

اسم:  
الرقم:  
مسابقة في مادة اللغة الإنكليزية  
المدة: ثلاث ساعات

### Part One: Reading Comprehension

(Score: 12/20)

In the following selection, the writer discusses the results of *Human Rights Dialogue* which was implemented by Amnesty International, a non-governmental organization that focuses on human rights. Read it carefully, and then answer the questions that follow.

#### Human Rights Dialogue

- 1 In May 2020, Amnesty International presented the results of the *Human Rights Dialogue*, a joint project implemented by the Eastern Europe and Central Asia Office with Amnesty International Netherlands. The project's aim is to present human rights to the widest possible range of potential participants through a conversation about values and a respectful exchange of views.
- 2 When **they** discovered that people in the Netherlands were very interested in discussing certain social issues like discrimination and refugees, the project's designers thought of two things. First, they wanted to encourage people to look at those kinds of issues from a human rights perspective. Their aim was to help people put 'their human rights glasses' on before they speak. Their second intention was to facilitate these discussions so that people within the so-called 'silent majority' feel safe and secure enough to speak out.
- 3 "The methodology allows discussions about human rights to take place in a range of settings with a wide variety of different people: schoolchildren, high school students, friends or neighbors, without age restrictions," said Stasya Denisova, Amnesty International's Human Rights Education (HRE) program coordinator for Europe and Central Asia. According to her, the main difference between the methodology used in the *Dialogue* and **that** in a standard or formal debate technique is that the *Dialogue* does not oblige any participant to prove his or her case to win.
- 4 According to Denisova, the uniqueness of the *Dialogue* is that there is no requirement for the participants to win the dispute or to change their opponent's mind. "The purpose of our approach is to hear other people, to understand their point of view and what values they adhere to. Such a discussion helps to highlight controversial issues in the field of human rights from many sides, not just through the prism of 'pros or cons'," she clarified.
- 5 The project in the Netherlands focused on three topics: Security and Human Rights, Discrimination and Racism, and Refugees and Migrants. As for the strategy, each group included between 5 and 15 people who took part in each *Dialogue* on these topics. Based on the project's goal, it is important to discuss complex issues calmly, which for many people can be unusual. Unlike the debates on television, which often spark harsh statements or insults, the *Dialogue* has a sincere desire to help the participants understand the issue and understand a different point of view.
- 6 "We are used to the fact that the different sides often want to shout at each other in order to prove themselves right. Many people are surprised when they learn that by following our methodology, the *Dialogue* can end simply by making the other side's position clearer for them," Denisova explained. In fact, the participants usually discover the difference in principal values, or conversely, if it becomes clear that although their positions are different, their values may converge with those of others.
- 7 By gathering feedback, the project's team will be able to better understand how to talk about controversial topics in certain societies. "In our project in Russia, for example, we were faced with the fact that high school students in St. Petersburg were afraid to discuss any cases related to the invasion of privacy by the state," Denisova clarified. Thus, the team concluded that the students were uncomfortable with a critical discussion of the state's role because it contradicts with what they hear at school and at home. They preferred to discuss invasion of privacy using the example of parents — how they demand to look through the phones or read social networks of their children.
- 8 Volodymyr Selivanenko, HRE coordinator at Amnesty Ukraine, added, "*Dialogue* is a very effective and complex technique to facilitate. When I facilitated the *Dialogue*, I witnessed how the participants cried or burst into laughter, the fact that was quite challenging". Kirsja Oudshoorn, senior officer for HRE at Amnesty Netherlands, agreed on that by saying, "Every time I facilitate a *Human Rights Dialogue*, I am amazed about the openness, the eagerness and sincere interest that participants show.

It is fantastic to see how you can build a safe space for participants. But at the same time, it takes a lot of hard work, practice and self-criticism to acquire active listening, a feeling of timing, and spontaneity.”

- 9 Now, the *Human Rights Dialogue* methodology is adapted to the audience in Central Asia. Partners from the youth network International Debate Education Association (IDEA) of Central Asia were interested in using it at their debate clubs in Kyrgyzstan, Kazakhstan and Uzbekistan. Trainers from IDEA are already familiar with this approach. In 2019, they tested it together with the teachers and activists from Ukraine, Moldova and Russia at the Training of Trainers hosted by Amnesty Ukraine.

