

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 416,016117, קיץ תשע"ו – מועד ב

**GENERAL GUIDELINES FOR MARKING
MODULE F – LITERATURE**

General Comments

- **Grades are allotted according to the rubrics – 80% for content and 20% 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, 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 70%.

Rubrics for Marking Module F

Rubric 1: LOTS questions (5 points)

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	● Answer is correct.		● Answer is partially correct.		● Answer is incorrect.
	80%		40%		0
Language	● Correct use of grammar, vocabulary, spelling and punctuation.		● Partially correct use of grammar, vocabulary, spelling and punctuation.		● Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%		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	<ul style="list-style-type: none"> ● Answer is correct. ● The answer includes supporting details / examples when necessary. ● Message is clear. 		<ul style="list-style-type: none"> ● Answer is partially correct. ● The answer does not include sufficient details / examples when necessary. ● Message is partially clear. 		<ul style="list-style-type: none"> ● Answer is incorrect. ● 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.
	80%		40%		0
Language	<ul style="list-style-type: none"> ● Correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> ● Partially correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> ● Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%		10%		0

Rubric 3: Extended HOTS questions (5 points)

This rubric should be used **in addition** to Rubric 2.

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 (20 points)

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70%.

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.
	80%		40%		0
Language	<ul style="list-style-type: none"> Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	20%		10%		0

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 (35 points)

Students are required to answer questions for either **(A) Rules of the Game** OR **(B) The Enemy**.

A. RULES OF THE GAME / Amy Tam

<p>1. (ii) the previous owner didn't want it</p>	<p>5</p>
<p>2. (i) The bakery displayed her trophies.</p>	<p>5</p>
<p>3. <i>(Use Rubric 2)</i> Waverly learns to keep knowledge / feelings to herself. // Waverly learns the importance of self-restraint. (Waverly learns that keeping knowledge to herself is the best strategy for winning arguments. / getting her own way. / winning chess games.) <i>Supporting information:</i> When Waverly keeps quiet in the store, her mother buys the salted plums she wants. / She does not let her mother know how much she wants to play chess. / In tournaments, she twirls her pieces in the air, pretending to be uncertain of her next move. <i>Not:</i> She manipulates her mother to get her own room.</p>	<p>10</p>
<p>4. <i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Comparing and contrasting Before she learns how to play chess, Waverly is an obedient Chinese daughter. <u>However</u>, once Waverly begins to play chess, (she becomes more American). / has more self-confidence in her relationship with her mother. / begins to oppose her mother. <i>Supporting information:</i> Waverly's mother told her to "bite her tongue" in the store and Waverly did as her mother asked. // Waverly spoke back to her mother when she showed her off. / Waverly ran away from her mother. / Waverly's mother said that she is not concerned with Waverly anymore. As a result of Waverly's success in chess, her mother becomes more lenient with her. <i>Supporting information:</i> She doesn't have to finish her food / do chores. <i>Do not accept answers that say that before chess they weren't close, but as a result of playing chess they became closer.</i> <i>Do not accept answers that say that Waverly starts to manipulate her mother. She did this before chess as well.</i></p>	<p>15</p>

B. THE ENEMY / Pearl S. Buck

<p>5. (ii) To take him to the General</p>	<p>5</p>
<p>6. (iii) he trusts Sadao as a doctor</p>	<p>5</p>
<p>7. (<i>Use Rubric 2</i>) The servants and Hana react differently to the prisoner because their backgrounds are very different. The servants are simple / superstitious / loyal Japanese who do not have the education that Hana has. They have never had any contact with white people and they are at war with them. Therefore, they are afraid of the prisoner and don't want to have any contact with him. / don't think he should be saved. Hana, on the other hand, is an educated woman. She knows about the world. Although, like the servants, she is afraid and wants to turn the prisoner over to the authorities, she knows that doctors must save people, even the enemy. <i>Supporting information:</i> Servants: The gardener is superstitious about what will happen if Sadao saves the white man. Hana: She lived / studied in America. <i>Do not deduct if there is no supporting information for the servants.</i> <i>Do not accept answers with no correct information about Hana.</i></p>	<p>10</p>
<p>8. (<i>Use Rubrics 2 and 3</i>) <i>Possible thinking skill: Inferring</i> I can infer Sadao is feeling conflicted / guilty about what he has done. Although Sadao is happy that Tom escaped successfully, he still dislikes / hates Americans in general. He remembers the Americans he knew when he studied in America. Some of them helped and cared for him but he looked down on those who disgusted him. <i>Supporting information:</i> He remembers his life in America: He remembers the professor and his silly wife who invited him to their house where he met Hana. / the ignorant / dirty landlady / the people who wouldn't give him a place to live. / He thought all Americans were prejudiced. / He felt superior to the Americans. <i>Do not accept answers that relate <u>only</u> to being happy about treating Tom.</i></p>	<p>15</p>

PART II (45 points)

Students are required to answer questions for either (C) *All My Sons* OR (D) *The Wave*.

