

משרד החינוך
המנהל הפדגוגי
אגף בכיר בחינות
מחברת בחינה

לנבחנים ולנבחנות שלום,

יש 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 המשרד. כמו כן **אין להכניס לחדר הבחינה טלפונים או מכשירים אלקטרוניים אחרים**. שימוש בחומר עזר שאינו מותר יוביל לפסילת הבחינה. לאחר סיום כתיבת הבחינה יש למסור את המחברת למשגיח ולעזוב בשקט את חדר הבחינה.

יש להקפיד על טוהר הבחינות !

הוראות לבחינה

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

ב ה צ ל ח ה !

<p>מדבקת נבחן והתאמות ملصقة ممتحن وملاءمات</p> <div><div>שנה السنة חודש الشهر מועד מועד</div><div>סמל ביה"ס رقم المدرسة</div><div>מס' תעודת הזהות رقم الهوية</div></div> <p>יש להדביק כאן ↑ מדבקת נבחן (ללא שם) يجب هنا ↑ إلصاق ملصقة ممتحن (بدون اسم)</p>	<p>מדבקת שאלון ملصقة نموذج امتحان</p> <p>ברקוד שאלון</p>	<p>מדבקות לנבחן ملصقة ممتحن</p>
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יש לסמן במשבצת ☐ אם ניתנה מחברת נוספת
يجب الإشارة في المربع إذا أُعطي دفتر إضافي
* التعليمات باللغة العربية على ظهر الصفحة



وزارة التربية والتعليم

القسم الكبير للامتحانات

الإدارة التربوية

دفتر امتحان

تحية للممتحنين وللممتحنات،

يجب قراءة التعليمات في هذه الصفحة والعمل وفقاً لها بدقة. عدم تنفيذ التعليمات قد يؤدي إلى عواقب مختلفة وحتى إلى إلغاء الامتحان. أعد الامتحان لفحص التحصيلات الشخصية، لذلك يجب العمل بشكل ذاتي فقط. أثناء الامتحان، لا يُسمح طلب المساعدة من الغير، ولا يُسمح إعطاء أو الحصول على مواد مكتوبة أو شفوية.

لا يُسمح إدخال مواد مساعدة - كتب، دفاتر، قوائم - إلى غرفة الامتحان، ما عدا "مواد مساعدة يُسمح استعمالها" المفصلة في نموذج الامتحان أو في تعليمات مسبقة من وزارة التربية والتعليم. كما لا يُسمح إدخال هواتف خلوية أو أجهزة إلكترونية أخرى إلى غرفة الامتحان. استعمال مواد مساعدة لا يُسمح استعمالها سوف يؤدي إلى إلغاء الامتحان. بعد الانتهاء من كتابة الامتحان، يجب تسليم الدفتر للمراقب ومغادرة غرفة الامتحان بهدوء.

يجب التقيد بنزاهة الامتحانات !

تعليمات للامتحان

1. يجب التأكد بأن تفاصيلك الشخصية مطبوعة على ملصقات الممتحن التي حصلت عليها. لا يُسمح إضافة أو تغيير أية تفاصيل في الملصقات، وذلك لمنع عوائق في تشخيص الدفتر وفي تسجيل العلامات.
2. في حال عدم حصولك على ملصقة، يجب ملء التفاصيل في المكان المعد لملصقة الممتحن، بخط يد.
3. لا يُسمح الكتابة في هوامش الدفتر (في المنطقة المخططة)، لأنه لن يتم مسح ضوئي لهذه المنطقة.
4. للمسودة تُستعمل أوراق دفتر الامتحان المعدة لذلك فقط.
5. يُمنع نزع أو إضافة أوراق. الدفتر الذي يُسلم ناقصاً يُشير الشك بعدم الالتزام بنزاهة الامتحانات.
6. لا يُسمح كتابة الاسم داخل الدفتر، لأن الامتحان يُفحص بدون ذكر اسم.

نتمنى لكم النجاح!

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות לבתי-ספר על-יסודיים

מועד הבחינה: קיץ תשפ"א, 2021

סמל השאלון: 091381

נספח: Concept and Terminology

Appendix

תקשורת בינלאומית

א. משך הבחינה: שלוש שעות.

