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משרד החינוך

אגף בכיר בחינות

המנהל הפדגוגי

מחברת בחינה

לנבחנים ולנבחנות שלום,

נא לקרוא את ההוראות בעמוד זה ולמלא אותן בדיוקנות. אי-מילוי ההוראות עלול לגרום לתקלות ואף להביא לידי פסילת הבחינה. הבחינה נועדה לבדוק הישגים אישיים, ולכן יש לעבוד עבודה עצמית בלבד. בזמן הבחינה אין להיעזר בזולת ואין לתת או לקבל חומר בכתב או בעל פה.

אין להכניס לחדר הבחינה חומר עזר – ספרים, מחברות, רשימות – חוץ מ"חומר עזר מותר בשימוש" המפורט בגוף השאלון או בהוראות מוקדמות של משרד החינוך. כמו כן אין להכניס לחדר הבחינה טלפונים או מחשבים ניידים. שימוש בחומר עזר שאינו מותר יוביל לפסילת הבחינה.

כל חומר עזר שאינו מותר בשימוש, יש למסור למשגיח לפני תחילת הבחינה.

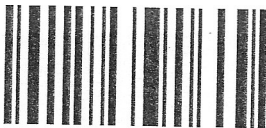
לאחר סיום כתיבת הבחינה יש למסור את המחברת למשגיח ולעזוב בשקט את חדר הבחינה.

יש להקפיד על טוהר הבחינות!

הוראות לבחינה

1. יש לוודא כי במדבקות הנבחן שקיבלת מודפסים הפרטים האישיים שלך.
2. אם לא קיבלת מדבקה, יש למלא בכתב יד את הפרטים במקום המיועד למדבקת הנבחן.
3. אסור לכתוב בשולי המחברת (החלק המקווקו) משום שחלק זה לא ייסרק.
4. לטייטה ישמשו אך ורק דפי מחברת הבחינה שיועדו לכך.
5. אין לתלוש או להוסיף דפים. מחברת שתוגש לא שלמה תעורר חשד לאי-קיום טוהר הבחינות.
6. אין לכתוב שם בתוך המחברת, משום שהבחינה נבדקת בעילום שם.
7. אין להוסיף או לשנות שום פרט במדבקות, כדי למנוע עיכוב בזיהוי המחברת וברישום הציונים.

בהצלחה!

 016584	<table border="1"> <tr> <td>18</td> <td>מועד</td> <td>21</td> </tr> <tr> <td colspan="3">الموعد</td> </tr> <tr> <td>37</td> <td>סמל ב"ס</td> <td>32</td> </tr> <tr> <td colspan="2">31 מס' תעודת זהות</td> <td>23</td> </tr> <tr> <td colspan="2">رقم المدرسة</td> <td>رقم الهوية</td> </tr> </table>	18	מועד	21	الموعد			37	סמל ב"ס	32	31 מס' תעודת זהות		23	رقم المدرسة		رقم الهوية	מדבקות לנבחן ملصقة ممتحن
	18	מועד	21														
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37	סמל ב"ס	32															
31 מס' תעודת זהות		23															
رقم المدرسة		رقم الهوية															
<p>יש להדביק כאן ↑ מדבקת נבחן (ללא שם) يجب هنا ↑ إلصاق ملصقة ممتحن (بدون اسم)</p>																	

* הוראות בשפה הערבית מעבר לדף

* التّعليمات باللّغة العربيّة على ظهر الصّفحة

יש לסמן במשבצת אם ניתן שאלון נוסף
يجب الإشارة في المربع إذا أُعطي نموذج امتحان إضافي

PART I (35 points)

Answer the questions for (A) *The Enemy*:

A. THE ENEMY / Pearl S. Buck

Answer questions 1-4.

1. Why was Sadao sent to America?

- (i) To learn about American culture
- (ii) To meet a future wife
- (iii) To study medicine
- (iv) To become an American citizen

(5 points)

2. Why does the General have to protect Sadao?

- (i) Sadao is a well-known doctor.
- (ii) They are very old friends.
- (iii) He needs Sadao to be his doctor.
- (iv) Sadao has to treat the American.

