

**דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE**  
**מס' 016117, קיץ תשע"ג – מועד ב**

**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.**
- **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**

**Please note: In-between percentages can be given.**

**Rubric 1: LOTS questions**

Accept HOTS answers to LOTS questions.

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

**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				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Answer is relevant to the question.</li> <li>• There is sufficient and fully accurate reference to the text.</li> <li>• The answer includes supporting information when necessary.</li> <li>• Message is clear.</li> </ul>		<ul style="list-style-type: none"> <li>• Answer is partially relevant to the question.</li> <li>• There is some reference to the text and/or the reference is partially accurate.</li> <li>• Message is partially clear.</li> </ul>		<ul style="list-style-type: none"> <li>• Answer is not relevant to the question.</li> <li>• There is no reference to the text or the reference is inaccurate.</li> <li>• The answer is general and does not relate to the text.</li> <li>• Message is not clear.</li> </ul>
	<b>80%</b>	<b>70%</b>	<b>60%</b>	<b>50%</b>	<b>40-0%</b>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Correct use of grammar and vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Partially correct use of grammar and vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Incorrect use of grammar and vocabulary.</li> </ul>
	<b>15%</b>		<b>10%</b>		<b>0</b>
	<ul style="list-style-type: none"> <li>• Correct use of spelling and punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>• Partially correct use of spelling and punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>• Incorrect use of spelling and punctuation.</li> </ul>
<b>5%</b>	<b>---</b>	<b>3%</b>	<b>---</b>	<b>0</b>	

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

**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			
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● All information is relevant and accurate.</li> <li>● Information from the text is given to support the answer.</li> <li>● Answer clearly shows connection between the new information and the text.</li> <li>● Answer is well organized.</li> <li>● Message is clear.</li> </ul>	<ul style="list-style-type: none"> <li>● Most information is relevant and accurate.</li> <li>● Information from the text given to support the answer is insufficient and / or not entirely appropriate.</li> <li>● Answer partially shows connection between the new information and the text.</li> <li>● Answer is fairly well organized</li> <li>● Message is partially clear.</li> </ul>			<ul style="list-style-type: none"> <li>● Most information is irrelevant and inaccurate.</li> <li>● No information from the text is given to support the answer.</li> <li>● Answer does not show connection between the new information and the text.</li> <li>● Answer is poorly organized.</li> <li>● Message is unclear.</li> </ul>
	<b>80%</b>			<b>40-0%</b>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Correct use of basic language structures.</li> <li>● Mostly correct use of advanced language structures.</li> <li>● Hardly any errors of mechanics (spelling, punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>● Mostly correct use of basic language structures.</li> <li>● Incorrect or no use of advanced language structures.</li> <li>● Some errors of mechanics (spelling, punctuation).</li> </ul>			<ul style="list-style-type: none"> <li>● Incorrect use of basic language structures.</li> <li>● Many errors of mechanics (spelling, punctuation).</li> </ul>
	<b>20%</b>			<b>0</b>

**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) *The Split Cherry Tree* OR (B) *Rules of the Game*.

## A. THE SPLIT CHERRY TREE / Jesse Stuart

<p>1. (Use Rubric 1) i) Because he needs to get home.</p>	5 points
<p>2. (Use Rubric 1) In Dave's school pupils study science by doing experiments and going out into nature. Dave's father expects pupils to sit in school and learn to read and write and do arithmetic from books.</p>	5 points
<p>3. (Use Rubric 2) He means that Dave is the first in the family to go to school and get an education. As a result, he thinks that Dave is becoming too proud to do his chores. Pa doesn't know why Dave came home late and so he thinks that it is because Dave only wants to spend time at school and that he no longer cares about his home.</p>	10 points
<p>4. a. (Use Rubric 2) <i>Possible thinking skill:</i> 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 4b.</i>  At the beginning of the story, Dave is embarrassed / afraid when his father says he will shoot Prof. Herbert. He feels helpless and doesn't argue with him. At the end of the story Dave feels a lot more confident. He is not afraid to tell his father that he was wrong to bring the pistol to school. / He is proud of his father because he showed that he was a moral person.</p>	10 points
<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Comparing and contrasting:</i> This skill allowed me to compare Dave's feeling about his father at the beginning of the story, when he is ashamed of him, with what he feels about him at the end, when he is confident enough to talk openly to him.</p>	5 points
<p>5. (Use Rubric 2) a. After the meeting Pa respects Professor Herbert and likes him. He accepts the way the professor educates children. He learns that the professor is a fair person. He also learns that the professor has knowledge about things he doesn't know about, like biology.</p>	7 points
<p>b. At first Professor Herbert is afraid of Pa when he came to the school with a gun. But he soon sees that Pa is interested in learning and wants to know more things so he educates him. He sees that Pa respects animals when he says they should not kill the snake. He also understands how hard it is for Pa without Dave working at home and offers to pay the debt.</p>	8 points