ב. מבנה השאלון ומפתח ההערכה:

פרק ראשון	26 נקודות
פרק שני	40 נקודות
פרק שלישי	34 נקודות
סך-הכול	100 נקודות

ג. חומר עזר מותר לשימוש: אין

ד. הוראות מיוחדות:

- כתוב את תשובותיך בגוף השאלון, במקומות המיועדים לכך.
- ענה על מספר השאלות הנדרש. המעריך יקרא ויעריך את מספר התשובות הנדרש בלבד, לפי סדר כתיבתן במחברתך, ולא יתייחס לתשובות נוספות.
- כתוב את תשובותיך באנגלית בלבד.
- כתוב את תשובותיך אך ורק בעט.
- בסוף השאלון ישנם דפי טיוטה. כתוב בהם כל מה שברצונך לכתוב כטיוטה. בדפי הטיוטה ניתן לכתוב גם בעיפרון.

בשאלון זה 22 עמודים ו-2 עמודי נספח.

ההנחיות בשאלון זה מנוסחות בלשון זכר, אך מכוונות הן לנבחנות והן לנבחנים.

בהצלחה!

המשך מעבר לדף



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

השאלות

Section One (26 points)

Answer **BOTH** questions 1 and 2.

Read the article below and then follow the instructions given afterward in the scenario.

פרק ראשון (26 נקודות)

קרא את המאמר שלפניך, ולאחר מכן
ענה על שתי השאלות, 1 ו-2 –
שאלות חובה.

Israeli colleges looking into using AI to monitor students during online tests

By Shira Kadari–Ovadia

© Haaretz, Dec. 10, 2020

- 1 Several Israeli colleges and universities are in an advanced stage of negotiations to purchase software that will photograph students and prevent them from using the internet while they take exams online.

- 5 The software, the product of the Israeli company Tomax, records whatever is taking place in the room where the student is working, and monitors it using artificial intelligence to detect activity suggesting an attempt to cheat, such as a conversation with another person or suspicious movement in the room. [...]

- 10 In the 2019–20 academic year, only a few schools used the software, including Tel Aviv's Kibbutzim College of Education, Technology and the Arts (Seminar Hakibbutzim) and the Jerusalem College of Technology – Lev Academic Center. The latter used the program for its most recent final exams and decided to discontinue its use after students complained about technical problems. [...]

- 15 Students at a few of the schools expressed concern about the potential violation of privacy posed by the software. "In order to evaluate students' knowledge, is it appropriate to require them to submit images of their ID cards, video of them and their home and audio recordings that are held by a private company that, among other things, receives permission from the students to lock their browsers? In our opinion, it is not," said Yuli Hillel, deputy chairwoman of the National Union of Israeli Students, in a conversation with Haaretz. "Especially today, when we are witness to hacking and the leaking of information, we fear that the institutions are exposing
- 20 students to significant invasions of their privacy," she added.

The heads of the student unions at the Open University of Israel and at Bar-Ilan sent a list of questions to the heads of the institutions: Who has access to the data that is collected on students

Continue to page 5 ►

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

during the exams, what are the company's security protocols and does the software allow access to material stored on each student's computer? Neither institution has responded to the questions, but the co-founders of Tomax, Amit Zaks and Tomer Cohen, responded at length to the questions of Haaretz. They say their software does not take control of the student's computer. Rather, it prevents access to the internet browser and to content stored on the computer for the duration of the exam. Zaks noted that students can exit the computer program at any stage if they want.

"Our policy is transparent, and we showed it to students at the institutions that have begun using the system," Zaks says. "Does the program access files on the computer? No. Does it steal passwords? No. [...] Zaks says the use of artificial intelligence actually helps protect privacy, since it eliminates the need to personally monitor each and every student.

If there are no special incidents or cheating attempts during an exam, video of the student is erased soon after, and presumably no one will ever see it. When students take tests by Zoom, someone watches them the whole time and in addition the video is recorded and stored in the cloud," Zak says. Only if the system identifies an attempt to cheat will the instructor receive an alert and access to the video. Company employees point to another advantage of its product: It allows exams to continue even if the internet connection is lost. In other cases, the institutions disqualify the test in the event of a prolonged disconnect. Bedouin students have told Haaretz that they fear losing internet service during their exams and being unable to complete them.

