

**דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 416,016117, קיץ תשע"ה – 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				
<b>Content</b>	● Answer is correct.		● Answer is partially correct.		● Answer is incorrect.
	<b>80%</b>		<b>40%</b>		<b>0</b>
<b>Language</b>	● 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.
	<b>20%</b>		<b>10%</b>		<b>0</b>

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

**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"> <li>The chosen thinking skill is appropriate.</li> <li>There is appropriate evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate.</li> <li>There is partial evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate but there is no evidence of its use.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>The chosen thinking skill is not appropriate.</li> </ul>
	<b>100%</b>		<b>50%</b>		<b>0</b>

**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"> <li>Answer is well organized.</li> <li>All information is relevant and accurate.</li> <li>Answer explicitly states the connection between the new information and the text.</li> <li>Details / examples from the text are given to support the answer.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is fairly well organized.</li> <li>Most information is relevant and accurate.</li> <li>The connection between the new information and the text is not clearly stated.</li> <li>Details / examples given to support the answer are insufficient and / or not entirely appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is poorly organized.</li> <li>No information is relevant or accurate.</li> <li>Answer does not show connection between the new information and the text.</li> <li>No details / examples are given to support the answer.</li> </ul>
	<b>80%</b>		<b>40%</b>		<b>0</b>
Language	<ul style="list-style-type: none"> <li>Correct use of basic language structures.</li> <li>Mostly correct use of advanced language structures.</li> <li>Hardly any errors of mechanics (spelling, punctuation).</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> <li>Some errors of mechanics (spelling, punctuation).</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect use of basic language structures.</li> <li>Many errors of mechanics (spelling, punctuation).</li> </ul>
	<b>20%</b>		<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 (35 points)**

Students are required to answer questions for either **(A) *Mr. Know All*** OR **(B) *The Enemy***.

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

1. (iii) telling the narrator he is British	5
2. (i) talkative	5
3. <i>(Use Rubric 2)</i> Mr. Kelada reacts this way because he realizes that Mrs. Ramsay is very frightened. He sees that she is hiding something. He now understands that he has to make a difficult decision. He has to decide whether to tell the truth about the pearls and say they are real or lie and say they are fake. He realizes that if he lies, he will lose the bet/his reputation. If he tells the truth, it can cause problems for Mrs. Ramsay.	10
4. <i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Comparing and contrasting I can compare how the narrator judges Mr. Kelada at the beginning of the story with how he judges him differently at the end.  In the beginning of the story the narrator decides that Mr. Kelada is someone he doesn't like because of his name, the things he has in his room and his looks. From these things he concludes that he is not a true Englishman.  At the end of the story his perspective of Mr. Kelada changes when he sees that Mr. Kelada is sensitive to Mrs. Ramsay. The narrator sees that Mr. Kelada is aware of Mrs. Ramsay's fear during the discussion about the pearls. He now understands that Mr. Kelada is willing to lose the bet and not tell the truth about the value of the pearls. He sees Mr. Kelada now as a real gentleman. He now judges him according to his moral behavior.  <i>Supporting information:</i> In the beginning: The narrator does not consider Kelada a real English name./Mr. Kelada's luggage has too many labels/his trunk is too big/he doesn't like his toilet things/his hairbrush is dirty./He thinks that Mr. Kelada was not born in England because his skin is dark/he has a hooked nose/his hair is sleek and curly.  At the end: Mrs. Ramsay returns the 100 dollar bill that shows Mr. Kelada was right about the pearls but sensitive to her dilemma.	15

**B. THE ENEMY / Pearl S. Buck**

5. (iii) He wanted his father to approve of her.	5
6. (iv) are frightened	5
7. (Use Rubric 2) From the moment that Sadao sees the wounded man, he has a conflict whether to let him die or save him. He wants Tom to die because Tom is the enemy and he knows he shouldn't do anything to help the enemy. On the other hand, he is a doctor and is committed to saving lives of people who are sick even if that life is that of an escaped enemy.	10
8. (Use Rubrics 2 and 3) <i>Possible thinking skill: Inferring</i> Americans and Japanese are at war, which is why it's so dangerous for Sadao to hide the white prisoner and why everyone in Sadao's household is afraid of the prisoner. I can infer that the author chose this time and place to emphasize the moral conflicts that Sadao and his wife have when taking care of the prisoner.	15

**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**

9. (i) Larry might have flown a plane with cracked cylinder heads.	5
10. (ii) He decided to stop doing medical research.	5
11. (Use Rubric 2) Kate knows George is angry and she wants to calm him down so he'll remember the good times and forget about anything his father might have told him. She wants to remind George of the long relationship his family had with the Kellers before the case/ that they have known him all his life. Kate is worried that George has come to reopen the (cylinder head) case. George visited his father in prison before he came to the Keller house, something he had never done before.	10
12. (Use Rubric 2) The family now knows that Larry killed himself as a result of his father's actions/ because he sent out the cracked cylinder heads. It is clear that Keller was responsible for his own son's death. When Joe hears the letter, he finally understands that Larry crashed his plane because of the way he behaved during the war. Larry wanted him to care about society and not just his family. When Joe realizes he is responsible for his son's death, he kills himself.  AND / OR:  Chris knows that now he must take his father to jail./He understands that he has been pretending that his father is innocent because he doesn't want to believe that his father committed this crime. He goes back to being the moral, principled man he was before he decided to be practical.	10