**OR****B. RULES OF THE GAME / Amy Tan**

<p><b>6.</b> (Use Rubric 1) iv) The fact that her mother wants to show her off.</p>	5 points
<p><b>7.</b> (Use Rubric 1) Waverly's mother says to the family that they aren't going to care about her because Waverly doesn't care about her family.</p>	5 points
<p><b>8.</b> (Use Rubric 2) The story takes place in San Francisco's Chinatown. Waverly learns about Chinese culture when she walks around the neighborhood with her mother. In the playground she learns how to play chess from an old Chinese man. Both her cultural background and the games she plays with the old man help her become a chess champion.</p>	10 points
<p><b>9. a.</b> (Use Rubric 2) <i>Possible thinking skills:</i> Explaining cause and effect  <i>Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 9b.</i>  Waverly's mother teaches her "daily truths" / "the art of invisible strength". She teaches her to hide her true feelings and control her behavior. For example, she tells her not to shout out in public when she wants salted plums. She also teaches her to think for herself. For example, her mother tells her that she must learn the "American rules" on her own. When Waverly plays chess, she uses these skills to beat her opponents.</p>	10 points
<p><b>b.</b> (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Explaining cause and effect:</i> I used this HOTS to show how the skills Waverly learned from her mother caused her to become a champion chess player.</p>	5 points
<p><b>10. a.</b> (Use Rubric 2) Waverly and her mother are like the players in a chess game because each one tries to manipulate and control the other. Waverly's mother tries to control her by watching her and telling her what to do. Waverly tries to control her mother to get more freedom and benefits. For example, when she says the noise bothers her concentration her mother moves Waverly's brothers out of her room.</p>	7 points
<p><b>b.</b> Waverly gets respect and special conditions at home like not having to do chores and eating only as much as she wants. However, she loses the freedom of childhood because she has to come home every day and practice chess unlike other girls who have a normal social life. OR: She loses a normal relationship with her mother who seems to care only about Waverly's success at chess and not about other needs a young girl might have.</p>	8 points



**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><b>11.</b> (Use Rubric 1)                  i) He now understands what they did wrong during the war.</p>	5 points
<p><b>12.</b> (Use Rubric 1)                  One of the following:                  Steve sent out the cylinder heads / covered the cracks in the cylinder heads because he could not say no to the army. // Steve blamed Frank for the oil stocks that lost money. // Steve wouldn't admit that the fire in the shop was his fault. // Steve was afraid of loud voices.</p>	5 points
<p><b>13.</b> (Use Rubric 2)                  Kate is worried that George has discovered the truth about what really happened on the day the cracked cylinder heads were shipped and that he will want to re-open the case. This will force her and Joe to admit that Joe is guilty. She is mostly afraid that if the truth is known, this will mean that Joe is responsible for Larry's death.</p>	10 points
<p><b>14. a.</b> (Use Rubric 2)                  Possible thinking skills: Explaining patterns                   Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question <b>14b</b>.                   This quote tells us that in the past George respected Chris. He admired Chris' idealism and honesty so much that if Chris believed that Steve was guilty and Joe was innocent then this must be the truth.</p>	10 points
<p><b>b.</b> (Use Rubric 3)                  Possible explanations for thinking skills:                  Explaining patterns: I chose this HOTS because George always accepted Chris's opinion since they were young.</p>	5 points
<p><b>15. a.</b> (Use Rubric 2)                  Keller means that nothing is more important than family and that one's family and their needs always come first. He wants Ann to understand that her father (and brother) should be more important to her than Chris and that she should be as loyal to him as he has been to his family even though, as in Joe's case, it meant doing something very wrong.</p>	7 points
<p><b>b.</b> After the court case, George accepted the verdict and didn't even try to listen to his father's side of the story. He refused to have contact with his father. When Ann heard about Larry's death she stopped writing and visiting her father. She was unable to forgive him for shipping out the cracked cylinder heads. George and Ann behaved in the opposite way to Joe Keller. For Joe, love and loyalty to family was the most important thing and he expected his family to support him even if he was guilty.</p>	8 points

