

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 016117, חורף תשע"ג

**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.**
- **For questions requiring two answers, each answer is worth 50% of the total: 40% for content and 10% for language. If one answer is wrong, the student can receive a maximum of 50%.**
- **If students give more answers than asked for, only mark the first answer(s). Do not deduct for additional answers.**

- **For HOTS questions requiring choice and explanation of HOTS:**
 - 1) **If question (a) is correct and (b) incorrect or refers to a different skill, give credit for (a) but give (b) 0 points.**
 - 2) **If question (a) is incorrect and (b) correct, give no credit for either (a) or (b).**
 - 3) **Students are allowed to use any HOTS that appears in the Literature Handbook.**
- **For justification of the choice of HOTS (b questions):**

No reference to text = 0 points (e.g., I chose the HOTS of inferring because I had to read between the lines in order to write my answer.)
- **Bridging questions:**

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70% of content. (See Rubric 4: "Answer does not show connection between the new information and the text.")

Rubrics for Marking Module F

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> • Answer is relevant to the question. • There is sufficient and fully accurate reference to the text. 		<ul style="list-style-type: none"> • Answer is partially relevant to the question. • There is some reference to the text and / or the reference is partially accurate. 		<ul style="list-style-type: none"> • Answer is not relevant to the question. • There is no reference to the text or the reference is inaccurate.
	80%	70%	60%	50%	40-0%
Language	<ul style="list-style-type: none"> • Correct use of grammar and vocabulary. 				<ul style="list-style-type: none"> • Incorrect use of grammar and vocabulary.
	15%				0
	<ul style="list-style-type: none"> • Correct use of spelling and punctuation. 		<ul style="list-style-type: none"> • Partially correct use of spelling and punctuation. 		<ul style="list-style-type: none"> • Incorrect use of spelling and punctuation.
5%	---	3%	---	0	

Rubric 2: HOTS questions

For HOTS questions requiring choice and explanation of HOTS:

- If question (a) is correct and (b) incorrect or refers to a different skill, give credit for (a) but give (b) 0 points.
- If question (a) is incorrect and (b) correct, give no credit for either (a) or (b).
- Students are allowed to use any HOTS that appears in the Literature Handbook.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> • Answer is relevant to the question. • There is sufficient and fully accurate reference to the text. • The answer includes supporting information when necessary. • Message is clear. 		<ul style="list-style-type: none"> • Answer is partially relevant to the question. • There is some reference to the text and/or the reference is partially accurate. • Message is partially clear. 		<ul style="list-style-type: none"> • Answer is not relevant to the question. • 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 not clear.
	80%	70%	60%	50%	40-0%
Language	<ul style="list-style-type: none"> • Correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> • Partially correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> • Incorrect use of grammar and vocabulary.
	15%		10%		0
	<ul style="list-style-type: none"> • Correct use of spelling and punctuation. 		<ul style="list-style-type: none"> • Partially correct use of spelling and punctuation. 		<ul style="list-style-type: none"> • Incorrect use of spelling and punctuation.
5%	---	3%	---	0	

Rubric 3: Justification question

For justification of the choice of HOTS (b questions):

No reference to text = 0 points (e.g., I chose the HOTS of inferring because I had to read between the lines in order to write my answer.)

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Correlation between choice of thinking skill and explanation. Relevant and specific reference to text. 		<ul style="list-style-type: none"> Partial correlation between choice of thinking skill and explanation. Partially relevant reference to text. 		<ul style="list-style-type: none"> No correlation between choice of thinking skill and explanation. No relevant reference to text.
	80%	---	60%	---	0
Language	<ul style="list-style-type: none"> Correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> Partially correct use of grammar and vocabulary. 		<ul style="list-style-type: none"> Incorrect use of grammar and vocabulary.
	15%		10%		0
	<ul style="list-style-type: none"> Correct use of spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of spelling and punctuation. 		<ul style="list-style-type: none"> Incorrect use of spelling and punctuation.
5%	---	3%	---	0	

In these items there is more than one possible answer. Different thinking skills may be relevant, as long as they are supported by the text.

Rubric 4: Bridging Text and Context question

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70% of content. ("Answer does not show connection between the new information and the text.")