### Questions

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

1. Based on Paragraph 2, how did the project’s team plan to help people in the Netherlands? (01)
2. Based on Paragraph 4, state one characteristic that is special about the *Dialogue*. (01)
3. Based on Paragraphs 7 and 8, what did the team learn from the *Dialogue*’s findings in Russia and Ukraine? Justify your answer. (01)
4. What can be deduced from Paragraph 9 about the methodology of *Human Rights Dialogue*? (01)

**B. Answer the following questions in complete sentences.**

1. What two purposes does the introduction serve? Justify your answer. (1.5)
2. What adjective best describes Kirsja Oudshoorn’s tone in Paragraph 8? Justify your answer. (01)
3. Identify two types of evidence the writer uses to achieve credibility. Provide examples. (01)
4. Identify two types of audience, other than the general reader, that might be interested in reading the selection. Then state what interest each type finds in it. (01)

- C. Refer to Paragraphs 3 and 5 to specify three conditions needed for applying the methodology of *Human Rights Dialogue*. Copy the table below in your answer booklet, and then complete it by using phrases. (1.5)

Conditions for Applying <i>Human Rights Dialogue</i>	
<b>1</b>	
<b>2</b>	
<b>3</b>	

**D. Refer to Paragraphs 4, 5 and 6 to find words that almost have the following meanings.** (01)

1. *the quality of being particularly remarkable, special, or unusual*
2. *an argument or disagreement*
3. *to cause the start of something*
4. *meet or intersect at a point*

**E. What does each of the following pronouns, bold-typed in the selection, refer to?** (01)

1. **they** (Paragraph 2)
2. **that** (Paragraph 3)

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

**Prompt A:** *The famous talk-show host Larry King said, “I remind myself every morning: Nothing I say this day will teach me anything. So if I am going to learn, I must do it by listening.” Good listening is something you can do with everyone you encounter: your family, your teachers, your friends, new people, and even yourself. In an essay of 400-500 words, discuss the statement above focusing on how listening to others offers people many benefits (personal, social, academic, etc.).*

**Prompt B:** *Schools and universities play a significant role in socializing the young generations at a time they are exposed to a changing world in which poverty, inequality and other injustices are still prevailing. Write a persuasive essay of 400-500 words in which you urge educators or parents to improve students’ or children’s knowledge about human rights to help them acquire and apply many basic values (a shared language of equality, non-discrimination, inclusion, respect, dignity, etc.) in their daily life.*

### Human Rights Dialogue

Q	Answer Key	Score
I-A-1	People in the Netherlands showed an interest in talking about certain human rights issues, so the project's team designed it in a way <u>to help them participate in discussions that show respect to human rights</u> (Or <u>to encourage silent/shy people express their opinion in discussions that show respect to human rights</u> ). (deduct 0.25 for language errors)	01
I-A-2	The methodology is special because it does not require the participants to win the debate, so it is a good opportunity for them to express their opinion freely. Or: The methodology is special because it presents a good ground for understanding others regarding issues related to human rights (or for understanding human rights topics from different angles). (One fact is enough; deduct 0.25 for language errors)	01
I-A-3	By analyzing the results of the <i>Dialogue</i> in Russia and Ukraine, the project's team could identify certain qualities or traits of the people (or what topics might influence them). First, based on <u>Russia's project</u> , it was revealed that students are sensitive towards discussing certain topics such as violating the right of privacy by the state. Second, the opinion of Volodymyr Selivanenko of <u>Ukraine</u> showed that sometimes the response of people is unexpected (crying or laughing), a fact that might reveal what affects these participants particularly. (0.5 for the answer and 0.25 for the justification of each country; deduct 0.25 for language errors)	01
I-A-4	First, the methodology of <i>Dialogue</i> was implemented in three European countries in 2019. Currently, it is adapted to be used/ implemented in three countries in Central Asia. As such, it can be deduced that the methodology has become well-known (appreciated/applied) in many countries (Or: It can be deduced that Dialogue is a very practical methodology that can be adapted according to the needs of the country where it might be implemented). (deduct 0.25 for language errors)	01
I-B-1	First, the introduction presents the selection's main topic about the methodology of <i>Human Rights Dialogue</i> and the goal it serves. Second, it provides background information about the project: date of issuing the project's results (May 2020), the organizers (Eastern Europe and Central Asia Office with Amnesty International Netherlands), and the project's aim. Third, it attracts the readers' attention through the fact that the project is based on respectful exchange of views during the conversations about values. (two purposes are required; 0.75 for each purpose with its justification; 0.25 for each purpose and 0.5 for each justification)	1.5
I-B-2	The tone is <u>interesting/motivating/astonishing</u> and <u>challenging/demanding</u> . In the first part of the quotation, Kirsja shows that the results of Dialogue are amazing: "amazed about", "sincere interest", and "fantastic". In the second part of the	01

