

MODULE F – LITERATURE, שאלון באנגלית, שאלון ו' – ספרות, מס' 016117, 416, 016584, קיץ תשע"ו

**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				
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

1.	<p><i>(Use Rubric 1)</i> It was a way of winning arguments. / getting respect from other people. / winning games. / getting what she wanted.</p>	5
2.	<p>(ii) She wanted them to have better lives.</p>	5
3.	<p><i>(Use Rubric 2)</i> (At first Waverly respects her mother and takes her advice. But) Waverly's success at chess makes their relationship tense. She is less afraid to stand up to her mother. She becomes less passive and more critical. <i>Supporting information:</i> She told her mother that she couldn't practice with her around. / She told her mother that she didn't like her telling people she was her daughter. / She spoke even though she knew it was wrong — why do you have to show me off? / She ran away in the marketplace. / She planned her next move against her mother.</p>	10
4.	<p><i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skills:</i> Inferring / Explaining cause and effect <i>Inferring:</i> I can infer that she no longer feels a part of the family. <i>Supporting information:</i> When Waverly returns home at the end of the story, she finds the door locked. / the family has eaten without her. / there is no food left for her. / her mother says "we not concerning this girl". / nobody looked at her. <i>Explaining cause and effect:</i> Because of Waverly's behavior, her mother makes her feel like she is no longer part of the family. As a result, she realizes that she must take responsibility for herself. <i>Supporting information:</i> Waverly tells her mother to leave her alone / talks rudely to her mother. / runs away from her mother. / Waverly stays away from home for two hours. When Waverly returns home at the end of the story, she finds the door locked. / the family has eaten without her. / there is no food left for her. / her mother says "we not concerning this girl". / nobody looked at her. She then sees her mother as an opponent. Accept: "alone" in the positive sense (e.g., She feels she is becoming independent.)</p>	15

OR

B. THE SPLIT CHERRY TREE / Jesse Stuart

5.	<p><i>(Use Rubric 1)</i> He wants to show Pa how school / the world has changed. // He wants to show Pa what his son is learning in school.</p>	5
6.	<p>(iii) Pa says he doesn't kill black snakes.</p>	5
7.	<p><i>(Use Rubric 2)</i> Professor Herbert respects others / is a patient person / doesn't judge others / is someone who likes to help and educate people / who knows how to deal with all kinds of people / teach / introduce people to new things / experiences. <i>Supporting information:</i> Professor Herbert calls Pa Mr. Sexton. / He talks to him calmly. / He listens to Pa's explanation about how hard life is for farmers. / why he needs Dave to come home on time from school. / He gets Pa to understand why he punished Dave differently from the other students. / Professor Herbert tries to get Pa interested in what is happening in the school. / He explains why he takes the students to the woods and doesn't teach only in the classroom.</p>	10
8.	<p><i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skills:</i> Uncovering motives / Distinguishing different perspectives <i>Uncovering motives:</i> Even though at first Pa is against the "new" way of learning, after Pa spends a day at the high school, he realizes that Dave is getting a good education. Pa's motive is that he wants Dave to continue studying this way, which will allow him to do more with his life than be a farmer like his father. However, he doesn't want Dave to forget the values that he learned at home. He wants Dave to understand that both what he learns at school and what he learns at home are important parts of his education. <i>Distinguishing different perspectives:</i> At the beginning of the story, Pa was angry at the school and the way they taught the children. He felt that students have to sit in a classroom in order to learn properly. But, as a result of his visit to the school, Pa's perspective changes and he realizes that Dave is getting a good education. He tells Dave that because of his education, he will do more with his life than become a farmer like his father. In addition, Pa tells Dave that he must not forget the values that he learned at home. From Pa's perspective these values are an important part of Dave's education as well. <i>Supporting information:</i> Pa tells Dave that he's been wrong about the school. He admits that he's behind the times. / old-fashioned. Pa tells Professor Herbert that he learned a lot from him. / He told Mom about the school and about what a fine man the professor is. // Pa tells the professor that they are just and honest people who pay their debts. / Pa insists on sweeping the school with Dave because the debt must be paid.</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

