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

מס' 016117, קיץ 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 <u>content</u> of answers. (<u>Wrong</u> 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 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, 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 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, <u>deduct</u> 70% of content. (See Rubric 4: "Answer does not show connection between the new information and the text.")

Rubrics for Marking Module F

Please note: It is possible to give in-between grades.

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	• Answer is relevant to the question. • There is sufficient and fully accurate reference to the text.		• Answer is partially relevant to the question. • There is some reference to the text and / or the reference is partially accurate.		• 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	• Correct use of grammar and vocabulary.				• Incorrect use of grammar and vocabulary.
	15%				**0**
	• Correct use of spelling and punctuation.				• 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	• Answer is relevant to the question. • There is sufficient and fully accurate reference to the text. • The answer includes supportings information when necessary. • Message is clear.		• 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.		• 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	• Correct use of grammar and vocabulary.		• Partially correct use of grammar and vocabulary.		• Incorrect use of grammar and vocabulary.
	15%		**10%**		**0**
	• Correct use of spelling and punctuation.		• Partially correct use of spelling and punctuation.		• 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	• Correlation between choice of thinking skill and explanation. • Relevant and specific reference to text.		• Partial correlation between choice of thinking skill and explanation. • Partially relevant reference to text.		• No correlation between choice of thinking skill and explanation. • No relevant reference to text.	
	80%	**---**	**60%**	**---**	**0**	
Language	• Correct use of grammar and vocabulary		• Partially correct use of grammar and vocabulary		• Incorrect use of grammar and vocabulary	
	15%				**0**	
	• Correct use of spelling and punctuation.		• Partially correct use of spelling and punctuation.		• Incorrect use of spelling and punctuation.	
	5%	**---**		**---**	**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	• 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.		• Most information is relevant and accurate. • Information from the text 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.		• Most information is irrelevant and inaccurate. • No information from the text 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	• Correct use of basic language structures. • Mostly correct use of advanced language structures. • Hardly any errors of mechanics (spelling, punctuation).		• Mostly correct use of basic language structures. • Incorrect or no use of advanced language structures. • Some errors of mechanics (spelling, punctuation).		• 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 either **(A)** *Mr. Know All* OR **(B)** *The Enemy*.

A.   MR. KNOW ALL / W. Somerset Maugham

1.	*(Use Rubric 1)* *At least one of the following:* He thinks there are too many labels on his suitcases. / His brushes are dirty. / His brushes are too fancy. (ebony with his monogram in gold) / His wardrobe trunk is too big. / He owns expensive perfume (Monsieur Coty).	5 points
2.	*(Use Rubric 1)* iii) Mr. Kelada doesn't look British.	5 points
3.	*(Use Rubric 2)* At the beginning of the story he said that he did not like Mr. Kelada. He thought he was a loud showoff. At the end he said that he did not entirely dislike him. His feelings about him changed because he saw that Mr. Kelada was a sensitive person who was ready to lose a hundred dollars and look like a fool to help Mrs. Ramsay.	10 points
4.	*(Use Rubric 2)* **a.** *Possible thinking skill:* Inferring *Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question **4b**.* Mr. Ramsay is really the ignorant showoff in the story. He is also insensitive to the feelings of others, especially his wife's feeling. *Answer should be supported by one or more of the following:* He pretends to know about pearls but really couldn't tell that his wife's pearls weren't fake. / He doesn't notice that Mrs. Ramsay doesn't want to take off her pearls. / He doesn't see how frightened she is. / He is not aware of where she got the pearls from.	10 points
	b. *(Use Rubric 3)* *Possible explanations for thinking skills:* *Inferring:* I chose this skill because I can infer from his behavior that Mr. Ramsay is a selfish / self-centered person.	5 points
5.	*(Use Rubric 2)* **a.** Mr. Kelada understands that Mrs. Ramsay knows her pearls are real. He realizes that she has kept a secret from her husband but he decides to protect her and pretends he has made a mistake about the pearls.	7 points
	b. In the beginning we think she is a nice, modest lady. Our opinion changes at this point in the story because we learn that she lied to her husband about her necklace. We think that she is not so innocent and that she is keeping something from her husband.	8 points

<u>OR</u>

B.   THE ENEMY / Pearl S. Buck

6.	*(Use Rubric 1)* iii) He was wounded.	5 points
7.	*(Use Rubric 1)* *Two of the following:* He operates on him. / He feeds him. / He gives him shelter. / He helps him escape.	5 points
8.	*(Use Rubric 2)* He doesn't want to know any details about the white man because he doesn't want to become emotionally involved with him. The less he knows about the white man the better, both for him and for the white man.	10 points
9. a.	*(Use Rubric 2)* *Possible thinking skills:* Distinguishing different perspectives / Inferring *Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 9b.* Hana sees the white man as a person who is in need of help and not as a nameless enemy who should be killed which is the way Yumi looks at the white man. This point is central to the story because it talks about how all people are similar and that they should all be treated in a humane and respectful way.	10 points
b.	(*Use Rubric 3*) *Possible explanations for thinking skills:* *Distinguishing different perspectives:* I chose this thinking skill because I had to understand how Hana's view of the white man is different from that of Yumi. *Inferring:* I chose this thinking skill because I could infer from what Hana said that she feels sympathy for the man.	5 points
10. a.	*(Use Rubric 2)* The servants think that the white man should have been thrown back into the sea and that Sadao and Hana shouldn't have brought him into the house. Sadao and Hana feel a responsibility to the white man and they decide to look after him.	7 points
b.	He means that if the Japanese and the Americans saw each other as individuals and not enemies, there wouldn't have been a war. They would respect each other's views and understand that all people are the same.	8 points

PART II (35 points)

Students are required to answer questions for either **(C)** *Rules of the Game* <u>OR</u> **(D)** *The Split Cherry Tree*.

