דגם תשובות לשאלון באנגלית, שאלון ד' — ספרות , MODULE D – LITERATURE
מס' 016115, חורף 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 <u>content</u> of answers. (<u>Wrong</u> 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, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect 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	• Answer is relevant to the question. • There is sufficient and fully accurate reference to the text.		• Answer is partially relevant to the question. • There is some reference to the text and / or the reference is partially accurate.		• 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	• Mostly correct use of grammar and vocabulary.				• 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				
Content	• 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.		• 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.		• 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	• 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

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	• Correlation between choice of thinking skill and explanation. • Relevant and specific reference to text.		• Partial correlation between choice of thinking skill and explanation. • Partially relevant reference to text.		• No correlation between choice of thinking skill and explanation. • No relevant reference to text.
	90%	---	**60%**	---	**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**

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	• 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.		• 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.		• 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%		**60%**		**40-0%**	
Language	• Correct use of basic language structures. • Mostly correct use of advanced language structures.		• Mostly correct use of basic language structures. • Incorrect or no use of advanced language structures.		• 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 (43 points)

Answer questions for **(A)** *Count That Day Lost*.

A. COUNT THAT DAY LOST / George Eliot

1. *(Use Rubric 1)* (iii) To decide if we did something good.	6 points
2. *(Use Rubric 1)* (ii) you help other people.	6 points
3. *(Use Rubric 1)* brought the sunshine to one face // (That) helped some soul. (and nothing cost). *If paraphrasing: "When you helped some soul" – deduct 10%.*	6 points
4. *(Use Rubric 2)* To show that even when an act we do is small / may seem unimportant to us, it can still make a (big) difference in someone's (else's) life.	10 points

5. *(Use Rubric 2)*
  a. *Possible thinking skill:* Distinguishing different perspectives / Comparing and contrasting
    Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 5b.
    <u>Stanza 1</u> talks about what makes a day well spent / worthwhile // a day when you do at least one good thing for others / other people.
    Example – ease the heart of someone / a glance most kind / a self-denying deed / a kind word.
    <u>Stanza 2</u> talks about what makes a day seem wasted / a day when you don't do anything helpful / nice for another person.
    Example – cheered no heart / helped no one / nothing done to help someone.
 	
    In the first stanza the message is that if you do something good, **like to smile**, you will have a good day and the message in the second stanza is that if you don't do something nice for someone, **like you helped no one**, your day is a bad day.
    If write that the first stanza talks about a bad day – 0 pts.
    If write that the first stanza and the second stanza talk about a bad day – 0 pts.
	10 points

b. *(Use Rubric 3)*
    Possible explanations for thinking skill:
    Distinguishing different perspectives: Each stanza has a different perspective on what makes a day well spent or wasted.
    Comparing and contrasting: I had to compare / contrast the two stanzas in order to see the difference between a day well spent and a wasted day according to the poet.
	5 points

6. **a.** *(Use Rubric 2)*
    Comparison: Both examples are acts we do for other people / that make other people feel good.
    Contrast: "One self-denying deed" – an act that makes us give up something for someone else.
          "One glance most kind" – an act you don't have to give up anything for.
	7 points

b. The poem is called "Count That Day Lost" because the poet wants us to think about all the things we did on any day. If we didn't do something good for someone on any day, then that day is lost / wasted.	8 points

PART II (33 points)

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

B.   MR. KNOW ALL / W. Somerset Maugham

7.	*(Use Rubric 1)* (iii) Mr. Kelada's suitcase	6 points
8.	*(Use Rubric 1)* (iii) They argued.	6 points
9.	*(Use Rubric 1)* He organized (social) activities on the ship // gave people martinis / whiskey / liquor / cocktails / alcoholic drinks. *Do not accept answers that relate to <u>who he was</u> and not <u>what he did</u>, such as "He was an educated man".*	6 points

10.	*(Use Rubric 2)*
	
	 a. *Possible thinking skill:* Distinguishing different perspectives / Inferring
	    Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 10b.
	
	    To show us that Mr. Know All really could tell the difference between real and imitation pearls. This proves that he really does know a lot and is not just a talker, even though the narrator thinks Mr. Kelada talks a lot but doesn't really know very much. That is why he calls him Mr. Know All. // At first we think Mrs. Ramsay is a modest and faithful wife. When we see her reaction to the argument we see she isn't honest with her husband.
	    This is when we / the narrator understand(s) that Mr. Kelada is a real gentleman OR It is important because it shows you that you should not judge a book by its cover.
		10 points

	b. (Use Rubric 3)
	    Possible explanations for thinking skill:
	    Distinguishing different perspectives: I chose the skill of Distinguishing different perspectives because from the argument we get a different idea about Mr. Kelada / Mrs. Ramsay than we had before.
	    Inferring: Mrs. Ramsay's terrified eyes let us infer that she was hiding something and felt extremely uncomfortable about the bet. Mr. Kelada's effort in making the decision shows us that he was facing a dilemma whether or not to reveal Mrs. Ramsay's secret. The end of it makes us realize that our first impressions of these characters were wrong.
		5 points