9.	(ii) give Steve a job	5
10.	(iv) he didn't want to lose the army contract	5
11.	<p><i>(Use Rubric 2)</i> Joe Keller: Keller compares Chris to Larry and claims that, unlike Chris, Larry understood the business world. Therefore, he remains convinced that he did the right thing for his family. // Keller commits suicide when he understands that Larry committed suicide because of his crime. <i>Supporting information:</i> Keller says that everything bothers Chris and that he doesn't understand money. Keller believes that Larry understood the way the world was made. / Keller realizes that Larry thought that his father should have considered the pilots as "his sons". Keller realizes his responsibility to his country when he realizes Larry committed suicide because of his crime. / Keller says the only thing he has are his sons.</p> <p>Kate: Kate wants everyone to believe that Larry is coming back in order to protect her husband. / Kate doesn't want to admit that Larry is dead. As a result, she doesn't let anyone get on with their lives. <i>Supporting information:</i> Kate asks Frank to find out if November 25th was a favorable day for Larry. / Kate tells Keller that Ann is not Chris's girl. / Kate keeps Larry's room the way he left it. / Kate can't accept Chris's proposal to marry Ann because she's "Larry's girl." / Kate tells Ann that she also still thinks Larry is coming back and that is why she never got married. / Kate says that G-d doesn't let a son be killed by his father.</p>	10
12.	<p><i>(Use Rubric 2)</i> At this point, Chris realizes that he is not the idealist that he thought he was / that he is no longer an idealist. He realizes that he is / has become practical. <i>Supporting information:</i> Jim tells Kate that Chris has gone to watch his star of honesty go out. / When Chris returns he says that he should turn his father in but he has become practical.</p>	10
13.	<p><i>(Use Rubrics 2 and 3)</i> <i>Possible thinking skill:</i> Comparing and contrasting Frank and Lydia represent the only normal family in the play. They are a loving couple who support each other and are happy. Lydia looks up to her husband and compliments him. This is different from Jim and Sue because we never see them being nice and loving to each other. Sue doesn't respect Jim. // Both couples are living the American Dream. They have a nice house, children and good jobs. Frank and Lydia are happy with their lives. By contrast, Jim and Sue argue a lot and disagree about important issues in their lives. Sue wants more material things. However, Jim wants to do research and help humanity. <i>Supporting information:</i> Lydia is described as a laughing girl. She calls Frank, "dear." She says Frank is very handy / fixes things around the house. Jim says he'd like to help humanity on a Warner Brothers salary. / Sue calls Jim "a dog." // She thinks Jim will do anything for the Kellers but it's too hot to drive to the beach. Sue says that Jim thinks he's in jail all the time.</p>	15

OR

D. THE WAVE / Morton Rhue

14.	(iii) she is not popular anymore	5
15.	(ii) The Wave is a dangerous movement	5
16.	<p>(Use Rubric 2)</p> <p>No, it was not true. The Wave <i>did</i> get out of hand. Ben began to lose control of what was happening. There was violence in the school because of The Wave. <i>Supporting information:</i> A junior who didn't want to join The Wave was threatened. / A Jewish boy / a football player was beaten up. / David pushed Laurie down.</p> <p>Ben began to enjoy the feeling of power and got carried away. <i>Supporting information:</i> Ben allowed Robert to become his bodyguard. / He saluted the students in the halls. / Ben admitted to his wife that he is getting caught up in The Wave.</p> <p>OR:</p> <p>Yes, it was true. When Ben saw that both he himself and the students were getting carried away with The Wave, he realized that he had to end it. So, he organized the rally at the end of the novel to end it and teach the students the lesson he wanted them to learn. <i>Supporting information:</i> Ben was aware of the fact that he enjoyed being a leader. / Ben carefully planned the rally with the "national leader".</p>	10
17.	<p>(Use Rubric 2)</p> <p>I think that Ben will try to explain to Robert what he should learn from this experience. / Ben will tell Robert that he has shown that he can care about school and he can succeed. / Ben will point out to him that the other students accepted him and liked him during the experiment and they can continue to accept him now as well. / Ben will encourage Robert to continue caring about school the way he did during The Wave. / Ben will tell him how his appearance has improved and encourage him to continue to care about his looks. <i>Supporting information:</i> Before The Wave, Robert was considered the class loser. / He slept during classes. / He dressed carelessly and didn't comb his hair. / No one sat with him during lunch. AND/OR During The Wave, Robert combed his hair and dressed more neatly. / No one picked on Robert. / Robert sat with other students during lunch. / Robert's mother said that he was a completely new person. / Robert is taking part in class.</p>	10