	quotation, she shows how challenging/demanding (effort and time consuming) it is to apply the methodology: “a lot of hard work, practice...”. <b>(One tone is enough; 0.5 for the adjective and 0.5 for justification; any other accurate adjective with its justification is accepted)</b>													
<b>I-B-3</b>	First, the writer uses specific names (institutions, experts, countries, etc.): “Eastern Europe and Central Asia Office with Amnesty International Netherlands” (Paragraph 1); “Stasya Denisova, Amnesty International’s...” (Paragraph 3), and “Kyrgyzstan, Kazakhstan and Uzbekistan” (Paragraph 9). Second, the writer uses results/findings of studies: the results of implementing <i>Human Rights Dialogue</i> on many people and school students (Paragraphs 6 and 7). Third, the writer uses experts’ opinions: the opinion of Stasya Denisova (an education program coordinator) about the methodology of <i>Dialogue</i> (Paragraphs 3, 4 and 6) and the opinions of Volodymyr Selivanenko (HRE coordinator) and Kirsja Oudshoorn (senior officer) about <i>Dialogue</i> (Paragraph 8). <b>(0.5 for each type with its examples; 0.25 for each type and 0.25 for its example, two types are required; any other accurate type with accurate examples is accepted)</b>	<b>01</b>												
<b>I-B-4</b>	First, human rights activists/organizations might be interested in reading the selection because it provides them with the latest findings about a new methodology for discussing issues related to human rights. Second, students of law /rights /communication might be interested because the selection discusses the positive effects of the latest methodologies implemented for enhancing conversation among people concerning human rights and values. <b>(0.5 for each type with its interest/explanation; 0.25 for each type and 0.25 for its justification, any other logical answer is accepted; providing two accurate types without explanation = 0.5)</b>	<b>01</b>												
<b>I-C</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Conditions for Applying Human Rights Dialogue</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>1</b></td> <td>Discussing topics related to human rights</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>Involving wide variety of different people</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td>Not forcing participants to prove their case to win</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td>Participating in discussions in a calm way</td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td>Avoid using insults or tough expressions</td> </tr> </tbody> </table> <p><b>(three conditions are enough; 0.5 for each; deduct 0.25 for each condition written as a sentence)</b></p>	<b>Conditions for Applying Human Rights Dialogue</b>		<b>1</b>	Discussing topics related to human rights	<b>2</b>	Involving wide variety of different people	<b>3</b>	Not forcing participants to prove their case to win	<b>4</b>	Participating in discussions in a calm way	<b>5</b>	Avoid using insults or tough expressions	<b>1.5</b>
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<b>I-D-1</b>	uniqueness	<b>0.25</b>												
<b>I-D-2</b>	dispute (also debate in Paragraph 5 is accepted)	<b>0.25</b>												
<b>I-D-3</b>	spark	<b>0.25</b>												
<b>I-D-4</b>	converge	<b>0.25</b>												
<b>I-E-1</b>	“they” refers project’s designers	<b>0.5</b>												
<b>I-E-2</b>	“that” refers to the methodology	<b>0.5</b>												
<b>II-A</b>	Content and organization	<b>3.5</b>												
<b>II-B</b>	Language and style	<b>3.5</b>												
<b>II-C</b>	Tidiness and handwriting	<b>01</b>												