

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 016117, 416, 016584, חורף תשע"ז

**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				
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	● 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.
	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 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				
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 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				
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 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 (A) *A Summer's Reading*.

A. A SUMMER'S READING / Bernard Malamud

<p>1. (ii) dream of a better life</p>	<p>5</p>
<p>2. (iii) tries to encourage George</p>	<p>5</p>
<p>3. (<i>Use Rubric 2</i>) George respects Mr. Cattanzara. / George wants Mr. Cattanzara to respect him because Mr. Cattanzara is different from the other people in the neighborhood. / George is influenced by what Mr. Cattanzara says. // Mr. Cattanzara understands George. He sees himself in George. He lives a sad life and he doesn't want George to end up the same way. <i>Supporting information:</i> Mr. Cattanzara reads the New York Times. / He asks George different questions than everyone else. / He was kind to him as a child. / He spreads the rumor that George is reading 100 books. // He works as a change maker. / He tells George, "Don't do what I did."</p>	<p>10</p>
<p>4. (<i>Use Rubrics 2 and 3</i>) <i>Possible thinking skill:</i> Explaining cause and effect George is afraid / excited about what he is going to do. He is trying to take responsibility for himself for the first time. / He realizes that he might be able to change his life. / Because he has always failed in the past, George is afraid he will not succeed this time. / George is trying to show Mr. Cattanzara and the people in the neighborhood that he deserves their trust and he is afraid he may not succeed. <i>Supporting information:</i> George dropped out of school. / quit many jobs. / George understands that Mr. Cattanzara probably told the neighbors he read all the books. / When George comes out of his room after a week Mr. Cattanzara does not say anything to him about the books although he knows he hasn't read them. / A neighbor says it is a wonderful thing for a boy his age to read so much.</p>	<p>15</p>

PART II (45 points)

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

B. ALL MY SONS / Arthur Miller

<p>5. (Use Rubric 1) ... wants to take Ann away from the Kellers // doesn't want Ann to marry Chris. / spoke to his father and now believes Joe is guilty.</p>	<p>5</p>
<p>6. (iii) after she heard Larry was missing</p>	<p>5</p>
<p>7. (Use Rubric 2) Kate: Chris has a conflict with Kate because she refuses to admit that Larry died in the war. Chris feels that he cannot get on with this life. He wants to marry Ann but Kate will do anything to prevent the marriage. It is difficult for Chris to deal with this conflict. Chris is not willing to stand up to Kate. / make her accept Larry's death because he is a loyal son. / does not want to hurt her. Chris asks Joe to help him but he refuses. <i>Supporting information:</i> Kate is upset that they planted a tree in Larry's memory. / Kate warns Chris that they have to continue believing Larry is coming back. / Chris says that every time he reaches for something he has to pull back because other people will suffer. / Chris suggests to Kate that they should 'put their minds to forgetting him [Larry]'. / Chris: "We're like at a railroad station waiting for a train that never comes in". / He invites Ann to come to their home. / Kate believes Ann is waiting for Larry. / Joe does not want to hurt Kate. Ann: The main conflict with Ann is because of their future together. Chris sees Ann as the center of his future. After Ann arrives, they talk about getting married. But at the end of the play, Chris decides that he must leave the house and start his life without her. He thinks that Ann will not be able to live with him because he doesn't turn Joe into the police, but Ann wants to go with Chris. <i>Supporting information:</i> Chris becomes practical and says he can't turn his father over to the police. Chris thinks that Ann will always blame him in her heart for doing nothing. / He thinks Ann sees him as 'yellow'. / Ann says that she won't ask Chris to do anything about Joe. / Chris says to Ann, "I thought you'd be gone." Ann answers: "I have no place to go."</p>	<p>10</p>
<p>8. (Use Rubric 2) When Kate says that Joe hasn't been sick in 15 years, everyone understands that Joe has lied and therefore he is guilty. This is a turning point because everything that happens after this point happens because the truth has been revealed. When Chris decides not to call the police, he realizes that he is really practical and not idealistic. Because of this event, Ann shows Kate the letter from Larry. This causes Kate to realize that Larry is really dead. It also proves that Larry killed himself because of what Joe did. As a result, Joe commits suicide at the end of the play. <i>Supporting information is in the answer.</i></p>	<p>10</p>