A common interest

[...] Prof. Roy Shenhar, chairman of the steering committee for computerized teaching at The Hebrew University, told Haaretz [...] "There's no way around it. There are subjects in which closed-book exams are necessary, and it must be enforced," Shenhar said. He said The Hebrew University will probably use Tomax only for such subjects. It's in the interest of all students that no one cheats on an exam, Shenhar says: "For the good of the honest students, we have a duty to make sure no one puts one over on them. It's a common interest."

In the spring semester this year, The Hebrew University made most exams pass-fail due to the difficulty of monitoring remote testing. "It's tolerable for one semester, two semesters is already one-third of a degree and that's a problem." [...] Officials at Bar-Ilan University said use of the software would prevent cheating "and preserve the integrity of the grades issued by the university."

The Scenario

The Council for Higher Education (CHE) is the official authority for higher education in Israel and determines policies for the higher education system. The CHE is organizing a Town Hall Meeting to address the **MAIN** problem presented in the article. Imagine you are an assistant to CHE and you were asked to coordinate this meeting.

First, **identify four stakeholders:** decide who you would invite to the Town Hall Meeting. You must also explain **why** you have selected these individuals, groups or organizations. After that, complete the **DEPP analysis**.



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

Question 1 (12 points)

In the space below, identify FOUR stakeholders, **representing different perspectives**, that you think should be invited to the Town Hall meeting and explain your decision.

(3 pts.) a. Stakeholder 1: _____
Why?

(3 pts.) b. Stakeholder 2: _____
Why?

(3 pts.) c. Stakeholder 3: _____
Why?

(3 pts.) d. Stakeholder 4: _____
Why?



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

Question 2 (14 points)

Use the **DEPP analysis** format below to write the background guide for the Stakeholder Meeting.

Use evidence in the article to support your answers.

(3.5 pts.) a. **Define** the problem.

(3.5 pts.) b. **Explain** what caused the problem.

(3.5 pts.) c. **Predict** what will happen if the problem is not solved.

(3.5 pts) d. **Prescribe** what needs to be done.



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

Section Two (40 points)

Read the speech below and then answer
FIVE of the questions that follow (3–9).

פרק שני (40 נקודות)

קרא את הנאום שלפניך, ולאחר מכן ענה
על חמש מבין השאלות 3–9.

Class of 2020, 'You don't have to accept the world as it is'

By Barack Obama

JUNE 7, 2020

- 1 Congratulations to the Class of 2020! Some of you have graduated already; some of you still have finals; all of you should be very proud.

Graduation is a big achievement under any circumstances. Yours comes as the world is turned upside down by a pandemic, and by a country that has been swept up by protest.

- 5 I can barely imagine how head-spinning these last few months have been for you. Just as winter was thawing and you were thinking about spring break, those of you who were away at college were either whisked home or stayed behind on a shuttered campus. Most of you had to finish semesters online – which had its ups and downs. You didn't have to worry about what you wore to class, but watching your teachers and professors try to work Zoom wasn't always pretty either. Either way, none of this is how any of you imagined finishing your final spring at school.

Even if we can't all gather in person, I want you to remember that a graduation ceremony doesn't celebrate just a moment in time. It's the culmination of all your years of learning – about the world and about yourself. The friends and family who supported you every step of the way – they aren't celebrating a piece of paper. They're celebrating you: how you've grown, the challenges you've overcome and the experiences you've shared. You can see that love in all the amazing ways that families have come up with their own at-home graduations, from drive-by parades to handmade yard signs.

- 20 The point is, don't let the lack of a big, crowded ceremony take anything away from what your graduation signifies. Go ahead and bask in the glory of your achievement. And wherever you are, take lots of photos – although when I look at my graduation pictures, the main thing I realize is that I should have gotten a haircut more often.

