

משרד החינוך  
המנהל הפדגוגי  
אגף בכיר בחינות  
**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 – פרט ל"חומר עזר מותר בשימוש" המפורט בגוף השאלון או בהוראות מוקדמות של המשרד. 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

- יש לוודא כי במדבקות הנבחן שקיבלת מודפסים הפרטים האישיים שלך, ובמדבקות השאלון שקיבלת מודפסים פרטי השאלון המיועד לך.
- 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 לך.
- 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.
- אין להוסיף או לשנות שום פרט במדבקות, כדי למנוע עיכוב בזיהוי המחברת וברישום הציונים.

### בהצלחה!

<p>12 סמל שאלון 17 رقم التمّوذج</p> <p>שם השאלון اسم التّمّوذج</p> <p>יש להדביק כאן ↑ מדבקת שאלון يجب هنا ↑ إلصاق ملصقة نموذج امتحان</p>	<p>18 מועד 21 موعد</p> <p>37 סמל ב"ס 32 31 מס' תעודת זהות 23 رقم المدرسة رقم الهوية</p> <p>יש להדביק כאן ↑ מדבקת נבחן (ללא שם) يجب هنا ↑ إلصاق ملصقة ممتحن (بدون اسم)</p>	<p>מדבקות לנבחן ملصقة ممتحن</p>
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\* הוראות בשפה הערבית מעבר לדף  
\* التّعليمات باللّغة العربيّة على ظهر الصّفحة

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

## وزارة التربية والتعليم

القسم الكبير لامتحانات

الإدارة التربوية

### دفتر امتحان

تحيّة للممتحنين وللممتحنات!

الرجاء قراءة التعليمات في هذه الصفحة والعمل وفقاً لها بدقة. عدم تنفيذ التعليمات قد يؤدي إلى عواقب مختلفة وحتى إلى إلغاء الامتحان. أعدّ الامتحان لفحص تحصيلاتك الشخصية، لذلك يجب العمل بشكل ذاتي فقط. أثناء الامتحان، لا يُسمح طلب المساعدة من الغير ويُمنع إعطاء أو أخذ موادّ مكتوبة أو شفوية. لا يُسمح إدخال موادّ مساعدة - كتب، دفاتر، قوائم - إلى غرفة الامتحان، باستثناء "موادّ مساعدة يُسمح استعمالها" المفصّلة في نموذج الامتحان أو في تعليمات مسبقة من الوزارة. كما لا يُسمح إدخال هواتف أو حواسيب محمولة إلى غرفة الامتحان. استعمال موادّ مساعدة غير مسموح بها يؤدي إلى إلغاء الامتحان.

يجب تسليم كلّ مادة مساعدة لا يُسمح استعمالها للمراقب قبل بدء الامتحان. بعد الانتهاء من كتابة الامتحان، يجب تسليم الدفتر للمراقب، ومغادرة غرفة الامتحان بهدوء.

**يجب التقيّد بنزاهة الامتحانات !**

#### تعليمات لامتحان

1. يجب التأكّد بأنّ تفاصيلك الشخصية مطبوعة على ملصقات الممتحن التي حصلت عليها، وبأنّ تفاصيل نموذج الامتحان المعدّ لك مطبوعة على ملصقات نموذج الامتحان التي حصلت عليها.
2. في حال عدم حصولك على ملصقة، يجب ملء التفاصيل في المكان المعدّ لملصقة الممتحن، بخطّ يد.
3. لا يُسمح الكتابة في هوامش الدفتر (في المنطقة المخططة)، لأنّه لن يتم مسح ضوئيّ لهذه المنطقة.
4. للمسوّدة تُستعمل أوراق دفتر الامتحان المعدّة لذلك فقط.
5. يُمنع نزع أو إضافة أوراق. الدفتر الذي يُسلم ناقصاً يُثير الشكّ بعدم الالتزام بنزاهة الامتحانات.
6. لا يُسمح كتابة الاسم داخل الدفتر، لأنّ الامتحان يُفحص بدون ذكر اسم.
7. لا يُسمح إضافة أو تغيير أيّة تفاصيل في الملصقات، وذلك لمنع عواقب في تشخيص الدفتر وفي تسجيل العلامات.

