

**MODULE F – LITERATURE, שאלון באנגלית, שאלון ו' – ספרות, מס' 416,016117, קיץ תשע"ה**

**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 all 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>	● Answer is correct. ● The answer includes supporting details/ examples when necessary. ● Message is clear.		● Answer is partially correct. ● The answer does not include sufficient details/examples when necessary. ● Message is partially clear.		● 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 unclear.
	<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 3: Extended HOTS question (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				
<b>Content</b>	<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 question (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				
<b>Content</b>	<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>
<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> <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 all 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 Tan**

<p><b>1.</b> (iii) She shares her Chinese culture with them.</p>	<p>5</p>
<p><b>2.</b> (Use Rubric 1) Her brothers didn't want to play with her anymore (because she always won).</p>	<p>5</p>
<p><b>3.</b> (Use Rubric 2) It allows her to get what she wants. / She becomes the favorite child in her family. / She likes to win. / She likes the challenge. / She likes to get attention.  <i>Supporting information:</i> She doesn't have to do any chores. / She gets her own room. / She can decide how much she wants to eat. / She is happy when she wins a game. / She practices chess every day. / She likes to be called a child prodigy.</p>	<p>10</p>
<p><b>4.</b> (Use Rubrics 2 and 3) <i>Thinking skill I chose:</i> Inferring / Uncovering motives  <i>Inferring:</i> Throughout the story, Waverly and her mother have been competing / fighting to see who is stronger. I can infer that Waverly doesn't think that she has won yet and she has to think about what she should do next.  <i>Uncovering motives:</i> Throughout the story, Waverly and her mother have been competing / fighting to see who is stronger. From this sentence, I can understand that Waverly intends to keep on playing "games" with her mother and not accept everything that she is told to do. Her underlying motive is to beat her mother at the game.</p>	<p>15</p>

**OR**

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

<p><b>5.</b> (ii) get a good education.</p>	<p>5</p>
<p><b>6.</b> (Use Rubric 1) She is afraid that they have come to arrest Sadao / both of them / that they have found out about the American in their house.</p>	<p>5</p>
<p><b>7.</b> (Use Rubric 2) Sadao sighs because he is not sure he wants the prisoner to survive. On the one hand, he is a doctor who has to save lives but, on the other hand, Japan is at war with America and the prisoner is the enemy.  <i>Supporting information:</i> Sadao called the prisoner my friend while operating on him. / He tells the general about him.</p>	<p>10</p>

<p><b>8.</b> (Use Rubrics 2 and 3) Thinking skill I chose: Inferring / Uncovering motives</p> <p><i>Inferring:</i></p> <p>I can infer from Sadao's behavior at the end of the story that he now sees the prisoner more as a human being than an enemy.</p> <p>Sadao no longer considers Tom a patient because he is well, but he does not relate to him as an enemy either. Although the General has not yet sent assassins, Sadao doesn't do anything about having the prisoner arrested. Instead he decides to help him escape and does more than is necessary to make sure that he succeeds. When he learns that Tom has managed to get away, he is happy / satisfied / relieved.</p> <p><i>Uncovering motives:</i></p> <p>I can understand that Sadao's motives for helping the prisoner changed by the end of the story. Before, he helped the prisoner because he is a doctor. Now his motive for helping him is because he has begun to care for him as a human being and is ready to do everything he can to help him escape.</p> <p><i>Supporting information:</i> After the third night that assassins didn't come, he discovers that the prisoner has recovered completely. He gets a boat for him and fills it with food and water. (One or more of the following: He gives him Japanese clothes. / He gives him his own flashlight. / He gives him a bandana to cover his hair. / He asks him to signal if he runs out of food. / He tells him which boat to wait for.)</p> <p>When he learns that the prisoner has escaped, he feels that he has got his "reward". / He does not tell the General for a week that the prisoner has escaped. / He slept that night. / At the end of the story he says, "I wonder why I could not kill him?"</p>	<p>15</p>
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**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><b>9.</b> She blames him for the crime.</p>	<p>5</p>
<p><b>10.</b> (Use Rubric 1) He wants to stop Ann from marrying Chris / to take Ann home / to confront Keller.</p>	<p>5</p>
<p><b>11.</b> (Use Rubric 2) Sue is saying that the Kellers pretend to be a perfect family / that everyone feels that they're not as good as the Kellers. / She thinks that Chris' idealism is phoney. / She resents how Chris influences her husband.</p> <p><i>Supporting information:</i> The Kellers are hiding Joe's crime. / Sue tells Ann that everyone thinks that Joe is guilty. / Chris is working for his father even though he suspects that Joe is guilty. / People are always willing to do things for the Kellers. / The Keller home is the meeting place for the neighbors. / Chris encourages her husband, Jim, to do research.</p>	<p>10</p>