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> • All information is relevant and accurate. • Information from the text is given to support the answer. • Answer clearly shows connection between the new information and the text. • Answer is well organized. • Message is clear. 		<ul style="list-style-type: none"> • Most information is relevant and accurate. • Information from the text is given to support the answer is insufficient and / or not entirely appropriate. • Answer partially shows connection between the new information and the text. • Answer is fairly well organized • Message is partially clear. 		<ul style="list-style-type: none"> • Most information is irrelevant and inaccurate. • No information is given to support the answer. • Answer does not show connection between the new information and the text. • Answer is poorly organized. • Message is unclear.
	80%		60%		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 either **(A) Ozymandias** OR **(B) A Summer's Reading**

A. OZYMANDIAS / Percy Bysshe Shelley

<p>1. (Use Rubric 1) (i) He met a person who had seen the statue of Ozymandias.</p>	<p>5 points</p>
<p>2. (Use Rubric 1) <i>Two of the following:</i> two (huge/large) legs ["two vast... legs of stone"]; a (broken) face (with a frown, wrinkled lip and sneer) ["a shattered visage"] / head; a pedestal (on which words appear) / inscription</p>	<p>5 points</p>
<p>3. (Use Rubric 2) Ozymandias was a proud / confident / arrogant / vain / conceited man who (was used to commanding people and) thought he was better than everyone else / he had no humility. The statue's face has a sneer / an expression of command and shows Ozymandias's disrespect for people. <i>Accept answers that describe his leadership. e.g., "He was a strong leader." Accept answers that refer to the words on the pedestal. Accept answers that relate to "the hand that mocked them". Deduct 10% for inaccurate details like "physically big or strong" if these are added to a correct answer.</i></p>	<p>10 points</p>
<p>4. a. (Use Rubric 2) <i>Possible thinking skill:</i> Comparing and contrasting / Different perspectives / Inferring <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 4b.</i> It is surprising that nothing remains of all the king's works when he was so sure they would last forever and everyone would always be impressed by them and remember him. (At the time that he lived there was a huge kingdom but now everything is gone.)</p>	<p>10 points</p>
<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Comparing and contrasting:</i> The skill of Comparing and Contrasting helped me compare the way the kingdom looked a long time ago when the king was alive to the way it looks today. <i>Distinguishing different perspectives:</i> I used the skill of Different Perspectives because it helped me to see the difference between the way Ozymandias saw his kingdom and the way the traveler sees it. <i>Inferring:</i> I used the skill of Inferring because when we read the words written on the pedestal we can infer he believed that his kingdom would last forever.</p>	<p>5 points</p>
<p>5. a. (Use Rubric 2) When Ozymandias lived, he had a great kingdom. He thought his "works" would last forever and people would always be impressed by how great and powerful he was. However, instead of a great kingdom, all that is left is desert sand and a broken statue.</p>	<p>7 points</p>

<p>b. The lines describe what is left of the greatest kings and kingdoms -- decay and sand. The idea in the poem is that people and their achievements do not last forever (and that people shouldn't be so proud).</p>	<p>8 points</p>
--	-----------------

OR

B. A SUMMER'S READING / Bernard Malamud

<p>6. (Use Rubric 1) (ii) he spent most of his days doing nothing.</p>	<p>5 points</p>
<p>7. (Use Rubric 1) <i>Two of the following:</i> He wished for a good job. // to live in a private house. // to have some money. // to have a girlfriend. // He wanted people to like and respect him.</p>	<p>5 points</p>
<p>8. (Use Rubric 2) Mr. Cattanzara's respect is important to George because George has a high opinion of Mr. Cattanzara. <i>Answer should be supported by at least one of the following:</i> Mr. Cattanzara asks George questions that show he is very interested in him. // He is like a father to him. // George thinks Mr. Cattanzara is smarter than other people in the neighborhood. For example, he reads <i>The New York Times</i> from cover to cover. <i>If answers relate only to George's need for respect in general rather than his need for respect <u>specifically from Mr. Cattanzara</u>, deduct 40%.</i> <i>Do not accept if answer relates only to the results of Mr. C's respect (e.g. "Mr. C's respect made / will make the people in the neighborhood respect George")</i> <i>For answers with none of the supporting examples, deduct 20%.</i></p>	<p>10 points</p>
<p>9. a. (Use Rubric 2) <i>Possible thinking skills:</i> Explaining patterns / Explaining cause and effect / comparing and contrasting. <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 9b.</i> Mr. Cattanzara sees George as a young man who is going to repeat the same pattern of behavior as he did when he was young. He was smart but wasted his potential by not getting an education and works at a boring job. He wants George to stop wasting his potential and do something to change his life. He says to George, "Don't do what I did." <i>Accept "Mr. Cattanzara sees George as a kid" or "Mr. Cattanzara sees George as a son" (with supporting information)</i></p>	<p>10 points</p>