<p>18. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Comparing and contrasting / Explaining cause and effect</p> <p><i>Comparing and contrasting:</i> Yes. I can compare the relationship among the students before The Wave experiment began to how they related to / treated each other during The Wave. <u>Before</u> the experiment, the students 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. They didn't know how to work together. <u>During</u> the experiment students were friendlier to each other and accepted everyone into The Wave. They worked together for a common goal.</p> <p><i>Explaining cause and effect:</i> Being part of The Wave causes the students to feel united and a part of something important. <u>Before</u> The Wave began, they were not friendly to each other, often competitive with each other. <u>During</u> The Wave students were friendlier to each other and accepted each other.</p> <p>AND/OR: No. The Wave didn't have a positive effect on the community spirit at the school. In the <u>beginning</u> of the experiment, students were friendlier to each other and accepted everyone into The Wave and worked together for a common goal. However, as The Wave continued, the result was that the students <u>changed</u> so much that they became one large group that did everything automatically and didn't accept people who didn't want to join The Wave. Therefore, the community became a closed group.</p> <p><i>Supporting information:</i> <u>In the beginning</u> the students accepted Robert as their friend / sat with Robert at lunch. / Robert was accepted as an equal during the experiment. / Everyone in The Wave worked together to prepare rallies. / It helped bring the football team together. / One of the mottoes was "strength through community." <u>As The Wave continued</u> Laurie's mother called it a "cult." / They saluted Wave members / allowed only Wave members to sit in the student section of the football game. / They had to behave in a certain way. / They became violent / aggressive. / threatened non-members. / They became like Nazis.</p>	<p>15</p>
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PART III (20 points)

(Use Rubric 4)

Answer the question for either **(19) As I Grew Older** OR **(20) The Enemy** OR **(21) A Summer's Reading**.

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

The quote says that Langston Hughes is proud of being black. We can see this in his poem when the speaker says he has the right to his dreams just like everyone else. He hopes, with his own hands, to break the wall of prejudice that is keeping him from reaching his dream. This shows the struggle that is mentioned in the quote. But there is also the joy he hopes to have if the wall breaks into a thousand lights of sun and he can reach his dream.

Supporting information is in the answer.

OR

20. THE ENEMY / Pearl S. Buck

Like in the quote, in the story Sadao shows his goodness by acting kindly and being nice to Tom, his enemy. In addition, Sadao also shows moral courage. He decides to treat the American because it is the moral / right thing to do as a doctor. He has the courage to continue and help Tom become strong enough even though it is an act of treason.

Supporting information: Sadao takes Tom to his home / cleans and operates on Tom / puts him to bed / makes him stronger / doesn't listen to the servants about their fear of having Tom in their home / doesn't let the help tell him what to do / helps Tom escape / gives Tom supplies and helps him escape / gives Tom his boat to help him escape / gives Tom Japanese clothes to wear to help him escape / Sadao doesn't stop the servants from leaving but would rather keep helping Tom recover.

OR

21. A SUMMER'S READING / Bernard Malamud

The facts about the new immigrants to America in the quote above can relate to the story "A Summer's Reading". The story is set in New York, a large city with many poor immigrants. George lives in a small, hot, stuffy apartment above a butcher shop / the area is very crowded with broken sidewalks. In the hot evenings, people sit outside on the sidewalks to cool down. None of the characters have good jobs / they all have low-paying jobs (a waitress / a changemaker / a market worker). George is not satisfied with his life and would like to achieve the American Dream of a good-paying job and living in a nice house in a better neighborhood.

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