

**MODULE D – LITERATURE, ספרות, שאלון ד' – דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות,**  
**מס' 016115, קיץ 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.)**
- **Pupils who have dispensation for spelling mistakes should automatically be given 5% for spelling and punctuation.**
- **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, 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: It is possible to give in-between grades.**

#### Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

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

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

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

**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% of content. ("Answer does not show connection between the new information and the text.")

Criteria	Descriptors				
<b>Content</b>	<ul style="list-style-type: none"> <li>● All information is relevant and accurate.</li> <li>● Information from the text is given to support the answer.</li> <li>● Answer clearly shows connection between the new information and the text.</li> <li>● Answer is well organized.</li> <li>● Message is clear.</li> </ul>		<ul style="list-style-type: none"> <li>● Most information is relevant and accurate.</li> <li>● Information given to support the answer is insufficient and / or not entirely appropriate.</li> <li>● Answer partially shows connection between the new information and the text.</li> <li>● Answer is fairly well organized</li> <li>● Message is partially clear.</li> </ul>		<ul style="list-style-type: none"> <li>● Most information is irrelevant and inaccurate.</li> <li>● No information is given to support the answer.</li> <li>● Answer does not show connection between the new information and the text.</li> <li>● Answer is poorly organized.</li> <li>● Message is unclear.</li> </ul>
	<b>90%</b>		<b>60%</b>		<b>40-0%</b>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Correct use of basic language structures.</li> <li>● Mostly correct use of advanced language structures.</li> </ul>		<ul style="list-style-type: none"> <li>● Mostly correct use of basic language structures.</li> <li>● Incorrect or no use of advanced language structures.</li> </ul>		<ul style="list-style-type: none"> <li>● Incorrect use of basic language structures.</li> </ul>
	<b>10%</b>		---		<b>0</b>

**There is no deduction for answers shorter/longer than recommended length (80-100 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 (76 points)**

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

**A. MR. KNOW-ALL / W. Somerset Maugham**

<b>1.</b> (Use Rubric 1) He is unhappy / angry. / He knows he will dislike him (because his name doesn't sound British).	6 points
<b>2.</b> (Use Rubric 1) He organized all the events on the ship. / He was every place that the narrator was (such as in the smoking room when the narrator wanted to play cards by himself). He joined the narrator on the deck and at the dinner table.	6 points
<b>3.</b> (Use Rubric 1) iv) she is a modest woman	6 points
<b>4.</b> (Use Rubric 2) Because he sees that Mr. Kelada is a sensitive person who is ready to look like a fool to save the honor of someone else. The narrator realizes that Mr. Kelada knew the truth about Mrs. Ramsay's pearls but was willing to lose the bet. He says at the end that he did not entirely dislike Mr. Kelada.	10 points
<b>5. a.</b> (Use Rubric 2) <i>Possible thinking skill: Inferring</i> <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 5b.</i>  We learn that Mr. Ramsay is a person who likes to show off and argue but really doesn't know a lot. He pretends to be an expert on pearls but doesn't know what is fake and what is real. We also learn that he doesn't notice how other people feel. He doesn't notice his wife's frightened face or how she tries to avoid giving the pearls to Mr. Kelada.	10 points
<b>b.</b> (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Inferring: I chose this skill because I can infer things about Mr. Ramsay's character from his behavior during the discussion on the pearls.</i>	5 points
<b>6. a.</b> (Use Rubric 2) Mrs. Ramsay says that because she is trying to stop them from betting. She is afraid that her husband will discover that her pearls are real. He thinks they were bought for eighteen dollars in a department store.	8 points
<b>b.</b> We now realize that Mrs. Ramsay is hiding something from her husband and that she is not the modest, innocent person that people believe her to be.	7 points

