / smiling at him / respected him. // the attitude (of the people in the neighborhood (to George)) // George felt a little better around the neighborhood.	6
10. (ii) reading books	6
11. (Use Rubrics 2 and 3) <i>Inferring / Uncovering motives / Explaining cause and effect</i> <i>Inferring:</i> I can infer from this conversation that Mr. Cattanzara is treating George like a child because he wants George to understand that he is behaving like one. George is doing what he has done all his life. He is not taking responsibility for his actions. <i>Uncovering motives:</i> Mr. Cattanzara tries to show George that his behavior is immature / childish, that if George stops lying to himself and to others, he will have a more meaningful adult life. <i>Supporting information:</i> Mr. Cattanzara knows that George hasn't read any of the books he said he was reading. // George tries to avoid Mr. Cattanzara in the street. // George lies to Mr. Cattanzara about reading the books. <i>Explaining cause and effect:</i> Mr. Cattanzara feels disappointed with George's childish behavior. For this reason he makes this remark. <i>Supporting information:</i> He gives George a nickel to buy a lemon ice.	15
12. (Use Rubric 2) a. George was probably thinking about what Mr. Cattanzara was trying to say to him when he treated him like a child. // He was probably beginning to understand that he needed to change his behavior and become like an adult. // He needed to change. // That people thought he was a liar. // That Mr. Cattanzara told other people that George did not read any books. // That he is a loser. // That he disappointed his father and his sister. // He was thinking about his life / future.	7
b. Because he has always failed in the past, George is afraid he will not succeed. // George is afraid to take action. He waited all his life for a change but did nothing to improve the situation. <i>Supporting information:</i> George did not succeed in finishing school / finding a job / having a girlfriend. // George is afraid (and excited) about what he is about to do. // George is trying to take responsibility for himself for the first time. // George is trying to show Mr. Cattanzara and the people in the neighborhood that he deserves their trust. <i>Supporting information:</i> George understood that Mr. Cattanzara probably told the neighbors he read all the books. // When George came out of his room after a week Mr. Cattanzara did not say anything to him about the books although he knew he hadn't read them. // A neighbor said it was a wonderful thing for a boy his age to read so much. <i>Without supporting details – deduct 20%.</i>	8

C. MR. KNOW ALL / W. Somerset Maugham

<p>13. (ii) He doesn't want to spend so much time with him.</p>	<p>6</p>
<p>14. (iii) She has good manners.</p>	<p>6</p>
<p>15. (Use Rubric 1) To show Mr. Ramsay that he knows about pearls. // Because they argued about pearls. // To win the argument.</p>	<p>6</p>
<p>16. (iii) she doesn't want anyone to look at it</p>	<p>6</p>
<p>17. (Use Rubrics 2 and 3) <i>Inferring</i> I can infer that Mr. Kelada is a real gentleman. He wanted to protect Mrs. Ramsay. He didn't let Mr. Ramsay find out that she was lying about the necklace. This caused him to lose a lot. <i>Supporting information:</i> He liked winning every argument so it was hard for him to say he was wrong about the pearls when he wasn't. // He had to pay Mr. Ramsay one hundred dollars. // His good name with the people on the ship as Mr. Know All was destroyed. I can infer that Mr. Kelada is a kind / considerate / caring man. He didn't want to destroy Mrs. Ramsay's (family) life / her good name. <i>Supporting information:</i> He keeps Mrs. Ramsay's secret about the pearls. <i>If there is no thinking skill above the question – skip 17b.</i> <i>Without supporting details – deduct 20%.</i></p>	<p>15</p>
<p>18. (Use Rubric 2) a. Mr. Kelada: He looks and acts like a typical person from the Middle East, according to the opinion of the narrator. So, we are surprised to see him behave according to the narrator's idea of an English gentleman in the end. He shows that he is considerate / sensitive / caring. <i>Supporting information:</i> His behavior is informal, loud and insensitive at the beginning of the story. He keeps Mrs. Ramsay's secret about the pearls (and saves her good name). Mrs. Ramsay: She is described as an innocent, modest and pretty woman. In fact, we learn that she is not very innocent and has a secret she is hiding from her husband. <i>Supporting information:</i> She dresses in simple clothes. // She is quiet and pleasant. // The narrator says she is "a pretty little thing". // Her pearls are real and we don't know where she got them from. // She returns Mr. Kelada's money. Mr. Ramsay: He is a diplomat. We expect him to dress nicely. We also expect him to behave in a respectful way and be sensitive to the people around him. In reality, he is very loud and dogmatic and insensitive. <i>Supporting information:</i> He wears clothes that look too small on him. // His arguments with Mr. Kelada continue for a long time. // He doesn't notice the fear in his wife's eyes when she believes Mr. Kelada is going to tell her secret. <i>Without supporting details – deduct 20%.</i></p>	<p>7</p>

<p>b. The message of the story is that first impressions are often misleading // that we should not judge a book by its cover // that we should not judge people by the way they look or talk.</p> <p><i>Supporting information:</i> The narrator is prejudiced against Mr. Kelada at the beginning of the story based on his name, his appearance and the way he talks. On the other hand, he sees Mrs. Ramsay in a positive way because she is "a pretty little thing". Only at the end of the story, when we learn more about these characters, do we understand how he has judged both of them incorrectly.</p> <p><i>Without supporting details – deduct 20%.</i></p>	8
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PART III (15 points)*(Use Rubric 4)*Students are required to answer questions for either **(19) Thank you, M'am** OR **(20) The Road Not Taken**.

Suggested length: 60-80 words.

*Note: When giving examples from the texts students may either quote directly or paraphrase.***19. THANK YOU, M'AM** / Langston Hughes

Like in the above description, Mrs. Jones is an elderly African-American. In the story, she is trying to teach Roger about morals / trust / how to be a caring / good person / manners / values. After Roger tries to steal her bag, she doesn't punish him, but acts like a kind parent to him.

Supporting information: She takes him home and gives him food and money. // She tells him that he ought to be her son. // She says she would teach him right from wrong. // She tells him she was young like him once and wanted things she could not get. // She tells him not to steal anymore.

*Without supporting details – deduct 20%.***20. THE ROAD NOT TAKEN** / Robert Frost

In the poem, the speaker has to make a decision about which road to take. He knows that he must make a choice and not remain "frozen", as Kevin Costner says in the quote. He chooses the road that most people have not taken. However, he regrets that his choice is final and that he will never know what the other road could offer him.

Optional relevant lines from poem: "sorry I would not travel both"; "Yet knowing how way leads on to way, I doubted if I should ever come back"; "I shall be telling this with a sigh (Somewhere ages and ages hence.)"; "I took the one less traveled by, (And that has made all the difference.)"

Without supporting details – deduct 20%.

APPENDIX TO PARTS I AND II

Thinking Skills

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