

MODULE F – LITERATURE, שאלון באנגלית, שאלון ו' – ספרות, מס' 016117, 416, 016584, חורף 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 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

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| 1. (ii) hangs around the house | 5 points |
| 2. (iii) ask George about his reading | 5 points |
| 3. (Use Rubric 2) <u>From what George experienced in his neighborhood he didn't see how his life could change:</u> <u>George had no one to be a role model for him.</u> <i>Supporting information:</i> The people in the neighborhood were uneducated. / His sister and father worked all day at simple jobs and couldn't spend a lot of time with him. / they couldn't help with money. / Even Mr. Cattanzara had a simple job, little money / success. / The young people stood around the candy store. OR: The neighborhood symbolizes what his life will be like if he doesn't make a change / causes George to dream of escaping to a better life. <i>Supporting information:</i> The people have dead-end jobs. / Young people hang out on the candy store corner doing nothing. / The neighborhood is gray and dreary. OR: The poor neighbors see education as a way to improve one's life and escape poverty and this is reflected in the way they act towards George when they think that he is reading. This is part of what eventually causes George to make a change in his life. <i>Supporting information:</i> The neighbors smile at George / give him words of encouragement. / His sister gives him money. / His father shows him that he's proud of him. | 10 points |

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| <p>4. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Explaining patterns / Explaining cause and effect</p> <p>Explaining patterns:</p> <p>No. In my opinion, George will <u>not</u> succeed in achieving his goals in life. We can see from the pattern of George's behavior throughout the story that he never finishes what he starts. Even though he went to the library I don't think he has learned a lesson and when things become difficult, he will again give up. He has dreams but doesn't do anything to make them come true.</p> <p><i>Supporting information:</i> He quit school on an impulse. / He quit all the jobs he had. / When he bought books / tried to read books, he quickly lost interest. / Although he likes the respect that people give him when they think that he has read the books, he doesn't do anything as a result.</p> <p>OR:</p> <p>No. George has a pattern of behavior of never taking responsibility and always blaming others. I think he will continue to be like this and it will prevent him from achieving his goals.</p> <p><i>Supporting information:</i> He dropped out of school because he didn't like the teachers telling him what to do. / He doesn't work in carpentry because he says there's no place to do it. / He blames the neighborhood for his lack of relationships with any of the neighbors apart from Mr. Cattanzara.</p> <p>Explaining cause and effect:</p> <p>Yes. In my opinion, George has learned a lesson and has begun to change / Mr. Cattanzara has made a change in George. As a result, he may now be able to achieve his goals in life. George has spent the summer learning to understand who he is. The result is that he finally realizes he has to do something to change his life.</p> <p><i>Supporting information:</i> He didn't come out of his room for a week. / He was embarrassed to meet the neighbors in the street. / One evening in the fall, George ran out of his house to the library.</p> <p>OR:</p> <p>Yes. George enjoyed the feeling of being respected that he got from the neighbors and he will want to keep this feeling. As a result, he will make a change in his life and achieve his goals.</p> <p><i>Supporting information:</i> The neighbors smiled at him / told him he was a good boy. / He stayed in his room when he thought the neighbors had found out the truth and that he has lost their respect. / He skipped going to the park when people started respecting him.</p> | <p>15 points</p> |
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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

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| <p>5. (ii) believes that Steve is guilty of the crime</p> | <p>5 points</p> |
| <p>6. (Use Rubric 1) Kate believes that Ann isn't married because she is waiting for Larry to come back from the war. / because Ann thinks that Larry is still alive.</p> | <p>5 points</p> |
| <p>7. (Use Rubric 2) Jim: Jim's role in the play is important because he represents <u>the conflict between idealism and materialism</u>. Jim would like to live according to his dreams and ideals but is forced into being practical because of his wife, Sue who is only interested in money. <i>Supporting information:</i> Jim said he would have liked to do research. / He tells Ann that when she gets married to Chris she mustn't count his money. / Sue says that Jim meets a man and makes a statue out of him. AND / OR: Jim's role in the play is to give <u>support and advice</u>. He is both a good neighbor and a loyal friend that the Kellers turn to. Jim <u>protects the Kellers</u> throughout the play / <u>supports their story</u> that Keller isn't guilty. <i>Supporting information:</i> Sue complains that Jim is always doing things for the Kellers. / that he always spends time at the Kellers. / Jim tells Ann that she must make George go away. / Jim tells Kate that he always knew that Keller was guilty. / Jim says that he and Kate know how to lie. / Jim tells Kate that Chris will return because he is a good son. AND / OR: Jim represents the need to compromise / the results of compromising. <i>Supporting information:</i> Jim sacrificed his dream of being a researcher for the sake of his family. Sue: Sue is important to the play because she represents one of the main themes of the play — the American Dream / materialism. <i>Supporting information:</i> She forced Jim to give up research. / Sue tells Jim that he should take care of someone who isn't really sick so he can make money. / She wants Chris and Ann to move away so that Chris's idealism won't affect Jim. AND / OR: Sue is important to the play because she represents the neighbors who believe that Joe is guilty of the crime yet still gives him credit for getting out of jail. <i>Supporting information:</i> Sue tells Ann that everyone knows that Joe "pulled a fast one to get out of jail". / She says that everyone on the block knows that Joe is guilty but they give him credit for being smart. AND / OR: Sue is important to the play because what she says shows us that Chris is a phony idealist. <i>Supporting information:</i> Sue tells Ann that Chris advises her husband to do research, yet Chris continues to work for his father. She says, "He's driving my husband crazy with that phony idealism of his."</p> | <p>10 points</p> |

