

משרד החינוך

המנהל הפדגוגי

אגף בכיר בחינוך

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.
- לטיוטה 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.
- אין להוסיף או לשנות שום פרט במדבקות, כדי למנוע עיכוב בזיהוי המחברת וברישים הציונים.

בהצלחה !

<div> <div> <div> <div>12</div> <div>17</div> </div> <div> <div>סמל שאלון</div> <div>رقم النموذج</div> </div> </div> <div> <div>שם השאלון</div> <div>اسم النموذج</div> </div> </div> <div> <div>יש להדביק כאן ↑ מדבקת שאלון</div> <div>يجب هنا ↑ إلصاق ملصقة نموذج امتحان</div> </div>	<div> <div> <div>18</div> <div>21</div> </div> <div> <div>מועד</div> <div>موعد</div> </div> </div> <div> <div> <div>23</div> <div>31</div> <div>32</div> <div>37</div> </div> <div> <div>מס' תעודת זהות</div> <div>رقم الهوية</div> </div> </div> <div> <div> <div> <div>37</div> <div>32</div> <div>31</div> <div>23</div> </div> <div> <div>סמל בי"ס</div> <div>رقم المدرسة</div> </div> </div> <div> <div>יש להדביק כאן ↑ מדבקת נבחן (ללא שם)</div> <div>يجب هنا ↑ إلصاق ملصقة مختن (بدون اسم)</div> </div> </div>	<div> <div>מדבקות לנבחן</div> <div>ملصقة مختن</div> </div>
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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 المربع إذا أُعطي نموذج امتحان إضافي



وزارة التربية والتعليم

القسم الكبير للامتحانات

الإدارة التربويّة

دفتر امتحان

تحية للممتحنين وللممتحنات !

الرجاء قراءة التعليمات في هذه الصفحة والعمل وفقاً لها بدقة. عدم تنفيذ التعليمات قد يؤدي إلى عواقب مختلفة وحتى إلى إلغاء الامتحان. أُعدّ 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 شفهيّة.

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 التقيد بنزاهة الامتحانات !

تعليمات للامتحان

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 المخطّطة)، لأنّه لن يتمّ مسح ضوئيّ لهذه المنطقة.
4. للمسوّدة تُستعمل أوراق دفتر الامتحان المعدّة لذلك فقط.
5. يُمنع نزع أو إضافة أوراق. الدفتر الذي يُسلم ناقصاً يُشير 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!

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:
- כתוב את תשובותיך בגוף השאלון, במקומות המיועדים לכך.
 - ענה על מספר השאלות הנדרש. המעריך יקרא ויעריך את מספר השאלות 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 24 עמודים ו-2 עמודי נספח.

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

בהצלחה!

המשך מעבר לדף



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.

NOTE: The sign “[...]” indicates places where the text has been shortened.

Why 'Green' Germany Remains Addicted to Coal

By Melissa Eddy

© *The New York Times*, Oct. 10, 2018

1 COTTBUS, Germany — On a Sunday in September, at the moment when part of the nearby coal-fired power station went dark for good, 600 people lifted white miner’s helmets from their heads and placed them on folding chairs in the main square in Cottbus, an industrial town in eastern Germany. It was a silent protest to mark the number of jobs lost.

5 “You have to think that every one of those places represents a job, an income that an entire family depends on,” said Mathias Felsch, a 26-year-old whose father and grandfather both worked in the coal mines. “When you see it like that, it really is a whole lot.”

Even so, for Germany, it is not nearly enough. If the country is to meet its commitment to the Paris Climate Accord — to reduce carbon emissions by 80 to 95 percent by 2050 — it must also address
10 the economic and social impact on the roughly 22,500 people whose jobs depend on coal. [...]

Today, nearly a quarter of all electricity produced in Germany still comes from burning lignite, often called brown coal, one of the dirtiest fossil fuels, making Germany the world’s leader in the mining and burning of lignite, according to the International Energy Agency.

