

דגם תשובות לשאלון באנגלית, שאלון ד' – ספרות, MODULE D – LITERATURE, מס' 016115, קיץ תשע"ג – 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.)**
- **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: 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%	40-0%
Language	<ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. 				<ul style="list-style-type: none"> Incorrect use of grammar and vocabulary.
	10%	---		---	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				
<p>Content</p> <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%
<p>Language</p> <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 as relevant, 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			
<p>Content</p> <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 from the text 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 information from the text is 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%			40-0%
<p>Language</p> <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 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 **(A) Thank you, M'am.**

A. THANK YOU, M'AM / Langston Hughes

<p>1. (Use Rubric 1) (ii) She wants to tell him she also did bad things.</p>	6 points
<p>2. (Use Rubric 1) (ii) gives him supper</p>	6 points
<p>3. (Use Rubric 1) Roger is afraid that Mrs. Jones will take him to jail.</p>	6 points
<p>4. (Use Rubric 2) Roger knows the other people can help Mrs. Jones if she calls them. / He knows she can't do anything bad to him.</p>	10 points
<p>5. a. (Use Rubric 2) <i>Possible thinking skill: Explaining cause and effect</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> <i>Possible information that would be adapted according to the thinking skill chosen:</i> Roger grabbed Mrs. Jones' purse and so she isn't going to just let him go free. She wants to teach him a lesson that he will not forget, so he will change his ways.</p>	10 points
<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Explaining cause and effect: I chose this HOTS to show how Roger's bad behavior had a different effect on Mrs. Jones than what he thought.</i></p>	5 points
<p>6. a. (Use Rubric 2) At the beginning, Roger just wanted to run away. He was afraid of Mrs. Jones and didn't want trouble. At the end, he wanted her to see that he changed and to trust him.</p>	8 points
<p>b. She was kind to him. She also showed him that she trusted him when she left the purse by him and the open door.</p>	7 points

PART II (33 points)

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

B. THE TREASURE OF LEMON BROWN / Walter Dean Myers

<p>7. (Use Rubric 1) (i) is going to steal his treasure</p>	6 points
<p>8. (Use Rubric 1) (1) He is living in an empty building. (2) His clothes are torn and ragged.</p>	6 points
<p>9. (Use Rubric 1) (1) (An old) harmonica (2) a (yellowed / old) newspaper</p>	6 points
<p>10. a. (Use Rubric 2) <i>Possible thinking skills:</i> Distinguishing different perspectives <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 10b.</i></p> <p>At the beginning of the story, Greg was angry with his father and felt that he was unfair to him. Now Greg sees his father's point of view. He understands that his father wants him to be successful and wants to be proud of him.</p>	10 points
<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Distinguishing different perspectives:</i> I used this skill to show that my perspective of Greg has changed after his conversation with Lemon Brown.</p>	5 points
<p>11. a. (Use Rubric 2) It shows that Lemon Brown loved his son because he gave him the most valuable things he had. The son also loved his father and for him the small things he got from his father were very valuable to him as well.</p>	8 points
<p>b. Lemon Brown told this to Greg to help him understand that the relationship between a father and son is very important. He wanted Greg to go back home and listen to his father.</p>	7 points

PART III (24 points)

(Use Rubric 4)

Students are required to answer the question for either **(12) Mr. Know All OR (13) A Summer's Reading**.
Suggested length: 60-80 words.

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

12. MR. KNOW ALL / W. Somerset Maugham

According to the quote, to understand a person's character you need to watch him for a long time. We can connect this idea to Mr. Kelada and to Mrs. Ramsay in the story. At first Kelada seems a showoff who doesn't know how to behave in public. Mrs. Ramsay, on the other hand, seems charming and modest. But the narrator understands who both of them really are after the discussion about the pearls. He sees from the look on Mrs. Ramsay's face that she lied to her husband about the pearls. He understands that Mr. Kelada is really a moral man after he says the pearls are not real even though he knows they are.

Can relate to either Mr. Kelada or Mrs. Ramsay.

13. A SUMMER'S READING / Bernard Malamud

Malamud creates a character in his story, George, who lives in a home that doesn't have a lot of books in a neighborhood of immigrants. His sister and father are not highly educated. George's life is similar to the way Malamud grew up. George also wants to be educated but at the end of the story it is not clear if he will succeed or not.

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