

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

**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-ended 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 (A) *Mr. Know All* OR (B) *The Enemy*.

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

1.	ii) he doesn't like Mr. Kelada's name	5
2.	iii) Her modest behavior	5
3.	<p>(Use Rubric 2)</p> <p>It is hard to tell the difference between real pearls and imitation ones. In the same way it is hard to see that people are not always what they seem to be. The main message of the story is to show that first impressions can be misleading and that people are not always who or what they seem to be. // The main message of the story is to show that there are different kinds of people. Their real / true characteristics are not always what we think them to be. // The main message of the story is that one should not judge a book by its cover. A person's real character is not reflected in his looks or way of speech. A person's true character is revealed by his actions and the way he behaves towards others.</p> <p><i>Supporting information:</i> At the beginning Mrs. Ramsay seems a modest woman. However, the reader realizes that she is lying to her husband when she gives the hundred dollars back to Mr. Kelada. // At the beginning the narrator thinks that Mr. Kelada is not a true gentleman. However, he changes his opinion when Mr. Kelada is willing to lose the bet and his reputation in order to save Mrs. Ramsay's marriage.</p>	10
4.	<p>(Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Inferring</p> <p>I can infer that the narrator represents the stereotype of a snobbish upper class British man, when he says that he doesn't like Mr. Kelada. He assumes that people who don't look British / don't have British names / don't act like proper British people are not really British and cannot be true gentlemen / cannot be as good as British people are.</p> <p><i>Supporting information:</i> The narrator says that Mr. Kelada has the appearance of a person from the Middle East / of someone born under a bluer sky. / The narrator doesn't like Mr. Kelada as soon as he hears his name (because his name was not Smith or Brown). / He says that King George has many strange subjects. / The narrator doesn't like the way Mr. Kelada speaks because he talks with his hands. / Mr. Kelada is familiar. He doesn't use "Mr." when talking to him. / Mr. Kelada interferes with the narrator's card game. / shows the narrator card tricks. / drinks alcohol during Prohibition.</p>	15

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

5.	ii) he was the General's doctor	5
6.	iii) Send assassins to kill him.	5
7.	<p><i>(Use Rubric 2)</i></p> <p>The servants represent the traditional/ patriotic/ uneducated/superstitious Japanese who don't want to save Tom. They see all Americans as their enemies and they are afraid to break the law. They are sure that Sadao and Hana are wrong to help the American. Because of the servants' reaction, the reader understands that Sadao and Hana make a difficult, unpopular decision when they decide to help Tom, which most Japanese might not have made.</p> <p><i>Supporting information:</i> Yumi refuses to wash Tom./The gardener says that if Sadao heals Tom the sea will take revenge on him./that Sadao should have left the enemy to bleed to death./ They speak about how Sadao and Hana were wrong to save Tom. / They all quit their jobs and leave the house./Sadao and Hana take care of Tom and save his life. Sadao operates on Tom/gives him food and a boat. Hana feeds Tom.</p>	10
8.	<p><i>(Use Rubrics 2 and 3)</i></p> <p>Possible thinking skills: Uncovering motives / Inferring / Comparing and contrasting</p> <p>I can infer from this quote that even after Sadao saved Tom's life he doesn't understand what motivated him not to kill Tom. This quote shows how conflicted Sadao was about his feelings towards Americans. On the one hand, as a doctor he couldn't let Tom die. As someone who had studied medicine in America, he couldn't really hate Tom or see him as his enemy. However, on the other hand, Sadao was a patriotic Japanese and he tells himself that he never really liked Americans when he studied there.</p> <p><i>The supporting information is included in the answer.</i></p>	10

**PART II** (45 points)

Answer the questions for either (C) *All My Sons* **OR** (D) *The Wave*.

**C. ALL MY SONS / Arthur Miller**

<b>9.</b>	iv) Joe destroyed the Deever family	5
<b>10.</b>	iv) Chris has a bad influence on her husband.	5
<b>11.</b>	<p>(Use Rubric 2)</p> <p>Chris wants to get on with his life and he can't. He wants to marry Ann, who was Larry's fiancée. However, Kate is still waiting for Larry to return from the war even though it's been over for three years. Kate expects everyone else to wait for him, including Ann.</p> <p><i>Supporting information:</i> Joe tells Chris that Mother believes Larry is not dead and that he has no right to take his brother's girl./ Joe tells Chris that he doesn't know what will happen to Mother if he marries Ann./ Chris tells Joe that he hoped if they waited long enough Mother would accept Larry's death. / Chris tells Mother that maybe it's time to forget Larry.</p>	10
<b>12.</b>	<p>(Use Rubric 2)</p> <p>Before he hears the letter, Joe only cares about family and money even if it means sacrificing the lives of soldiers and his partner and friend, Steve. He says everyone else is making money from the war so why shouldn't he? He thinks Larry would agree with him. However, after hearing the letter, Joe finally understands that there is something beyond family and that he should have taken responsibility for other people's sons and not only his own sons. This is important to the play because now Chris understands that he must take his father to jail /because this is the reason that Joe kills himself.</p> <p><i>Supporting information:</i> Joe tells Mother that he doesn't need to be forgiven for anything. / He made money for the family./ nothing is bigger than the family (and if there is he'll put a bullet in his head)/Keller says Larry understood the business world.</p>	10