<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Explaining patterns:</i> I chose the skill of Explaining Patterns because I showed how Mr. Cattanzara is afraid that George will repeat his own mistakes in life. <i>Explaining cause and effect:</i> I chose the skill of Cause and Effect because if George continues not doing anything with his life the effect will be that he will end up like Mr. Cattanzara. <i>Comparing and contrasting:</i> I chose the skill of Comparing and Contrasting because I compared Mr. Cattanzara's life to what George's life is now and could be in the future.</p>	<p>5 points</p>
<p>10. a. (Use Rubric 2) George was ashamed to see anyone / was ashamed of himself so he didn't leave the room. // He thought that Mr. Cattanzara would tell everyone that he hadn't been doing any reading. // He thought he lost the respect of everyone in his neighborhood. <i>Accept answers that relate to George not wanting to face Sophie.</i></p>	<p>7 points</p>
<p>b. George doesn't deal with things; he just avoids them. <i>Answer should be supported by at least one of the following:</i> He doesn't want to meet Mr. Cattanzara after he lied to him about the book. / He avoids speaking to people in the neighborhood by staying in his apartment all day and only going to the park at night. / He dropped out of school because the teachers didn't respect him. / He left every job he took. / He was good at carpentry but he did nothing about it. <i>If no supporting examples, deduct 20%.</i></p>	<p>8 points</p>

PART II (35 points)

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

C. ALL MY SONS / Arthur Miller

<p>11. (Use Rubric 1) (iii) they shouldn't have let her believe Larry is alive</p>	<p>5 points</p>
<p>12. (Use Rubric 1) This dialogue makes George realize that Keller was lying when he said that he was sick on the day the cracked cylinder heads were shipped and so is guilty of killing the 21 pilots. <i>Accept if answer refers to lying about the crime rather than lying about being sick.</i> <i>If "Steve is innocent" is added to a correct answer, deduct 10%. If this is the entire answer ("He understands that his father is innocent"), deduct 40%.</i> <i>Accept if what George understands is that Keller framed his father.</i></p>	<p>5 points</p>

<p>13. (Use Rubric 2)</p> <p>Sue means that Chris is idealistic when it comes to other people, but not when it comes to himself. For example, he tells Jim not to think about money and to do medical research because that is what he loves, while Chris himself is working in his father's business for the money even though he knows the business is "dirty."</p> <p><i>Give maximum of 50% for content if no example.</i></p> <p><i>If no mention of what Chris encourages Jim to do, deduct 20%.</i></p> <p><i>If answer mentions the things that Chris encourages others to do but not why he is "phoney", deduct 40%.</i></p>	<p>10 points</p>
<p>14. a. (Use Rubric 2)</p> <p><i>Possible thinking skills: Inferring / Problem solving</i></p> <p><i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 14b.</i></p> <p><i>At least one of the following: Chris is ashamed of the money his father made during the war. // 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. // Chris tells Ann that he felt ashamed to use the money from his father's business. // Chris wants to be able to leave the business at any time if he doesn't get his parents' blessing for his marriage. //Chris feels guilty that he survived the war.</i></p>	<p>10 points</p>
<p>b. (Use Rubric 2)</p> <p><i>Possible explanations for thinking skills:</i></p> <p><i>Inferring: I chose the HOTS of Inferring because Chris doesn't tell us why he doesn't want his name on the business. I had to infer it from what Chris told Ann about being ashamed. / from Chris telling his father that he would leave if he didn't get his parents' blessing for his marriage. / from when he says that there is "blood" on the things they own.</i></p> <p><i>Problem solving: I chose the skill of Problem Solving because Chris solves his problem of guilt about the business by not having his name connected to it.</i></p>	<p>5 points</p>
<p>15. (Use Rubric 2)</p> <p>a. Joe feels this way because he feels his family no longer supports him. Chris has found out the truth about his crime and has lost all respect for his father, and left home. Kate also tells Joe that he has to face what he did; in the past she supported him by saying nothing.</p> <p><i>Pupils can relate to either Kate or Chris or both of them. This quote comes <u>before</u> the letter.</i></p> <p><i>Do not accept answers that relate only to Larry BUT if reference to Larry killing himself is added to a correct answer, deduct 20-40% depending on how much correct information is in the answer.</i></p>	<p>7 points</p>