C.   RULES OF THE GAME / Amy Tan

11. *(Use Rubric 1)* *Two of the following:* She remembers the good smells from the bakery (under their apartment) / the medicinal herb shop (where cures could be bought) / the alleys (with all the little shops) / the park (where people played chess) / the church (where she got the life savers and her brother got the chess game) / the fish market / the café / the food her mother made.	5 points
12. *(Use Rubric 1)* ii) know the rules of the country	5 points
13. *(Use Rubric 2)* Waverly learns to hide information and her feelings. She doesn't let her mother know that she really wants to play chess and later to play in tournaments. She learns to control her behavior and what she says. She learns from her chess teacher Lau Po not to show that she is angry when she loses a game.	10 points
14. *(Use Rubric 2)* **a.** *Possible thinking skills:* Explaining cause and effect *Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 14b.* This is a turning point because till this point Waverly has kept her feelings to herself, but now she acts like an American and tells her mother directly what she feels. Her success at chess has given her the courage to speak up for herself. The result is that her mother is very insulted, and their relationship changes.	10 points
b. (*Use Rubric 3*) *Possible explanations for thinking skills:* *Explaining cause and effect:* The HOTS of cause and effect allowed me to show how Waverly's new life gave her more confidence and so affected her relationship with her mother.	5 points
15. *(Use Rubric 2)* **a.** Waverly sees her mother as her enemy. At this point her mother is winning the game between them. She feels that her mother is in control and that she, Waverly, has no way of fighting back.	7 points
b. As long as Waverly behaves like a Chinese girl her mother is proud of her and gives her privileges and support, nice clothes and rewards. However, once Waverly speaks her mind openly, the mother turns into a kind of enemy, no longer supportive.	8 points

OR

D. THE SPLIT CHERRY TREE / Jesse Stuart

16. *(Use Rubric 1)* The other boys' parents had money and could pay the fine for breaking the tree.		5 points
17. *(Use Rubric 1)* Dave was afraid his father would do something terrible at the school, such as shoot Professor Herbert.		5 points
18. *(Use Rubric 2)* Prof. Herbert thinks Dave is old enough to take responsibility like an adult. Dave broke something, and he has to pay the fine. However, Pa comes from a more traditional background and believes in physical punishment as a way to "teach" boys how to behave.		10 points
19.	**a.** *(Use Rubric 2)* *Possible thinking skills:* Comparing and contrasting / Distinguishing different perspectives *Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 19b.* Before his visit to the school Pa was very critical of the education there. Pa wanted to threaten Professor Herbert with his gun. During his visit he shows he is moral when he asks Professor Herbert not to kill the snake. After his visit he admits that he was wrong. He tells Dave that he must pay for what he broke and that taking money from Professor Herbert would not be right. He also stays behind to help Dave pay off his debt.	10 points
	b. *(Use Rubric 3)* *Possible explanations for thinking skills:* *Comparing and contrasting:* I chose this thinking skill because I compared Pa's behavior before he visited the school with how he behaved after he spent time there. *Distinguishing different perspectives:* I chose this because I showed how Pa saw the education of his son differently before and after his visit to the school.	5 points
20.	**a.** *(Use Rubric 2)* At this point in the story he sees his father as a strong, powerful man who might use violence to punish Professor Herbert. He is afraid of him and embarrassed by him.	7 points
	b. He is no longer afraid of him. He sees him as small and out of place in the modern world. But he also sees that he is a moral, kind man and that he is capable of learning new things and listening to other people.	8 points

PART III (30 points)

(Use Rubric 4)

Students are required to answer either question **(21)** *All My Sons* <u>OR</u> **(22)** *The Wave*.

Suggested length: 80-100 words.

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

21. **ALL MY SONS** / Arthur Miller

    In All My Sons, the themes of guilt and money are very important. Joe Keller acts like he has no guilt about how he made his money, profiting from "the war effort." He justifies his financial success and says everything is worth it if it is for the family. On the other hand, Chris, who was a returning soldier, doesn't feel like a hero. He feels guilty that many of his fellow soldiers died in the war while his father made money. In the end, Joe realizes that making money for his family doesn't justify the deaths of the pilots, which is why he kills himself.

OR

22. **THE WAVE** / Morton Rhue

    This quote talks about social experiments that show how people behave in difficult situations. It shows that people are willing to do harmful things to others when someone they respect tells them to do it and that they don't refuse, even though they probably know that it is wrong. In The Wave, the teacher Ben did a social experiment on his class. He was the authority the pupils respected, and when he told them to behave in certain ways most of them didn't question him. They also started behaving in a mean and immoral way to other people. For example, David pushed Laurie, and other pupils wrote names and nasty messages to her. Laurie was the only one who was willing to question Ben's authority from the start, and David only changed after he saw the effects of the experiment.

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