

אנגלית

כללי

1. הבחינה באנגלית נמנית עם **בחינות החובה**.

2. בחינות הבגרות באנגלית הן במבנה הצבירה **בלבד** :

- הבחינה ברמה של יחידת לימוד **אחת** מורכבת משאלון א' (A, שאלון מספר 401).
- הבחינה ברמה של **3 יחידות לימוד** מורכבת מן השאלונים א' (A, שאלון מספר 401) + ב' (B, שאלון מספר 402) + ג' (C, שאלון מספר 403). ערכו של כל אחד מן השאלונים המרכיבים את בחינת הבגרות ברמה של שלוש יחידות לימוד הוא $33\frac{1}{3}\%$.
- הבחינה ברמת של **4 יחידות לימוד** מורכבת מן השאלונים ג' (C, שאלון מספר 403) + ד' (D, שאלון מספר 414) + ה' (E, שאלון מספר 405). ערכו של כל אחד מן השאלונים המרכיבים את בחינת הבגרות ברמה של ארבע יחידות לימוד הוא $33\frac{1}{3}\%$.
- הבחינה ברמה של **5 יחידות לימוד** מורכבת מן השאלונים ה' (E, שאלון מספר 405) + ו' (F, שאלון מספר 416) + ז' (G, שאלון מספר 407). ערכו של כל אחד מן השאלונים המרכיבים את בחינת הבגרות ברמה של 5 יחידות לימוד הוא $33\frac{1}{3}\%$.

בשתי הטבלאות שלהלן מתוארים המבנה של מודל הצבירה ותוכן השאלונים במודל הזה.

מבנה מודל הצבירה של בחינות הבגרות

א' (A) שאלון 401 שעה ורבע	ב' (B) שאלון 402 שעה ורבע	ג' (C) שאלון 403 שעה ורבע	ד' (D) שאלון 414 שעה וחצי	ה' (E) שאלון 405	ו' (F) שאלון 416 שעה וחצי	ז' (G) שאלון 407 שעה וחצי
$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$
						1 יח"ל
			3 יח"ל			
				4 יח"ל		
					5 יח"ל	

3. מומלץ להתעדכן באתר האינטרנט של [הפיקוח על הוראת האנגלית](#).

תוכן השאלונים במבנה הציבירה

השאלון	תיאור התוכן
א' (A) שאלון מספר 401	<p>– קטע אחד של הבנת הנשמע. אורכו של הקטע הוא כשלוש דקות (30 נקודות).</p> <p>Possible text types:</p> <ul style="list-style-type: none"> • advice column • conversation • description • interview • report <p>– שני קטעים של הבנת הנקרא. אורכם של שני הקטעים יחד הוא 350–300 מילים (70 נקודות).</p> <p>advertisement:</p> <ul style="list-style-type: none"> • description • article • invitation • letter/email • report
ב' (B) שאלון מספר 402	<p>– קטע אחד של הבנת הנקרא. אורך הקטע הוא 260–220 מילים (70 נקודות).</p> <p>Possible text types:</p> <ul style="list-style-type: none"> • descriptive text such as personal account/human interest article • informative text • interview • letter/email • review of books, films <p>– מטלת כתיבה באורך של 40–35 מילים (30 נקודות).</p> <p>Possible task types:</p> <ul style="list-style-type: none"> • forms • description • informal letter
ג' (C) שאלון מספר 403	<p>– קטע אחד של הבנת הנקרא. אורך הקטע הוא 320–280 מילים (100 נקודות).</p> <p>Possible text types</p> <ul style="list-style-type: none"> • article • report
ד' (D) שאלון מספר 414	<p>שאלון ספרות (ראו את הפירוט למטה – Table of Specifications).</p>