That record runs contrary to a United Nations report released Monday, which found that time is
15 running out for action as global temperatures are rising much faster than previously understood. The dire report, compiled by 91 scientists from 40 countries, recommended “phasing out coal in the energy sector.” [...]

[However, the situation is particularly challenging in eastern Germany,] where mining regions sit, where the economy is among the weakest, and where sensitivities run deep over a history of economic displacement since reunification of the country in the 1990s.*

“People here remember the trauma of losing nine out of 10 jobs with the changes that happened after the collapse of communism,” said Philipp Zirzow, a leader of the union representing local coal workers. “Now they are supposed to experience that all over again.”

Mr. Zirzow helped organize the miners’ protest in front of city hall in Cottbus, the capital of eastern German coal country, over the closing of Block F of Jänschwalde power station. Government promises to bring industrial jobs to replace those lost never materialized, further angering and alienating people, he said. [...]

Dozens of studies published in recent years suggest a transition to renewable energy sources, while keeping the lights on and people in work, is possible. With the exception of Spain, all of Germany’s western European partners have already quit coal, or are on track to do so.

“We have the technology,” said Jochen Flasbarth, a state secretary in Germany’s ministry for the environment, who is considered a father of the country’s shift to renewable energy.

Germany will need to expand its power grid to help carry electricity generated by turbines in the windy northern states to the industrial regions farther south, said Patrick Graichen, director of Agora Energiewende, a think tank focused on the shift to renewable energy.

“Between now and 2030, there are still 12 years, so a government can speed up processes and get things done,” Mr. Graichen said.

The situation in the former East Germany is especially difficult. Creating jobs there would require attracting new investors to the region which, despite being only 80 miles east of Berlin, has only a single-track railway connecting it to the capital and little industry beyond lignite. [...]

* After World War II, Germany was divided into two states: East Germany (under the influence of the former Soviet Union) and West Germany (a liberal democratic state). In 1990, after the collapse of communism, Germany was reunited. Soon after the reunification, a large economic gap was revealed between poor East Germany and wealthy West Germany. Despite considerable financial investment in current eastern Germany by the federal government, there is still significant economic disparity between the two regions.

The Scenario

Imagine you are an assistant to the mayor of Cottbus. You are organizing a Town Hall Meeting in an effort to meet the challenges of transitioning to clean and sustainable energy as discussed in the article. The coal fueled power plants in Cottbus and the region are closing and will not re-open. The mayor will run this meeting.

First, **identify four stakeholders**: decide who you would invite to the Town Hall Meeting in order to provide the mayor with FOUR DIFFERENT perspectives. You must also explain **why** you have selected these individuals, groups or organizations. After that, complete the **DEPP analysis**, which will be given to the stakeholders as a background guide on the issue of Germany's plan to switch to sustainable energy instead of coal fueled power plants.

NOTE: Neither a journalist nor the mayor can be invited as a stakeholder.

Question 1 (8 points)

In the space below, identify the FOUR stakeholders you think should be invited to the Town Hall meeting 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** format 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.

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

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

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



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.

Media Briefing by Mr. Adama Dieng, United Nations Special Adviser on the Prevention of Genocide on his visit to South Sudan

Juba, Republic of South Sudan, 11 November 2016

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1 **Acting Spokesperson Shantal Persaud** - Good afternoon ladies and gentlemen, and welcome to this special press briefing, being broadcast live on UN Radio Miraya from UNMISS Tamping base in Juba.

5 I would like to introduce our very important speaker today, Mr. Adama Dieng, the Under-Secretary General (USG) and Special Adviser to the UN Secretary General on Prevention of Genocide. USG Dieng is just finishing his 5-day visit to South Sudan, but before leaving he has taken time out of his schedule to brief us on the purpose and findings of his visit.

10 USG Dieng was appointed to his current position in July 2012, by the SG. He was in South Sudan to gain a better understanding of the issues around ethnically fueled violence and to provide assistance where ever needed. He is mandated by the UN SG to strengthen the role of the UN in preventing genocide, war crimes, ethnic cleansing and crimes against humanity.