<p>b. Before he learns of Larry's letter, Joe doesn't understand what he's done wrong. He did everything for his family, the most important thing in the world to him, and everything he needed to do to protect them can be forgiven. But once he reads Larry's letter, he changes completely. He finally understands how serious his crime was because his own son killed himself because of it. He realizes that it's not enough to be concerned only about your own family, but that one must be concerned about society in general.</p> <p><i>If only write Joe's view of family before OR after, deduct 60%.</i></p> <p><i>Answers must relate to family in general, not specifically to Joe's family. NOT "Afterwards, he thought his family had betrayed him."</i></p>	<p>8 points</p>
---	-----------------

OR

D. THE WAVE / Morton Rhue

<p>16. (Use Rubric 1)</p> <p><i>One of the following: sit up straight in class // everyone has to have a pen and notepaper in class//when asking or answering a question students need to stand next to their seats //students have to say "Mr. Ross" before asking or answering a question.</i></p>	<p>5 points</p>
<p>17. (Use Rubric 1)</p> <p>(i) He wants them to feel that they are all equals.</p>	<p>5 points</p>
<p>18. (Use Rubric 2)</p> <p>I think this statement is true because Ben becomes so involved in the experiment that it affects his whole life both at school and at home.</p> <p><i>Answer should be supported by at least one of the following examples: He makes extreme rules for the students and he personally takes them very seriously, like the mottos and the saluting. // Other teachers at his school claim that he has become like a dictator and doesn't behave like a high school teacher. // He spends hours at home studying the Nazi Party and at school he has complete control over his students and everything they do and even has a bodyguard, Robert.</i></p> <p><i>"Yes" answers must include some element of Ben getting personally involved in the experiment.</i></p> <p style="text-align: center;">OR:</p> <p>I think this statement is not true because Ben is aware of the effects of the experiment on him. If he is aware of what is happening to him he isn't really a guinea pig.</p> <p><i>Answer should be supported by at least one of the following examples: When Robert says he wants to be Ben's bodyguard Ben asks himself why he agrees to this. // He understands that he enjoys playing the role of the leader whose authority is not questioned.</i></p> <p><i>Accept implied answers, even if they don't include the words "yes" or "no" (e.g. "Ben liked the feeling the experiment gave him and got involved in it just like his students")</i></p> <p><i>If answer is not supported by examples, deduct 20%.</i></p>	<p>10 points</p>

