

MODULE D – LITERATURE, ספרות – שאלון ד' – דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות
מס' 016115, 414, קיץ תשע"ד

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 (6 or 7 points)

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 questions (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)

Answer the questions for (A) *Thank You, Ma'm*.

A. THANK YOU, MA'M / Langston Hughes

<p>1. ii) steal Mrs. Jones' bag</p>	<p>7 points</p>
<p>2. (<i>Use Rubric 1</i>) Roger has no one at home to take care of him. // Roger doesn't have money to buy the things he wants. // He steals from other people. // He is poor. // He has nobody at home in the evening. // He steals from other people. // He is an Afro-American. // He lives in a poor neighborhood. If give specific information from the story e.g., "<i>He tried to steal money from Mrs. Jones</i>" – give 70% If give correct answer + incorrect information – "He was poor. He didn't have a house and he didn't have a family. He doesn't go to school" – give 45%.</p>	<p>7 points</p>
<p>3. iii) gives him a meal</p>	<p>7 points</p>
<p>4. (<i>Use Rubric 2</i>) It is called Thank You, Ma'm because Roger is thankful that the woman gave him a chance to change his life. <i>Supporting information:</i> She didn't call the police. It is called Thank You, Ma'm because Roger is thankful that the woman showed him that she cared about him. <i>Supporting information:</i> She took him to her house. // She washed his face/cleaned him up. //She fed him. // She gave him ten dollars for shoes. Without supporting information – give 70% If give <u>only</u> supporting details e.g., "<i>She gave him money</i>" – give 30% The answer must include the element of being grateful.</p>	<p>10 points</p>

<p>5. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Comparing and contrasting // Inferring // Explaining cause and effect // Distinguishing different perspectives.</p> <p>Comparing and contrasting: This quote helps me make a comparison between Mrs. Jones and Roger. She was not that different from Roger when she was young. She has changed her life. If Mrs. Jones can change, so can Roger. // This quote helps me make a comparison between how Mrs. Jones was in the past and how she is now. We think of Mrs. Jones as an honest, hard-working person. Now we realize that she was like Roger in the past. She did things she wasn't proud of and she changed her life.</p> <p>Inferring: I inferred that Mrs. Jones changed her life. I thought that she was a decent woman, but I learned that she, too, did bad things. Today, Mrs. Jones has her own room and she has a job in a beauty shop.</p> <p>Inferring: This quote changed our opinion of Mrs. Jones. In the beginning of the story we thought that she only wanted to kick Roger / punish him. I can infer that she made mistakes when she was young. When Roger arrived at her house, she wanted to teach him not to repeat the mistakes she had made.</p> <p>Explaining cause and effect: Because of what she says I now see that she was not always a decent woman.</p> <p>Distinguishing different perspectives: In the beginning of the story we think that Mrs. Jones is a positive, hard working woman. The quote makes us change our perspective on Mrs. Jones. We understand that when she was young she also did bad things.</p> <p>Without supporting information – give 70% If do not mention the HOTS – give 0 for rubric 3 but give credit to the answer. If write about what we learn about her without mentioning the change – e.g. 'Mrs. Jones is a great woman' – give 0. If write about the change, but it is not based on the quote – e.g. 'There are other people in the house where she lives, so we understand that she's poor. However, in the beginning, when she took him to her house I didn't think she was poor' – give 0.</p>	<p>15 points</p>
<p>6. a. (Use Rubric 2)</p> <p>She wanted to be nice to him / him to feel that someone cared for him. // She wanted to help him change his behavior. // She wanted to show him that you don't have to steal, you can ask. // She wanted to show him that there are good people in the world. // She wanted to show him that she understands him. // She wanted to teach him a lesson.</p>	<p>7 points</p>

<p>b. Roger understood that the woman trusted him. He didn't want to disappoint her. He wanted to show her that he would not do anything to lose that trust. // He wanted her to trust him.</p> <p><i>Supporting information:</i> He sat on the far side of the room away from her purse where she could see him. / He offered to go to the store / to help.</p> <p>Without supporting information – give 70%</p> <p>If only give supporting details without a general comment – e.g. "He decided to stay and eat with her" – give 60%</p>	8 points
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PART II (39 points)

Students are required to answer questions for **(B) The Road Not Taken**.

