

**מדינת ישראל**  
**משרד החינוך**

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: קיץ תשע"ו, 2016  
מספר השאלון: 407,016108

## **אנגלית**

### **שאלון ז'**

(MODULE G)

**גרסה ב'**

### **הוראות לנבחן**

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון – הבנת הנקרא – 60 נקודות  
פרק שני – משימת כתיבה – 40 נקודות  
סה"כ – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

אז: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

אז: معجم لونغمان للإنجليزية الحديثة – إنجليزي – إنجليزي – عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*.

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.  
השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.

(3) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 7. אם תצטרך, תוכל להשתמש גם בעמוד 8.

(4) בתום הבחינה חזור את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

**בהצלחה!**

/המשך מעבר לדף/

## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(60 points)

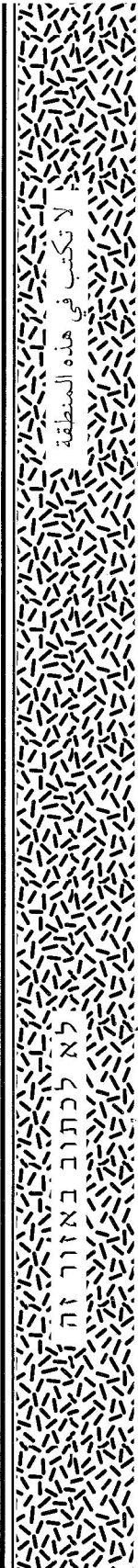
Read the article below and then answer questions 1-8.

### A SMALL PUSH IN THE RIGHT DIRECTION

How often have you found yourself ignoring a deadline, forgetting to check your bank account, or eating an extra slice of pizza? Laziness, carelessness, or lack of self control prevent us from doing "the right thing". And it's not only our own lives that are affected by our behavior, but also society as a whole. People who  
5 don't save enough money, for instance, may become a burden on social services, and the limited resources of public healthcare are often wasted on people who neglect their own health.

Traditionally, governments have tried to influence their citizens' everyday decisions through education, legislation, and financial benefits — for example,  
10 by teaching good nutrition in school, banning smoking in public places, and lowering the cost of public transport. All too often, however, these measures have very little effect. This may explain why economists and policymakers have been showing considerable interest in the so-called "Nudge Theory", which was introduced by professors Richard Thaler and Cass Sunstein in their book *Nudge*.  
15 According to the theory, simple, inexpensive strategies can be used to subtly guide ("nudge") people towards making better choices.

In recent years, teams of psychologists and policymakers have tested various nudge strategies. One that has proven effective relies on people's natural inclination to avoid doing anything that requires extra effort. It's well known, for  
20 example, that although many workplaces offer their employees excellent savings plans, a majority of workers do not enroll simply because they can't be bothered to fill out the necessary forms. But studies have shown that when part of the workers' salary is automatically transferred to a savings account and they have to fill out a form only if they want to opt out, very few choose to do so.



25 Other studies have suggested that nudge strategies may also achieve their goal if they take advantage of our tendency to respond to social pressure. In one study that was aimed at finding out how best to motivate people to take part in an upcoming election, participants were divided into two groups. One group was told that a high percentage of voters in their area would be going to the polls, and the other group was told the opposite. When asked if they themselves would be voting, many more members of the first group said they would. Appealing to people's inclination to do as their neighbors do, concluded the researchers, could be used to get the desired result.

35 Additional nudge strategies are now beginning to be implemented by governments and various institutions. The approach, however, remains controversial. Some critics find it manipulative. Others doubt that a mere nudge would help deal with issues such as crime and other serious social problems. For the moment, it remains to be seen whether simply encouraging individuals to do the right thing can indeed have a major impact on society.

QUESTIONS (60 points)

Answer questions **1-8** in English according to the article. In questions **1, 3, 6** and **7**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What can we understand from lines 1-7?
  - i) Why people are often lazy or careless.
  - ii) How people's personal choices can affect others.
  - iii) Why people allow their feelings to influence their behavior.
  - iv) How society affects people's decisions.

(7 points)

2. The writer says that the measures described in lines 8-11 often have "very little effect" (line 12). What does he mean?

COMPLETE THE SENTENCE.

He means that people .....

.....

(8 points)



3. What information is provided in lines 8-16 about nudge strategies?
- i) What impact they have had.
  - ii) What scientific evidence they are based on.
  - iii) What they are meant to achieve.
  - iv) Why they have not replaced other measures. (7 points)

4. Why do most people who are automatically enrolled in a savings plan remain with it? Base your answer on information in lines 17-24.

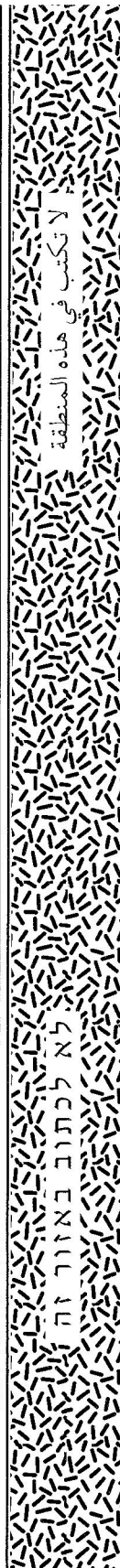
ANSWER: .....  
(8 points)

5. What can we understand from the study described in lines 25-33?  
COMPLETE THE SENTENCE.  
People are more likely to vote if .....  
(8 points)

6. What do we learn both from lines 17-24 and from lines 25-33?
- i) It is difficult to teach people to make better choices.
  - ii) Nudge strategies are based on the way people usually behave.
  - iii) Researchers are looking for new ways to study nudge strategies.
  - iv) Nudge strategies help people think of the effects of their actions. (7 points)

7. Why are nudge strategies sometimes seen as "manipulative" (line 36)? Base your answer on information in lines 17-33.
- i) Because people are encouraged to do things they object to.
  - ii) Because the strategies do not serve the person's own interests.
  - iii) Because people don't realize that they are being influenced.
  - iv) Because the strategies have less impact on society than they seem to. (7 points)

8. COMPLETE THE SENTENCE.  
In lines 34-39, the writer gives reasons why some people .....  
.....  
(8 points)



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**PART II: WRITTEN PRESENTATION (40 points)**

Write 120-140 words in English on the following topic.

9. Some people believe students should be involved in determining school policy (regarding discipline, social activities, etc). Do you agree?

Write a composition stating and explaining your position. You may give examples.

**בהצלחה!**

Use this page and the next (pages 5-6) for writing a rough draft.

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