- 25 Now, as was true for generations before you, graduation marks your final passage into adulthood – the time when you're expected to fully take charge of your life's direction. It's when you get to decide what's important to you. The career you want to pursue. The values you want to live by. Who you want to build a family with. That can be intimidating even under normal

Continue to page 9 ►

לא תכתוב בזה המכתב

לא לכתוב באזור זה

תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

circumstances. And given the current state of things, let's face it – it can be downright scary.

It's fair to say that your generation is graduating into a world that faces more profound challenges than any generation in decades. It can feel like everything's up for grabs right now. A lot of this uncertainty is the direct result of covid-19 – the 100,000 lives it's taken from us, the economic disruption it's caused. No one can say for sure how much longer the crisis will last — a lot of that will depend on the choices we make as a country. But it will eventually end. Vaccines and treatments will emerge. The economy will begin to heal. Life will start returning to normal — and you'll still have your whole life ahead of you.

The thing is, Class of 2020, what these past few weeks have also shown us is that the challenges we face go well beyond a virus, and that the old normal wasn't good enough – it wasn't working that well. In a lot of ways, the pandemic just brought into focus problems that have been growing for a very long time, whether it's widening economic inequality, the lack of basic health care for millions of people, the continuing scourge of bigotry and sexism, or the divisions and dysfunction that plague our political system. Similarly, the protests in response to the killing of George Floyd, and Breonna Taylor, and Ahmaud Arbery, and Nina Pop aren't simply a reaction to those particular tragedies, as heartbreaking as they are. They speak to decades worth of anguish and frustration over unequal treatment and a failure to reform police practices and the broader criminal justice system.

These shocks to the system that we are seeing right now – just as you prepare to go out into the world – they remind us that we can't take things for granted, that we have to work to make things better. They also remind us that our individual well-being depends on the well-being of the community that we live in, and that it doesn't matter how much money you make if everyone around you is hungry and sick. It reminds you that our country and our democracy only function when we think not just about ourselves, but also about each other.

So as scary and uncertain as these times may be, they are also a wake-up call, and they are an incredible opportunity for your generation. Because you don't have to accept what was considered normal before. You don't have to accept the world as it is. You can make it into the world as it should be and could be. You can create a new normal, one that is fairer, and gives everyone opportunity, and treats everyone equally, and builds bridges between people instead of dividing them. Just as America overcame slavery and civil war, recessions and depression, Pearl Harbor and 9/11 and all kinds of social upheaval, we can emerge from our current circumstances stronger than before. Better than before.



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

But, as has always been true at key moments in history, it's going to depend on young people like you to go out there and rewrite what's possible.

60 Now, I'll admit that it's a little unfair to lay such a heavy burden on you. I wish that my generation had done more to solve some of our country's big problems so you didn't have to. But the good news is that I know you're up to the challenge. You're the best-educated generation in history – and a whole lot more technologically savvy. You've been exposed to more knowledge and perspectives than my generation ever was; you're more tolerant and empathetic, entrepreneurial and environmentally conscious. Even before graduation, many of you have already started to make your mark – feeding the hungry, mentoring kids, fighting racial injustice, helping veterans, battling climate change. And now, to see so many of you participating in peaceful protests, to see so many of you of every race and background raise up your voices on behalf of justice for all – well, it's been unbelievably inspiring.

70 You make me optimistic about our future.

So as you prepare for the next stage of what I know will be a remarkable journey, I'll leave you with a few quick pieces of advice, for what they're worth.

First, do what you think is right, not just what's convenient or what's expected or what's easy. While you have this time, think about the values that matter to you the most. Too many graduates who feel the pressure to immediately start running that race for success skip the step of asking themselves what's really important. Too often they end up as adults who only do what's good for them and say to heck with everybody else, and then they end up not having a lot of meaningful relationships or not really feeling as if they really made a serious contribution to the world. I hope that, instead, you decide to moor yourself in values that last – like responsibility, fairness, generosity, and respect for others. That will make you part of the solution instead of part of the problem. And, if experience is any guide, it actually makes for a happier life.