15 Mr. Dieng has extensive experience as a legal and human rights expert, and throughout his career has significantly contributed to strengthening of the rule of law and fighting impunity. He has also contributed to the establishment of several non-governmental organizations in Africa and was the driving force behind the establishment of the African Court on Human Peoples' Rights, as well as the draft African Union Convention on Preventing and Combating Corruption.

A warm welcome to you USG Dieng, I will now turn the floor over to you.

20 **USG Dieng** – I arrived in Juba on Monday in response to growing concern about developments here, including reports of targeted ethnic violence against multiple ethnic groups. My aim was to better understand the landscape of ethnically-fueled violence – including hate speech and incitement to violence – and to provide assistance, where requested.

25 The role of my Office is to strengthen the role of the United Nations in protecting populations from atrocity crimes and their incitement – by which I mean genocide, war crimes and crimes against humanity, as well as ethnic cleansing – by collecting and assessing relevant information, advocating for preventive action, and raising awareness about the causes and dynamics of these atrocities. I work within the United Nations and with Member States, regional and sub-regional organizations, and civil society to develop more effective and possible courses of action.

Continue to page 9 ►

In the course of this week I have spoken to United Nations colleagues, senior government officials, civil society groups, religious leaders, and community members. I visited a protection of civilian site in Juba and travelled to Yei to meet with members of the community and government there. I have enjoyed good cooperation with all actors with whom I have met, and would like to express my appreciation to the Transitional Government of National Unity and to UNMISS for facilitating this visit.

That being said, I am dismayed to report that what I have seen and heard here has confirmed my concerns that there is a strong risk of violence escalating along ethnic lines, with the potential for genocide. I do not say that lightly. In place of the development of a South Sudanese national identity, I have seen that there is extreme polarization between some tribal groups, which has increased in certain places since the outbreak of violence in July this year.

Inflammatory rhetoric, stereotyping and name calling have been accompanied by targeted killings and rape of members of particular ethnic groups, and by violent attacks against individuals or communities on the basis of their perceived political affiliation. The media, including social media, are being used to spread hatred and encourage ethnic polarization, and letters threatening specific groups have surfaced in the last month. I am particularly concerned by the involvement of the youth of this country in this dangerous spread of hatred and hostility, as they are particularly susceptible to divisions within society.

The perpetrators and victims are not homogeneous, which makes an assessment of the risk of atrocity crimes in South Sudan very complex. But the patterns are there. Throughout the week, conversations with all actors have confirmed that what began as a political conflict has transformed into what could become an outright ethnic war. With the stalling of the implementation of the Peace Agreement, the current humanitarian crisis, a stagnating economy and the proliferation of arms, all of the ingredients exist for a dangerous escalation of violence.

In speaking to people here, I heard of tremendous mistrust between the civilian and military populations. Many people referred to an undisciplined army that was formed out of what had once been two opposing forces, and has now splintered into multiple armed groups, gangs and bandits which cannot be controlled by the central government. People no longer seem to see the military as their protector, but rather an entity to be feared – or to be joined as one of the few potential employers. One elder I met summed up the current ethnic polarization: he said that he could see fear in the eyes of some, and enthusiasm in the eyes of others.

I was last in South Sudan in 2014, and serious commitments made at that time to end violence have been unfulfilled. I am extremely saddened and disturbed to see South Sudan in its current state and I fear for its people. Even as the conflict becomes ever-more complex, the effects of the December 2013 outbreak of violence linger, and human rights violations committed at that time have not been accounted for. On the contrary, there is renewed violence on a daily basis, and any hope of reconciliation is elusive. Justice and accountability were common themes in my discussions during my visit, but there seems to be little hope of either at the moment.

I must emphasize that genocide is a process. It does not happen overnight. And because it is a process and one that takes time to prepare, it can be prevented. Action can and must be taken now to address some of the factors that could provide fertile ground for genocide. What surfaced over and over in my discussions this week was the presence of long-standing anger, combined with
70 misconceptions and preconceived notions. These need to be addressed if there is to be a chance of peace.