השאלון	תיאור התוכן
ה' (E) שאלון מספר 405	<p>– קטע אחד של הבנת הנשמע. אורך הקטע הוא כארבע דקות (30 נקודות).</p> <p>Possible text types:</p> <ul style="list-style-type: none"> • interview • report <p>– קטע אחד של הבנת הנקרא. אורך הקטע הוא 350–380 מילים (70 נקודות).</p> <p>Possible text types:</p> <ul style="list-style-type: none"> • article • descriptive texts such as personal account/ human interest article • informative texts • interviews • report • reviews such as books, films
ו' (F) שאלון מספר 416	<p>שאלון ספרות (ראו את הפירוט למטה – Table of Specifications).</p>
ז' (G) שאלון מספר 407	<p>– קטע אחד של הבנת הנקרא. אורך הקטע הוא 450–500 מילים (60 נקודות).</p> <p>Possible text types:</p> <ul style="list-style-type: none"> • article • descriptive texts such as personal account/ human interest article • informative texts • interviews • report • reviews such as books, films <p>– מטלת כתיבה באורך של 120–140 מילים (40 נקודות).</p> <p>Possible task types:</p> <ul style="list-style-type: none"> • composition • letter: formal, semiformal such as letter to the editor • opinion on a given subject such as for and against

Table of Specifications for Literature Bagrut Exam – Module F (416)

Part I + II					
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria
<p>Students:</p> <ul style="list-style-type: none"> describe main characters, setting and events in literary texts interpret literary texts recognize the use of literary techniques in a variety of genres 	Short story/poem:	Total = 80%	<p>Students answer questions on (a) a short story or poem and (b) a play or novel. For each text, students:</p> <ul style="list-style-type: none"> answer two Basic Understanding questions answer one (for short story or poem) or two (for play or novel) Analysis and Interpretation question that may include understanding of literary terms. answer one Analysis and Interpretation question that may include understanding of literary terms where they: <ol style="list-style-type: none"> Name the HOTS they chose to answer the question from the list of HOTS in the appendix. Answer the question showing evidence of the appropriate use of the chosen thinking skill. 	<p>multiple-choice sentence completion open-ended extended answer</p>	<p>Content 80%</p> <ul style="list-style-type: none"> Coherence Relevance Supporting information Accuracy of reporting <p>Language 20%</p> <ul style="list-style-type: none"> Grammar Spelling Punctuation
	2 Basic Understanding	4 Basic Understanding questions worth 5 pts each (5x4=20)			
	2 Analysis and Interpretation	3 Analysis and Interpretation questions = worth 10 pts each (10x3=30)			
	Play or Novel: 2 Basic Understanding	2 Analysis and Interpretation questions worth 15 pts (15x2=30)			
	3 Analysis and Interpretation	The 15 points consist of: <ul style="list-style-type: none"> 10 points for the answer to the question 5 points for using the chosen HOTS appropriately in the answer 			
Total # of questions:	4 Basic Understanding				
	5 Analysis and Interpretation				

Table of Specifications for Literature Bagrut Exam– Module F (416) (continued)

Part III					
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria
Students: <ul style="list-style-type: none"> understand connections between the text, universal themes, relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text. 	1	20%	Students are given new background information about a literary text studied in class. Students explain how the background information is connected to an aspect of the text. (Recommended length: 80-100 words.)	extended answer (paragraph)	Content: 80% <ul style="list-style-type: none"> Coherence Accurate and explicit connection between the literary text and the new information. Supporting details from the text. Language 20% <ul style="list-style-type: none"> Grammar Spelling Punctuation

Literary Texts		
Genre	Option One	Option Two
One Play or Novel	<u>All My Sons</u> by Arthur Miller	<u>All My Sons</u> by Arthur Miller
	<u>The Wave</u> by Morton Rhue	<u>The Wave</u> by Morton Rhue
Three Short Stories	“Mr. Know All” by W. Somerset Maugham	“The Split Cherry Tree” by Jesse Stuart
	“A Summer’s Reading” by Bernard Malamud	“A Summer’s Reading” by Bernard Malamud
	“Rules of the Game” by Amy Tan	“The Enemy” by Pearl Buck
Two Poems	“As I Grew Older” by Langston Hughes	“Count That Day Lost” by George Eliot
	“The Road Not Taken” by Robert Frost	“The Road Not Taken” by Robert Frost