Second, listen to each other, respect each other, and use all that critical thinking you've developed from your education to help promote the truth. You are the Internet generation and the social media generation – it's not just how you shop or listen to music or watch videos, but it's part of your social lives and it's the new town square where you all come together and meet. In many ways, it's been an amazing tool – in your pockets you have access to more information than any group of people in history. It's allowed movements of like-minded people to mobilize on behalf of worthy causes.

But what's become clear is that social media can also be a tool to spread conflict, division and falsehoods – to bully people and promote hate. Too often it shut us off from each other instead of bringing us together – partly because it gives us the ability to select our own realities, independent of facts, or science, or logic, or common sense. We start reading only news and

תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

opinions that reinforce our own biases and start canceling everything else out; we let opinion masquerade as fact and we treat even the wildest conspiracy theories as worthy of consideration.
95 And the irony is that usually the people who are peddling falsehoods on the Internet or social media are doing so for their own purposes – either to sell you something or to distract you from the real issues that matter.

You can change that. If a friend tells you covid-19 is a hoax, politely correct them. If an older relative cites some video to promote a racist stereotype, show him or her why that video is a
100 sham. As a generation that understands social media and technology a lot better than anyone, it's going to be up to you to create online cultures and communities that respect differences of opinion and freedom of speech, and also restore the kind of honest, informed and fact-based debate that is the starting point for tackling the challenges we face.

Finally, even if it all seems broken, have faith in our democracy. Participate – and vote. Don't
105 fall for the easy cynicism that says nothing can change – or that there's only one way to bring about change. In the midst of recent protests, I've noticed that there have been some debates among young people about how useful voting is compared to direct action and civil disobedience in ending discrimination in our society. The fact is that we don't have to choose; we need both. Peaceful protests and demonstrations are patriotic – they shine a light on injustice, they raise
110 public awareness, and they make the folks in charge uncomfortable in a way that is healthy. After all, we're a nation that was founded on protest. Eventually, though, your aspirations have to be translated into specific laws and institutional practices, – and that only happens when we elect good people, at every level, who are responsive to our demands – and that includes the local offices like the office of the mayor or the office of the district attorney that don't get
115 as much attention as a presidential race, but have the most direct impact on issues like how communities are policed.

In fact, you don't even have to be an activist to make a contribution to our democracy. If you've always dreamed of starting your own business, go build a company that is a model for paying its workers a fair wage. If you've dreamed always of being a doctor, think about working in
120 a community that is short on doctors. There are so many ways to serve – the important thing is to recognize that this nation needs your talents, your passions, your voice, to make it better.

It's not always pretty, this democracy of ours – trust me, I know. It can be loud and messy and sometimes depressing. But because citizens took seriously the mandate that this is a government of and by and for the people, bit by bit, generation by generation, we've made progress – from
125 cleaning up our air and water, to creating programs that lifted millions of seniors out of poverty, to winning the right to vote and to marry who you love. None of these changes happened overnight, or without sustained effort. But they did happen, usually because young people marched, and organized, and voted, and formed alliances, and just led good lives, and looked out for their families and their communities and their neighborhoods and slowly changed hearts and minds.



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

130 America changed, and has always changed, because young people dared to hope. Democracy isn't about relying on some charismatic leader to make changes from on high. It's about finding hope in ourselves, and creating it in others. Especially in a time like this. You don't always need hope when everything's going fine. It's when things seem darkest – that's when you need it the most.

135 As someone once said: Hope is not a lottery ticket; it's a hammer for us to use in a national emergency – to break the glass, sound the alarm and sprint into action.

That's what hope is. It's not the blind faith that things will get better. It's the conviction that with effort, and perseverance, and courage, and a concern for others – things can get better. That remains the truest part of our American story.

140 And if your generation sprints into action, it will still be true of America's future. Congratulations, Class of 2020. Make it mean something. And keep making us proud.

Questions 3–9 refer to Barak Obama's speech. Base your answers on information that is either stated or implied in the speech.

Answer only FIVE of the following questions (for each question – 8 points).

Question 3 – Logos

"In a lot of ways, the pandemic just brought into focus problems [...] that plague our political system." (lines 36–39)

(4 pts.) a. Explain why this statement is logos.

(4 pts.) b. What objective does Obama hope to achieve by using this logos? Explain in your own words by referring to the speech.



