

MODULE F – LITERATURE, דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות
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**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) *Rules of the Game* OR (B) *The Split Cherry Tree*.

A. RULES OF THE GAME / Amy Tan

Answer questions 1 – 4.

1.	i) has to go with her mother to the market	5
2.	ii) ran away from her mother	5
3.	<p>(Use Rubric 2)</p> <p>Waverly's mother teaches her to hide her true feelings / control her behavior. She also tells her she must learn the rules of the game. When Waverly plays chess, she uses these skills to beat her opponents.</p> <p><i>Supporting information:</i> Waverly's mother teaches her "daily truths" / "the art of invisible strength". /She tells her not to shout out in public when Waverly wants salted plums. / Her mother tells her that she must learn the "American rules" on her own.</p>	10
4.	<p>(Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Before she learns how to play chess, Waverly is an obedient Chinese daughter. Her success in the chess tournaments causes her to become more American. / have more self-confidence and as a result she begins to oppose her mother and there is a battle between them.// Waverly's mother misunderstands the change that Waverly has gone through.</p> <p><i>Supporting information:</i> In the beginning, Waverly bites back her tongue / obeys her mother. Waverly is embarrassed when her mother brags about her. / Later, Waverly speaks back to her mother when she shows her off. / Waverly runs away from her mother when she shows her off.//Waverly's mother thinks that Waverly is ashamed to be her daughter.</p>	15

B. THE SPLIT CHERRY TREE / Jesse StuartAnswer questions **5 – 8**.

5.	iii) the children go on field trips	5
6.	iv) What germs look like.	5
7.	<p><i>(Use Rubric 2)</i></p> <p>Pa believes that one must show strength and power. / According to Pa, problems can be solved by using violence (and not talking). He is sure that his gun can solve any conflict.</p> <p><i>Supporting information:</i> Pa puts his gun in front of Professor Herbert to threaten him / Dave says that Pa takes his gun whenever he needs to settle disputes. / Dave's mother tells Pa not to go to the school or he'll end up in jail. / Pa believes in whipping his children until they are 21. /Pa believes that if you spare the rod, you spoil the child.</p>	10
8.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Pa now understands why Professor Herbert gave Dave this punishment. Pa realizes that the Professor is a good/just man and he did not discriminate against his son. As a result, he refuses to accept Professor Herbert's offer to cancel the debt. /Pa is a proud man. Because of that, he sticks to his values.</p> <p><i>Supporting information:</i> Pa believes that people who have debts must pay them. // Pa says he knows the difference between right and wrong.</p>	10

PART II (45 points)

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

C. ALL MY SONS / Arthur Miller

9.	iii) he was not guilty of the crime	5
10.	ii) they should have written to their father.	5
11.	<p>(Use Rubric 2)</p> <p>Jim saw Chris as a person struggling to be an idealist. An idealist can't live with a lie. Chris had to believe that his father was innocent or he would not have been able to live at home and work in the plant, or live with himself. He would not have asked Ann to marry him if he admitted/really believed that his father was guilty./put all the blame on Steve. As long as he didn't know for sure about his father, he could justify the life he was living and call himself an idealist. But as soon as he found out the truth, he went off by himself to think about his choices.</p> <p><i>Supporting information:</i> Chris called his father "Joe McGuts". / Ann says Chris is the only one she knows who loves his parents./When Chris finds out the truth, he says he's going away./ he doesn't want to marry Ann./ Jim says Chris wanted to watch the star of his honesty go out.</p>	10
12.	<p>(Use Rubric 2)</p> <p>Kate becomes very suspicious and worried.// She doesn't trust Joe's ability to control himself. She is afraid that Joe will do or say something when George comes that will reveal that he is guilty./their secret.</p> <p><i>Supporting information:</i> George is coming to see them right after visiting his father in jail. He has never before visited his father because he believed he was guilty. //George is a lawyer and Mother is afraid he has information that might show that Joe is guilty./ Mother tells Joe to be smart (because George is coming).</p>	10
13.	<p>(Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Explaining cause and effect</p> <p>Kate says this because now she wants Chris to go on with his life. When Joe was alive, she did everything she could to protect him and that included insisting that Larry was coming back. Mother sees herself as the protector of the family. As a result of Joe's death, there is no reason to keep Chris from living the life he wants to.</p> <p><i>Supporting information:</i> Chris says that they are at a railroad station waiting for a train that never comes in. /Ann says to Mother that she has crippled him in front of her./ Mother says to Ann that to his dying day Chris will wait for Larry.</p>	15

OR:

