

משרד החינוך  
המנהל הפדגוגי  
אגף בכיר בחינוך  
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.
- 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.

בהצלחה!

מדבקות לנבחן ملصقة ممتحن	<table><tr><td>מדבקות נבחן והתאמות ملصقة ممتحن وملاءمات</td><td>מדבקות שאלון ملصقة نموذج امتحان</td></tr><tr><td><table><tr><td>שנה السنة</td><td>חודש الشهر</td></tr><tr><td>מועד מועד</td><td></td></tr><tr><td>סמל ביה"ס</td><td>מס' תעודת הזהות</td></tr><tr><td>رقم المدرسة</td><td>رقم الهوية</td></tr></table></td><td></td></tr><tr><td colspan="2">יש להדביק כאן ↑ מדבקות נבחן (ללא שם) يجب هنا ↑ إلصاق ملصقة ممتحن (بدون اسم)</td></tr></table>	מדבקות נבחן והתאמות ملصقة ممتحن وملاءمات	מדבקות שאלון ملصقة نموذج امتحان	<table><tr><td>שנה السنة</td><td>חודש الشهر</td></tr><tr><td>מועד מועד</td><td></td></tr><tr><td>סמל ביה"ס</td><td>מס' תעודת הזהות</td></tr><tr><td>رقم المدرسة</td><td>رقم الهوية</td></tr></table>	שנה السنة	חודש الشهر	מועד מועד		סמל ביה"ס	מס' תעודת הזהות	رقم المدرسة	رقم الهوية		יש להדביק כאן ↑ מדבקות נבחן (ללא שם) يجب هنا ↑ إلصاق ملصقة ممتحن (بدون اسم)	
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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 التربويّة

## دفتر امتحان

تحيّة للممتحنين وللممتحنات،  
يجب قراءة التعليمات في هذه الصّفحة والعمل وفقاً لها بدقّة. عدم تنفيذ التعليمات قد يؤدّي إلى عوائق مختلفة وحتىّ إلى إلغاء الامتحان. أُعدّ الامتحان لفحص التّحصّيلات الشّخصيّة، لذلك يجب العمل بشكل ذاتيّ فقط. أثناء الامتحان، لا يُسمح طلب المساعدة من الغير، ولا يُسمح إعطاء أو الحصول على موادّ مكتوبة أو شفهيّة.  
لا يُسمح إدخال موادّ مساعدة – كتب، دفاتر، قوائم – إلى غرفة الامتحان، ما عدا "موادّ مساعدة يُسمح استعمالها" المفضّلة في نموذج الامتحان أو في تعليمات مسبقة من وزارة التربية والتعليم. كما لا يُسمح إدخال هواتف خلويّة أو أجهزة إلكترونيّة أخرى إلى غرفة الامتحان. استعمال موادّ مساعدة لا يُسمح استعمالها سوف يؤدّي إلى إلغاء الامتحان.  
بعد الانتهاء من كتابة الامتحان، يجب تسليم الدّفتر للمراقب ومغادرة غرفة الامتحان بهدوء.

يجب التّقيّد بنزاهة الامتحانات !

## تعليمات للامتحان

1. يجب التّأكّد بأنّ تفاصيلك الشّخصيّة مطبوعة على ملصّقات الممتحن التي حصلت عليها. لا يُسمح إضافة أو تغيير أيّة تفاصيل في الملصّقات، وذلك لمنع عوائق في تشخيص الدّفتر وفي تسجيل العلامات.
2. في حال عدم حصولك على ملصّقة، يجب ملء التّفاصيل في المكان المعدّ لملصّقة الممتحن، بخطّ يد.
3. لا يُسمح الكتابة في هوامش الدّفتر (في المنطقة المخطّطة)، لأنّه لن يتمّ مسح ضوئيّ لهذه المنطقة.
4. للمسوّدة تُستعمل أوراق دفتر الامتحان المعدة لذلك فقط.
5. يُمنع نزع أو إضافة أوراق. الدّفتر الذي يُسلم ناقصاً يُثير الشّكّ بعدم الالتزام بنزاهة الامتحانات.
6. لا يُسمح كتابة الاسم داخل الدّفتر، لأنّ الامتحان يُفحص بدون ذكر اسم.

نتمنّى لكم النّجاح!