תקשורת בינלאומית, קיץ תשפ"א, סמל 091381

Question 4 – Four Worlds

Obama states, "Similarly, the protests in response to the killing of George Floyd, and Breonna Taylor, and Ahmaud Arbery, and Nina Pop aren't simply a reaction to those particular tragedies, as heartbreaking as they are. They speak to decades worth of anguish and frustration over unequal treatment and a failure to reform police practices and the broader criminal justice system." (lines 39–43)

(4 pts.) a. Name ONE of the "Four Worlds" that Obama is concerned with in this statement.

(4 pts.) b. Explain your choice.

Question 5 – Ethos

"It's not always pretty, this democracy of ours [...] the right to vote and to marry who you love."
(lines 122–126)

Explain why this is ethos.



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Question 6 – Pathos

Obama uses pathos to prepare the graduating class of 2020 for the future that lies ahead.

- (4 pts.) a. Write ONE quote in which Obama uses pathos to accomplish this. Provide line numbers.

- (4 pts.) b. What emotion does Obama evoke by using the sentence you quoted? Explain your answer.

Question 7 – Public Narrative and Storytelling

- (4 pts.) a. Which type of public narrative does Obama effectively employ? Select only ONE.

- (4 pts.) b. Explain your choice and use evidence from the speech to support your answer.

My evidence is based on lines ____ to ____.

ANSWER: _____



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Question 8 – Leadership Style

"First, do what you think is right [...] it actually makes for a happier life." (lines 73–81)

- (2 pts.) a. Which leadership style does Obama demonstrate through this first piece of advice?
Select only **ONE**.

- (6 pts.) b. Explain your choice and use evidence from the speech to support your answer.

Question 9 – Communication Style

In parts of his speech, Obama uses a communication style which is informal.

- (4 pts.) a. Give **TWO** examples of this communication style. Provide line numbers.

1.

2.

- (4 pts.) b. Explain why Obama uses this communication style.



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Section Three (34 Points)

Answer question 10.

פרק שלישי (34 נקודות)

ענה על שאלה 10 – שאלת חובה.

question 10 (34 points)

Write a persuasive essay on ONE of the two topics below, using the **SEET** model. Use concepts and terms related to your topic (see Appendix). In writing your essay, you are expected to refer to the relevant text; however you may not copy more than short phrases to support your arguments. Be sure to properly punctuate quotes, where necessary (approximately 250 words).

Topic One: Human Rights

Imagine you are one of the stakeholders invited to the Town Hall Meeting regarding the use of Artificial Intelligence (AI) in the administration of exams. Prepare for the meeting by writing a persuasive essay either in favor or against such use. In your essay, make sure to acknowledge and respond to the opposing position. Support your opinion by relating to ONE of the rights in the Universal Declaration of Human Rights.

Topic Two: Ethics in Journalism

In lines 89-97, Obama addresses problems posed by news posted on social media.

Write a persuasive essay explaining how such problems can be avoided. In your essay, make sure to acknowledge and respond to the opposing position. Support your opinion by relating to TWO elements of Ethics in Journalism from the Media section.

לא תכתוב בזה המרחב

לא לכתוב באזור זה



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Draft / טיוטה

لا تكتب في هذه المنطقة

זכות היוצרים שמורה למדינת ישראל.
אין להעתיק או לפרסם אלא ברשות משרד החינוך.

מדבקת משגיח

ملصقة مراقب

"איתך בכל מקום, גם בבגרות.
בהצלחה, מועצת התלמידים והנוער הארצית"
"معك في كل مكان، وفي البجروت أيضًا.
بالنجاح، مجلس الطلاب والشبيبة القطري"

נספח: Concept and Terminology Appendix

לשאלון 091381, קיץ תשפ"א

1. Effective Communication (Speaking and Listening with Intent)

- Recognizing and using formal versus informal language based on the context. Adjusting spoken language to the audience and context.
- Active Listening Strategies to Improve Communication: Encouraging, Eliciting, Restating, Clarifying, Empathizing, Summarizing, Reframing.
- Interpreting F2F Communication versus Digital Communication: F2F-Recognizing tone and body language; Virtual- need to consider digital footprint.

