

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE, מס' 016117, חורף 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 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, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect 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			
<p>Content</p> <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%
<p>Language</p> <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) *Mr. Know All*** OR **(B) *The Split Cherry Tree***.

A. MR. KNOW ALL / Somerset Maugham

<p>1. (iv) chatty</p>	<p>5 points</p>
<p>2. (Use Rubric 1) Mrs. Ramsay turns red / blushes. Mrs. Ramsay is embarrassed / frightened. Mrs. Ramsay puts her pearls inside her dress / tries to hide her pearls. She is anxious / worried / afraid she will be found out. Accept: Mrs. Ramsay turns white. Accept: Mrs. Ramsay pretends she cannot take them off. If ONLY: Mrs. Ramsay acts modestly – 60% If: She reacts by saying that they aren't real and that she bought them in a department store for \$18 – 0</p>	<p>5 points</p>
<p>3. (Use Rubric 2) Mr. Ramsay is not a sensitive person. He is arrogant and selfish. Supporting detail: He doesn't listen to what his wife says and doesn't even notice the look in her eyes when he gives the pearls to Mr. Kelada. On the other hand, Mr. Kelada is sensitive. Supporting details: He is aware of Mrs. Ramsay's feelings and tries to help her. He sees the look on her face and realizes that she is hiding something from her husband. / He puts Mrs. Ramsay's reputation before his own. He keeps her secret. Mr. Kelada is a true gentleman. Supporting detail: He lies to protect Mrs. Ramsay's secret. Mr. Ramsay, on the other hand, is not a gentleman. Supporting detail: He is insensitive to his wife's feelings. He doesn't understand that she doesn't want to take off the pearls and he doesn't see the look in her eyes when he gives the pearls to Mr. Kelada. Mr. Ramsay thinks he knows everything but is actually an ignorant man. Mr. Kelada is also a know-it-all but actually is knowledgeable. Supporting detail: The narrator tells us that Mr. Ramsay argued with Mr. Kelada about pearls although he had no idea about them, while Mr. Kelada did because he worked in the pearl business. If similarities are added to a good answer, accept. A correct answer with no supporting details for one of the characters = 70%. A correct answer about one character with supporting details and only an implied answer about the other character (e.g., Mr. Kelada is more sensitive + supporting details) = 70%. A correct answer with no supporting details for either character = 60%. For correct supporting details without a generalization – 50%.</p>	<p>10 points</p>

<p>4. a. (Use Rubric 2) <i>Possible thinking skill:</i> Inferring / 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 4b.</i></p> <p>Mr. Kelada's hands were trembling because it was very difficult for him to say that he was wrong about the pearls. <i>Supporting detail:</i> He knew that he was right but he was protecting Mrs. Ramsay. He knew people would make fun of him and they did that evening. <i>A correct answer without supporting details = 60%.</i></p>	10 points
<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> I chose the skill of Inferring because I had to understand what was making Mr. Kelada behave the way he did. I chose the skill of Inferring because I could understand from the fact that Mr. Kelada didn't like being wrong about anything that admitting that he was wrong, especially when he wasn't, would be difficult for him. I chose the skill of Explaining cause and effect because the cause was the fact that Mr. Kelada had to admit that he was wrong and the effect was that his hands trembled.</p>	5 points
<p>5. a. (Use Rubric 2) This is not true at the end of the story because at the dinner table Mr. Kelada drops the subject of the pearl necklace the moment he sees Mrs. Ramsay's face.</p>	8 points
<p>b. At the end of the story Mr. Kelada does not want to appear as a fool especially when he is right. The title of the story is Mr. Know All. The people on the ship all thought that Mr. Kelada really did know everything. Everyone on board now thinks that he does not know everything. <i>Accept:</i> Mr. Kelada lied in order not to make a complete fool out of Mrs. Ramsay. She would have been humiliated if everyone had found out where she really got the pearls from. Mr. Kelada lied in order not to make a complete fool of Mr. Ramsay. If Mr. Kelada had told the truth, everyone would have known that his wife had had an affair while he was in Japan and he would have been humiliated. Mr. Kelada says this to explain why he takes the \$100. It makes him feel better and less like a fool.</p>	7 points

OR

B. THE SPLIT CHERRY TREE / Jesse Stuart

<p>6. (iii) he had to stay at school</p>	<p>5 points</p>
<p>7. (<i>Use Rubric 1</i>) Because he might shoot the Professor. Because he wants to threaten the Professor. Because he wants to frighten the Professor. Because he is angry with Professor Herbert. Because he is a person who solves conflicts with violence. <i>Accept:</i> Because he wanted to kill the Professor.</p>	<p>5 points</p>
<p>8. (<i>Use Rubric 2</i>) Dave thought that Pa wouldn't be at home in the high school because his father was a farmer and not an educated man. Pa wore work clothes and he will look different from the other people in the school. / Pa had never been to high school. Pa felt that he wasn't as good at the other boys' fathers because he was poor. <i>Supporting detail:</i> The other boys had the money to pay for the broken tree. Dave thought he would feel out of place because Pa was a simple man. <i>Supporting details:</i> He had never been to high school. / He wore simple clothes and used simple language when he spoke. Pa is only a farmer. <i>Supporting detail:</i> He works in the fields all day. <i>For correct supporting details without a generalization (e.g., Pa had never been to high school) = 80%.</i> <i>A correct answer without supporting details = 60%.</i></p>	<p>10 points</p>
<p>9. a. (<i>Use Rubric 2</i>) <i>Possible thinking skills:</i> Distinguishing different perspectives / Inferring / 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> Distinguishing different perspectives: The relationship has changed because Pa now sees the Professor as a teacher and friend who is going to show him and teach him about things he has never heard of before. <i>Supporting details:</i> Pa wants to learn about germs and is interested in what the Professor has to say to him. This is different from when they met at the beginning when Pa tried to frighten the Professor. Inferring: The relationship has changed because Pa no longer feels like an outsider or inferior. <i>Supporting details:</i> The Professor has taught Pa something new and shows that he respects Pa. Pa no longer needs to be called by his last name, but prefers for the Professor to use his first name, in a casual, less formal way. Pa goes home to share his new knowledge with Ma. Explaining cause and effect: The Professor wants to teach Pa something new (<i>Supporting detail:</i> He wants to teach him about germs.) and this has caused a change in Pa's attitude towards the Professor. He no longer feels the need to threaten him. Comparing and contrasting: Before the Professor taught him something new, Pa felt inferior. Afterwards, he sees the Professor as a teacher and a friend. <i>Supporting details:</i> Pa wants to learn about germs and is interested in what the professor has to say to him. Before this point, he felt the need to threaten him. <i>A correct answer without supporting details = 60%</i></p>	<p>10 points</p>

<p>b. (Use Rubric 3) <i>Possible explanations for thinking skills:</i> I chose the skill of Distinguishing different perspectives because I can see how Pa changes his view of the professor after he learned something new from him. I chose the skill of Inferring because I can understand from Pa's words to the Professor how Pa changed even though it isn't explicitly stated in the text. I chose the skill of Explaining cause and effect because I showed how learning something new from the Professor caused a change in Pa's relationship with him. I chose the skill of Comparing and contrasting because I showed how Pa's attitude towards the Professor at this point in the story was different from his earlier attitude.</p>	5 points
<p>10. a. (Use Rubric 2) Pa has realized by the end of the story that there are things in the world that he doesn't know (like germs) and that the world is changing / has changed. AND/OR: Pa has also learned that he can learn new things and he understands the importance of education.</p>	8 points
<p>b. Pa's relationship with Dave changed after he went to the school. Pa is more supportive / understanding of Dave. <i>Supporting details:</i> Pa now encourages Dave to go on with his education. At the end of the story he helps Dave sweep up at the school. Dave saw his father in a new light and this made them closer. Pa understood the importance of education and was willing to learn new things himself. <i>Supporting detail:</i> Pa learned about germs from the Professor. <i>Accept if write ONLY:</i> Pa now encourages Dave to go on with his education. <i>A correct answer without supporting details = 60%.</i> <i>If ONLY "At the end of the story he helps Dave sweep up at school" – 50%.</i></p>	7 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

11. (iii) Larry's tree blew down.	5 points
12. (iv) to marry Chris	5 points
13. (<i>Use Rubric 2</i>) Joe is worried that George is coming to reopen the case against him for sending the damaged cylinder heads, and he wants to stop him from doing it by helping him find a job. <i>Supporting details:</i> When Joe is sleeping, Kate says that's what he does when he's worried. / He also tells Ann and Chris that he wants to offer Steve a job in his plant. This is another example of how he wants to buy the Deever family's silence. / George has just been to see Steve in prison. Joe feels guilty about how he has betrayed the Deever family and he wants to make it up to them. <i>Supporting detail:</i> He also offers to give Steve a job in his plant. <i>Accept if a correct answer does not include explicit information from the text.</i> <i>For example:</i> Joe mentions that he has so many friends to show that he is accepted by his neighbors, and that nobody blames him. The idea of George reopening the case will not be well received. The fact that "big lawyers" in town would represent him implies that George will not be able to compete with them in a new trial.	10 points

<p>14. 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 14b.</i></p> <p>Chris has not been able to get on with his life since the war. <i>Supporting details:</i> He still lives at home with his parents. / He is still working in his father's business although he doesn't want to be there.</p> <p>Chris has not been able to recover from his war experience. <i>Supporting details:</i> He still suffers from physical and emotional wounds. He cannot forget the soldiers who died and feels guilty about enjoying the life he has. / He has not married but has been waiting all the time for Ann. / His body hurts when the weather changes.</p> <p>OR:</p> <p>Ann has not been able to get on with her life since Larry went missing in the war. <i>Supporting details:</i> Although she knows that Larry is dead she could not marry till now even though she has had the chance. She wants to marry Chris but she must first deal with Larry's death. She knows how Larry died but till now has felt she could not tell anyone.</p> <p>Ann's relationship with her father has been destroyed. <i>Supporting detail:</i> She refuses to have anything to do with him.</p> <p>OR:</p> <p>George has not found his way since he was wounded during the war. <i>Supporting details:</i> Although he used his time in hospital to study law, he is not working yet. / He cannot accept that his father is the only one who was found guilty of selling damaged parts to the army. / He has not married. / He looks old and angry.</p> <p>George knows that his father is guilty, but he is convinced that Keller is guilty too. He feels that the Keller family has already ruined his family's life and he doesn't want them to take Ann from them, as well.</p> <p><i>Supporting detail:</i> He has come to take Ann home from the Kellers' home. <i>Correct supporting details without the generalization (e.g., Chris cannot forget the soldiers who died and feels guilty about enjoying the life he has.) = 80%.</i> <i>A correct answer without supporting details = 60%.</i></p>	<p>10 points</p>
<p>b. (Use Rubric 3)</p> <p><i>Possible explanations for thinking skills:</i></p> <p>I used the skill of Explaining cause and effect to show how the war was the cause of the problems in the life of Chris / Ann / George.</p>	<p>5 points</p>
<p>15. (Use Rubric 2)</p> <p>a. Joe believed that Larry was practical, and that he understood the importance of money and the business. On the other hand, Joe's opinion of Chris is that he is too idealistic / naive / spoiled and has no idea about business / money. <i>Accept if only compare or only contrast.</i></p>	<p>7 points</p>

<p>b. We can see how Joe misjudged Larry when we learn that in fact Larry killed himself when he heard about the sale of the damaged cylinder heads to the army. He couldn't live with the fact that his father was ready to sacrifice others in order to keep his business.</p> <p>We can see how Joe misjudged Chris, when, at the end of the play, Chris is ready to compromise and not make Joe go to jail to pay for his crime.</p> <p><i>Do not deduct if correct answers are given about both Larry AND Chris.</i></p> <p><i>A correct answer without supporting details = 60%.</i></p>	<p>8 points</p>
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OR

D. THE WAVE / Morton Rhue

<p>16. <i>(Use Rubric 1)</i></p> <p>She wrote an editorial against The Wave for the school newspaper.</p> <p>She tried to convince her friend to quit The Wave.</p> <p>She refused to salute at the football game.</p> <p>She refused to attend The Wave rally.</p> <p>She spoke to Ben Ross about ending The Wave.</p>	<p>5 points</p>
<p>17. <i>(Use Rubric 1)</i></p> <p>Dave believes that through The Wave the team will support each other / have a common goal / be united / be a disciplined team.</p>	<p>5 points</p>
<p>18. <i>(Use Rubric 2)</i></p> <p>Ben's experiment proves that what the Nazis did could happen again.</p> <p><i>Supporting details:</i> Ben begins The Wave movement in school and it becomes just like the Nazi movement – people blindly follow a leader and no longer think as individuals. Some of The Wave members even use physical violence as, for example, when a Jewish boy is beaten up by students.</p> <p><i>Correct supporting details without the generalization = 80%.</i></p> <p><i>If ONLY: Ben's experiment proves that what the Nazis did could happen again without supporting details = 40%.</i></p>	<p>10 points</p>
<p>19. a. <i>(Use Rubric 2)</i></p> <p><i>Possible thinking skills:</i> Explaining cause and effect / Distinguishing different perspectives</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>The students learn that they could become just like the Nazis and end up doing terrible things. When Ben ends the experiment by showing them the movie about Hitler, they realize what kind of movement The Wave is and that they have been doing what the Nazis did – blindly following a leader and not thinking for themselves.</p> <p>When Ben shows them the movie about Hitler, the students see The Wave movement in a new light and realize that it is not very different from the Nazi movement.</p>	<p>10 points</p>

<p>b. (Use Rubric 3) Possible explanations for thinking skills: I chose the skill of Explaining cause and effect because what causes the students to learn the lesson of the experiment is the movie that the teacher shows them at The Wave rally. If they hadn't seen the movie, they wouldn't have realized what kind of movement they were in. I chose the skill of Distinguishing different perspectives because I explained how the students viewed The Wave differently after watching the movie.</p>	5 points
<p>20. (Use Rubric 2) a. Two of the following: Ben wants to make Robert feel good about himself. Ben wants the other students to learn from Robert. Ben wants to make everyone behave in the same way. Ben wants to make Robert more socially accepted. For ONE correct answer, give 40% for content and a maximum of 10% for language.</p>	7 points
<p>b. At first Laurie accepts Ben's leadership but she later sees certain things about The Wave that make her realize that it is dangerous and wrong. The Wave scares her and seems to be taking away individual choice and changing the way her friends act. Supporting details: Her boyfriend pushes her down on the ground because she won't stop criticizing The Wave. / She receives a letter for the newspaper from a junior about being bullied by a senior to join The Wave. / Brad tries to force her to give The Wave salute before sitting down to watch the football game. Correct supporting details without the generalization = 80%. A correct answer without supporting details = 60%.</p>	8 points

PART III (30 points)

(Use Rubric 4)

Students are required to answer questions for either **(E) Rules of the Game** OR **(F) The Enemy**.
Suggested length: 80-100 words.

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

E. RULES OF THE GAME / Amy Tam

21. Answer can be about:

a. imparting daily truths and always telling her daughter to work hard and how to behave:

Waverly's mother in the story is very much like Amy Tan's mother in real life. / Tan's mother put a lot of pressure on her daughter to succeed in life and this is what we see happened in the story as well. / Much of the story is based on Waverly's mother's sayings and how this affects Waverly's life.

Examples:

- Her mother tells her to "bite back her tongue", one of the daily truths her mother imparts, teaching her how to behave and succeed in a foreign country. She learned not to cry when she didn't get what she wanted. She learned about invisible strength and this helps her both in chess and in her life.
- "Chinese people do many things", which helps Waverly believe she can achieve anything if she works hard for it.
- Telling her she has to know "American rules" helps Waverly learn to adapt and be ambitious and determined to succeed.

AND / OR:

b. trying to please a mother who could not be pleased:

We see that Amy Tan's mother and Waverly's mother have much in common. Waverly's mother is very hard to please.

Examples:

- Waverly was winning tournaments and her mother's only comment was next time, win more, lose less.
- Waverly wanted to explain to her mother that that's not how it works, but couldn't.
- She accompanies her mother on her Saturday excursions to the markets event though she really doesn't want to be there. She does it to please her mother.
- She tells her mother how she feels and her mother takes her comments to the extreme and they have their fight. They act like opponents.

OR

F. THE ENEMY / Pearl S. Buck

22. Pearl Buck's philosophy about mankind is clearly reflected in the story. She believes that people are basically good and don't want to kill or be killed. The quote by Pearl Buck, the writer of the story, helps us understand why she created characters who care about others. / In the story we see how both Sadao and his wife, Hana, behave in the right way in the end.

Sadao and Hanna are good people. Even though their nationalistic education may have taught them differently (as we see with the behavior of the servants who would not accept having the American in the house), they can't bring themselves to throw the white man back into the sea.

Examples:

- Sadao treats him, and heals him. Sadao saves Tom's life a second time when he helps him escape. / Gives him a boat / clothes / tells him where to hide.
- Hanna helps Sadao take care of him – Hanna brings the wounded man a soft quilt / cleans his wounds / feeds him / helps Sadao operate.
- Hanna in the end cannot think of the white man suffering torture.
- When they first see the wounded white man, they want to get rid of him. However, Sadao knows that as a doctor he has to save Tom's life even though he is afraid of the punishment that awaits him if it becomes known that he helped an enemy.

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