<p><b>13.</b> (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Uncovering motives</p> <p>Keller's motive for making excuses for Steve is to make the crime seem less serious/ to make himself feel less guilty that he is free and Steve is sitting in jail./to stop George from taking him to court.</p> <p><i>Supporting information:</i> Joe says that Steve was a little/weak man. He couldn't make decisions by himself./Joe says that Steve made a mistake because he was under pressure./He meant no harm./He believed the parts would hold up./Joe says he will offer Steve a job when he gets out of jail./The Kellers are very worried that George is coming.</p> <p>AND / OR:</p> <p>Keller's motive for making excuses for Steve is that it makes him look better in the eyes of his son Chris. He tries to convince Ann that she should be more forgiving of what her father did so that Chris will also forgive him.</p> <p><i>Supporting information:</i> Joe says he will offer Steve a job when he gets out of jail./ Joe tells Chris that "a father is a father."</p>	15
---	----

OR**D. THE WAVE / Morton Rhue**

<p><b>14.</b> (iv) He becomes more active at school.</p>	5
<p><b>15.</b> (ii) threaten her</p>	5
<p><b>16.</b> (Use Rubric 2)</p> <p>The main point of the experiment was to prove to the class that what happened in Nazi Germany is not just history but could happen again to normal people like the students. During the experiment we see how the students, including David, change from being regular teenagers to acting like robots, only following the orders and rules of their leader, Ben, and The Wave. The students begin to act just like the Nazis. They threaten other students who don't want to be part of the movement.</p>	10
<p><b>17.</b> (Use Rubric 2)</p> <p>Many people at the school are beginning to be critical of the experiment. Ben is afraid that their criticism may be right. Ben's wife tells him that she has doubts about what he is doing. Ben is worried that he has become too involved in the experiment.</p> <p><i>Supporting information:</i> The teachers say Ben has brainwashed the students./His wife tells him that he may have become a guinea pig in his own experiment./he is slipping into the role of a dictator at home./Ben begins to feel that he might be "on an ego trip."</p>	10
<p><b>18.</b> (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Inferring</p> <p>In the beginning Laurie, like the other students, believes in The Wave. However, when she sees that the movement expects everyone to behave the same way, she begins to see that the movement is more negative than positive. I can infer that she is important to the novel because she is the one who takes action to make other students aware of the dangers of following a movement or a leader without question. She represents the importance of being an individual and thinking for oneself.</p>	15

**PART III** (20 points)

(Use Rubric 4)

Students are required to answer the question for either **(19) Rules of the Game** OR **(20) The Split Cherry Tree** OR **(21) The Road Not Taken**.

Suggested length: 80-100 words.

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

**19. RULES OF THE GAME / Amy Tan**

In the story Waverly's mother is very controlling and pushes her daughter to be successful. Waverly thinks her mother sees her success as a way for her mother to show off. She is still too young to see her relationship with her mother in the way Amy Tan describes her relationship with her mother in the quote, as one of love. At first Waverly accepts her mother's control. Later on in the story she is in conflict with her. We don't see in the story, as we do in the quote, that Waverly looks beyond this conflict.

*Supporting information:* Her mother does everything she can to get Waverly to succeed in chess. She frees her daughter of responsibilities in the house. She gives Waverly her own bedroom./Her mother shows off her daughter in the shops./Her mother shows all her trophies in the house./Towards the end of the story Waverly rebels and argues with her mother. At the end Waverly feels that she is strong enough to prepare for the next fight.

OR

**20. THE SPLIT CHERRY TREE / Jesse Stuart**

In the quote the writer says that he appreciates what his father has done for him. Even though there were difficult moments in his childhood, he feels that his father has helped him to succeed in life. From the story we learn that Dave has similar feelings. Although he regrets some of the things his father did, he knows that his father has important values and has done the best he could to prepare Dave for life.

*Supporting information:* Pa has been very strict with Dave./Pa only had a basic education himself, but he realizes how important it is for his son to get a better education than he did./At the beginning of the story Pa feels that his son is not getting a proper education. He goes to the school with his gun to threaten the teacher. At the school Pa sees that the teacher is really giving his son a good education even though it is different from what he got. (Pupils learn by doing things and by going outside the classroom.) When Pa is at the school, we see some of his values. (He is kind to animals. He is willing to help his son pay off his debt. He is willing to change/learn/accept new ideas/admit he is wrong.)

OR

**21. THE ROAD NOT TAKEN / Robert Frost**

As the quote says, this poem at first appears to be a simple description of a walk in the woods. The speaker just has to make a simple decision about which way to go. However there is a different, deeper meaning in the poem. It is really about choices/decisions we make in life and how we feel about them later/the consequences from these choices. As the quote describes, the poem takes place in a natural setting and gives us a lesson in life about the effects of our choices.



## APPENDIX TO PARTS I AND II

### **Thinking Skills**

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