مسابقة في مادة اللغة الإنكليزية
المدة: ثلاث ساعات

الاسم:
الرقم:

Part One: Reading Comprehension **(Score: 12/20)**

In the following selection, the writer discusses how students given incentives to innovate are just as skilled as the self-motivated. Read it carefully, and then answer the questions that follow.

Anyone Can Be an Innovator

1 Innovators are not born; they can be made, according to a recent research from the University of California (UC) San Diego's School of Global Policy and Strategy. Existing theories and previous research on how innovation occurs largely assume that it is an ingrained quality of the individual and that only people with this innate ability seek and attain jobs which require **it**. However, economist Jim Bustle and professor of management Elizabeth Lyons tested these previously held notions by designing a contest for UC San Diego's engineering and computer science students.

2 Bustle holds dual faculty positions at the School of Global Policy and Strategy and UC San Diego's Department of Economics. His multidisciplinary research interests include environmental, health, development, and innovation economics. As for Lyons, her research focuses on three main interests: intersection between technology and innovation strategy, international management, and organizational economics. Actually, she studies the effects of entrepreneurship training on career decisions and more.

3 Their collaborative work urged them to carry out a competition that tests the abilities of persuaded innovators. The competition, outlined in their National Bureau of Economic Research working paper, was designed to answer the question: Are persuaded innovators less capable than those who naturally seek innovative activities?

4 The mobile application contest was advertised through various mediums on campus and attracted around 100 students. In order to differentiate between self-selected innovators and induced innovators, a random group of eligible students who did not sign up by the contest deadline were offered a financial incentive of $100 to participate. In total, 190 students signed up.

5 Submissions between the two groups were evaluated by technology industry participants who acted as judges for the contest and who had no knowledge of which group the proposals came from. The judges evaluated each application across four categories: functionality, user-friendliness, novelty and potential commercial value. It was found that induced participants were less likely to be drawn from majors that provide the most relevant skills for the competition, such as electrical engineering and computer science, and that they had lower cumulative Grade Point Average (GPA). However, their success was statistically similar to those who were innately drawn to the competition.

6 According to the authors, whether innovators can be made, and how they perform in comparison to those who self-select innovative activities might also have important implications for public and private policy. "If individuals are being held back by accurate beliefs about their ability to perform, as our results suggest, then efforts to help them overcome the psychological barriers that inhibit their participation could potentially enhance innovative output across a wide range of settings," said Bustle. "This shows that psychological barriers, if overcome, could meaningfully contribute to the innovation process," he explained.

7 Contest entries were scored from 1 to 5 on each category for a total of a maximum score of 20. The developers of the top three applications were awarded prize money. "**We** selected students at UC San Diego's Jacobs School of Engineering since these students have technical capabilities to produce impactful inventions," Lyons said. "In addition, engineers are frequently the targets of interventions to increase innovative activity," she added.

8 To further explore the psychological factors affecting innovation, the researchers randomly offered encouragement to groups of both the induced and self-selected contest participants in order to examine the significance of confidence-building interventions on each sample. While encouragement had no impact on performance on average and was not differentially important for the induced sample, the authors did find surprising results based on student's GPA. Students with above median GPAs performed significantly worse when they received additional encouragement, whereas students with below median GPAs performed significantly better when they received additional encouragement.

9 The work of the two authors clearly suggests that innovators can be made through inducement supports. They believe that these innovators will benefit from confidence-building encouragement based on the standard management practice, their intrinsic motivation, and their technical capabilities to succeed. Nevertheless, understanding the conditions under which the process of enhancing innovation occurs is critical for economic development and can provide novel insights into the rise of new inventions, according to them.

Questions

A. Answer each of the following questions in 1-4 sentences using your own words.

1. Based on Paragraph 2, what do Bustle and Lyons have in common? **(0.5)**
2. In reference to Paragraphs 3 and 4, explain why the researchers offered money to some students. **(01)**
3. Based on Paragraphs 5 and 6, how did the researchers analyze the results of their study? Justify. **(01)**
4. Refer to Paragraphs 5 and 7 to explain why the participants were chosen from certain education majors. **(01)**
5. Based on the last two paragraphs, what do you infer about the function of incentives in the field of work? **(01)**

B. Answer the following questions in complete sentences.

1. What type of introduction does the writer use in the selection above? Justify your answer. **(01)**
2. What two different adjectives best describe Bustle's tone in Paragraph 6? Justify your answer. **(01)**
3. What two types of evidence does the writer use to achieve credibility? Support your answer with examples. **(01)**
4. Identify two types of audience, other than the general reader, that might be interested in the reading selection above. State the interest each type might have. **(01)**

C. A study examined the effects of working in a motivating environment. The results after few months are shown in the table below. Read the table carefully, and then answer the question that follows. **(01)**

Top Reasons Why People Learn Languages				
Reason	Improved Self-Confidence	Improved Communication Skills	Improved Life-Work Balance	Improved Relationships
Percentage	80%	72%	67%	73%

What can you conclude from the table? Explain your answer in 4 to 5 sentences, using evidence.

D. **Refer to Paragraphs 1, 4 and 6 to find words that can best replace the words or phrases underlined in the sentences below.** **(02)**

1. Motivation is one of the deep-rooted notions in education; it is difficult to have fruitful teaching without it.
2. The qualified candidates were financially supported by the government.
3. The results of the study provided many inferences on the improvement of students' performance.
4. Too much emphasis on memorizing facts can hold back the development of creative thinking.