C. THE WAVE / Morton Rhue

14.	iii) someone wrote 'enemy' on her locker	5
15.	i) Parents didn't like what their kids were doing	5
16.	<p>(Use Rubric 2)</p> <p>Ben has an educational goal in the beginning. Yet, as the experiment continues, Ben begins to enjoy his power. /the fact that the students follow him blindly./he becomes obsessed with being a leader. He didn't want to stop the experiment despite the warnings of his wife and the principal. / He likes having a bodyguard./ He dreamed about his experiment spreading to other schools.</p> <p><i>Supporting information:</i> He says that it is important to maintain the image of a leader. Having a bodyguard is part of that image. He lets Robert be his bodyguard. / He dresses differently./ He enjoys seeing The Wave symbol he created posted around the school./ Christy says he is starting to play the same role at home. / Ben admits to Christy that he enjoys being a leader./ At the end he looks in the mirror and sees someone who has become a dictator.</p>	10
17.	<p>(Use Rubric 2)</p> <p>Amy's role is to show a contrast to Laurie/ to show the reader how the majority of students are carried away with The Wave and enjoy the feeling of equality that The Wave gives them. She shows the reader why people blindly follow a leader and do not think as individuals, just like the Nazis in WWII. Amy joins The Wave and becomes a loyal member until the end.</p> <p><i>Supporting information:</i> Amy obediently stands by her desk, salutes and recites The Wave's motto./Laurie tells her mother that she is disturbed by the fact that Amy is taking The Wave so seriously./Amy doesn't want Laurie to publish the editorial Laurie wrote against The Wave. She feels equal to the others and does not feel threatened anymore by the competition she had with Laurie (over grades or boyfriends) before the experiment began.</p>	10

<p>18.</p>	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Explaining cause and effect.</p> <p>No: The experiment shouldn't be repeated because, as a result of The Wave, the students followed a leader blindly./didn't accept people who were not part of The Wave./lost their individuality./didn't think for themselves./ became violent.</p> <p>Yes: I think it should be repeated in other schools. As a result of The Wave, the students learned an important lesson: how easy it is to become like a Nazi. /how they might follow a leader blindly./that history can repeat itself./that we should be responsible for our own actions.</p> <p><i>Supporting information:</i> 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 were aggressive/ threatened non-members./ a Jewish boy./ David pushed Laurie down on the ground./Ben said that they have become like Nazis./They wrote "enemy" on Laurie's locker.</p>	<p>15</p>
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PART III (20 points)

(Use Rubric 4)

Students are required to the question for (19) *Mr. Know All* OR (20) *The Road Not Taken* OR (21) *The Enemy*.

Suggested length: 80-100 words.

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

19. MR. KNOW ALL / Somerset Maugham

"Can it be that we often misjudge what we see because we merely look at the surface and fail to look deeper? Yes, the truth is often hidden from us. That's why we are warned by Aesop, the Greek storyteller, that 'Appearances often are deceiving.'" – Adapted from *Chuck Gallozzi*.

Make a connection between the above quote and the story. Give information from the story to support your answer.

According to Aesop, "Appearances often are deceiving." We often only look at the outside of people and fail to see a person's true character, which may be hidden from us in the beginning. The above can be applied to the story. In the story we see Mr. Kelada through the eyes of the narrator. The narrator judges him by what he sees in their cabin – his trunk with too many labels, his fancy scent/perfume – his name, the way he looks – his dark skin and hooked nose – and the way he behaves – he is too familiar and pushy. The narrator does not like Mr. Kelada and does not think he is a true English gentleman. However, the narrator is forced to see his mistake after Mr. Kelada lies about the pearls to protect Mrs. Ramsay. The narrator realizes that Mr. Kelada is a much better person than he thought and that he is a true gentleman.

The supporting information is in the answer.

OR:

20. THE ROAD NOT TAKEN / Robert Frost

"You are unique. You have different talents and abilities. You don't have to always follow in the footsteps of others. And most important, you should always remind yourself that you don't have to do what everyone else is doing." *The Light in the Heart* by Roy T. Bennett.

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

In the poem the poet is standing in a wood facing two roads, trying to decide which road he should take. The roads symbolize choices in life. Finally, because he cannot see too far ahead, the poet decides to choose the road less travelled by – the road that fewer people have chosen in life. The poet has chosen his own way and not the one that everyone else has taken. This is just like in the quote that says that you don't have to follow in the footsteps of others and do what everyone else is doing.

The supporting information is in the answer.

OR:

21. THE ENEMY/Pearl S. Buck

“One’s true nature is revealed at times of great adversity and a great human spirit is one that endures struggles and conflicts and remains true to their deepest beliefs right to the end.” – Adapted from Daisaku Ikeda

Make a connection between the above quote and the story. Give information from the story to support your answer.

Throughout the story the main character, Sadao, a Japanese doctor has a conflict — whether or not to save the life of a wounded American soldier. He struggles with his belief that as a doctor it is his job to save lives but, as a patriotic Japanese, it is his responsibility to turn this man in to the authorities. As in the quote, Sadao struggles with this dilemma but remains true to his deepest belief, saving human life, and saves the enemy.

Supporting information: He discusses with his wife whether to save Tom./ He operates on Tom./He took an oath to save lives./He tells the General about Tom./He doesn't object when the General says he'll send assassins./He doesn't want to become friendly with Tom./ He helps Tom escape./At the end, he wonders why he saved Tom.

APPENDIX TO PARTS I AND II

Thinking Skills

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