## מדינת ישראל

### משרד החינוך

סוג הבחינה: בגרות לבתי-ספר על-יסודיים

מועד הבחינה: קיץ תשפ"ה, 2025

סמל השאלון: 091381

נספח: The 30 articles of the UDHR

Appendix

## תקשורת בינלאומית

א. משך הבחינה: שלוש שעות.

ב. מבנה השאלון ומפתח ההערכה:

פרק ראשון	40	נקודות
פרק שני	30	נקודות
פרק שלישי	30	נקודות
סך-הכול	100	נקודות

ג. חומר עזר מותר בשימוש: אין

ד. הוראות לנבחנים:

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

שאלון זה משמש כמחברת בחינה. הדביקו את מדבקת הנבחן במקום המיועד לכך בעמוד 1 (כריכה קדמית).

בשאלון זה 24 עמודים ועמוד אחד של נספח.

השאלות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב עליהן באופן אישי.

בהצלחה!



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## השאלות

### Section One (40 points)

Read the speech below and then answer  
**FOUR** of the questions that follow (1–6).

### פרק ראשון (40 נקודות)

קראו את הנאום שלפניכם, ולאחר מכן  
ענו על ארבע מן השאלות 1–6.

### How to Defend Democracy and Fight Autocracy

*Leopoldo Lopez, TED Talk, October 2024<sup>1</sup>*

- 1 So today I want to talk to you about something that has been at the core of my existence for the past years: freedom and democracy.

- I was elected mayor of Caracas, the capital of Venezuela, in the year 2000. I was reelected in the year 2004. And then in the year 2008, when I was running for higher office, I was  
5 banned to run for office. Because we were going to win. At that time, we started a movement, a nonviolent civil resistance grassroots movement that went all over Venezuela and worked with people all around the country to build a network that could face off the dictatorship of Nicolás Maduro.

- In the year 2013, Maduro was elected. He stole an election. And in January of 2014, we called  
10 for protest. Tens of thousands of people went to the streets. And that took me to prison. I spent the next seven years in imprisonment, four of them in solitary confinement in a military prison.

- The history of my country, Venezuela, is one, like many other Latin American countries, African countries, one of military rule, exile, imprisonment and politics. So I had read a lot about what it meant to be in prison. I read the usual suspects, I read about Mandela, I read about Gandhi,  
15 I read about my [role] model, Martin Luther King. But I also read a lot about the experience of Venezuelans, including my great grandfather, who had been a political prisoner for years and died in exile. Everything that they had to say was relevant to their own condition, but they all spoke about the importance of having a routine. So I had my own routine since day one, February 18 of 2014.

- 20 My routine was simple. I would do three things every day. I would pray to take care of my soul. I would read, write, to do something with my mind. And I would do exercise. I did those three things with Spartan discipline every day. If I did them, I would feel that I was winning the day.

- But there was one thing that I would think about every single day: why I was in prison. And in fact, this is something that I'm sure happens to all prisoners, political prisoners or not.  
25 That's what prison, in a way, is made for. So every day I thought about what freedom and democracy meant. And it was there in a cell, two by two, in solitary confinement that I really got to understand what freedom was. And it became clear to me that freedom is not about one thing. In fact, freedom is about the possibility of doing many things. So the possibility to speak out, to express your mind. It's the possibility to move around in your country. It's the  
30 possibility to assemble with whomever you want to assemble, to pray to whomever you want

<sup>1</sup> The speech has been transcribed verbatim without edits.

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to pray, to own property. And all of those things were taken away from me and from millions of Venezuelans. And it also became very clear to me that freedom and democracy were two sides of a coin, were interdependent. You cannot have freedom without democracy. You cannot have democracy if people are not free.

- 35 So that took me to think about the state of democracy. In fact, next month, in November, we're going to celebrate the 35th anniversary of the fall of the Berlin Wall, 35 years. Back then, I was in grad school. It was the 90s. And I remember the excitement that was everywhere about spreading democracy, spreading freedom, human rights, all over the place. I remember my teachers going to different countries with students. But when we look back 35 years ago and
- 40 we fast forward, things didn't really come out the way it was expected. Only 10 years ago, 42 percent of the world's population was living under autocratic rule. That was 3.1 billion people. That's around the same time I was sent to prison. Today, 72 percent of the global population is living under some sort of autocratic rule.

- 45 So let's think about this. This is 5.7 billion people in the world that don't have the rights that most people in this room have. They can't speak freely, they can't move freely, they can't pray freely, they can't own property. 5.7 billion people in the world.

