

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 016117, 416, קיץ תשע"ד

**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:

- Students are allowed to use any HOTS that appears in the Literature Handbook.
- 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

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.

If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.

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 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

<p>1. <i>(Use Rubric 1)</i></p> <p><i>Two of the following: He has no money / no job / no girlfriend. // He is bored. // He feels he doesn't get respect. // He hasn't finished school. // He wanted a bigger house / to live in a better neighborhood. // He is lonely. // He doesn't have anyone to talk to. // He doesn't have a mother. // He doesn't have a relationship with his father. // His family / father is poor.</i></p> <p><i>Accept: His sister has stopped giving him money.</i></p> <p><i>Accept: He feels bad about lying to Mr. Cattanzara.</i></p> <p><i>Accept: He thinks everyone knows about his lie.</i></p> <p><i>*NOT: "He is ashamed" (but accept if added to a correct answer).</i></p>	5 points
<p>2. <i>(Use Rubric 1)</i></p> <p><i>That George had a list of (100) books and was already reading them. // That George was picking up his education.</i></p> <p><i>Accept: That George was <u>planning to read</u> the books.</i></p> <p><i>*NOT: "That George read a lot of books"</i></p>	5 points
<p>3. <i>(Use Rubric 2)</i></p> <p><i>George felt that Mr. Cattanzara knew the truth (that he hadn't read any books). // George felt that Mr. Cattanzara was disappointed in him. // George was afraid that Mr. Cattanzara would maybe tell the truth to the people in the neighborhood. Then the neighbors would not respect him anymore.</i></p> <p><i>He felt guilty that he wasn't reading and was afraid of what Mr. Cattanzara was thinking.</i></p> <p><i>Accept: "George felt guilty about lying".</i></p>	10 points

<p>4. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Explaining patterns / Inferring / Explaining cause and effect</p> <p>Explaining patterns:</p> <p>George blames the neighbors for the fact that he does not have a relationship with them. This is the pattern in his life. He is always blaming someone else / making excuses.</p> <p><i>Supporting information:</i> He says he wants an education but does nothing to reach his goal. // He blames his teachers for not giving him respect. // He doesn't register for summer school because the kids will be younger than he is. // He doesn't go to night school because the teachers will tell him what to do. // He doesn't work at carpentry (his hobby) because he doesn't know where he would do it. // He doesn't read fiction because he can't stand made-up stories.</p> <p>Inferring:</p> <p>We can infer that George doesn't feel strongly enough about anything to do something about it.</p> <p><i>Supporting information:</i> He wanders / hangs around. / He sits in his room. / He can't decide what to do with his life, what job to work at, whether to study or not. / He wants a job but finds reasons not to get one. / He wants to continue studying but finds excuses not to.</p> <p>Explaining cause and effect:</p> <p>George is a person who doesn't see, or doesn't want to see, that his situation is the result of his own behavior and his own wrong choices. Everything that happens to him is someone else's fault, like in this case, "the fault of the neighborhood."</p> <p><i>Supporting information:</i> If he can't find a job, it's because it's a hard time for jobs. / If he leaves school, it's because the teachers don't respect him.</p>	<p>15 points</p>
<p>5. (Use Rubric 2)</p> <p>a. When he meets this man, George understands that Mr. Cattanzara has not told anyone that he wasn't reading and feels grateful to him for letting the neighbors think he was. // George appreciates Mr. Cattanzara even more than before because Mr. Cattanzara understands how much he needs self-confidence and the respect of the neighbors. // Mr. Cattanzara is his savior. He feels that he owes him.</p> <p>* Accept: "He is grateful / appreciative" with no other information.</p> <p>* Do not deduct for missing supporting information.</p> <p>* Do not accept answers that do not relate specifically to how George felt <u>about Mr. Cattanzara</u>, e.g., "He was relieved."</p>	<p>7 points</p>