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| <p>8. (Use Rubric 2)</p> <p><u>Kate isn't stupid. She is very smart:</u></p> <p><u>She knows how to get what she wants. / She knows how to manipulate / control people.</u></p> <p><i>Supporting information:</i> She pretends that Larry is coming back. / She tells Ann that she gained a little weight. / She packs Ann's suitcase for her. / She tells Joe not to play the jail game with Bert. / She warns Keller to be smart when George comes. / She offers to make George's favorite juice. / She calls George "Georgie". / She says that George and the Kellers can't argue as they were hit by the same lightning. / She tells Joe to tell Chris that he is willing to go to prison.</p> <p>OR:</p> <p>Yes, it is an accurate description. Kate does not act wisely when she has a slip of the tongue.</p> <p><i>Supporting information:</i> She says Joe has never been sick a day in his life.</p> <p>Yes, lacks the foresight to realize what the consequences of her actions will be on her family.</p> <p><i>Supporting information:</i> She hides the fact that Joe is guilty of shipping the cracked cylinder heads. / She doesn't agree to make the deal with Ann.</p> | <p>10 points</p> |
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| <p>9. (Use Rubrics 2 and 3) <i>Possible thinking skill:</i> Comparing and contrasting</p> <p>Yes. I agree with Sue that Ann is just like Chris. They both act out of self-interest. / are both realists. / phoney idealists.</p> <p><i>Supporting information:</i> Chris continues to live at home and work in his father's factory. / In Act III Chris is willing to leave and not send his father to jail. ("I'm practical now.") Ann shows Larry's letter when she is afraid that she is losing Chris. / At the end of the play Ann is willing to ignore Joe's guilt in order to marry Chris.</p> <p>OR:</p> <p>Yes, it's true. Both are idealistic.</p> <p><i>Supporting information:</i> Ann cuts off her relationship with her father because of what she believes he has done and Chris also says he cannot forgive his father when he finds out the truth.</p> <p>OR:</p> <p>No. I don't agree with Sue that Ann is the female version of Chris. Chris has a close relationship with his father even though he suspects Joe is guilty. Chris is unhappy that Joe made money during the war, but stays loyal to him. In contrast to Chris, Ann doesn't stay loyal to her father because she cuts off contact with him.</p> <p><i>Supporting information:</i> Chris didn't want his name on the factory but he still works there. / He lives at home.</p> <p>Ann at first went to visit her father in jail but breaks off her relationship with him when she gets the news about Larry. / Ann doesn't visit him in prison or write him letters.</p> <p>AND / OR:</p> <p>No. I don't agree with Sue that Ann is the female version of Chris. Chris is an idealist but Ann is a realist who worries only about her own interests.</p> <p><i>Supporting information:</i> Chris believes that people have to be better because of the soldiers who died. / When he understands that his father is guilty, he wants to turn him in to the police, Ann tells George not to cause trouble / to leave. // Ann uses Larry's letter to convince the Kellers that Larry is dead so she can marry Chris. / Ann agrees not to turn Joe in to the police.</p> <p>OR:</p> <p>No. Chris is unselfish and Ann is selfish.</p> <p><i>Supporting information:</i> Chris continues to work in his father's factory even though he doesn't want to. / He doesn't tell his mother that he wants to marry Ann because he doesn't want to hurt her.</p> <p>Ann tries to make a deal with Kate in order to be able to marry Chris. / Ann brings the letter with her just in case Kate will not agree to the marriage.</p> <p><i>Accept answers that say that they have similarities and differences with appropriate supporting information.</i></p> <p><i>Answers must contain supporting information for both Ann and Chris. If one is missing, deduct 10%.</i></p> | <p>15 points</p> |
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OR:

