

MODULE F – LITERATURE, ספרות – שאלון 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	<ul style="list-style-type: none"> Answer is correct. 		<ul style="list-style-type: none"> Answer is partially correct. 	<ul style="list-style-type: none"> Answer is incorrect.
	80%		40%	0
Language	<ul style="list-style-type: none"> Correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Answer is correct. The answer includes supporting details/examples when necessary. Message is clear. 		<ul style="list-style-type: none"> Answer is partially correct. The answer does not include sufficient details/examples when necessary. Message is partially clear. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 	<ul style="list-style-type: none"> 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) *The Enemy*.

A. THE ENEMY / Pearl S. Buck

1. (iv) is a white man	5
2. (ii) he doesn't send him a signal	5
3. (<i>Use Rubric 2</i>) I think that Sadao doesn't want to know anything about the prisoner because he doesn't want to get to know him as a real person / get close to him. He needs to treat the prisoner because he is a doctor. When the prisoner is better, he will have to turn him into the police. <i>Supporting information:</i> Sadao doesn't want to know the prisoner's name. / Sadao tells the prisoner not to thank him too soon.	10
4. (<i>Use Rubrics 2 and 3</i>) <i>Possible thinking skill:</i> Comparing and contrasting The servants see the prisoner as the enemy. The servants are simple, superstitious people who do not have doubts about what needs to be done. They think he should be left to die. When the prisoner is brought home they refuse to have anything to do with him. On the other hand, Sadao and Hana have a moral dilemma about whether to help the prisoner or let him die. Sadao and Hana have been educated in America. They know more about other people than the servants but, at the same time, they are patriotic. Also, Sadao has taken an oath to help anybody in need / is a trained doctor and this too affects his decision to help the prisoner. <i>Supporting information:</i> The servants think Sadao should not operate on / treat the prisoner. / Yumi refuses to wash the prisoner. / When Sadao continues to treat the prisoner, the servants decide to leave. / Hana washes the prisoner / feeds him when he wakes up. / Sadao operates on the prisoner and saves his life. / Sadao helps the prisoner to escape to a nearby island.	15

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

5.	(iii) Chris wrote to her and told her to come.	5
6.	(ii) Larry is flying his plane over their house.	5
7.	<p>(Use Rubric 2)</p> <p>I think Miller opened the play in this way to give the readers the feeling that everything is normal and peaceful as it is in most families on a Sunday morning. But the broken tree is a sign that there is something wrong. As the play proceeds, we learn that there are many problems in the lives of the characters and nothing is really as it seems.</p> <p><i>Supporting information:</i> Accept any issues discussed in the play, e.g., Joe and Steve have been accused of a terrible crime. // Steve has been sent to jail. // The Deevers moved away. // Larry has gone missing during the war.</p>	10
8.	<p>(Use Rubric 2)</p> <p>Joe thinks that Larry saw the world the same way he does. Joe believes that Larry would have come into the business with him and made money. But Joe is wrong. Larry is an idealist, not practical like Joe. We find this out through the letter that Larry wrote to Ann just before his death. He read in the newspapers that his father and Ann's father were being convicted of the deaths of 21 pilots. They sold faulty airplane parts to the army. Larry couldn't live with the thought that his father had done such a thing, causing the deaths of 21 pilots. Because of this, Larry committed suicide.</p> <p><i>Supporting information in answer.</i></p>	10
9.	<p>(Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Inferring</p> <p>I can infer from what Chris said to Joe that he is ashamed of the money his father made during the war. // I can infer that Chris suspects that his father is guilty and doesn't want to be publicly connected to a business that caused the death of 21 pilots. // I can infer that Chris feels guilty that he is living a regular life after what happened to his soldiers during the war.</p> <p><i>Supporting information:</i> Chris says there is blood on the things they own. // Chris tells Ann that he felt ashamed to use the money from his father's business. // Chris says that he feels guilty doing all the regular things in life like having a bank account, driving a car, buying new appliances.</p>	15

OR:

C. THE WAVE / Morton Rhue

<p>10. (ii) believes in The Wave</p>	<p>5</p>
<p>11. (i) because he thinks Ben needs one</p>	<p>5</p>
<p>12. (<i>Use Rubric 2</i>)</p> <p>Ben wanted his students to learn about the dangers of the Nazi regime but the students went too far. They followed him blindly / were brainwashed / became violent.</p> <p><i>Supporting information:</i> Most of the students join The Wave without thinking. / Students leave other classes to join his classes. / They beat up a Jewish boy. / They threaten Laurie. / write "traitor" on her locker. They report anyone who breaks the rules. / They greet each other with slogans and salutes.</p>	<p>10</p>
<p>13. (<i>Use Rubric 2</i>)</p> <p>During the experiment, Ben has learned some things about himself. He does not like what he has become. He has been carried away by the experiment. He likes being the leader and people obeying him / saluting him. // He feels responsible for the pain he is causing his students when he ends The Wave.</p> <p><i>Supporting information:</i> He begins to dress in suits as a leader should. // Christy says he has become a guinea pig in his own experiment. // He agrees to have Robert become his bodyguard. // He is afraid to look in the mirror because he might see himself as a dictator. // He knows Robert will suffer the most when The Wave ends. / will become the class loser again.</p>	<p>10</p>
<p>14. (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Possible thinking skill:</i> Inferring</p> <p>I believe Christy's role in the story is to make clear to us what her husband is like. Christy tells us in advance about problems with her husband's behavior and how they might affect the experiment. // Christy reflects what is really happening to her husband. // Christy reminds her husband of reality. / tells him the truth. / serves as a moral sounding board for her husband.</p> <p><i>Supporting information:</i> She knows her husband gets very involved in his projects and doesn't know when to stop. // She realizes that he is too involved in The Wave and that he isn't aware how serious the situation has become. // She warns him about what is happening and tries to get him to end the experiment. // She warns him: you are becoming a guinea pig in your own experiment. // She asks him how long he plans to go on with this.</p> <p>Examples of roles: reasonable voice / conscience / adviser / someone who puts him back on track.</p>	<p>15</p>

PART III (20 points)

(Use Rubric 4)

Students are required to answer the question for **(15) *The Split Cherry Tree*** OR **(16) *The Road Not Taken***.

Suggested length:80-100 words.

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

15. THE SPLIT CHERRY TREE / Jesse Stuart

Charles Platt claims that teachers do not only teach subject matter but are important people in the lives of their students. Professor Herbert is this kind of teacher. He explains to Pa that it is important to study out of the classroom because the students will understand the material better. Professor Herbert believes that he is helping Dave mature and understand the world better. He believes that by letting Dave work and earn the money that needs to be paid for the broken tree, Dave will learn an important lesson. / He also teaches Pa to see the world is changing.

Supporting information is in the answer.

OR:

16. THE ROAD NOT TAKEN / Robert Frost

The quote is telling us that even though we can change our job or what we do in life, we have to know that each time we do this, we will be different than who we were before. This connects to the poem because one of the main messages of the poem is that whichever path we choose, it will influence us and make us who we are in the future. Although the speaker is free to choose his own road, he knows that his choice will change him, "And that has made all the difference." He knows that the road he chooses will take him to new places and that he can never come back to be who he was or where he was before, "Yet knowing that way leads on to way."

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