C. ALL MY SONS / Arthur Miller

<p>9. (ii) George is coming to see them</p>	<p>5</p>
<p>10. Because she's Larry's girl. / Because Kate thinks that Ann has to wait for Larry to come back. / Ann can't marry him because that would mean Larry is dead.</p>	<p>5</p>
<p>11. (<i>Use Rubric 2</i>) Yes. Kate is just as much to blame for the crime of shipping out the cracked cylinder heads as Joe because she knew about it. <i>One of the following:</i> She helped Joe by pretending that he was sick that day and couldn't go to the factory. / She supports and protects him when all the time she knows he is just as guilty as Steve. / She lets Steve sit in jail and take the blame for the crime and the death of the 21 pilots on his own. <i>Supporting information:</i> She says that Joe hasn't been sick a day in his life. / She is worried when she hears that George is coming to visit. / Joe says that Kate wanted money. AND / OR No, Kate is not to blame for Joe's crime. Kate knew that Joe committed the crime, but she couldn't do anything about it. / She wants to support her husband. / She wants to keep her family together. <i>Supporting information:</i> Kate did not participate in Joe's crime; Joe was the one who told Steve to send out the cracked cylinder heads. / When Joe tells Kate she wanted money, Kate tells him "I didn't want it that way."</p>	<p>10</p>
<p>12. (<i>Use Rubric 2</i>) George is an important character because he changes everything. Before he arrives, the family and the neighbors choose to ignore that Joe is probably guilty. However, when George arrives he brings conflict to the story. He is the only one who openly accuses Joe of being guilty of the cylinder head crime. A lot of important information comes out during the conversations between the family and George and this leads to Chris finding out that Joe is guilty. <i>Supporting information:</i> George believes what his father told him about the case and tells it to everyone. / He accuses Joe of putting all the blame on Steve. / George and Joe argue about why Steve listened to Joe. / He tells Ann not to marry Chris and tells her to leave with him. / He argues with Chris about Joe's role in the cylinder head case. George is an important character because he represents Steve's side of the story. / When mother says that Joe has not been sick for 15 years, George asks about the day the cylinder heads were sent out.</p>	<p>10</p>

<p>13. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill: Inferring</i></p> <p>When Chris finds out his father is guilty and still decides he's not going to turn him in for sending out the cracked cylinder heads, he can no longer pretend to be the idealistic person he always wanted to be. Jim is saying that Chris knows that this decision will change him forever and he will never be able to see himself as an honest and idealistic person again. His star will never light again.</p> <p><i>Supporting information:</i></p> <p>Chris says he could jail Joe but now he's practical like everybody else. / Chris says he can only spit on himself for being practical like everyone else.</p>	15
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OR**D. THE WAVE / Morton Rhue**

<p>14. (iv) The Wave is like a cult.</p>	5
<p>15. They want him to stop the experiment. / The Wave.</p>	5
<p>16. (Use Rubric 2)</p> <p>Robert doesn't want The Wave to end because it has changed his life and makes him feel accepted by others / important. Laurie does not accept The Wave and does whatever she can to end it.</p> <p><i>Supporting information:</i></p> <p>He starts to participate in class. He is no longer a loser. / He sits with everyone at lunch. / He becomes Ben's bodyguard.</p>	10
<p>17. (Use Rubric 2)</p> <p>David means that the students have all learned how easy it is to change their behavior / attitude and to follow a leader / person without thinking. / to lose their individuality. / to become violent like the Nazis. This is something that they should not ever forget. However, he does want them to forget how badly they behaved and how quickly they lost their morals. They should remember the lesson but not their actions / behavior.</p> <p><i>Supporting information:</i></p> <p>They beat up a Jewish boy. / They threaten those who don't want to join The Wave. / Members report others who break the rules. / Students follow Ben blindly.</p> <p><i>Accept answers that talk about the good things they should remember about The Wave (community spirit, Robert, etc.).</i></p> <p><i>If the answer only refers to one part of the quote, give up to 40% for content.</i></p>	10

<p>18. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Ben enjoys the power of being the leader. / doesn't notice that he is losing control. / He forgets what his goals are.</p> <p><i>Supporting information:</i></p> <p>When the students become serious about the experiment, he starts wearing a suit. / agrees to have a bodyguard even though this is not part of his experiment. / Christy tells him that he is becoming a guinea pig in his own experiment. / He doesn't stop the experiment when he knows the students are becoming violent.</p>	<p>15</p>
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PART III (20 points)

(Use Rubric 4)

Students are required to answer the question for either **(19) A Summer's Reading** OR **(20) The Split Cherry Tree** OR **(21) Mr. Know All**.

Suggested length: 80-100 words.

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

19. A SUMMER'S READING / Bernard Malamud

Like in the quote, George wants an education but not like the kind you get in school. George feels that he can get an education by reading on his own and this is what he tells Mr. Cattanzara when he meets him for the first time and tells him he's reading 100 books. During the summer, he learns that he has to make an effort to get an education. At the end of the story George goes to the library to start reading.

Supporting information is in the answer.

OR

20. THE SPLIT CHERRY TREE / Jesse Stuart

As in the quote Dave's teacher, Professor Herbert, is a different kind of educator. He doesn't only teach from books. He takes the boys on field trips and teaches them about nature by having them experience what they are learning. For example, when they study biology, they go out to collect bugs, snakes and lizards. He also teaches the boys values. When they boys break the cherry tree, Professor Herbert says they have to pay for it.

Supporting information is in the answer.

Accept answers about Professor Herbert leading Pa to new places.

OR

21. MR. KNOW ALL / W. Somerset Maugham

Like in the quote, we see that the narrator in the story judges Mr. Kelada according to his appearance, behavior, and what he says. The narrator judges Mr. Kelada in a negative way. He doesn't like his dark, Middle-Eastern looks, his chatty behavior and the way Mr. Kelada says he knows everything. He also doesn't like his dogmatic behavior during the trip. However, in the end the narrator judges Mr. Kelada in a positive way according to his behavior towards Mrs. Ramsay. He says he now "doesn't entirely dislike Mr. Kelada."

"Don't judge a book its cover" is not the correct connection.

APPENDIX TO PARTS I AND II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns