

פתרון בחינת הבגרות באנגלית

שאלון ז' (MODULE G)

מספרי השאלון: 407, 016108

גרסה ב'

מוגש על ידי:

אורית הולנדר ודנה דרורי,

מורות לאנגלית ברשת בתי הספר של

יואל גבע

הערות:

1. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
2. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.

מדינת ישראל
משרד החינוך

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"ג, **מועד ב**
מספר השאלון: 407,016108

אנגלית

שאלון ז' (MODULE G)

גרסה ב' הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
פרק ראשון – הבנת הנקרא – 60 נקודות
פרק שני – משימת כתיבה – 40 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: אחד מבין המילונים האלה:
– מילון אנגלי-אנגלי-עברי
או
– מילון אנגלי-עברי-אנגלי
– قاموس إنجليزي – إنجليزي – عربي
(מילון אנגלי-אנגלי-ערבי)
או
– قاموس إنجليزي – عربي / عربي – إنجليزي
(מילון אנגלי-ערבי / ערבי-אנגלי)
נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- ד. הוראות מיוחדות:
- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
 - (2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
 - (3) בתום הבחינה החזר את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

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PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

Read the article below and then answer questions 1-7.

UNIVERSITY ON THE INTERNET

Every year, Professor Brian Caffo teaches a course in statistics at Johns Hopkins University that is usually attended by some 70 students. This year, however, he is also teaching a 7-week online version of the course to no fewer than 15,000. The students, who signed up on a website called Coursera, watch video lectures, do homework, take tests, and participate in a lively discussion forum. On the first day, Prof. Caffo watched the forum light up with greetings from countries as far apart as Poland, Mexico, and Lebanon, an experience he described as "unbelievable."

Prof. Caffo's students are among the millions all over the world who have chosen to take a MOOC, short for "Massive Open Online Course." Provided by several prestigious American universities free of charge and with no entry requirements, these interactive courses are designed and taught by top professors, and while not leading to an academic degree, they do offer university-level education in a variety of subjects. Anant Agarwal, president of the edX MOOC website, believes MOOCs could dramatically increase access to learning. "Our vision," he told reporters, "is to be able to educate a billion people around the world." Dr. Melinda Garland, whose online course on artificial intelligence was taken by over 60,000 people, sees an even more revolutionary role for MOOCs. "Eventually we'll see such courses attracting people of all ages to fields they never thought they'd engage in," she says.

At the moment, MOOCs are only being offered by a limited number of academic institutions. One reason may be that no adequate ways have yet been devised for dealing with the huge number of student assignments. Another source of concern is whether MOOCs are suitable for all subjects and skills. "These courses are fine for teaching math and engineering," says literature professor Dinah Hall, "but how can they provide the detailed feedback that's required when students express their own ideas?" The biggest problem, however, is cost: The financial investment involved in producing and running a MOOC is larger than most universities are willing or able to make.

/המשך בעמוד 3/

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Moreover, many educators see little of value in what MOOCs offer learners. "There is no substitute for working side by side with a professor in a lab, or for making connections and friendships face to face," says Dr. Hayden Black of Rockway College, voicing two common objections. Others, however, are not so skeptical. Some professors, for example, believe MOOCs might actually enhance traditional learning. Assigning MOOC lectures as supplementary material, they claim, could promote more in-depth classroom discussions. But perhaps the most enthusiastic proponents of MOOCs are people who have taken one. Says computer programmer Jeanette Wyatt, "I got the chance to participate in a course given by one of the leading experts in my field, and I never even had to leave my house."

QUESTIONS (60 points)

Answer questions 1-7 in English according to the article. In questions 4 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-13?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ✓ i) How MOOCs work.
- ii) When MOOCs began.
- iii) Which MOOC subjects are the most popular.
- iv) Which MOOCs Coursera offers.
- ✓ v) Why a person might want to take a MOOC.
- vi) Why MOOCs only last several weeks.

(2×7=14 points)

2. What does the word "open" in the name "Massive Online Open Course" refer to?

Give ONE answer. Base your answer on information in lines 1-13.

COMPLETE THE SENTENCE.

It refers to the fact that a MOOC is accessible to everyone

תשובות נוספות-ראה נספח (8 points)

3. Why might a person decide NOT to take a MOOC? Base your answer on lines 8-18.

ANSWER: (because) he will not receive an academic degree

תשובות נוספות-ראה נספח (7 points)

/המשך בעמוד 4/

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4. Both Mr. Agarwal and Dr. Garland speak about (-). (lines 8-18)

- (i) the ways MOOCs could be made more appealing
- (ii) the success that MOOCs have had
- (iii) the changes MOOCs might bring
- (iv) the subjects MOOCs can teach

(8 points)

5. What do we learn from lines 19-27?

- (i) Why MOOCs in math and engineering are important.
- (ii) What types of assignments MOOC students prefer.
- (iii) Which MOOC students get the most feedback.
- (iv) Why MOOCs might not be suitable for teaching literature.

(7 points)

6. COMPLETE THE SENTENCE.

In lines 19-27, the problem of cost is mentioned to help explain why MOOCs.....
are only being offered by a limited number of academic institutions

(8 points)

7. COMPLETE THE SENTENCE.

In lines 28-37, Jeanette Wyatt is mentioned as one of the people who think that.....
MOOCs have advantages

(8 points)

תשובות נוספות-ראה נספח

/המשך בעמוד 5/

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PART II: WRITTEN PRESENTATION (40 points)

Write 120-140 words in English on the following topic.

8. A teen magazine has asked its readers what they think the government should spend more money on.

Write a passage for the magazine stating your opinion. Give one or two specific examples of where more money should be invested, and explain why.

בהצלחה!

Use this page and the next (nos. 5-6) for writing a rough draft.

נספח

שאלון ז'

(MODULE G)

תשובות אפשריות נוספות

שאלה 2:

- there are no entry requirements.
- a MOOC is free of charge.
- people all over the world can take a MOOC.

שאלה 3:

(because) the MOOC does not lead to an academic degree.

שאלה 7:

MOOCs are worthwhile.