B. THE ROAD NOT TAKEN / Robert Frost

<p>7. ii) That he can't take both roads.</p>	6 points
<p>8. (<i>Use Rubric 1</i>) To take the road less traveled by. / To take the other / second road. If write without the word road – e.g., I took the one less traveled – give 45%</p>	6 points
<p>9. ii) What they looked like.</p>	6 points
<p>10. (<i>Use Rubric 1</i>) "I shall be telling this with a sigh (Somewhere ages and ages hence:)" // "And that has made all the difference." // "I took the one less traveled by, And that has made all the difference." If copy the last stanza – accept. If write part of a line: "a sigh", "telling this with a sigh", "all the difference" – Give 45% If write line numbers – give 45% If paraphrase instead of copying – "The speaker of this poem realizes that his choice of path will change his life – give 70%.</p>	6 points

<p>11. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Comparing and contrasting // Problem solving</p> <p>Comparing and contrasting: In the poem the speaker has to choose which road to take. We can compare this to the way we make decisions in life. Like in the poem, we look at the choices we have to make and decide which is better for us, which road in life we should take.</p> <p>Problem solving: As a reader I have to understand what decision the speaker is trying to make and what he considers when he is making it. I also have to understand what the effect is on him. This helps me understand how this process of making decisions is similar to how most of us make decisions in life.</p> <p><i>Supporting information:</i> The speaker compares the two roads in front of him and chooses the one he prefers. He also considers how he will feel in the future about the two roads. He will be satisfied he chose / regret his decision to choose the road less taken and always wonder what the other road would be like.</p> <p>Without supporting information – give 70% If write about the speaker's decision without comparing it to the way we make decisions – give 30% If do not mention the poem – e.g. "when we need to choose between two things or roads we start to analyze them and see what is better – give 0</p>	15 points
<p>12. a. (Use Rubric 2)</p> <p>The speaker finds it difficult to make choices and needs to consider his options carefully. // It takes him time to make choices. // He is bad at making choices. // He is good at making choices. // He takes his time and he tries to weigh his options.</p> <p><i>Supporting information:</i> He stands for a long time, trying to decide which road to take. // It is difficult for him to decide because both roads look similar to him. // He cannot see the end of one of the roads which means he can't know where the road will lead.</p> <p>Without supporting information – give 70%</p>	7 points
<p>b. He seems happy that he has chosen the road that most people don't take. // He thinks that he might be sorry in the future that he didn't get the chance to take the other road as well. // He is sorry because he does not have a chance to take the other road as well. // He is sad. // He is happy / relieved.</p> <p>(No supporting information is needed.)</p>	8 points

PART III (15 points)

(Use Rubric 4)

Students are required to answer the question for either **(13) Introduction to Poetry** OR **(14) Grandmother**.
Suggested length: 60-80 words.

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

13. INTRODUCTION TO POETRY / Billy Collins

In the above quote Collins says that the job of poetry is to change us. In the poem he says that readers do not understand what poetry should do for them. They only want to analyze a poem and in that way find out what it is trying to say. But the poem says that readers need to experience a poem directly and let it affect them emotionally. That is how the reader reaches a different place after reading the poem.

Accept the following with supporting details from the poem.

- The main concept is that both the quote and the poem teach you how to understand poetry, and that in order to do this you have to change.
- If you learn how to read poetry, you will change like the above quote says.

14. GRANDMOTHER / Sameeneh Shirazie

The poem says that the speaker wasn't going to speak to her grandmother at all but just say hello to her. Just as in the quote, the speaker thought the grandmother was useless and just another "old life." But, because the speaker said a kind word and asked her how she felt, she learned so much about her grandmother, how much the grandmother did for the household and how hard life was for her. This is how we can learn from an older person.

APPENDIX TO PARTS I AND II

Thinking Skills

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