My intention in reporting this assessment is to provide impetus for preventive action. I was encouraged by the receptivity, among the actors with whom I met, to my suggestion that there was an urgent need for reconciliation, as well as a willingness to engage in both community and national level
75 dialogue.

I would like to highlight the situation in Yei River State, which I visited briefly this week. Until recently, Yei has been spared the widespread violence of other areas. Over the last few months, however, reports detail the expulsion of farmers from their agricultural plots into Yei town. These farmers have lost their homes and belongings, livestock and land. Property has been looted and
80 villages have been burned. Yei has been subject to severe access restrictions, despite a grave humanitarian situation and the alarming targeting of civilians. Residents are confined to a small area within the town, or risk attacks by armed forces.

I heard reports of violence that included targeted killings, assault, maiming, mutilation, rape, and the barbarous use of machetes to hack families to death. Bodies have been found in the river.
85 There is widespread fear among the population. One person reported desperately to me, "Tonight I don't know what will happen to me." Another elder expressed terror that his community would be "finished."

Even on the day I visited, I saw families packing up the few belongings they have left and waiting on the side of the road for transport – either to Juba or to neighboring Uganda for refuge. The
90 gravity of the situation in Yei merits immediate intervention – a full scale fact-finding investigation and enhanced humanitarian support. The population has been forced into town without access to food and they and the refugee population which Yei hosts are suffering.

Yei is but one urgent example among many. The signs are all there for the spread of this ethnic hatred and targeting of civilians that could evolve into genocide, if something is not done now to
95 stop it. I urge the people of South Sudan to take action.

The State has the primary responsibility to protect its populations. That means all South Sudanese, irrespective of their ethnic, national or political affiliation. Other States, regional organizations and the international community can assist its protection efforts, however. I plan to do my part by informing the international community of my assessment and calling for action. I will speak with
100 members of the African Union and the Security Council, as well as the *IGAD.

* The Intergovernmental Authority on Development

As I leave Juba, I will repeat what I said two years ago: South Sudanese, your leaders, the regional and the international community, I beseech you to take immediate measures to end the violence and uphold our collective responsibility to protect the populations of South Sudan from atrocity crimes. Ethnicity or political affiliation should not be used as a reason to incite violence or demonize and
105 exclude any community or section of the population. We must all strive for peace in South Sudan.

Acting Spokesperson Shantal Persaud – *Thank you. For Radio listeners, we have just been listening to the Under Secretary-General Adama Dieng on the prevention of genocide. This is a live Press conference, and the Under Secretary- General Dieng is just about to leave South Sudan, he has been here for five days, and he has been sharing with us his findings and thoughts. While
110 he's been here during the course of these days, he also travelled to Yei and expressed his concern on a number of issues.*

Questions 3–9 refer to Dieng'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 – Logos (8 points)

- (4 pts.) a. Identify ONE **paragraph** in the briefing in which Dieng uses logos to explain why he thinks genocide is likely to occur unless intervention is initiated. Indicate your selection with line numbers.

Line numbers _____ to _____.

- (4 pts.) b. Explain his reasoning in your own words.

Question 4 – Pathos (8 points)

Dieng uses pathos to persuade his listeners to agree with his analysis of the situation in South Sudan.

- (4 pts.) a. Give an example of ONE **sentence** or **phrase** he uses to accomplish this.

- (4 pts.) b. By using this sentence/phrase, Dieng evokes the emotions of _____

_____ because the

listeners relate to it by thinking about _____

_____, and this

will accomplish his goal of _____

_____.

Continue to page 13 ►

Question 5 – Leadership Style (8 points)

In lines 72–75 , Dieng states, "My intention in reporting this assessment is to provide impetus for preventive action. I was encouraged by the receptivity among the actors with whom I met to my suggestion that there was an urgent need for reconciliation as well as a willingness to engage in both community and national level dialogue."

- (4 pts.) a. Which leadership style (see Appendix) does Dieng demonstrate through this statement? Select only ONE.