11.	*(Use Rubric 2)* **a.** <u>Beginning of the story</u>: Mr. Kelada is selfish, thinks about himself / is not a likeable person. He talks a lot, controls the conversation. <u>End of the story</u>: Mr. Kelada is considerate, thinks about other people's needs. When he lies to protect Mrs. Ramsay, he shows his consideration for other people / he puts other people's needs before his own.	8 points

	b.	Mrs. Ramsay – <u>Beginning of the story</u>: At first, we like her. She has positive traits. She is quiet/modest. She has good manners. <u>End of the story</u>: We understand that she has lied to her husband about the pearls and has been unfaithful. OR: The narrator – <u>Beginning of the story</u>: At first he is prejudiced, judgmental and snobbish. He isn't very friendly. He doesn't like the fact that Mr. Kelada is sharing a cabin with him. / He dislikes Mr. Kelada even before meeting him just because his name is not British / by looking at his luggage, his toiletries. <u>End of the story</u>: By the end of the story we see that he notices things about people. He sees how upset Mrs. Ramsay is when the discussion around the dinner table is about the pearls. He even changes his opinion about Mr. Kelada at the end and doesn't dislike him that much after all. *If write about Mr. Kelada – 0 pts.*	7 points

C. A SUMMER'S READING / Bernard Malamud

12.	*(Use Rubric 1)* (iv) He ran out of patience.	6 points
13.	*(Use Rubric 1)* He doesn't have a job. // His family is poor and doesn't have extra money to give him. He is lazy and he doesn't study. // He is uneducated.	6 points
14.	*(Use Rubric 1)* (iii) He didn't want Mr. Cattanzara to ask him about his reading.	6 points
15. 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 **15b**.* *The answer should include at least TWO of the following points:* George admires Mr. Cattanzara because he is different from other people in the neighborhood. / Mr. Cattanzara is more intelligent and knows about the world. / Mr. Cattanzara asks unusual questions. / Mr. Cattanzara gets George to think about his life. / Mr. Cattanzara gets George to think about reading books. / Mr. Cattanzara wants to change George so he will make something of his life. / Mr. Cattanzara is interested in George and his future and doesn't want him to make the same mistakes that he did. / Mr. Cattanzara used to give George money when he was little. *If only examples without explanation, e.g.:* "He spread the rumor that George had read 100 books" – deduct 30%.	10 points
b.	*(Use Rubric 3)* *Possible explanations for thinking skills:* *Explaining cause and effect:* I chose the skill of Explaining cause and effect because in the story Mr. Cattanzara causes George to think about making changes in his life (effect). *Inferring:* I chose the skill of Inferring because I can understand from Mr. Cattanzara's actions how he made George think about his future and his education.	5 points

16.	a.	*(Use Rubric 2)* He works in a change booth. That shows that he hasn't succeeded in life and even though he's smart (he reads newspapers) he doesn't have and education and didn't get a good job. He wants George to do something more with his life. AND/OR: He works in a change booth and that's a hint to the reader that he is going to "change" George's life.	8 points
	b.	Mr. Cattanzara encouraged George to educate himself. He asked him different questions than other people did. He got George to think about reading books and going to the library. He told people that George was reading books and trying to educate himself and that made the people in the neighborhood think well of George. AND/OR: He protected George's reputation. He didn't tell the people in the neighborhood that George wasn't really reading any books and so they still thought well of George.	7 points

PART III (24 points)

(Use Rubric 4)

Students are required to answer the question for either **(17)** *Thank You, Ma'm* OR **(18)** *The Treasure of Lemon Brown*. Suggested length: 60-80 words.

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

17.   THANK YOU, MA'M / Lanagston Hughes

Hughes grandmother taught Hughes important lessons in life just like Mrs. Jones taught Roger. Mrs. Jones doesn't call the police. / Mrs. Jones takes Roger to her home and cares for him/gives him food / gets him to clean his face / teaches Roger right from wrong / teaches him to be a better person / teaches him how to behave morally. / She shows him that she trusts him because she leaves her purse on the bed and at the end, Roger wants to be trusted / has learned an important lesson / wants to be a moral person.

18.   THE TREASURE OF LEMON BROWN / Walter Dean Myers

The quote is about needing love and respect. Lemon Brown loved his son and gave him the newspaper clippings and the harmonica. / Lemon Brown loved his family and worked hard as a singer to make money for them. / The cloppings showed how people respected Lemon Brown as a singer / the son loved and respected his father / the son treasured Lemon's things and took them to war with him. / After his son's death, Lemon Brown had no one to love and gave up his life as a singer. / After talking to Lemon Brown, Greg realizes / understands that his father loves him. He understands his father wants him to study hard so that he will be able to succeed in life.

The message of the story reflects the life philosophy of the author: the treasure is when somebody loves you.

APPENDIX TO PARTS I AND II
(נספח לפרק ראשון ולפרק שני)

Thinking Skills
(כישורי חשיבה)

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