Table of Specifications for Literature Bagrut Exam – Module D (414)

Part I + II					
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria
<p>Students:</p> <ul style="list-style-type: none"> describe main characters, setting and events in literary texts interpret literary texts recognize the use of literary techniques in a variety of genres 	For one text:	Total = 85%	<p>Students answer questions on two literary texts: a short story or poem. For each text, students:</p> <ul style="list-style-type: none"> answer three or four Basic Understanding questions answer one Analysis and Interpretation question that may include understanding of literary terms. <ol style="list-style-type: none"> Name the HOTS they chose to answer the question from the list of HOTS in the appendix. Answer the question showing appropriate evidence of the use of the chosen thinking skill. 	<p>multiple-choice</p> <p>sentence completion</p> <p>open-ended</p> <p>extended answer</p>	<p>Content 90%</p> <ul style="list-style-type: none"> Coherence Relevance Supporting information Accuracy of reporting <p>Language 10%</p> <ul style="list-style-type: none"> Grammar Spelling Punctuation
	3 Basic Understanding	4 Basic Understanding questions worth 6 pts each (4x6=24)			
	2 Analysis and Interpretation	3 Basic Understanding questions worth 7 pts each (3x7=21)			
	For one text:	Total: 45 pts			
	4 Basic Understanding	1 Analysis and Interpretation question worth 10 pts			
1 Analysis and Interpretation	2 Analysis and Interpretation questions worth 15 pts each (15x2=30)				
Total # of questions:	The 15 points consist of:				
7 Basic Understanding	<ul style="list-style-type: none"> 10 points for the answer to the question 5 points for using the chosen HOTS appropriately in the answer 				
3 Analysis and Interpretation					

Table of Specifications for Literature Bagrut Exam– Module D (414) (continued)

Part III					
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria
<p>Students:</p> <ul style="list-style-type: none"> understand connections between the text, universal themes, relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text. 	1	15%	<p>Students are given new background information about a literary text studied in class.</p> <p>Students explain how the background information is connected to an aspect of the text.</p> <p>(Recommended length: 60 - 80 words.)</p>	extended answer (paragraph)	<p>Content: 90%</p> <ul style="list-style-type: none"> Coherence Accurate and explicit connection between the literary text and the new information. Supporting details from the text. <p>Language 10%</p> <ul style="list-style-type: none"> Grammar Spelling Punctuation

Literary Texts		
Genre	Option One	Option Two
Three Short Stories	"The Treasure of Lemon Brown" by Walter Dean Myers	"The Treasure of Lemon Brown" by Walter Dean Myers
	"Mr. Know All" by W. Somerset Maugham	"A Summer's Reading" by Bernard Malamud
	"Thank You, Ma'm" by Langston Hughes	"Thank You, Ma'm" by Langston Hughes
Three Poems	"Introduction to Poetry" by Billy Collins	"Grandmother" by Sameeneh Shirazie
	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost
	"Count That Day Lost" by George Eliot	"Count That Day Lost" by George Eliot

- *Basic Understanding* questions relate to the literal meaning of the text.
- *Analysis and Interpretation* questions require the learner to probe beyond the literal meaning of the text and may include questions referring to relevant literary terms. For those questions where the *Analysis and Interpretation* questions are worth 15 points each, in addition to answering the question, learners are required to choose a higher-order thinking skill (HOTS) and show evidence of the use of the chosen thinking skill in the answer. Below is the list of higher-order thinking skills and useful vocabulary to help the learner answer the question.
- *The Bridging Text and Context* question requires the learner to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes, and aspects of the historical, social and cultural contexts of the text.

Thinking Skills

The following are the higher-order thinking skills that are required for the Bagrut exam. Changes will be made to this list periodically and will be posted on the site of the English Inspectorate:

www.edu.gov.il/english.

