



State of Israel,
Ministry of Education
Pedagogical Secretariat,
Language Department
English Language Education

Table of Specifications -Four and Five Points – Computerized Oral Bagrut Exam - 2021

016487 (4 pts) and 016587 (5 pts) and Pilot E COBE including listening comprehension: 016486 (4 pts), 016586 (5 pts):

Part A - Spoken Production – Personal Response: 25 Points				
# of points	Time Frame	Item Description	Objectives	Possible topics
25 pts	2-3 minutes for listening, viewing questions and answering	<p>Spoken Production</p> <p>Students are presented with a choice of two topics. They are asked to choose one and respond to a set of thematically related questions in detail, in order to talk about the topic presented in a single recording.</p>	<p>Independent User I: (B1)</p> <p>Students can:</p> <ul style="list-style-type: none"> • understand key information and questions presented to them • enter unprepared into conversation on familiar topics • express personal opinions • exchange information on topics that are familiar, of personal interest or pertinent to everyday life • describe plans and arrangements, habits and routines, past activities, personal experiences and situations, real or imagined 	<ul style="list-style-type: none"> • Advertising • Animals • Education • Fame and celebrities • Favorite books and movies • Food • Free time activities • Friendship • Future plans • Games • Health • Hobbies and habits / routines • Holidays and customs • Hometown • Languages • Music • Personal belongings • Personal strengths and weaknesses • Professional ambitions • Reflection on personal experiences • Respect • Role models • School • Sports • Suggesting individual/ community change



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				<ul style="list-style-type: none"> ● Technology ● Transportation ● Vacations ● Volunteering
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Part B - Spoken Production - Project / Bridging Project: 25 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
25 pts	1-2 minutes speaking time is required	<p style="text-align: center;">Spoken Production</p> <p>Students are asked a set of questions relating to their project which they must answer in depth in ONE recording</p>	<p>Independent User I: (B1) Students can</p> <ul style="list-style-type: none"> ● understand key information and questions presented to them ● give a prompted presentation by answering questions on a familiar topic or area of interest explaining the main points ● report on and/or reflect on what they learned from a range of sources ● express and explain their choices, opinions, plans and actions ● draw conclusions <p>Or</p> <ul style="list-style-type: none"> ● discuss the historical, social and cultural contexts of a literary text or its author ● explain how these contexts are reflected in the text or have influenced the text ● express their reactions to a literary work 	<p>Topic and reason for choice</p> <ul style="list-style-type: none"> ● What was learned ● What they wanted to learn ● Learning skills improved ● Interesting facts learned ● Surprising information ● Future use of information ● Redoing it if opportunity arose ● Topic related to literary piece ● How the project influenced them ● How the project helped them better understand the literary text <p>Reflections on:</p> <ul style="list-style-type: none"> ● Challenges of the work ● Teamwork vs. individual work ● Finding information on the topic ● Writing up their project ● Learning and language skills

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				● Personal achievement and feeling
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Part C – Spoken Production - Response to an Audio-Visual Prompt: 50 points				
# of points	Time Frame	Item Description	Objectives	Possible Themes & Questions
25 pts	4-5 minutes for viewing and answering all questions	<p>Audio-visual prompt followed by set of questions, level 1 (basic-understanding):</p> <p>Students respond, in depth, to a set of questions after viewing the audio-visual prompt in ONE recording, e.g., a video, animated clip (016487/016587), a conversation, an interview, a talk, a</p>	<p>Independent User I: (B1)</p> <p>Students can:</p> <ul style="list-style-type: none"> ● understand the most important information contained in an audio-visual prompt ● express and elaborate on opinions, plans and actions ● describe events, real or imagined, relating to feelings and reactions ● narrate a story ● explain why something is a problem, discuss what to do next ● compare and contrast alternatives, discussing possibilities ● describe their reactions to an audio-visual prompt 	<ul style="list-style-type: none"> ● Formal and informal social interactions in a variety of situations ● Various social and/or personal dilemmas, problems or conflicts ● Wh- questions ● Making plans and arrangements ● Comparing and contrasting ● Persuading ● Making suggestions ● Solving problems ● Making decisions ● Giving instructions and how-to guides ● Sequencing ● Summarizing