<p>b. George understands that Mr. Cattanzara is trying to help him improve his life and he wants to prove that his trust in him is justified. // George feels that he needs to justify the respect that he is getting from the people in the neighborhood. // George wants to pay Mr. Cattanzara back (for helping him get respect) / to make Mr. Cattanzara proud of him. / He feels he owes him for caring about him. // George doesn't want to disappoint Mr. Cattanzara any more. // George feels he had gotten a second chance after having felt that he had lost it all. // He has to live up to Mr. Cattanzara's trust in him. // He feels remorse. // He has finally learned the lesson that Mr. Cattanzara tried to teach him.</p>	<p>8 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

<p>6. i) it was planted in Larry's memory.</p>	<p>5 points</p>
<p>7. <i>(Use Rubric 1)</i> She wants to marry Chris. // Because Chris invited her. // She loves Chris and wants to see if he feels the same way about her. *NOT: To reveal the truth about Larry.</p>	<p>5 points</p>
<p>8. <i>(Use Rubric 2)</i> He means that all of the characters have not moved forward with their lives because they are waiting for Larry, but Larry will never come home. Chris believes that Larry is dead, but Kate won't admit this, and won't let him marry Ann. // Chris has been unable to express his true feelings for Ann until now. Ann wants to marry Chris, but can't until Kate accepts Larry's death. Kate will not accept the fact that Larry won't return and won't let Chris marry Ann. Kate has been expecting Larry to return. She has been washing his clothes and polishing his shoes hoping he will come home. Kate has been scanning the newspaper for stories of missing soldiers returning. Joe doesn't challenge Kate's belief that Larry will return, stopping Chris from marrying Ann. * If no characters are mentioned : 60% * If only one character is mentioned: 70% * For correct supporting information but no explanation of what Chris means: 50%</p>	<p>10 points</p>