<p><b>13.</b></p>	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skills:</i> Explaining cause and effect/Inferring</p> <p>Explaining cause and effect:</p> <p><b>AGREE:</b> Chris sees himself as an idealist. He encourages Jim to follow his dream and work in research although he won't make as much money as a regular doctor. At the same time, Chris compromises his ideals by working for his father even though he suspects that his father became rich from what he did during the war. As a result, Sue accuses him of being a phoney idealist.</p> <p><i>Supporting information is in the answer.</i></p> <p><b>OR:</b></p> <p>Inferring:</p> <p><b>DISAGREE:</b> Chris is not a phoney idealist. He comes back from the war believing that people have a responsibility to one another. He is upset when he sees people living as though nothing happened./He encourages Jim to work in research. Therefore, I can infer that Sue is not right.</p> <p><i>Supporting information:</i> He remembered that in the war, his men died for each other. / Chris doesn't want his name on his father's plant./ He feels wrong to be alive, to open a bank account/ drive the new car, etc./ He doesn't want the "loot" from the war./ He feels people treat the war as if it were a bus accident./He wants to marry Ann but it takes him years to start writing to her.</p>	<p>15</p>
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**OR**

**D. THE WAVE / Morton Rhue**

14.	iii) makes everyone feel equal	5
15.	iii) the editorial about The Wave	5
16.	<p><i>(Use Rubric 2)</i></p> <p>Members are not allowed to express themselves freely./The Wave takes away people's individuality./ No one is allowed to criticize The Wave in any way./Members are told what to do and think by their leader./The members follow their leader blindly. Members are brainwashed with slogans./Students who express their opinions against The Wave are treated violently.</p> <p><i>Supporting information:</i> Brad insists that Laurie give the salute at the football game but can't explain why/says that is what a member should do./Amy tells Laurie not to publish the article. /The members chant slogans blindly such as "strength through discipline"./ David becomes violent with Laurie and pushes her to the ground when she expresses her opinion./A Jewish boy is beaten up /a boy who resisted joining The Wave/had something negative to say about the movement was beaten up.</p>	10
17.	<p><i>(Use Rubric 2)</i></p> <p>The principal, teachers and the parents are becoming critical of the experiment. Ben's wife tells him that she has doubts about what he is doing. Ben is afraid that their criticism may be right. // Ben is worried that he has become too involved in the experiment. He has lost sight of his original goals.// Ben realizes that he is enjoying the power that he has/the role he is playing.</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." Ben realizes that the experiment has gotten out of control. /He reads about the Jewish boy getting beaten up/the 11th grader feeling threatened after he refused to join The Wave.</p>	10



<b>18.</b>	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Explaining cause and effect.</p> <p><b>Yes.</b> I agree. It's time to stop the experiment even if the students are confused because it is important that no more people get hurt. /because the violence could continue./ because Ben can just tell them what they were supposed to learn. He can explain the idea behind the experiment and why he has to stop it.</p> <p><i>Supporting information:</i> Students beat up students who don't want to join The Wave./ Laurie finds the word "enemy" written on her locker./ Robert says they have to stop Laurie./David pushes Laurie down because she doesn't agree with him.// The lesson is to show what happens when people blindly follow a leader/ how easily people can become violent./ how even terrible events in history can be repeated.</p> <p><b>No.</b> I don't agree. If Ben continues the experiment, then the students will learn the lesson that Ben wants to teach them. Ben wants the students to fully understand how people can become like Nazis.</p> <p><i>Supporting information:</i> The lesson is to show what happens when people blindly follow a leader and how easily people can become violent. He wants them to see that terrible events in history can be repeated./ Students beat up other students who don't want to join The Wave./ Laurie finds the word "enemy" written on her locker./ Robert says they have to stop Laurie./David pushes Laurie down because she doesn't agree with him./He wanted the students to end the experiment by themselves and to understand why.</p>	15
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**PART III** (20 points)

*(Use Rubric 4)*

Answer the question for either **(19)** *A Summer's Reading* OR **(20)** *The Road Not Taken*.

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, there are many challenges and obstacles in George's life which prevent George from succeeding. He doesn't have a job, he quit school at 16. He lives in a poor neighborhood with his father and sister who have low paying jobs. Despite these challenges and poor conditions in life, and with the help of Mr. Cattanzara, George decides to take an important step to get an education and improve his life by going to the library and sitting down to read.

*Supporting information is included in the answer.*

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

The quote tells us that Robert Frost uses the natural world as a background for his poems and uses nature to symbolize the struggles and experiences of people. In *The Road Not Taken*, the narrator faces two roads that diverge in a wood. His struggle is deciding which road to take. The choice that the narrator has to make in the wood symbolizes choices that ordinary people have to make all the time. When people choose their "roads" they don't know where life will take them. Frost says that "way leads to way" and that we can't change our minds after we make a decision.

*Supporting information is included 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