<p>9. (Use Rubrics 2 and 3) <i>Possible thinking skill:</i> Comparing and contrasting</p> <p>Joe believes that the most important value is the family and is ready to do anything to have a successful life and keep his family together, even if he has to commit a crime. Joe thinks that making money for the family is legitimate and doesn't see his responsibility to society. However, Larry, his son, believes in moral ethics and ideals. When Larry finds out that his father and Steve have been convicted of sending out defective parts for planes to the army, he decides to commit suicide because he can't live with the thought that all his father is concerned about is making money, while soldiers are dying every day in the war. To Larry the pilots who died were his father's responsibility.</p> <p><i>Supporting information:</i></p> <p>Joe tells Steve to send out defective airplane parts to make money knowing that they may make planes crash and people will be killed. / Joe tells Chris that the business is all for him and that's the only reason he has it. / Joe tells Kate, "You wanted money."</p> <p>Larry wrote a letter to Ann the day he died and told her that he was going to commit suicide because he had found out about his father. / that he can't believe that his father did business while every day 3-4 men didn't come back.</p>	15
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OR:

C. THE WAVE / Morton Rhue

<p>10. (Use Rubric 1) ... he wanted his students to understand how people became Nazis / ... didn't stop the Nazis / ... could accept the Nazi's behavior / how the minority could rule the majority / follow a leader blindly.</p>	5
<p>11. (i) were more serious about their school work</p>	5
<p>12. (Use Rubric 2)</p> <p>The Wave becomes a monster because it takes over the lives of all the students and their teacher, Ben, and controls their behavior. The students change from a group of individual students to a group that blindly follows a leader. They want everyone to join the experiment and to behave in the same way. Ben becomes so involved in leading The Wave that he wonders if he is doing the right thing in continuing the experiment.</p> <p><i>Supporting information:</i></p> <p>Students: The students are happy to have a leader who tells them what to do. / A student says it feels like being born again. / Robert says everyone has to agree and support The Wave. / Laurie says it is "creepy" because the students are obeying Ben / doing everything that Ben tells them to do.</p> <p>Ben: Ben feels the game is infectious. / Ben feels that he is caught up in the game. He starts to dress differently. / He has to remind himself that The Wave is only a classroom experiment. / that The Wave has taken on a life of its own and the students are riding it. // Ben's wife says that she doesn't know him. / that he has become too involved in playing the role.</p>	10