**OR**

**B. A SUMMER'S READING / Bernard Malamud**

<p><b>7.</b> (Use Rubric 1)  <i>Two of the following:</i> He has no money to spend. / He doesn't have a good job. / He doesn't have respect from other people or self-respect. / He doesn't have a girlfriend. / He doesn't have a nice home with a porch in a different neighborhood.</p>	<p>6 points</p>
<p><b>8.</b> (Use Rubric 1)                  iv) He only speaks to Mr. Cattanzara.</p>	<p>6 points</p>
<p><b>9.</b> (Use Rubric 1)  <i>At least one of the following:</i> He has privacy. // He can dream there about a better life. // The park is pleasant / cool / green unlike his "hot and stony" neighborhood.</p>	<p>6 points</p>
<p><b>10.</b> (Use Rubric 2)                  George is talking about an education he can use in "real" everyday life – information that can help him work at something interesting or live a better life.</p>	<p>10 points</p>
<p><b>11. a.</b> (Use Rubric 2)  <i>Possible thinking skills:</i> Explaining cause and effect / Inferring  <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 11b.</i>                   George has no one to talk to in his family. This makes it hard for him to solve his problems and to change his life.  <i>Answer should be supported by one or more of the following:</i>                  His mother is dead. / His father is quiet and shy. / His sister and his father work all day. / Sophie cares about George and tries to help him out, but when she sees that he isn't reading she gets angry instead of helping him understand how he can really improve his life.</p>	<p>10 points</p>
<p><b>b.</b> (Use Rubric 3)  <i>Possible explanations for thinking skills:</i>  <i>Explaining cause and effect:</i> I used the HOTS of cause and effect to show how George's relationship with his family caused him to stay in his old life.  <i>Inferring:</i> I can infer from George's family life that he could not change without their help.</p>	<p>5 points</p>
<p><b>12. a.</b> (Use Rubric 2)                  She is like a mother to him. She earns a living for the family. She takes care of the home. She encourages George when he wants to read. She gives him an allowance. She criticizes him when she thinks he is lying.</p>	<p>8 points</p>
<p><b>b.</b> Sophie thinks George could succeed in life and she believes it when she hears that he is reading. At that point her opinion is that he is trying to get an education and should get respect. However, when she learns that he lied, her opinion changes and she thinks that he is a lazy bum who doesn't do anything and expects other people to take care of him.</p>	<p>7 points</p>

**PART II** (33 points)

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

**C. THANK YOU, MA'M / Langston Hughes**

<b>13.</b> (Use Rubric 1) iii) Roger fell on the ground and Mrs. Jones kicked him.	6 points
<b>14.</b> (Use Rubric 1) Mrs. Jones drags him there.	6 points
<b>15.</b> (Use Rubric 1) He is worried that she is going to call the police.	6 points
<b>16. a.</b> (Use Rubric 2) <i>Possible thinking skills:</i> Distinguishing different perspectives / Explaining cause and effect. <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 16b.</i>  It is important for Roger to remember his meeting with Mrs. Jones so that he doesn't do the same thing again. Mrs. Jones shows Roger that he has done something wrong and treats him nicely. She hopes that Roger will never try to steal anything again.	10 points
<b>b.</b> (Use Rubric 2) <i>Distinguishing different perspectives:</i> I chose different perspectives because Roger sees things differently after his meeting with Mrs. Jones. At the beginning he thinks that stealing is the way to get what he wants but at the end he realizes that stealing is wrong. <i>Explaining cause and effect:</i> I chose this skill because Mrs. Jones is trying to change Roger's behavior and cause him to understand the difference between right and wrong.	5 points
<b>17.</b> (Use Rubric 2) <b>a.</b> I can understand that Roger has no one to take care of him at home. There is nobody to tell him how to behave or to give him money to spend.	7 points
<b>b.</b> Mrs. Jones doesn't want Roger to make the same mistakes she made in her life. She wants him to know the difference between right and wrong.	8 points



**PART III** (24 points)

*(Use Rubric 4)*

Students are required to answer questions for either question **(18)** *The Treasure Of Lemon Brown* OR **(19)** *Count That Day Lost*. Suggested length: 60-80 words.

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

**18. THE TREASURE OF LEMON BROWN** / Walter Dean Myers

*Possible answer:*

The main character of the story is Greg who has a problem with his grades in Math. His father won't let him play basketball until he improves his grades. Greg understands what his father is trying to do after he meets Lemon Brown. The lesson that Greg learns from Lemon Brown is that his father loves him and wants him to succeed. This is a lesson that is interesting for everyone, especially teenagers.

**19. COUNT THAT DAY LOST** / George Eliot

*Possible answer:*

In a society where there are many problems and people have difficulties every person can make a difference. The poem shows how people can improve society. It says that a person should be nice and helpful to other people in any way possible. A person can help others and make them feel better by doing something or by saying something helpful or even just by looking at others in a kind way. But a person who doesn't care and doesn't do anything to make life better for others each day is wasting his / her life, and can count that day lost.

## APPENDIX TO PARTS I AND II

(נספח לפרק ראשון ושני)

### **Thinking Skills**

(כישורי חשיבה)

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