<p>9. (Use Rubric 2)</p> <p>At the beginning of the play, Chris is still an idealist. <i>Supporting information:</i> He thinks people should be better in order to deserve the sacrifice made by others during the war. // He still believes that his father is someone to admire because he is innocent of the crime he was accused of. // He feels guilty about being alive.</p> <p>At the end of the play, after Chris finds out the truth about both Joe and Larry, Chris says of himself that he has become practical. <i>Supporting information:</i> He believes less in people. // He would rather leave and not face Joe than make Joe go to jail.</p> <p>At the beginning, Chris claims to be idealistic but he isn't really. <i>Supporting information:</i> He works in his father's business which earned money in the war. // He suspects his father is guilty of the crime (and says so), yet he does nothing. // At the end, after reading Larry's letter, he becomes truly idealistic. <i>Supporting information:</i> He wants to turn his father in.</p> <p>Chris's values have not really changed, he is idealistic throughout the play. <i>Supporting information:</i> At the beginning of the play, we see that he was a true idealist, who looked for meaning in the deaths of his soldiers, and who felt uncomfortable about taking money from his father's plant because he felt there was "blood" on it. // He doesn't want his name on the plant because he feels there is something ethically wrong about the way his father has made his money, from the deaths of soldiers.</p> <p>At the end of the play, once he finds out that his brother has committed suicide because of his father's misdeeds, he decides he must turn him in.</p> <p>* Answer must relate to Chris's values at both the beginning and the end of the play. Accept if the values at the beginning or end are implied (e.g., "He is <u>still</u> an idealist at the end").</p> <p>* If supporting information is given only for Chris's values at the beginning of the play or only for his values at the end of the play: 65%</p> <p>* If no supporting information is given: 50%</p> <p>* For supporting information with no explanation of Chris's values: 50%</p>	<p>10 points</p>
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<p>10. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skill:</i> Explaining cause and effect / Explaining patterns</p> <p>Joe: Explaining cause and effect:</p> <p>Because money is the most important value for Joe, it has caused him to break the law with terrible results.</p> <p><i>Supporting information:</i> Throughout the play we see that he will do anything to save his business and the money that it brings to him and his family. He is willing to ship our defective cylinder heads, bring about the deaths of 21 pilots, lie about it and even let his partner, Steve, go to jail for the crime. The effect on him is that he loses the respect of his family and in the end commits suicide.</p> <p>Money is important to Joe because family is important to him. He did whatever he had to do during the war in order to earn money for his family.</p> <p><i>Supporting information:</i> He approved the sale of defective cylinder heads.</p> <p>Explaining patterns:</p> <p>Money is very important to Joe, therefore, he has a pattern of behavior that is dishonest and immoral. Everything he does is in order to make money.</p> <p><i>Supporting information:</i> He sends cracked cylinder heads to the air force. // He lies to protect himself, allowing Steve to go to prison. // He allows himself to believe that he had no part in his son's death.</p> <p>Sue: Explaining cause and effect: Money is very important to Sue and as a result she is willing to make her husband give up on his ideals. This has a negative effect on her relationship with Jim.</p> <p><i>Supporting information:</i> Sue convinces Jim not to do research and work as a doctor visiting people who are not really sick. // She and Jim argue all the time.</p> <p>Sue is jealous of the fact that the Kellers have money. As a result, she is disappointed with her own life.</p> <p><i>Supporting information:</i> She resents that the Kellers have managed to fool everyone and keep the dirty money Joe made during the war.</p> <p>Sue resents Chris because he makes her husband want to be an idealist. As a result, she tries to keep Jim away from Chris.</p> <p><i>Supporting information:</i> Sue says that Chris makes people want to be better than it's possible to be.</p>	<p>15 points</p>
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<p>Jim: Explaining cause and effect: For Jim, money is not the most important thing. He would rather do something for humanity. But he is forced to compromise because of his wife.</p> <p><i>Supporting information:</i> Jim went to New Orleans for two months and lived on bananas and milk and studied a certain disease but Sue came and cried and so he went back and ever since then he has compromised and done what she wants.</p>	
<p>11. (<i>Use Rubric 2</i>)</p> <p>a. Kate doesn't want Joe to talk about jail because she knows he is guilty of selling defective plane parts.</p> <p><i>Supporting information:</i> Joe managed to get out of jail, while Steve, his partner, is still paying for their crime.</p> <p>Kate does not want people to be reminded of the crime.</p> <p><i>Supporting information:</i> She is afraid someone, like George, who is now a lawyer, may reopen the case.</p>	7 points
<p>b. We can infer that Joe is not an honest, moral person.</p> <p><i>Supporting information:</i> He is a person who can lie to himself and pretend the case of the cylinder heads had nothing to do with him. // He thinks that if he talks about the court paper people will believe he is innocent. // He can persuade himself of anything. // He doesn't really understand the meaning of his actions. // He has convinced himself that he is innocent.</p> <p><i>Supporting information:</i> He is shocked that anyone could imply that he is a murderer. // He thinks he did something for the sake of his family and so he can't be guilty, since his family is more important than anything.</p>	8 points

OR

C. THE WAVE / Morton Rhue

<p>12. iv) They were always competing.</p>	5 points
<p>13. i) He wants the football team to work together.</p>	5 points
<p>14. (<i>Use Rubric 2</i>) Ben becomes completely absorbed in the project (and enjoyed being the leader the kids followed). <i>Supporting information:</i> He finds it hard to stop even when he sees the students are becoming obsessed with the movement and taking it too seriously. // He tries to convince himself that there are benefits to the project even when he knows it is wrong to continue. // He only agrees to end the experiment when his wife and the principal tell him to. // He agrees to have a bodyguard. // He was so involved that he hardly had time to eat, sleep or talk to his wife.</p> <p>He began to enjoy the power and control he had over his students.</p>	10 points
<p>15. (<i>Use Rubric 2</i>) Ben shocks the students into seeing how they have changed. // It shocks them into realizing what has happened to him. <i>Supporting information:</i> He compares them to the Nazis whose behavior horrified them at the beginning of the novel. // Seeing the film and hearing Ben's description of what they have become makes them realize that they must stop the experiment.</p> <p>Ben wanted them to learn the lesson about following a leader blindly and to understand how Nazi Germany happened and could happen again. Those brutal words make them realize how far they have gone with The Wave. <i>Supporting information:</i> They bullied kids who wouldn't join. / They pressured kids into joining.</p>	10 points