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		presentation (016486/016586)		<ul style="list-style-type: none"> ● Distinguishing and/or reacting to different perspectives ● Using given information for different purposes
25 pts		Audio-visual prompt followed by a set of extended questions, level 2 (interpretation): Students respond in depth, to a set of questions <i>in ONE recording</i>		<p><i>**Possible themes for Audio-Visual clips: 016486/016586</i></p> <ul style="list-style-type: none"> ● <i>Various formats of interaction and presentation</i> ● <i>Reacting to lectures and speeches</i>

** Time frame includes listening to the questions, viewing the clips and answering. 016487/016587*

*** Listening Comprehension COBE 016486/ 016586*



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Example Questions and Answer Key for Part A:

Part A, Question Set 1 (Q1):

Tell me where you live and a little bit about the place. What is your favorite place in your hometown? Explain why.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe what their neighborhood / city / hometown / village looks like and what is there, special places, etc. They should also relate to what their favorite place in their hometown is and explain why, supporting the answer with an example or an explanation.

NOTE: Students must relate to all of the questions asked.

OR

Part A, Question Set 2 (Q2):

Describe your volunteering experience in high school. Do you think you will continue volunteering in the future as a result of your volunteer work in high school? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe their volunteering experience in high school, good or bad, explaining what they did, where and what their duties were. They should then relate to their experience and whether they see it as something they might like to continue doing in the future. The answer can be either positive or negative, but it must be supported by examples and explanations to justify their choice. The answer cannot be a simple 'yes' or 'no', it must include an explanation.

NOTE: Students must relate to all of the questions asked.

Part B - Project / Bridging Project Presentation, Responding to a Prompt (Q3):

Example Questions and Answer Key for Part B:

Question Set:

What was your project about and what were you hoping to learn from it? What did you already know about the topic you chose and what did you discover? Explain through examples from your project.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should discuss if there was anything they thought they knew and found out otherwise. If they didn't know anything about the topic,



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they should state that as well. The response must include examples from their project to support what they are discussing.
NOTE: Students must relate to all of the questions asked.

Part C - Response to an Audio-visual Prompt: Regular COBE - 016487/016587 - Questions based on viewing the clip; Pilot E COBE - 016486/016586 - Questions based on viewing and listening to the clip. Students record the answers to each question set separately after viewing the clip and question prompt through to the end, as many times as they like, time permitting.

Example Questions and Answer Key for Part C: Video clip – Share Care Joy - 016487 & 016587 - Regular COBE 4 and 5 points Part C, first question set (Q4):

Many things happened in the clip. Describe the events in the clip you just watched. What is the outcome of these events?

Answer: The answer must flow as one continuous cohesive response, not short answers per question. Answer should include at least a description of the main events in the clip to show understanding of the main events and the outcome of those events at the end of the clip.

Part C, second question set (Q5):

How do you think the boy feels at the end of the clip? Explain. If you were the boy, what would you do with the money? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The answer should present an opinion relating to how the boy feels at the end of the clip as a result of his actions. The answer should be supported by information from the clip if possible. The student's answer should also include a personal reaction to the situation presented in the clip, stating what they would do and why, supported by an example or an explanation.

Example of an audio/visual clip – see table of specifications for the length of the clip and answering the questions

- **016486 & 016586 - Pilot COBE including Listening Comprehension 4 and 5 points**

Hearing for the First Time:

<https://www.youtube.com/watch?v=YcvzsSyuMRk&t=8s>

Part C, first question set (Q4):

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Describe the major events in the clip you have just watched. How does the boy's mother feel that day?

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The answer should include at least a description of the main events in the clip to show understanding of the main events and the outcome of those events at the end of the clip.

Part C, second question set (Q5):

What do you think the message of the clip is? Explain. What do you think (other) parents can learn from it? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The answer should be supported by information seen and heard in the clip. The answer should also include the student's personal reaction to the situation presented in the clip, stating what they would do and why, supported by an example or an explanation.

Grading: Grades are given based upon the student's communicative ability and accuracy for each question set.