(5 points)

3. Before he operates on the wounded man, Sadao says to himself, "I am not doing this for my own pleasure. In fact, I do not know why I am doing it." Explain Sadao's conflict, using information from the story to support your answer.

ANSWER:

(10 points)

4 תנ"ג

המבחן למבחן בגרות /

4.

For this question, choose ONE of the thinking skills from the Appendix (מנצ) on page 15

OR any thinking skill studied in class. Use this thinking skill when answering the question.

(10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Why do you think the servants and Hana react differently to the prisoner? Give information from

the story about each of them to support your answer.

Thinking skill I chose:

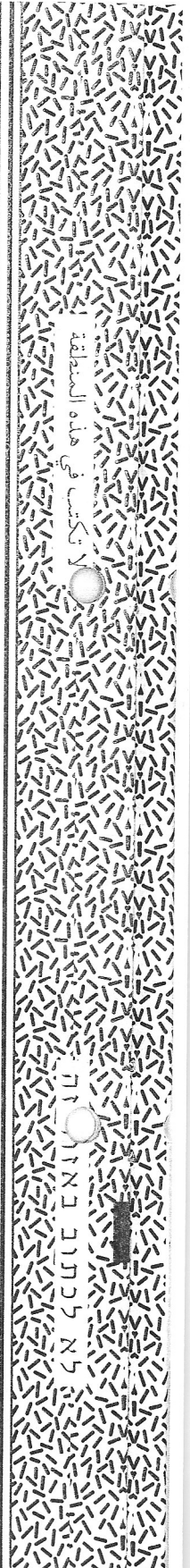
ANSWER:

(15 points)

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5 תנ"ך

/המורה בעמוד 6/



PART II (45 points)

Answer the questions for either (B) *All My Sons* OR (C) *The Wave*.

B. ALL MY SONS / Arthur Miller

Answer questions 5-9.

5. George goes to visit his father in jail because (-).

(i) George has just come back from the war

(ii) George wants to tell Steve about Larry

(iii) Keller wants to offer Steve a job

(iv) George wants to tell Steve that Ann is getting married

(5 points)

6. At the end of Act II, Keller says he sent out the cracked cylinder heads because (-).

(i) Steve told him it would be OK

(ii) they wouldn't affect the planes

(iii) he didn't want to lose the army contract

(iv) Larry didn't fly a P-40

(5 points)

7. Larry never appears on stage throughout the play. Discuss his importance as a character in relation to Chris. Give information from the play to support your answer.

ANSWER:

(10 points)

8. In Act II, Kate accidentally says that Joe hasn't been sick in 15 years. Explain why this is a turning point in the play. Give information from the play to support your answer.

ANSWER:

Dotted lines for writing the answer to question 8.

(10 points)

9. For this question, choose ONE of the thinking skills from the Appendix (נדב) on page 15 OR any thinking skill studied in class. Use this thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Relationships between husband and wife are a central theme in the play. Discuss this theme in relation to ONE of the following two couples, Joe and Kate OR Frank and Lydia. Give information from the play to support your answer.

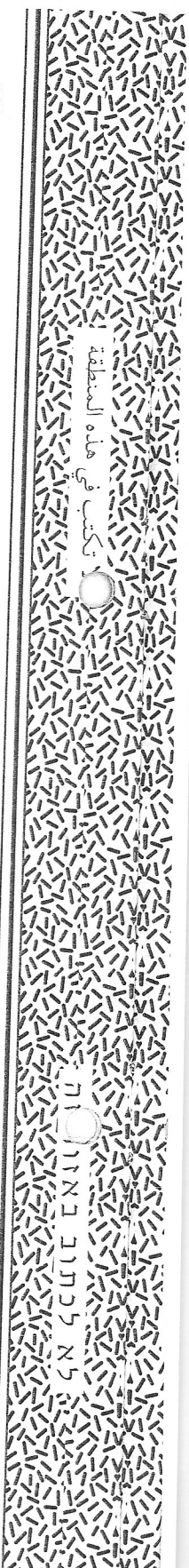
Thinking skill I chose:

ANSWER:

Dotted lines for writing the answer to question 9.