- After seven years of imprisonment, I was able to escape prison and went into exile. Exile is another form of imprisonment. At the beginning, it was tough. But then I started to meet other people like myself, who had been leading protests in their countries, who had been political prisoners, who were in exile. And we were very different in any way we could think about: our skin color, our religion, our languages, the story of our families, the history of our countries. We were very different. But when we spoke about what it meant to fight for freedom and to confront autocracies, I was with my buddies. It was the same people, the same movement. So we decided to create an alliance of democracy defenders and freedom fighters. So alongside
- 50 with Garry Kasparov, from Russia, and an incredible woman from Iran, Masih Alinejad, we decided to create an alliance of freedom fighters and democracy defenders. And that's how we created the World Liberty Congress, which is an alliance of hundreds of leaders, many of them you have seen their work in Hong Kong, in Russia, in Belarus, in Uganda, in Zimbabwe, in Afghanistan, in Cambodia, Nicaragua, Cuba, in many countries. And we decided to work
- 60 together, to come together with a single purpose: to stop autocracy and to bring democracy to our countries. But it became very clear to us that we were not only facing our local autocrat, we were also facing a network of autocrats, an axis of autocrats. And this is something that might not be obvious to many people. But in fact, autocrats work together. They support each other. In many ways: diplomatically, financially, militarily, through their kleptocratic networks. And this is
- 65 not an ideological alliance. It has nothing to do with ideology. Right, left, conservative, liberals, nothing to do with that. It has to do with power, money and a common enemy: democracy.

So that's why you have the nationalists from Russia, the theocrats from Iran, the communists from China, working together under a similar alliance.

- 70 So if autocrats are working together and the world is coming to a point where 72 percent of the world's population is under autocracy, it's time to think about why should you care about this? Why should everybody, anybody care about this? Why should someone who's living in the United States or in Europe or in a functioning democracy care about this? Well, if you care about climate change, if you care about gender equality, if you care about women's rights, if you care about human rights, if you care about corruption, if you care about migration, you



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75 need to be concerned about the rise of autocracy and the need for democracy. 30 percent of the CO<sub>2</sub> emissions come from China and Russia alone. 80 percent of the world's poverty comes from autocratic countries. 90 percent of the forced migration, and we from Venezuela can speak about this, has at its root cause autocracy. So we need to care about this.

80 And what can be done? What can be done about this? Well, I believe that we are now at a moment where we need to make a tipping point of the engagement of people around the world to create a movement towards freedom and democracy. Think about the climate change movement 20, 30, 40 years ago. It was not mainstream. It was there, but it was not mainstream. But then what happened? Researchers, governments, policymakers, activists, artists, school teachers, students, children, everybody came together under the same cause. Because I remember during 85 the 1980s, '90s, you would look up to the sky and you would think that there was an ozone hole in the sky that was going to destroy. So the threat was very clear. People came together, policy came together, and now it's mainstream. Things are being done. I believe we are at that point with respect to democracy and freedom. If that trend continues, today 72 percent, if that trend continues, maybe in the next 25 years, in 2050, the entire world would be autocratic. 90 And that is less than a generation ago. So we must take action.

What can we do? Well, the first thing I believe is to assume that we need to take the offensive. Stop legitimizing autocrats. Autocrats today are comfortable. They do business with governments, with businesses. We need to think of smart sanctions, of ways to make them accountable for the violations of human rights.

95 Second, there needs to be a support for pro-democracy and freedom movements. In the United States, that is the most actively philanthropic society in the world, only two percent of philanthropy goes to democracy-related issues. Only two percent. And a fraction of a fraction of that two percent goes to promote democracy outside the US. It's not a priority. So supporting pro-democracy movements, supporting the people that want to be free, should be a priority for 100 all. And I mean, let me give you some examples. Technology. Access to internet, to free and uncensored internet. Think of the potential transformational capacity to give people all over the world access to internet. Let me give you another example. Using new technologies like Bitcoin to promote and support the potential of these movements. We are doing this already. In the case of Venezuela, we supported more than 80,000 medical doctors and nurses using Stablecoins 105 and Bitcoins because under autocracies you are under a financial apartheid. Give opportunities for training. Give opportunities for these movements to be part of a global conversation.

And finally, we need to build a global movement. There is not one person, one organization, one government, that can do this by themselves. Similar to climate change. We need to think of this challenge as a network. We need to create nodes of network, nodes of network that activate 110 all over the place. We need to activate anyone with the things that they can do. Musicians should think about singing for freedom. Artists, intellectuals, researchers, activists, governments. Everybody can create their own node with a similar goal, which is freedom and democracy.

When I was in solitary confinement, I had a window, and I could see through the crack of that window that there was a tree, and in that tree there was a hawk. And I contemplated that 115 animal for hours and hours and hours. I only think that you contemplate an animal that long if you're in biology or you're in prison. And one day, a guard told me, because I was always telling the guards about the hawk, he said, "You know, the hawk is injured, went through barbed wire, and he's injured." And I said, "Bring it to me." And to my surprise, they brought it to me.

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Maybe because they thought it was going to die. I fed that hawk. And that's the hawk in my  
120 cell. That's a drawing I made of the prison I was [in], of that tree and of the hawk. And then  
one day, after a couple of months, they came to my cell, they threw a blanket on the hawk,  
they took it away. Of course it affected me. But less than a day after, that hawk was in the  
same tree. And it reassured me that it doesn't matter how low you are, how low percentage  
possibilities you have to succeed, there is always possibility to do so. So I came out and being  
125 in exile, I met a tattoo artist that put me a tattoo of Venezuela on my leg, so I now have that  
eagle here, and I have it always with me.

(Applause)

As a reminder, as a reminder that we can always rise up to all of the challenges. So I ask all  
of you to stand up, to speak out, to do something about our freedom. This is our time. Think  
130 of 25 years, and let's give our children a free world with human rights, democracy and respect  
for all. Thank you very much, thank you very much.

לא תכתוב באזור זה  
למען תכתוב באזור זה

לא תכתוב באזור זה  
למען תכתוב באזור זה

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**Questions 1–6 refer to Leopoldo Lopez's speech. Base your answers on the information that is either stated or implied in the speech. Answer only FOUR of the following questions.**

### Question 1 – Ethos (10 points)

Relate to lines 3–19 from the speech ("I was elected mayor of Caracas... I had my own routine since day one, February 18 of 2014").

In this passage, Leopoldo Lopez establishes his ethos for speaking on the topic "How to Defend Democracy – and Fight Autocracy" using a variety of techniques. Identify TWO different ways (techniques) Lopez uses for establishing ethos and provide an example of each. Your answer must demonstrate an understanding of the concept of ethos.

This image shows a blank 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.

### Question 2 – Story of Self (10 points)

Relate to lines 23–34 from the speech ("But there was one thing that I would think about... You cannot have democracy if people are not free").

Define the concept of Story of Self and explain how, in this excerpt, Leopoldo Lopez uses the Story of Self to promote his goals.

[illegible]



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### Question 3 – Logos (10 points)

Relate to lines 69–78 from the speech ("So if autocrats are working together and the world ... So we need to care about this.").

- (5 pts.) a.** Define the concept of Logos.

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- (5 pts.) b.** Explain in your own words what argument Leopoldo Lopez builds in this paragraph. What objective does Leopoldo Lopez hope to achieve by using Logos in these lines?

This image shows a blank 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.

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### Question 4 – Story of Now (10 points)

- (2 pts.) a. Define the concept of Story of Now.

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- (5 pts.) b.** Find an excerpt from Leopoldo Lopez's speech that exemplifies the Story of Now and provide the line numbers where it appears in the text.

Line numbers: \_\_\_\_\_

- (3 pts.) c.** Explain in your own words how the excerpt you found is an example of Story of Now.

[illegible]

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### Question 5 – Four Worlds (10 points)

Relate to lines 91–112 from the speech ("What can we do? Well, the first thing... Everybody can create their own node with a similar goal, which is freedom and democracy").

- (5 pts.) a. In this excerpt, which of the Four Worlds is most relevant for the promotion of democracy and the fight against autocracy? Choose **ONE** World.

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- (5 pts.) b. Explain why you chose this World and support your choice with ONE example from the excerpt. Your explanation must demonstrate an understanding of that World.

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### Question 6 – Human Rights (10 points)

Identify **TWO** human rights that are referred to in the speech and explain how each one is relevant to Leopoldo Lopez's fight to defend democracy. Refer to the Appendix containing the UDHR.

- (5 pts.) a. Provide the Article number from the appendix and write the human right in

words: \_\_\_\_\_

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Relevance: \_\_\_\_\_

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- (5 pts.) b. Provide the Article number from the appendix and write the human right in

words: \_\_\_\_\_

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Relevance: \_\_\_\_\_

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## Section Two (30 points)

Read the article below and then follow the instructions given afterward in the scenario. Answer both questions 7 and 8.

## פרק שני (30 נקודות)

קראו את המאמר שלפניכם, ולאחר מכן ענו על השאלות, 7 ו-8 – שאלות חובה.

### Could Bike Lanes Reshape Car-Crazy Los Angeles?

By Regan Morris

BBC News | 1 January 2025

- 1 From busy freeways to classic-car street racing, Los Angeles has long been considered the capital of American car culture. Can it change in time for the Olympics?

With nearly year-round sunny skies, some say LA is the ideal place for cycling.

- 5 "It is the perfect community for runners and cycling and outdoors, yet as a generality we are hooked on our vehicles, we are hooked on the need to have speed," said Damian Kevitt, the executive director of Streets Are For Everyone (Safe). [...] Spreading over 460 square miles (1,200 sq km), Los Angeles is known for its never-ending sprawl<sup>1</sup>, and its traffic jams.

- 10 While cities like New York and Boston have embraced mass transit<sup>2</sup>, in LA it never quite caught on - only about 7% of Angelenos<sup>3</sup> take transit to work, according to Neighborhood Data for Social Change<sup>4</sup>.

And while LA weather would be the envy of any Amsterdam cyclist, only about 1% bikes to work.

But with hundreds of thousands of spectators expected to attend the city for the 2026 World Cup and the 2028 Olympic Games, something has to be done to make getting around the city easier.

- 15 Los Angeles adopted the "Twenty-eight by '28" transport plan in 2017 to expand mass transit options before the summer Olympics. Since then, miles and miles of new bike lanes have been popping up.

"This is long overdue," Mr Kevitt said.

- 20 A cyclist who lost his leg in 2013 after a car hit him as he rode his bike in Griffith Park, Kevitt thinks more people will commute using their own bikes or rentable Metro city bikes once the streets are safer and bike lanes are more connected to each other.

LA voters in 2024 overwhelmingly supported a ballot measure to require the city to build more bike lanes and more walkable, livable spaces in Los Angeles.

- 25 But will car-loving Angelenos embrace bike culture? Some are actively fighting the changes, grumbling that bike lanes only worsen traffic for cars in the city of stars.

1 never-ending sprawl: very large urban areas, which have spread out in all directions.

2 mass transit: public transportation i.e. subways, buses.

3 Angelenos: residents of Los Angeles (LA).

4 Neighborhood Data for Social Change: a non-profit organization which gathers data and freely publicizes it in order to "advocate for a better quality of life within [their] communities".

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"What do you mean we voted for it? Not here! Not me!" said Darin Drabing, the president and CEO of Forest Lawn Cemetery, who is fighting against bike lanes near the cemetery because he thinks it will increase traffic during his commute and funerals.

30 "Everywhere I've seen [it] implemented, they failed," he said. "All it does is increase congestion and frustration for people."

Some do fail.

While protected bike lanes have transformed Olympic host cities like Paris and London, politicians are currently trying to rip out bike lanes in Toronto that have been a part of the city's streets for almost a decade (they are being sued by cyclists to stop that plan).

35 In Los Angeles County, the city of Glendale recently voted to remove some bike lanes after complaints about increased traffic.

And new protected bike lanes are creating frustration along Hollywood Boulevard, where automobile traffic is now limited to one lane in each direction for several miles. But it's also causing others to commute by bike occasionally instead of driving.

40 Cyclist Mimi Holt used to ride her bike in Seattle then quit riding for nearly 20 years out of fear of speeding drivers on LA's busy streets.

"In LA people drive so fast, it's so utterly terrifying," she said.

When her doctor told her she was pre-diabetic, she decided to risk the roads to get more exercise, and said since getting back on two wheels, she feels much younger.

45 She said she can't wait for the city's "islands of bike lanes" to be connected to one another.

"If only there was a connecting path, I would be on them all the time," Ms Holt said, adding that she would get rid of her car if cycling safely everywhere were an option in Los Angeles.

50 Los Angeles Mayor Karen Bass said the city and the LA 2028 Olympic committee were making great progress towards a "transit first" Olympics, as she calls it, after she initially sparked controversy by championing a "car-free" Games.

But with over 100 miles (160km) of bike lanes planned, advocates worry the process is taking too long.

So far, just five of the "Twenty-eight by '28" projects have been completed and 23 are in progress - and not all of them are expected to be completed in time for the Games.

55 Los Angeles has already secured \$900m (£717m) from the Biden administration to help mostly with rail projects. But it will take more to make the city's transit dreams come true by 2028.

Mayor Bass and other city leaders have written a letter to the Trump transition team requesting \$3.2bn in federal funding for "the largest and most spectacular sporting event held in American history". [...]

60 Mayor Bass said they haven't had a response yet to the letter, but she said she's hopeful President-elect Trump will be supportive despite his frequent tensions with other California

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political leaders, such as Governor Gavin Newsom and congresswoman Nancy Pelosi.

Some people, like Ms Holt, love the idea of ditching their cars, for a variety of reasons.

65 "I can barely afford my car. Insurance is really expensive, gas is really expensive and it's not good for the environment," Ms Holt said at a meeting to view proposed bike paths all over Los Angeles.

But while many Angelenos rely on mass transit to get to work and school, many others who live here have never taken a bus or ventured underground to the subway, which is often portrayed as crime-infested and dystopian in the media.

70 And many locals think the idea of a car-free Games is absurd.

"That's a wonderful dream," said Shvon Ozinga, a Burbank resident opposed to additional bike lanes near her neighborhood. She said the city is too vast, sprawling and reliant on cars to change.

"I can't imagine it happening in that short amount of time given our car culture here."

75 But Mayor Bass can imagine a transportation revolution and said she believes the transit changes in Los Angeles will be lasting long beyond the Olympic Games and the 2026 World Cup.

"As a bike rider, I certainly hope so," she said.



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### The Scenario

California Governor Gavin Newsom has decided to organize a panel to discuss the possibility of adding bike lanes in Los Angeles.

Complete the **DEPP analysis** that will be given to the stakeholders on the panel as a background guide.

### Question 7 – DEPP Analysis (16 points)

(4 pts.) a. Define the problem:

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(4 pts.) b. Explain what caused the problem:

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(4 pts.) c. Predict what will happen if things continue as they are (provide facts from the article to support your prediction):

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(4 pts.) d. Prescribe what needs to be done:

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### Question 8 – Stakeholders (14 points)

Decide whom you would invite to the panel California Governor Gavin Newsom is convening to discuss the possibility of adding bike lanes in Los Angeles. **Identify FOUR stakeholders** who relate to your DEPP analysis. Each stakeholder must represent a different perspective. Explain why you have selected these individuals or representatives, making sure to refer to the specific problem.

**NOTE: Neither the Governor nor a journalist can be invited as stakeholders.**

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

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

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

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

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**Section Three (30 points)****Answer question 9.****פרק שלישי (30 נקודות)****ענו על שאלה 9 – שאלת חובה.****Question 9 – SEET Essay**

Write a persuasive essay on **ONE** of the topics below, using the SEET format. In writing your essay, you are expected to refer to the relevant text and draw on any other prior knowledge you may have; however, you may not copy more than short phrases to support your arguments. Be sure to properly punctuate quotes, where necessary. Your essay should be about 250 words.

**Topic 1: Leadership Styles**

Which **leadership style or styles** would you recommend Leopoldo Lopez adopt in order to convince his fellow Venezuelans to support his cause to return free elections to Venezuela? Explain why you believe the style(s) would be the most effective and how he might use it/them. Make sure the answer shows a full understanding of the leadership style(s) you have selected.

**Topic 2: Privilege in Society**

Imagine you are one of the stakeholders invited to the governor's panel regarding building bike lanes in Los Angeles. Prepare for the meeting by writing a persuasive essay explaining your position. Relate to the concept of **Privilege in Society** when presenting your arguments. Be sure to state which stakeholder you are representing.



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**Draft / טיוטה**

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**Draft / טיוטה**

**בראשית**

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

تكتب في هذه المنطقة

לא לכתוב באזור זה

לא לכתוב באזור זה

تكثر في هذه المنطقة



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: The 30 articles of the UDHR

לשאלון 091381, קיץ תשפ"ה

### 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.