<p>13. (<i>Use Rubric 2</i>)</p> <p>At the beginning the students wanted to join The Wave. It seemed a good thing for the students. Before the experiment, the student belonged to different groups. / They were often mean to those who weren't in their group. / They were very competitive in their social and academic lives. After the experiment started, the students became a unified group and improved the way they studied. They worked together for a common goal. / The Wave caused the students to feel united / a part of something important.</p> <p><i>Supporting information:</i></p> <p>Everyone in The Wave worked together to prepare rallies. / The students were covering their assigned lessons faster than usual. / Laurie told her parents how good The Wave was / how she felt all the positive energy building up around her. / Laurie says The Wave is positive because even the bad kids are into it. / Amy feels that she doesn't need to compete with Laurie anymore. / Robert is not the class loser anymore. / He sat with everyone at meals. / David thought it could help the football team win.</p>	<p>10</p>
<p>14. (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Possible thinking skill:</i> Comparing and contrasting</p> <p>Laurie chooses to play but also chooses not to play. She is able to change her mind because she has been brought up to be an individual. / to think for herself. However, Robert, who is the class loser, chooses to play to be accepted by the other students.</p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Laurie chooses to play but also chooses not to play. She is able to change her mind because she has been brought up to be an individual. / to think for herself. As a result, she is able to choose not to play when she starts to feel uncomfortable. Robert, who is the class loser, chooses to play only in order to be accepted by the other students.</p> <p><i>Supporting information:</i></p> <p>Laurie: Laurie listens to her parents' different opinions about The Wave and then makes up her own mind. / Laurie joins the other students at the very beginning. / Laurie realizes she has to be cautious about what she says. / Laurie isn't sure whether she is blowing things way out of proportion. / Laurie is worried because the person who sent the letter to the Grapevine was afraid to sign his name. / Laurie is afraid of the violence that has started among the students. / Laurie isn't willing to give the salute.</p> <p>Robert: Before The Wave, no one sat with him during lunch. / Robert was not part of any group. / was picked on / laughed at by other students. / During The Wave, no one picks on Robert. / Robert sits with other students during lunch. / Robert's mother says that he is a completely new person. / Robert is accepted as an equal during the experiment. / Robert participates in class. Robert becomes Ben's bodyguard.</p>	<p>15</p>

PART III (20 points)

(Use Rubric 4)

Students are required to answer questions for either **(15) Mr. Know All** OR **(16) The Split Cherry Tree** OR **(17) As I Grew Older** OR **(18) Count That Day Lost**.

Suggested length:80-100 words.

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

15. MR. KNOW ALL / W. Somerset Maugham

In the story the most complex character is Mr. Kelada. Just like Maugham says in the quote we see that Mr. Kelada has many sides to him. On one hand, he is snobbish, flashy and likes to show off. His suitcases are too big, he uses expensive toiletries, has gold monograms on his hairbrushes and tells the narrator that English people should stick together. He is a very sociable person, he is a good mixer, can talk about any subject, knows everyone on board the ship and organizes all the activities. In addition, he wants everyone to think that he knows everything. He hates people to disagree with him. Yet, we see a completely different side to him during the bet when he notices how afraid Mrs. Ramsay is. He is sensitive towards her feelings. He lies about her pearls in order to protect her even though this means he will make a fool of himself and will sacrifice his reputation.

The supporting information is in the answer.

OR:

16. THE SPLIT CHERRY TREE / Jesse Stuart

This story is like the quote because it shows us that education is much more than getting knowledge from books. In the beginning, Pa is convinced that the purpose of school is to learn "facts and figures." However, when Pa goes to the school, he realizes that the Professor takes the pupils on trips to teach them about life. Pa also realizes that the punishment that Dave receives for breaking the cherry tree is meant to teach him values and responsibility. The pupils learn from Pa that they should take care of all creatures when he says he doesn't kill snakes. Dave learns from Pa that he must always be honest and pay his debts.

The supporting information is in the answer.

OR:

17. AS I GREW OLDER / Langston Hughes

In the quote, Langston Hughes says that if a person really wants to get somewhere in life, there are always ways to get there. This message is reflected in the poem. The person in the poem has a dream but there is a wall, the wall of racism, which rises and blocks him from fulfilling his dream. However, he really wants to achieve his dream and so he struggles to break through the wall and shatter the darkness. / break the shadow into a thousand lights of sun. / succeed in getting what he wants.

The supporting information is in the answer.

OR:

18. COUNT THAT DAY LOST / George Eliot

The quote says that a person is considered successful if he has a high salary and a big car. Success is not measured by how he treats other people. Elliot says the opposite in her poem. A person achieves success if he has done good deeds in his life. A "day well spent" is measured by the nice things you have done for other people. These deeds can include even a "smile" or a "kind glance." You have not wasted your day if you succeed in helping another person. // The way you treat humanity is what makes for success. / If you act kindly to others, you have achieved success.

The supporting information is in the answer.

APPENDIX TO PARTS I AND II

Thinking Skills

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