نتمنّى لكم النجاح!

סוג הבחינה: בגרות לבתי-ספר על-יסודיים  
 מועד הבחינה: קיץ תשע"ח, 2018  
 סמל השאלון: 091381  
 נספח: Concept and Terminology  
 Appendix

## תקשורת בינלאומית

### הוראות לנבחן

א. משך הבחינה: שלוש שעות.

ב. מבנה השאלון ומפתח ההערכה:

פרק ראשון	20 נקודות
פרק שני	40 נקודות
פרק שלישי	30 נקודות
פרק רביעי	10 נקודות
סך-הכול	100 נקודות

ג. חומר עזר מותר לשימוש: אין

ד. הוראות מיוחדות:

1. כתוב את תשובתיך בגוף השאלון, במקומות המיועדים לכך.

2. ענה על מספר השאלות הנדרש. המעריך יקרא ויעריך את מספר השאלות הנדרש בלבד, לפי סדר כתיבתן במחברתך, ולא יתייחס לתשובות נוספות.

3. כתוב את תשובותיך באנגלית בלבד.

4. כתוב את תשובותיך אך ורק בעט.

5. בסוף השאלון ישנם דפי טיוטה. כתוב בהם כל מה שברצונך לכתוב כטיוטה. בדפי הטיוטה ניתן לכתוב גם בעיפרון.

בשאלון זה 19 עמודים ו-2 עמודי נספח.

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

**בהצלחה!**

# השאלות

## Section One (20 points)

Answer **BOTH** questions 1 and 2.

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

פרק ראשון (20 נקודות)

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

### WFP calls for more investment in school meals by West African governments

*Published on 01 March 2018, 2018 © World Food Programme*

1 DAKAR – The United Nations World Food Programme today urged governments in West Africa to invest more money in school meal programmes so these can act as a catalyst for improved economic and social welfare communities across the region. The call was made on African Day of School Feeding which is being celebrated for the third year in a row.

5 WFP partners on school meals programmes with some 40 countries in Africa, providing more than nine million school children annually with daily meals in school. In some countries, WFP itself implements the school meals programme while in others it offers technical support to the government provider. In most countries, WFP offers a combination of both services.

10 “It is a win-win opportunity which governments must seize,” said Abdou Dieng, WFP Regional Director for West and Central Africa. “Children enjoy healthy meals that make it more likely that they will stay in school and learn for a better future while jobs are created and businesses develop.”

15 Increasingly, school meals in Africa are of the home-grown variety. This means that the food for the meals is sourced from smallholder farmers within the community. The idea is that home-grown school meals provide local farmers and businesses with a predictable outlet for their products, leading to more stable incomes, more investment, higher productivity and the creation of jobs for youth and women in the communities concerned.

In Burkina Faso, for example, the introduction of yoghurt in school meals has had multiple benefits – a women’s group that collects milk locally has recently set up a processing plant for yoghurt that is now delivered to schools by young people on motorcycles.

20 Some governments in the region are showing a growing interest in investing more in national school meals programmes. The Government of Benin has allotted US\$47 million to feed 400,000 children over the course of five years in partnership with WFP, using a home-grown school meals model.

“We applaud Benin for showing leadership in investing in its future generation. This is a standard that other governments in the region should follow,” Dieng said.

25 WFP’s regional school meals programme, which aims to assist about 2.7 million children this year, faces a US\$60 million funding gap. Without proper financing, the programme will fall short, leave many vulnerable students hungry and at risk of dropping out of school.

Continue to page 3 ►

## The Scenario

Prepare for a World Food Programme meeting in the nation of Togo, Africa. Imagine that you are the assistant to Abdou Dieng, the Regional Director of the WFP in West and Central Africa. One of the countries in the region, Togo, does not yet invest in the WFP even though it receives food aid. He has asked you to organize a meeting in Togo to develop a successful WFP school meals programme there.