2. Culture

- Metaphors of Culture: the Iceberg Metaphor, the Onion Metaphor, the Fish Bowl Metaphor, the Lenses Metaphor, the Software Metaphor, your own original metaphor.
- Hall's High- and Low-Context Concept of Culture
- Hofstede's Five Dimensions of Culture: Power Distance; Individualism vs. Collectivism; Masculinity vs. Femininity; Uncertainty Avoidance; Long-term vs. Short-term Orientation.
- Bennett's Developmental Model of Intercultural Sensitivity: The Ethnocentric Stages (Denial-Defense-Minimization); The Ethnorelative Stages: (Acceptance - Adaptation – Integration).
- The DAE Model of Building Intercultural Competence: D = Describe; A = Analyze, question your assumptions, follow through to build context; E = Evaluate the process and experience.

3. Media

- Visual literacy: the ability to use rules for photo composition to discuss a photo; the ability to analyze a photo
- Traditional versus New Media: speed versus reliability; blurred line between who is the producer and who is the consumer; ethics- balance between competing values; be conscious of and have a conscience.
- Newsworthiness: Timeliness, Proximity, Conflict, Human Interest, Relevance
- Evaluating Sources Using IMVAIN: Independent; Multiple Sources; Verifiable; Authoritative and Informed; Named.
- The Elements of Good Reporting: 5 Ws, 1H, balanced-avoids bias, at least two credible sources and quotes
- Ethics in Journalism: Seek Truth and Report It; Minimize Harm; Act Independently; Be Accountable

Continue to page 2 ►

4. Public Narrative and Storytelling

- Story of Self; Story of Us; Story of Now.

5. International Relations: Interrelated

- English as a Global Language: advantages and disadvantages.
- Globalization: advantages and disadvantages.
- Negotiation Skills: Position versus Interest.
- The Four Worlds: Political, Economic, Cultural, Social.

6. International Relations: Involved

United Nations Universal Declaration of Human Rights-Articles 1–30:

1. Everyone is born free and equal in dignity and with rights. **2.** Freedom from discrimination. **3.** Everyone has the right to life, liberty and security. **4.** Freedom from slavery. **5.** Freedom from torture or degrading treatment. **6.** The right to recognition as a person before the law. **7.** The right to equality before the law. **8.** The right to remedy by a competent national tribunal if rights are violated. **9.** Freedom from arbitrary arrest, detention or exile. **10.** The right to a fair and public trial by an independent and impartial tribunal. **11.** The right to be considered innocent until proven guilty. **12.** Freedom from interference with privacy, family, home, correspondence or attacks of honor and reputation. **13.** The right to free movement within any country, including one's own and to leave and return. **14.** The right to seek and to enjoy asylum from persecution in other countries. **15.** The right to a nationality. **16.** The right to marriage and family, and equal rights in marriage. **17.** The right to own property. **18.** Freedom of belief and religion. **19.** The right to freedom of opinion and expression and the right to information. **20.** Freedom of peaceful assembly and association. **21.** The right to participate in government and in free elections. **22.** The right to social security. **23.** The right to work, safe conditions, adequate pay, equal pay for equal work, protection from unemployment and to join trade unions. **24.** The right to rest and leisure. **25.** The right to an adequate living standard. **26.** The right to education, including free primary education. **27.** The right to participate in the cultural life of your community. **28.** The right to social and international order that assures that your human rights are respected. **29.** The responsibility to the people around us to protect their rights and freedoms. **30.** Freedom from State or other interference in the above rights.

7. International Relations: Intervention

- Sovereignty (know the 4 elements) versus R2P- Responsibility to Protect (know the 3 Pillars).

8. Leadership

- Classic Appeals to Persuade: Ethos, Logos, Pathos.
- Attributes of Good Leaders: the values a particular leader exemplifies, the Ambassadors, the human rights leaders and other leaders like Nelson Mandela and Steve Jobs.
- Leadership Styles: Commanding, Visionary, Affiliative, Democratic, Pacesetter, Coaching.

9. SEET Format: Statement, Explanations, Examples, Tie-Back.