OR**D. THE WAVE / Morton Rhue**

<p><b>16.</b> (Use Rubric 1) i) She doesn't believe in The Wave.</p>	5 points
<p><b>17.</b> (Use Rubric 1) Robert is now accepted by his classmates and doesn't seem different from anybody else because he is a central figure in The Wave.</p>	5 points
<p><b>18.</b> (Use Rubric 2) The Grapevine is important to the story because it is the way that the opposition to The Wave voices its opinion. The Grapevine runs editorials about the dangers of The Wave and shows the students what is happening in the school.</p>	10 points
<p><b>19. a.</b> (Use Rubric 2) <i>Possible thinking skills:</i> 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 19b.</i> Yes, I think that Ben Ross's experiment answers the question. In both Nazi Germany and in Ben Ross's classroom, we find people blindly following a charismatic leader, Hitler or Ben Ross. In both cases, any opposition was unacceptable; Laurie was threatened because she was against The Wave, while in Nazi Germany, the opposition was imprisoned and killed. <i>Can't be a "no" answer.</i></p>	10 points
<p><b>b.</b> (Use Rubric 3) <i>Possible explanations for thinking skills:</i> <i>Comparing and contrasting:</i> I chose this skill to show how the experiment is similar to what happened in Nazi Germany. I used the skill to compare the two leaders and their effect on their followers.</p>	5 points
<p><b>20. a.</b> (Use Rubric 2) We can infer that The Wave has gone from being an experiment to teach students about Nazi Germany to becoming a dangerous, violent movement in the school that doesn't allow anyone to disagree with their ideas.</p>	7 points
<p><b>b.</b> The Wave causes a change in Laurie and David's relationship. At the beginning of the story, they are very close. However, The Wave comes between them, with David supporting The Wave and Laurie against it. They only become close again after David realizes the dangers of The Wave.</p>	8 points

**PART III** (30 points)

(Use Rubric 4)

Students are required to answer the question for either **(21) Mr. Know All** OR **(22) The Enemy**.

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

**21. MR. KNOW ALL** / Somerset Maugham

The quote says that to understand a person's character you must observe him for a long time. Even though the people in Mr. Know All are on the ship for only fourteen days, they spend most of their time together. The narrator at first considers Mr. Kelada to be a self-centered showoff. Mrs. Ramsay he sees as charming and modest. But the narrator understands what both of them are really like after he sees the look on Mrs. Ramsay's face during the discussion about the pearls and after he hears Mr. Kelada lie about the pearls to save her. He understands that Mr. Kelada cares about others and is not self-centered, and that Mrs. Ramsay isn't honest, because she lied to her husband.

*Can relate to either Mr. Kelada or Mrs. Ramsay.*

**OR**

**22. THE ENEMY** / Pearl S. Buck

In "The Enemy," Sadao's first reaction is to behave like many Japanese at the time would have behaved, and throw the wounded POW back into the sea. However, because he is a doctor who was educated in the United States, Sadao has learned some of the values that the group of nations described in the quote accepted. Therefore, he feels it is his duty to treat the POW well and to save him. His wife in the end agrees with him. Sadao's servants, like most Japanese, insist that the POW should die.

## 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