First, identify the stakeholders: decide who you would invite to the meeting with the director and explain why. After that, use the DEPP analysis, which will be given to the stakeholders as a background guide on the issue of school meal programmes.

### Question 1 (8 points)

In the space below, identify the FOUR stakeholders you think should be invited to the meeting with the director and explain your decision.

(2 pts.) a. Stakeholder 1: \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

(2 pts.) b. Stakeholder 2: \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

(2 pts.) c. Stakeholder 3: \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

(2 pts.) d. Stakeholder 4: \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

**Question 2** (12 points)

Use the DEPP analysis below to write the background guide for the Stakeholder Meeting. Use evidence in the article to support your answers.

(3 pts.) a. Define the problem.

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(3 pts.) b. Explain what caused the problem.

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(3 pts.) c. Predict what will happen if things continue as they are.

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(3 pts.) d. Prescribe what needs to be done.

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**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.

**This speech was given by Malala Yousafzai at the opening ceremony of "Malala Day" at the United Nations, on 12 July 2013, Malala's sixteenth birthday.**

*2013 © Malala Yousafzai*

1 In the name of God, the most beneficent, the most merciful.

Honorable UN Secretary General Mr Ban Ki-moon, respected president of the General Assembly Vuk Jeremic, honorable UN Envoy for Global Education Mr Gordon Brown, respected elders and my dear brothers and sisters: Assalamu alaikum.

5 Today it is an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received  
10 thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

15 I fully support UN Secretary General Ban Ki-moon in his Global Education First Initiative and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic. I thank them for the leadership they continue to give. They continue to inspire all of us to action. Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

20 There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

25 Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same.  
30 Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child. I want education for the sons and daughters of the Taliban and all the terrorists and extremists. I do not even hate the Talib who shot me. Even if there was a gun in my hand and he was standing in front of me, I would not shoot him. This is the compassion I have learned from Mohammed, the prophet of mercy,  
35 Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah.

This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learned from my father and from my mother. This is what my soul is telling me: be peaceful and love everyone.

40 Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword." It is true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. This is why they killed  
45 14 innocent students in the recent attack in Quetta. And that is why they kill female teachers. That is why they are blasting schools every day because they were and they are afraid of change and equality that we will bring to our society. And I remember that there was a boy in our school who was asked by a journalist why are the Taliban against education? He answered very simply by pointing to his book, he said, "a Talib doesn't know what is written inside this book."

50 They think that God is a tiny, little conservative being who would point guns at people's heads just for going to school. These terrorists are misusing the name of Islam for their own personal benefit. Pakistan is a peace loving, democratic country. Pashtuns want education for their daughters and sons. Islam is a religion of peace, humanity and brotherhood. It is the duty and responsibility to get education for each child, that is what it says. Peace is a necessity for education. In many sections of the world, especially Pakistan and  
55 Afghanistan, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Women and children are suffering in many ways in many sections of the world.

In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by extremism. Young girls have to do domestic child labor and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic  
60 rights are the main problems, faced by both men and women.

Today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women activists asked men to stand up for their rights. But this time we will do it by ourselves. I am not telling men to step away from speaking for women's rights, but I am focusing on women to be independent and fight for themselves. So dear sisters and brothers, now it's time to speak up. So today, we  
65 call upon the world leaders to change their strategic policies in favor of peace and prosperity. We call upon the world leaders that all of these deals must protect women and children's rights. A deal that goes against the rights of women is unacceptable.



We call upon all governments to ensure free, compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence. To protect children from brutality and harm. We call upon the developed nations to support the expansion of education opportunities for girls in the developing world. We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, color, religion or agenda to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave, to embrace the strength within themselves and realize their full potential.

75 Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

80 Dear brothers and sisters, we must not forget that millions of people are suffering from poverty and injustice and ignorance. We must not forget that millions of children are out of their schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future.

85 So let us wage, so let us wage a glorious struggle against illiteracy, poverty and terrorism, let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first. Thank you.

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

Answer only **FIVE** of the following questions.