(15 points)

המבחן בעמוד 8 /



OR:

C. THE WAVE / Morton Rhue

Answer questions 10-14.

10. After The Wave experiment begins, Laurie and Amy (-).

(i) work together to get more members

(ii) get better grades in school

(iii) are no longer best friends

(iv) fight over Amy's boyfriend

(5 points)

11. Ben Ross knows that The Wave is becoming very popular in school because (-).

(i) there are articles about it in the school newspaper

(ii) parents and teachers tell him how good it is

(iii) students from other classes are coming to his lessons

(iv) other schools want to start their own experiment

(5 points)

12. How has the experiment changed Mr. Ross from a history teacher to a man who wonders if he is now a dictator? Give information from the novel to support your answer.

ANSWER:

(10 points)

13. In the middle of the novel, Laurie and her mother, Mrs. Saunders, have a conversation in

Laurie's room:

Laurie: "I don't think I'm as crazy about it [The Wave] as I was a couple of days ago."

Mrs. Saunders nodded. "No, I didn't think you would be, once you thought about it for

a while."

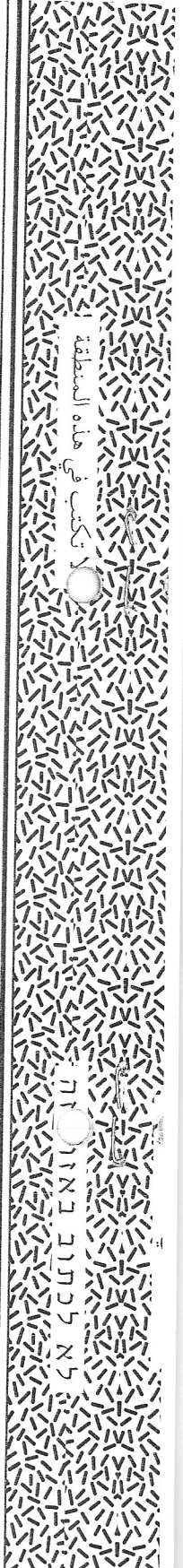
Looking back at the novel, what do we learn about Laurie's personality that made it clear that she would change her mind about The Wave? Give information from the novel to support your answer.

ANSWER:

(10 points)

(שאלה זו נאמרה גם בשאלה 14)

/המורה שאלה 10



לך תכתוב את זה המעלה את

לא לכתוב במחזור

14. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 15

OR any thinking skill studied in class. Use this thinking skill when answering the question.

(10 points for the content of the answer, 5 points for the correct use of the thinking skill)

At the end of the novel Mr. Ross wonders how long it will be before he begins to see sloppy

homework again. He smiles and thinks to himself, "Is this the price we pay for freedom?"

Why do you think Mr. Ross smiles when he thinks this? Give information from the novel to

support your answer.

Thinking skill I chose:

ANSWER:

(15 points)

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PART III (20 points)

Answer the question for either (15) *A Summer's Reading* OR (16) *The Road Not Taken*.

Suggested length: 80-100 words.

15. A SUMMER'S READING / Bernard Malamud

"The battles that count are not the ones we fight to win gold medals. What is important are the internal struggles within ourselves and how we deal with them." – Adapted from Jesse Owens, an African-American winner of four gold medals at the 1936 Berlin Summer Olympics

Make a connection between the above quote and the story. Give information from the story to support your answer.

OR:

16. THE ROAD NOT TAKEN / Robert Frost

"Life is a matter of decisions, some of them difficult. You are free to make whatever choice you want, but you are not free from the consequences." — John C. Maxwell, an American author

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

לא נכתב פי هذه المنطقة

Use this page and the next (pages 12-13) for writing a rough draft.

12 תמוז

מסלול 21 / קולל 12



APPENDIX TO PARTS I and II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns

لا تكف في هذه المنطقة