E. What does each of the following pronouns, bold-typed in the selection, refer to? **(0.5)**

1. **it** (Paragraph 1) 2. **We** (Paragraph 7)

Part Two: Writing (Choose ONE of the two prompts below.) **(Score: 08/20)**

Prompt A: *You need to be certain about your abilities, qualities and judgment. If you are uncertain, it is difficult to convince anyone to believe in you.* **In an expository essay of 400-500 words, illustrate the statement above, focusing on the role self-confidence plays in fulfilling one's dreams on the personal and/or social levels.**

Prompt B: *Some people engage in a behavior not because they enjoy it but in order to get something in return. Other people engage in a behavior because it is personally rewarding; they perform an activity for its own sake rather than for some external reward.* **Where do you stand? Write an argumentative essay of 400-500 words in which you develop your stand.** Make sure that your essay supports your position and refutes the opposite stand.

[Content and organization of ideas (3.5), language and style (3.5), tidiness and legible handwriting (01)]

Anyone Can Be an Innovator

Q	Answer	Score
I-A-1	Bustle and Lyons have similar fields of work and interests in research: Bustle works in the field of economics and is interested in innovation, and Lyons' work is related to organizational economics and innovation.	**0.5**
I-A-2	The aim of the researchers was to examine the abilities of induced innovators in contrast to those of innate innovators. The 100 students who signed up to the contest by their own will were classified as self-motivated, so the researchers wanted to include other students under the effect of persuasion/inducement. Consequently, they offered money to attract more students and to guarantee the presence of both types of innovators in their study.	**01**
I-A-3	The researchers analyzed the results in a very promising way. They found out that the induced participants of the study achieved successful results similar to those of innate participants. They concluded that motivation can help eliminate the psychological barriers imposed on certain people; it urges them to become innovators. In addition, they considered that their findings have significant effects for the public and private policy. **(0.5 for the answer and 0.5 for the explanation)**	**01**
I-A-4	According to the contest, participants had to develop applications based on certain categories that require technical skills and knowledge (such as functionality and user-friendliness). Thus, the choice of participants was from the majors of engineering and computer science to make sure they had the skills needed to compete in innovation.	**01**
I-A-5	According to the study, incentives might result in improving the abilities and productivity of workers. However, it also proved that certain points should be taken into consideration before providing incentives. First, the innate abilities of a person and the level of incentives should be considered because some people underperform when given additional encouragement. In addition, the workers may need intrinsic motivation as well as technical abilities in order to succeed or outperform.	**01**
I-B-1	The type of the introduction is that of interesting and surprising facts. First, the interesting fact is that innovators can be made. Second, the writer presents two contrasting concepts regarding innovation: previous beliefs that considered innovation innate and the claim to test that innovation can be made. **(0.5 for the type and 0.5 for the justification)**	**01**
I-B-2	Bustle's tone is uncertain and hopeful/optimistic/promising. In the first quotation, Bustle says that enhancing innovative output in many settings is	**01**

	possible (could potentially). In his second quotation, Bustle concludes that when students overcome the psychological obstacles, they can participate in the process of innovation, which is a positive future expectation based on his study. **(0.5 for each adjective and its justification)**	
I-B-3	The writer uses different types of evidence to achieve credibility. First, he uses experts' opinions as in Paragraphs 6 and 7: the opinion of Bustle (economist) about the psychological barriers that induced innovators encounter and the opinion of Elizabeth Lyons (professor of management) about impactful innovation. Second, he uses results of studies as in Paragraph 8 about the impact of encouragement and students' GPA on their performance. Third, he uses numbers as in Paragraphs 4 and 7: "$100", "190 students", "1 to 5", and "20". **(0.5 for each; two types of evidence are enough)**	**01**
I-B-4	The first type of audience might be educators or teachers because the selection provides them with new findings regarding the role motivation plays in building self-confidence and in helping students develop creative skills. The second type might be students interested in scientific majors because the selection gives hope to those who do not possess innate talent to overcome any obstacle and to work in order to compete and succeed in fields that require innovation. **(0.5 for each with its justification; any other logical answer is accepted)**	**01**
I-C	The table shows the effects motivation had on certain personal skills. The percentages show that self-confidence improved with a percentage of 80%, communicative skills with 72%, life-work balance with 67%, and relationships with 73%. Self-confidence scored the highest level, while improved life-work balance scored the lowest level. In addition, both improved relationships and improved communication skills had close levels of improvement, 73% and 72% respectively. Thus, motivation had a significant influence on the four skills/abilities investigated but at different levels. **(0.25 for the introductory sentence, 0.5 for the explanation/ analysis, and 0.25 for the concluding sentence)**	**01**
I-D-1	ingrained	**0.5**
I-D-2	eligible	**0.5**
I-D-3	implications	**0.5**
I-D-4	inhibit	**0.5**
I-E-1	"**it**" refers to innovation	**0.25**
I-E-2	"**We**" refers to Lyons and Bustle or Lyons and her/other colleagues/researchers	**0.25**
II-A	Content and organization	**3.5**
II-B	Language and style	**3.5**
II-C	Tidiness and handwriting	**01**