**Question 3** (8 points)

Malala gave this speech at the opening ceremony of "Malala Day" at the United Nations. Give **TWO** examples, which indicate that the speech is formal.

(4 pts.) a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(4 pts.) b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 4** (8 points)

Malala mentions reasons why many women and children don't get an education. Name **TWO** of them.

(4 pts.) a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(4 pts.) b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 5** (8 points)**Ethos**

(4 pts.) a. Give **ONE** example of ethos in the speech (quote or refer to the line/s).

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(4 pts.) b. What can we learn about Malala's character according to the example? Explain.

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**Question 6** (8 points)**Pathos**

(4 pts.) a. Give **ONE** example of pathos in the speech (quote or refer to the line/s).

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(4 pts.) b. What is the intended emotional effect of the example on the audience? Explain.

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**Question 7** (8 points)**Logos**

(4 pts.) a. Give **ONE** example of logos in the speech (quote or refer to the line/s).

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(4 pts.) b. Does Malala manage to establish a persuasive argument in the example?  
Explain why or why not.

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**Question 8** (8 points)

Name **TWO** human rights from the UNDHR, other than the Right to Education, which are violated by the terrorists Malala speaks about (see Appendix).

(4 pts.) a. \_\_\_\_\_

(4 pts.) b. \_\_\_\_\_

**Question 9** (8 points)

Which of the “4-Worlds” (political, economic, social or cultural) most concern Malala in your opinion?

(4 pts.) a. Name **ONE** of the following – political, economic, social or cultural.

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(4 pts.) b. Explain your opinion.

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**Section Three (30 points)**

Answer question 10.

**פרק שלישי (30 נקודות)****ענה על שאלה 10 – שאלת חובה.****Question 10 (30 Points)**

Write a persuasive essay on **ONE** of the two topics below, using the SEET model. Refer to concepts and terms related to your topic (see Appendix). Use pages 12–14 to write your essay (about 250 words).

**Topic One: Leadership**

Your school is preparing leadership workshops. You have volunteered to run one workshop and want to present Malala as a role model. Describe Malala's **leadership style** and explain why it is relevant to your school. Refer to specific examples from Malala's speech to support your argument in the essay.

**Topic Two: Journalism**

Imagine you are a journalist. Convince your editor that now is the time to publish an article about Malala. Refer to elements of what would make her story **newsworthy**. Refer to specific examples from Malala's speech to support your argument in the essay.

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**Section Four (10 points)**

Answer **ONE** of the following questions  
(11 or 12).

**פרק רביעי (10 נקודות)**

ענה על **אחת** מבין השאלות 11–12.

**Each question contains one scenario. Read the scenarios carefully, choose ONE of them and answer the question that follows.**

**Question 11 (10 Points)**

You have won an international award. To accept the award, you need to travel to Sweden and give a lecture to an important group. You can choose to speak in your own language (Hebrew or Arabic) with the help of an interpreter, or you can speak in English.

What language will you choose? Explain your choice relating **both** to English as a global language and to the importance of identity.

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**Question 12** (10 Points)

At a bus-stop, there is a long line of people waiting for the bus. The bus finally arrives and people begin to board the bus. All of a sudden, two new people, who look foreign, approach the bus-stop and cut in line. The people in the line get very angry and tell the newcomers to go to the back of the line. The two refuse to leave the line and ignore the people talking to them. Then, the people in line get angrier and yell, "go back to the country you came from!"

Explain the situation in terms of a cultural communication problem. Refer to one of the models or concepts of culture in your explanation (Bennet, Hofstede, Hall, DAE or metaphors).

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## 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; 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

## 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 (involved):**

**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.

*Based on: Universal Declaration of Human Rights. COPYRIGHT © UNITED NATIONS. All rights reserved.*

## 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.

מדבקת משגיח

ملصقة مراقب

"אתך בכל מקום, גם בבגרות.  
בהצלחה, מועצת התלמידים והנוער הארצית"  
"معك في كل مكان، وفي البجروت أيضًا.  
بالتجّاح، مجلس الطّلاب والشّبيبة القطريّ"