<p>16. (Use Rubrics 2 and 3)</p> <p><i>Possible thinking skills:</i> Inferring / Comparing and Contrasting</p> <p>Inferring: I can infer that Robert understood that with the end of The Wave he would lose everything it has given him. He would go back to being a failure in his studies and unpopular in class / the class loser.</p> <p><i>Supporting information:</i> When he was a member of The Wave, he was popular and felt equal to his classmates. He was Ben's bodyguard which gave him a position of status.</p> <p>Comparing and Contrasting: I can compare Robert's popularity and acceptance by his classmates within The Wave movement with what will probably happen now that the experiment is ending. He will go back to being unpopular with his classmates and a failure in his studies. He knows this and this is why he is crying.</p> <p><i>Supporting information:</i> At the beginning of the story Robert was not doing well in school and he was unpopular with his classmates. When he became Ben's bodyguard during the experiment, he had a position of status.</p>	
<p>17. (Use Rubric 2)</p> <p>a. In his experiment Ben wants to show the students how people can change. Laurie at first doesn't believe that people would behave in this way. In the end she sees that during the experiment her classmates do become like Nazis.</p> <p><i>Supporting information:</i> The students are manipulated by peer pressure and by a strong leader as the Nazis were. // The students do in fact follow orders blindly.</p>	7 points
<p>b. Even though Ben had proved his point, he realizes by the end that this was potentially a dangerous experiment.</p>	8 points

PART III (20 points)

(Use Rubric 4)

Students are required to answer the question for either **(18) As I Grew Older** OR **(19) The Split Cherry Tree** OR **The Road Not Taken**.

Suggested length: 80-100 words.

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

18. AS I GREW OLDER / Langston Hughes

In the poem the speaker started dreaming "a long time ago" but the dream was shattered by experiences in his life. He describes this as a wall and huge shadow which make him helpless. But then, like in the quote, he found strength to fight this wall and start dreaming again. // He talks about his hand breaking the wall, which is his own inner strength. The quote talks about reaching the stars and the poem talks about creating sunlight. I think both mean being able to dream and then going ahead and fulfilling these dreams.

OR:

19. THE SPLIT CHERRY TREE / Jesse Stuart

This quote talks about how adults shouldn't stop children from learning new things. For example, in the story Pa has to learn to accept the fact that his son is learning new things in school – things he never learned when he went to school. Pa is angry and surprised that the students go out on field trips and learn about biology until Professor Herbert shows him germs under a microscope – a thing he never knew existed. // The quote points out that children are born into a different time as in the story. Pa realizes that the world is changing and that his son needs to learn new things in order to fit in and do well. He also understands that his own learning is limited / old-fashioned.

OR:

20. THE ROAD NOT TAKEN / Robert Frost

In the quote Eleanor Roosevelt says that we are responsible for our choices. The speaker in the poem also talks about a choice he has made. He has chosen a road less traveled by and he says that it has made all the difference in his life. This probably means that he is happy with / regrets his choice. Although he is sorry he will never know what the other road might mean for him, he takes responsibility for his decision. *Accept answers that relate only to our choices shaping our lives or only to taking responsibility for our choices.*

Appropriate supporting details for our choices shaping our lives:

– "that has made all the difference"

– "I shall be telling this with a sigh" (the decision had such an important impact that he will talk about it in the future)

* *Appropriate supporting details for taking responsibility for our choices:*

– "Two roads diverged in a wood and I / I took the road less traveled by" (or anything else that relates to him talking about how he made the decision on his own)

– anything about him taking time to think about his decision or describing the difficulty in choosing.

APPENDIX TO PARTS I AND II

Thinking Skills

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