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

In addition to these six HOTS, students can choose to use any of the HOTS in the list below:

Thinking Skill	Students will be required to:
Predicting	predict the content or the outcome of the text, either before or during reading based on available information.
Applying	apply previously learned concepts, terms, techniques and skills to new situations.
Inferring	infer implicit meaning from the text by being able to read-between-the-lines.
Sequencing	explain how the sequence of events in a text, when not in a chronological order, affects understanding of the text.
Identifying parts and whole	explain how the parts function together within the whole text.
Classifying	categorize the elements of the text according to criteria.
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.
Explaining patterns	identify and explain different patterns in the text and explain their significance.
Explaining cause and effect	describe and explain the causal relationships between actions or events in a text.

Higher-Order Thinking Skills (continued)

Thinking Skill	Students will be required to:
Distinguishing different perspectives	identify the different perspectives within the text and/or among the readers of the text.
Problem solving	identify a problem/dilemma and either identify its solution in the text or suggest a possible solution, taking into account the constraints and the options present in the text.
Uncovering motives	identify motives that explain the character's behavior and support this with evidence from the text.
Generating possibilities	create something new on the basis of what is understood from the text.
Synthesizing	integrate different aspects of/insights to the text.
Making connections	make connections between specific aspects of the text. make connections between the text and other contexts in relation to theme, historical and cultural contexts or pertinent information from the author's biography.
Evaluating	make judgments about different aspects of the text and justify opinions and/or evaluate someone else's opinion.

Vocabulary for Thinking Skills

This list provides learners with words and phrases which will help them answer the HOTS *Analysis and Interpretation* question (worth 15 points).

Thinking Skill	Vocabulary
Predicting	predict, suggest, hint , clue, expect, expectation, appears that, what if, speculate
Applying	apply, relate
Inferring	infer, deduce, conclude, read between the lines, assume, what are the consequences of this statement?
Sequencing	order, progression, series, sequence, first, second, next, then, last, at last, simultaneously, subsequently, finally, before, after, after a while, eventually, foreshadow, flashback
Identifying parts and whole	element, part, whole, belongs, separate, item, unity, missing part, repetition, paragraphs, divide into parts, breakdown, puzzle, major part of the story, connection, split up story, divide into parts, trigger, breakdown, subdivisions, background information, story within story
Classifying	separate, branch, root, include, exclude, group, order, category, class, hierarchy, belong, part of, element, classify, categorize, sort, arrange, label, match
Comparing and contrasting	like, similar, also, similarly, in the same way, likewise, again, unlike, compared to, in contrast with, different than, (comparative adjectives) on the contrary, however, although, yet, even though, still, nevertheless, regardless, despite, while, on the one hand...on the other hand
Explaining patterns	repeat, repetition, significance, similar, recur arrangement, rule
Explaining cause and effect	cause, effect, result, consequence, end, outcome, if...then, and in order to, implication, due to, because, thanks to, as a result (of), provoke, spark, incite, induce, encourage, persuade, development, explanation
Distinguishing different perspectives	perspective, point of view, attitude, differences, outside, inside, looking from above, looking from the side, however, on the one hand, on the other hand, opinion, reader, narrator outlook, standpoint, perception, side, angle

Vocabulary for Thinking Skills (continued)

Thinking Skill	Vocabulary
Problem solving	find out, solve, answer, explain, difficulty, resolve, decipher, predicament, trouble, crisis
Uncovering motives	aim, intention, purpose, goal, cause, object, reason, psychological motivation, drive
Generating possibilities	create, speculate, make up, propose an alternative, how else would you...conjecture, hypothesize, guess
Synthesizing	conclude, what if?, rewrite, generalize, summarize, blend, integrate, given (this) and (that)...
Making connections	linked, associated, related, connected, reflected, influenced link, bond
Evaluating	assess, judge, appraise, rate