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

Question 6 – Four Worlds (8 points)

- (4 pts.) a. Which of the "Four Worlds" (see Appendix) is the most relevant to understanding the situation in South Sudan? Select only ONE.

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

Question 7 – Public Narrative (8 points)

- (4 pts.) a. Which public narrative technique (see Appendix) does Dieng effectively employ?
Select only ONE.

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

Question 8 – Sources (8 points)

Dieng has collected information from a myriad of sources over his 5-day visit to South Sudan. In lines 85–86, Dieng quotes one of his sources, "Tonight I don't know what will happen to me." Based on the information available in the speech, evaluate this source according to the following TWO reliability criteria.

- (4 pts.) a. Verifiable

- (4 pts.) b. Informed

Question 9 – Human Rights (8 points)

In lines 78–79 , Dieng says, "These farmers have lost their homes and belongings, livestock and land."

(4 pts.) a. Which human right (see Appendix) has been violated?

(4 pts.) b. Explain your choice.

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 16–18 to write your essay (about 250 words).

Topic One: International Relations

Imagine you are a member of the international community who has just heard Dieng's report on the situation in South Sudan. You have been asked to write a persuasive essay either in favor of invoking the Responsibility to Protect (R2P) or against using the R2P. In your essay, make sure to acknowledge and respond to the opposing position. Your essay should relate to both the element of **sovereignty** and of the **R2P**.

Topic Two: Global Issues

Imagine you are **ONE** of the stakeholders invited to the Town Hall meeting in Cottbus, Germany. Prepare for the meeting by writing a persuasive essay explaining your position. In your essay, make sure to acknowledge and respond to an opposing position. Your essay should relate to the global issue of meeting the challenge of **transitioning to clean and sustainable energy**.

[illegible]

[illegible]

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 questions that follow.

Question 11 (10 points)

Mike, Omer and Daniel study together at an international high school in the center of Israel. One day, before the first lesson begins, Mike arrives and joins Omer and Daniel as usual near their lockers. Omer notices that Mike's forehead is stained with an ash mark. Omer jokingly asks if Mike forgot to wash his face that morning. To Omer's surprise, Mike appears upset and walks away from the group. Daniel explains to Omer that it is Ash Wednesday, a holy day for Catholics. On this day, people put ashes on their forehead as part of a religious practice. Omer feels regret for his words to Mike.

How could Omer explain his reaction to Mike using ONE of the cultural metaphors or models?

(2 pts.) a. Which cultural metaphor or model (see Appendix) could Omer use?

(8 pts.) b. What would Omer say to Mike? Relate both to the **metaphor/model** and **details** from the scenario.

Question 12 (10 points)

Adam and Dana both won first place in a debate competition. The prize is a unique opportunity to receive training by a famous debate coach.

The debate coach, who is a very busy person, contacted Adam and Dana and told them that he will be available in the next two weeks. He offered them two options for their joint personal training workshop: a six-hour face-to-face meeting in Tel Aviv or two three-hour online meetings. Adam and Dana must agree on ONE of these options.

Adam, who lives in Be'er Sheva, wants to go for the two online meetings. This is his preference because he has three important exams over the next two weeks for which he needs to do a great deal of serious preparation and studying.

However, Dana, who lives in Herzliya, wants the face-to-face meeting. Although she also needs to study, she has previously tried virtual lessons and never found them effective.

(4 pts.) a. Identify the positions of Adam and Dana.

Adam: _____

Dana: _____

(2 pts.) b. What common interest do Adam and Dana share?

(4 pts.) c. Take the position of either Dana or Adam (**circle your choice**). Select and use ONE of the active listening strategies (see Appendix) to write what you would say to the other student to acknowledge his or her position and offer a suitable solution.

Active listening strategy: _____

Statement by Dana **or** Adam (circle ONE): _____

[illegible]

Continue to page 22 ►

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

מדבקת משגיח
ملصقة مراقب

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

נספח: Concept and Terminology Appendix

לשאלון 091381, קיץ תשע"ט

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, Pacesetting, Coaching.

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