

MODULE F – LITERATURE , דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות

מס' 016584, מועד ב', קיץ תשע"ח

**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

Answer questions **1 – 4**.

1.	iii) is hot and stony	5
2.	iii) he asks George different questions	5
3.	<p><i>(Use Rubric 2)</i></p> <p>Mr. Cattanzara wants to let George know that he is behaving in an irresponsible manner. / George is not being responsible for his future.</p> <p><i>Supporting information:</i> George has left school. / Mr. Cattanzara gives George a nickel to buy lemon ice like he did when he was a child. / George isn't reading books at all. / George wastes his time during the day listening to the radio / reading old magazines. / George goes to the park at night to dream about a better future and then continues his regular life next day.</p>	10
4.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Uncovering motives</p> <p>Mr. Cattanzara wants George to change his life. / to get an education. / read the books. // Mr. Cattanzara sees himself in George. He doesn't want George to make the same mistakes he made. He wants George to take responsibility for his life. This will motivate George to really start reading and become educated.</p> <p><i>Supporting information:</i> Mr. Cattanzara tells George "don't do what I did". / George feels good that the neighbors are smiling at him.</p>	15

PART II (45 points)

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

B. ALL MY SONS / Arthur Miller

Answer questions **5 – 9**.

5.	ii) Ann comes to visit the Kellers.	5
6.	<p><i>(Use Rubric 1)</i></p> <p>He gave up medical research because Sue wanted him to come home. / He takes money from patients who aren't sick because Sue wants money.</p>	5
7.	<p><i>(Use Rubric 2)</i></p> <p>Chris wants Mother to realize that Ann knows that Larry is not coming back. She has not been waiting for him and she wants to marry Chris.</p> <p><i>Supporting information:</i> Mother says Larry is not dead and Chris has no right to take his girl. / Chris started writing to Ann. / Chris invited Ann to come visit. / Ann says that she has been waiting for Chris to write to her.</p>	10
8.	<p><i>(Use Rubric 2)</i></p> <p>When George arrives at the Keller home, everything starts to change. Before he arrives, the family and the neighbors choose to ignore the fact that Joe is probably guilty. However, when George arrives, he brings conflict to the family. He is the only who accuses Joe of being guilty of the cylinder-head crime. A lot of important information comes out during the conversations between the family and George and this leads to Chris accepting that Joe is guilty.</p> <p><i>Supporting information:</i> George believes what his father told him about the case and tells it to everyone. / He accuses Joe of putting all the blame on Steve. / He tells Ann not to marry Chris and tells her to leave with him. / He argues with Chirs about Joe's role in the cylinder-head crime. / Mother says that Joe has not been sick for 15 years.</p>	10
9.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Inferring / Explaining cause and effect</p> <p>I can infer from what Joe said that he didn't have a lot of money when he was growing up and had to go out and work from an early age. This experience made him want to give his wife and children everything. Therefore, Joe's most important value is his family and having the money to give them a good life. He is willing to do anything even if it means he has to commit a crime. / even if it means sacrificing the lives of soldiers and letting his partner and friend, Steve, take the blame for the crime.</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). / He sent the cracked cylinder heads to the army. / He let Steve go to jail for the crime.</p>	15

OR:

C. THE WAVE / Morton Rhue

10.	i) She felt equal to Laurie.	5
11.	iii) show the terrible things the Nazis did	5
12.	<p><i>(Use Rubric 2)</i></p> <p>The Grapevine gives the students a chance to see a different side of The Wave. This is important because the newspaper is read by everyone. Also, <i>The Grapevine</i> special edition is a turning point that makes the students and teachers see the dangerous and violent sides of The Wave. After this special edition comes out, Principal Owen decides that Mr. Ross has to end his experiment.</p> <p><i>Supporting information:</i> Laurie writes in <i>The Grapevine</i> that The Wave is a mindless movement and it doesn't allow for freedom of speech. // Parents and teachers went to Principal Owen to complain. The football coach complained that Ross had been brainwashing kids.</p>	10
13.	<p><i>(Use Rubric 2)</i></p> <p>Robert's mother, Mrs. Billings, reacts to The Wave in a personal way. She is only interested in how it affects her son, Robert. She doesn't relate to the ideas behind it. On the other hand, Laurie's mother, Mrs. Saunders, only relates to the ideas behind The Wave. She is afraid it is manipulating the students and taking away their individuality. She does not want Laurie to become part of it.</p> <p><i>Supporting information:</i></p> <p>Mrs. Saunders: She told Laurie that people have to do things their own way. / people have to act as individuals. / She said they raised Laurie to be an individual. She told Laurie that the popular thing is not always the right thing. / She said that The Wave sounds like brainwashing. / a cult.</p> <p>Mrs. Billings: She is very happy about the change in Robert because he is now popular. He had a lot of problems in the past and she was worried about him.</p>	10

<p>14.</p>	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Inferring / Explaining cause and effect</p> <p>Ben Ross starts The Wave experiment because he can't answer the students' questions about why Germans became Nazis. He plans for the experiment to continue only for a short time. I can understand that the plan changes and he continues with it because the students quickly become obsessed with the idea of belonging to a movement. I can infer that he continues also because he, too, becomes obsessed with it and his role as its leader. He only ends it when he has to.</p> <p><i>Supporting information:</i> Ben Ross thinks he can take two lessons to teach his class what life was like in Nazi Germany. / He tells his wife that the students will have to learn for themselves about life in Nazi Germany. / He says he isn't sure how far to let the experiment go. / The students blindly follow him. They even become violent. / His wife says he is becoming a guinea pig in his own experiment. / Ben says he likes the power that The Wave gives him. / The students beat up a student who didn't want to join The Wave. / David pushes Laurie.</p>	<p>15</p>
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PART III (20 points)

(Use Rubric 4)

Students are required to the question for **(15) *The Road Not Taken*** OR **(16) *The Enemy***.

Suggested length: 80-100 words.

15. THE ROAD NOT TAKEN / Robert Frost

In the quote Da Vinci claims that he tried to find answers to things he did not understand while walking in nature. Like in the quote the setting of the poem *The Road Not Taken* is also set in nature. The narrator walks along a road in a yellow wood trying to decide which road to take. Like Da Vinci, the narrator tries to search for answers. His dilemma is about which direction to take in his life. / what choices to make. The narrator looks down one road as far as he can but then chooses the road that is "grassy and wanted wear".

The supporting information is in the answer.

OR:

16. THE ENEMY / Pearl S. Buck

The quote above says that we can learn to practice compassion and tolerance from our enemies. In the story, "The Enemy", an American prisoner of war is washed up on the shore near a Japanese doctor's home. The doctor is then faced with a dilemma, what to do with this man, his enemy – to help him, to turn him over to the authorities or to leave him to die. Though Dr. Sadao knows that Tom is his enemy, he shows compassion when he looks after him as does his wife Hana, who even feeds Tom when he first wakes up from the operation. Both Dr. Sadao and Hana show tolerance towards Tom when they keep him in their home and allow him to recover from his injuries even though they know that this could be extremely dangerous for them. In the end Sadao even helps him escape.

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