<p>19. a. (Use Rubric 2)</p> <p><i>Possible thinking skills:</i> Explaining cause and effect</p> <p><i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 19b.</i></p> <p>Yes, Ben made a mistake.</p> <p><i>Answer should be supported by at least one of the following examples:</i> The Wave took over the students' lives. // They stopped thinking for themselves and only wanted to be part of the group. // They even believed the rules of The Wave would enable them to win an important ball game. //The Wave led to violence in the school such as attacking a student and writing "Enemy" on Laurie's door.</p> <p style="text-align: center;"><u>OR:</u></p> <p>No, Ben didn't make a mistake because he succeeded in proving his point about how easily people can blindly follow a leader and how something as terrible as becoming a Nazi could happen. By the time the experiment ended, the students understood the lesson Ben was trying to teach them.</p> <p><i>If answer is not supported by examples, deduct 20%.</i></p>	<p>10 points</p>
<p>b. (Use Rubric 3)</p> <p><i>Possible explanations for thinking skills:</i></p> <p><i>Explaining cause and effect:</i> I chose the skill of Cause and Effect because I showed how the experiment caused the students to behave like robots – to act without thinking and blindly follow Ben. This shows that Ben was wrong to do it because he caused problems in the school. OR: This shows that Ben was right to do it because he taught them a lesson.</p>	<p>5 points</p>
<p>20. (Use Rubric 2)</p> <p>a. Robert would definitely agree that there were good things about The Wave. It changed his life completely.</p> <p><i>Answer should be supported by at least one of the following examples:</i> He stopped being ignored and being looked upon as the class loser. // He became equal to everyone and accepted by everyone. // He sat with everyone at meals and they listened to him when he spoke. // His new confidence even made him look better physically.</p> <p>No, he wouldn't agree with Laurie. The Wave changes Robert's life -- he was accepted and part of the group. However, when The Wave ended, Robert was devastated -- he cried at the rally. He understood that it has been a fantasy and he was right back where he started, but even worse because he had tasted the feeling of popularity.</p> <p><i>Do not accept answers that simply state yes or no or state yes and no and then repeat the question (e.g. "Robert would agree with Laurie because there were some good things about The Wave at the beginning")</i></p> <p><i>If answer is not supported by examples, deduct 20%.</i></p> <p><i>Answer must specifically relate to how the experiment affected Robert personally. If not, deduct 40%. If add general information about the experiment to a correct answer, accept.</i></p>	<p>7 points</p>

<p>b. At the beginning David was enthusiastic about The Wave. For example, he thought it could help the football team to improve. But during the novel he finds himself being violent towards Laurie. By the end of the novel his perspective changes and he agrees with Laurie that The Wave was very dangerous.</p> <p><i>Answer must include supporting information for David's perspective before <u>and</u> after. If no supporting information for BEFORE, deduct 20%. If no supporting information for AFTER, deduct 20%. If no supporting information for either, deduct 40%.</i></p> <p><i>Do not accept answers that only refer to when his attitude changed and not why. (e.g. "David's attitude changes after he pushed Laurie down.")</i></p>	8 points
---	----------

PART III (30 points)

(Use Rubric 4)

Students are required to answer questions for either **(E) Mr. Know All** OR **(F) The Split Cherry Tree**.
Suggested length:80-100 words.

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

E. MR. KNOW ALL / W. Somerset Maugham

- 21.** *Answer must relate to at least one character from the story and discuss the character's good and bad qualities.*

Mr. Kelada:

Good qualities:

He is sociable, generous, willing to share his things, an organizer.

He is cultured.

He has a very kind and human side.

He is ready to look like a fool in order to help a woman he hardly knows.

He is a true gentleman.

Bad qualities:

Mr. Kelada has many weaknesses: self-important, arrogant and bossy, argumentative, vain.

He loves showing how smart, rich and cultured he is.

He talks a lot.

If pupil does not mention Kelada helping Mrs. Ramsay at the end take off 20% of content.

Mrs. Ramsay:

Good qualities:

She is modest.

She has a nice sense of humor.

She has pleasant manners.

Bad qualities:

She lies to her husband.

She is willing to let Mr. Kelada lose his honor.

The narrator:

Good qualities:

He notices things about people. (e.g., he notices how upset Mrs. Ramsay is when the pearls are discussed.)

He is ready to change his opinion.

Bad qualities:

He is prejudiced.

He is a snob.

He is unfriendly.

He looks down on people in trade.

He doesn't do things for other people.

Answer must include examples of at least one of the qualities mentioned. If there are no examples, deduct 20%.

If answer mentions only good or only bad qualities (supported by examples) deduct 40%.

OR

F. THE SPLIT CHERRY TREE / Jesse Stuart

- 22.** *The answer should include some of the following: Like Jesse Stuart, Dave comes from a family of farmers. He has to do farm work. Dave's family was poor. Pa received only a basic education. Pa taught Dave to value education. Unlike Jesse Stuart Pa was distrustful of school education at the beginning and thought it was a waste of time. But after visiting the school he learned to appreciate it. One comparison between the story and the quote is sufficient.*

Comparisons must be supported by details. If there are no details, deduct 40%.

APPENDIX TO PARTS I AND II

(נספח לפרק ראשון ושני)

Thinking Skills

(כישורי חשיבה)

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns