



**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Date:** {{DATE}}

## Assessment Details

<b>Duration:</b> 2 hours	<b>Total Marks:</b> 100
<b>Topics Covered:</b>	<ul style="list-style-type: none"><li>• The Boy at The Top of the Mountain</li><li>• Literary Devices</li><li>• Historical Context</li><li>• Themes</li></ul>

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Calculator use is permitted except where stated otherwise.
4. Write your answers in the spaces provided.
5. If you need more space, use the additional pages at the end.
6. Time management is crucial - allocate approximately 1 minute per mark.

Section A: Multiple Choice [20 marks]

Question 1

[2 marks]

Who is the main character in the novel "The Boy at The Top of the Mountain"?

A) Pierrot

B) Herr Eckert

C) Frau Eckert

D) Adolf Hitler

Question 2

[2 marks]

What is the significance of the title "The Boy at The Top of the Mountain"?

A) It refers to Pierrot's physical location.

B) It symbolizes Pierrot's emotional state.

C) It represents the novel's themes.

D) It is a reference to the historical context.

Question 3

[2 marks]

What is the historical event that serves as the backdrop for the novel?

A) World War I

B) World War II

C) The French Revolution

D) The American Revolution

Question 4

[2 marks]

Which literary device does the author use to convey the protagonist's emotions?

A) Imagery

B) Symbolism

C) Foreshadowing

D) Flashback

Question 5

[2 marks]

What is the name of the protagonist's family member who is a Nazi officer?

A) Herr Eckert

B) Frau Eckert

C) Pierrot's father

D) Pierrot's mother

Section B: Short Answer Questions [40 marks]

**Question 6**

**[8 marks]**

How does the author use the character of Pierrot to explore the theme of identity?

**Question 7**

**[8 marks]**

What role does the historical context of World War II play in shaping the novel's plot?

**Question 8**

**[8 marks]**

Analyze the use of symbolism in the novel, providing examples from the text.

**Question 9**

**[8 marks]**

How does the author portray the complexities of human nature through the character of Herr Eckert?

What message do you think the author is conveying through the novel's ending?



**Question 11**

**[40 marks]**

Discuss how the author uses the theme of belonging to explore the complexities of human nature in "The Boy at The Top of the Mountain". Be sure to provide examples from the text to support your argument.

Additional Space for Answers

## Marking Guide

<b>Section A: Multiple Choice</b>	10 marks
<b>Section B: Short Answer Questions</b>	40 marks
<b>Section C: Essay Question</b>	50 marks



## Teaching Tips and Strategies

To support students' understanding of the novel, consider using teaching strategies such as scaffolding, jigsaw reading, and think-pair-share.

To promote critical thinking and analysis, consider using strategies such as Socratic seminars, literary circles, and writing workshops.

## Bloom's Taxonomy Alignment

<b>Knowledge/Remembering</b>	Multiple-choice questions and short-answer questions that test recall and comprehension.
<b>Comprehension/Understanding</b>	Short-answer questions that require analysis and application.
<b>Application/Analyzing</b>	Short-answer questions and essay question that require students to analyze and evaluate information.
<b>Synthesis/Evaluating</b>	Essay question that requires students to synthesize their understanding of the novel and themes.
<b>Creation/Creating</b>	Essay question that requires students to create a coherent and well-supported argument.

## Multiple Intelligence Approaches

**Linguistic:** Multiple-choice questions, short-answer questions, and essay question that require students to demonstrate their understanding of the novel through writing.

**Logical-mathematical:** Multiple-choice questions that require students to analyze and evaluate information.

**Spatial:** Visual aids, such as diagrams and charts, can be used to support student understanding of the novel's plot and themes.

**Bodily-kinesthetic:** Students can be encouraged to create a visual project, such as a comic strip or infographic, to demonstrate their understanding of the novel.

**Interpersonal:** Group discussions and peer feedback can be used to support student learning and understanding.

**Intrapersonal:** Self-reflection and self-assessment can be used to support student learning and understanding.

## Clear Success Criteria

The success criteria for this assessment are clearly outlined in the marking guide, with specific criteria for each section.

Students will be expected to demonstrate their understanding of the novel, themes, and literary devices, as well as their ability to analyze and evaluate information.

## Evidence Collection Methods

Multiple-choice questions that test recall and comprehension.

Short-answer questions that require analysis and application.

Essay question that requires students to synthesize their understanding of the novel and themes.

Student self-assessment and reflection.

## Feedback Opportunities

Peer feedback: students can provide feedback on each other's essays and short-answer questions.

Self-assessment: students can reflect on their own learning and understanding.

Teacher feedback: teachers can provide feedback on student performance, highlighting strengths and areas for improvement.