C. THE WAVE / Morton Rhue

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| <p>10. (iv) They are responsible for their actions.</p> | <p>5 points</p> |
| <p>11. (Use Rubric 1) Amy feels that she doesn't need to compete with Laurie anymore. / Laurie is angry with Amy. / Amy and Laurie are no longer best friends.</p> | <p>5 points</p> |
| <p>12. (Use Rubric 2) Because Christy and Mrs. Saunders are not part of The Wave they are both able to see the dangers of The Wave movement. / try to make Ben and Laurie think about The Wave and how their actions affect themselves and other people. They tell us what other people are thinking and saying about The Wave.</p> <p><i>Supporting information:</i> Mrs. Sanders: She warn Laurie about the danger of losing her individuality. / She says that Mr. Ross is brainwashing them. / The Wave is like a cult.</p> <p>Christy: She warns Ben that he's becoming too obsessed with the experiment. / is turning into a dictator. / has created a monster. / is a guinea pig in his own experiment. / She tells Ben about the criticism about The Wave that she hears in the staff room.</p> <p><i>Answer must include supporting information for both Mrs. Saunders and Christy. If one is missing – deduct 10%.</i></p> | <p>10 points</p> |
| <p>13. (Use Rubric 2) Ben thinks that the experiment was "too much of a success" because the students followed him blindly. / acted like Nazis. / were brainwashed. // Ben became too caught up in the experiment.</p> <p><i>Supporting information:</i> Most of the students joined The Wave without thinking. Students left other classes to join Ben's lesson. / They treated students who weren't members badly. / They were sometimes violent to students who criticized / didn't join The Wave. / Members reported anyone who broke the rules. // Ben allowed Robert to become his bodyguard. / Ben changed the way he dressed. / Ben's wife said he had become a guinea pig in his own experiment.</p> | <p>10 points</p> |

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| <p>14. (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Possible thinking skills:</i> Explaining cause and effect / Distinguishing different perspectives / Comparing and contrasting</p> <p>Explaining cause and effect: Pushing Laurie causes David to realize what a negative effect The Wave has had on him. David is shocked by the fact that he was willing to be violent towards Laurie all because of The Wave. Up to this point he believed in The Wave and thought it was a positive thing. He realizes that The Wave controlled him and that he must leave it.</p> <p>Distinguishing different perspectives: David had a very positive point of view regarding The Wave. He thought that it unified the students and could make the football team better. When David pushes Laurie, his perspective about The Wave changes. He realizes that The Wave controlled him and he has to leave it.</p> <p>Comparing and contrasting: When The Wave started, David thought that The Wave was a good thing. It could help unify his football team and help them win games. However, after pushing Laurie, he thinks differently about The Wave. He realizes that The Wave controlled him and caused him to stop thinking for himself. He no longer thinks The Wave is something positive.</p> | <p>15 points</p> |
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PART III (20 points)

(Use Rubric 4)

Students are required to answer questions for either **(15) *Mr. Know All*** OR **(16) *The Enemy*** OR **(17) *The Road Not Taken***.

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, Mr. Kelada sees Mrs. Ramsay's distress when he examines her necklace. He knows he is right about the pearls but he realizes that telling the truth will embarrass Mrs. Ramsay and might affect her marriage. As the quote says, he doesn't judge her, but offers Mrs. Ramsay a helping hand by claiming her pearl necklace is fake, even though it isn't. As a result, he is laughed at by everyone on the ship.

The supporting information is in the answer.

OR:

Unlike the advice given in the quote, the narrator in the story criticizes, rejects and judges Mr. Kelada. He judges Mr. Kelada by his actions, by his name / his luggage (that has too many labels) his appearance / his toiletries, etc. According to the quote we should help people when they need it. When Mr. Kelada and Mr. Ramsay bet about the pearls, the narrator sees that Mrs. Ramsay is very upset / afraid, but he doesn't do anything to help her.

OR:

16. THE ENEMY / Pearl S. Buck

Sadao took this oath when he became a doctor. When he first sees Tom washed up on the beach, he has a conflict about what to do. However, because he is a doctor he knows he has to try to save Tom's life. By taking care of Tom, his enemy, he is keeping the oath he took. He doesn't let his thoughts about race or nationality affect his duty as a doctor. Sadao understands that he is doing something dangerous and could be accused of treason, yet he doesn't stop treating Tom. This shows his respect for human life.

OR:

17. THE ROAD NOT TAKEN / Robert Frost

Dr. Rull says that the era we are living in is one in which we have second chances because the choices we make are not necessarily final. He says that a person may decide a certain thing and later change his mind and choose to do something completely different. Unlike this new information, Robert Frost says that a person has to choose his road carefully because he knows that "way leads on to way" and you will probably not be able to change a decision once you have made it. You will not be able to go back. This could be the meaning of the speakers' sigh at the end of the poem - he regrets the road he could not take / he took.

APPENDIX TO PARTS I AND II

Thinking Skills

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