<p><b>12.</b> (<i>Use Rubric 2</i>)</p> <p>The play tells us that some people care more about making money from the war than about other people. They will do almost anything to make money. They ignore the effects of their actions on themselves and on the people around them.</p> <p><i>Supporting information:</i> Keller sent out cracked cylinder heads which caused the deaths of 21 pilots. / Keller let his partner, Steve, go to jail instead of him. / Keller destroyed the Deever family.</p> <p>AND</p> <p>The play tells us that some people believe that principles are more important than making money for their own family. For example, Larry would not compromise his principles.</p> <p><i>Supporting information:</i> Larry committed suicide when he discovered that Keller had caused the deaths of 21 pilots. / At the end of the play, Chris wanted to turn his father into the police for his crime.</p>	<p>10</p>
<p><b>13.</b> (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Thinking skill I chose:</i> Distinguishing different perspectives</p> <p>My perspective of Chris' view of people has changed since the beginning of the play. At the beginning I saw that Chris was shocked by people's behavior when he came back from the war. Chris talks about the responsibility that his soldiers had for each other. He believes that people should try to be better and live by their ideals. However, at the end, after he realizes the truth about his father, I see that he comes to the conclusion that everyone only cares for themselves and the only way for him to survive is to worry about himself.</p> <p><i>Supporting information:</i> People went on with their lives / bought refrigerators / opened a bank book / drive the new car / go back to the rat race. / People saw the war as a kind of a bus accident. / One of his soldiers gave him his last pair of socks. / His soldiers were willing to die for each other. ("... a little more selfish and they'd 've been here today.")</p> <p>Chris says he's practical now / the world is like a zoo. Chris is willing to leave home / let his father not be punished for his crime.</p>	<p>15</p>

OR

**D. THE WAVE / Morton Rhue**

<p><b>14.</b> (iii) He was interesting.</p>	<p>5</p>
<p><b>15.</b> (Use Rubric 1)                  He wants to keep Mr. Ross safe / to become Mr. Ross' bodyguard / guard.</p>	<p>5</p>
<p><b>16.</b> (Use Rubric 2)                  No. The Wave is now the "in-crowd". The students who later reject The Wave are considered outsiders.</p> <p><i>Supporting information:</i> A number of the students who resisted The Wave were threatened. / Laurie and some students in <i>The Grapevine</i> left The Wave. / One student wrote a letter to the newspaper saying that he didn't want to join The Wave. / Laurie said that if you weren't part of The Wave you had to hide. / Laurie says that there will always be a few people who don't want to join and have the right not to join. / Laurie called an emergency meeting for non-Wave members. / Non-Wave members weren't allowed to sit with Wave members at football games.</p> <p>OR:</p> <p>Yes. All the students are equal. Everyone is accepted into The Wave if they want to be.</p> <p><i>Supporting information:</i> All The Wave members feel they are part of a community. / No-one is special anymore. / Robert is treated equally. / Robert can sit with everyone for lunch. / Amy is happy because she doesn't have to compete with Laurie anymore.</p>	<p>10</p>
<p><b>17.</b> (Use Rubric 2)                  Ben realizes that the students see him as the leader of The Wave so he begins to dress as a leader would. // He begins to feel important. // He wants to show them that they should respect authority.</p>	<p>10</p>
<p><b>18.</b> (Use Rubrics 2 and 3)  <i>Thinking skill I chose:</i> Inferring</p> <p>I can infer that Ben wants to show the class another film because he doesn't think the students have learned the lesson he wanted to teach them. / He wants them to understand how they have been behaving during The Wave project / what they have become as a result of The Wave project.</p> <p><i>Supporting information:</i> They realize that they themselves are capable of behaving like Nazis / of following a leader without question. / Some of the students are crying. / Some are ashamed.</p>	

**PART III** (20 points)

*(Use Rubric 4)*

Students are required to answer the question for either **(19) *As I Grew Older*** 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. AS I GREW OLDER / Langston Hughes**

In the quote the writer says that if one loses one's dream one should not be afraid to start again. In the poem the narrator describes how he had a dream that he couldn't fulfill because others stopped him from doing it because of a wall of prejudice (against Afro-Americans). But like Weeden he finds the courage to fight back. He manages to overcome prejudice and follow his dream. Weeden talks about a dream that breaks into a thousand pieces and the narrator in the poem talks about a shadow that blocks his dream. He sees the shadow as breaking "Into a thousand lights of sun, Into a thousand whirling dreams of sun."

OR

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

Just as in the quote the professor in the story believes in getting students excited about their studies. He does this by teaching them to experience things and not just to read books. The professor not only inspires his students but Dave's father as well.

*Supporting information:* The students go out into nature and look for animals and plants. / The children learn that they have to pay for something they break.

OR

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

As in the quote the speaker in the poem needs to choose what he will do with his life / which path to take in life. He knows that his choice will affect him / influence who he will be in life. He can't later change his mind / decide to choose the path he left behind even if he at some point regrets his choice.

*Possible supporting quotes:* And sorry I could not travel both And be one traveler. / Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back / I shall be telling this with a sigh.



## APPENDIX TO PARTS I AND II

### **Thinking Skills**

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