

דגם תשובות לשאלון תקשורת בינלאומית, סמל 91387, 91381, קיץ תשפ"ו
Answer Key for **International Communication**, 91387, 91381, Summer 2026

Question	Points	Sample Answer	points as percentage (100%)	Guidelines for Evaluation
Section One (40 points)				
NOTES:				
<ul style="list-style-type: none"> Students should always define the diplomacy terms in their answers. Students must give an appropriate example from the text but it does not have to be a quote. With the exception of the SEET essay, deductions for language are based on clarity rather than accuracy. 				
1	10	<p>Public Narrative</p> <p>a. Story of us</p> <p>A Story of Us is a story that shows a sense of unity, togetherness, us-ness within a community. It will share common values or goals.</p> <p>Story of Self</p> <p>Story of Self is a personal narrative that demonstrates how a leader got to where s/he is. It generally focuses on a key moment or experience that defines the speaker's motivation.</p> <p>Story of Now</p> <p>A Story of Now deals with a current problem. It begins with a challenge and ends with a call to action.</p>	100	<ul style="list-style-type: none"> Up to 50% for identifying the type of Public Narrative. Up to 50% for definition.
	5	<p>b. Story of us</p> <p>In lines 4–6 (2–3 in printed version), MCM explicitly says that her speech is going to tell the story of the Venezuelan people's struggle for freedom. Later, in lines 26–28 (15–16 in printed version), she says, "From the beginning, we believed something simple and immense: that all human beings are born free." These lines demonstrate both the common goal shared by the people, their struggle for freedom, and the shared value that all people are born free. This goal and value are what bring them together and create unity.</p>	100	

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2	10	<p>Story of Self</p> <p>"I was raised by a father whose life's work – building, creating, serving – taught me that loving this country meant assuming responsibility for its future." Here, the speaker shows what has motivated her to become the leader she is today. The sense of national responsibility she has lived her life by was nurtured by her father, whose life was dedicated to service. This demonstrates how she became who she is through a personal anecdote, which is the Story of Self.</p> <p>Story of Now</p> <p>MCM states the challenge in line 265 (135 in printed version): "Venezuela's orderly transition to democracy." Her call to action is stated as a call to people within Venezuela's borders and beyond to fight to defend their freedom.</p>	100	<ul style="list-style-type: none"> – Up to 50% for quote and explanation. – Up to 50% for article title. – If the explanation is incorrect, the student can still receive full credit for the human right if reasonable. – Accept any other relevant human right if the student is able to justify it.
	5	<p>Human Rights</p> <p>a.</p> <p>I. "They forced us into exile. The Venezuelan government, by forcing them to flee, has taken their right to a nationality from them".</p> <p>II. Article 15: The right to a nationality</p>	100	

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	5	<p>b.</p> <p>I. "After the 2024 elections, the government inflicted terror on the people, and she tells how "2500 people (were) kidnapped, disappeared, tortured".</p> <p>II. Article 5: Freedom from torture or degrading treatment</p> <p>Other possible human rights</p> <p>Most obvious Articles 1, 3, 7, 8, 9, 12, 13, 14, 18?, 19, 20, 21, 22, 25, 27, 28, 30</p> <p>I. MCM explains what the government did when they "lost" the elections. For example: "Some of the more than 220 children detained after the elections were electrocuted, beaten, and suffocated until they repeated the lie the regime needed, falsely incriminating themselves of being paid by me to protest". This proves that people that disagree are not given equality before the law and that Maduro did things against the UNDUHR.</p> <p>II. Article 7: The right to equality before the law.</p>	100	<ul style="list-style-type: none"> - Up to 50% for quote and explanation. - Up to 50% for article title. - If the explanation is incorrect, the student can still receive full credit for the human right if reasonable. - Accept any other relevant human right if the student is able to justify it.
3	10	Four Worlds	100	
	5	a. Economic World / Social World / Cultural World	100	<ul style="list-style-type: none"> - 100% for choosing a world. - DO NOT ACCEPT POLITICAL WORLD.
	5	<p>b. Economic World</p> <p>The Economic World relates to the quest for prosperity, and deals with items such as resources and standard of living. This excerpt talks about the "sudden wealth" that was brought to the country through the discovery of its resource: oil. This resource granted prosperity to the country in every way.</p>	100	<ul style="list-style-type: none"> - Up to 20% for understanding of that World. - Up to 40% for example. - Up to 40% for explanation.

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		<p>Social World</p> <p>The Social World relates to things such as education, social status, demographics, and population. In this excerpt, we learn about how the Venezuelan government invested in education and raising the social level of the population, so they would have a better standard of living, to transform the population.</p> <p>Cultural World</p> <p>The Cultural World relates to things such as literature, architecture, and the arts. As the country became wealthier, people had time and money for leisure, and their cities "glowed with the kinetic art of Cruz-Diez and Soto." It speaks of architectural wonders, and how they could build anything they could imagine because of their prosperity.</p>		
4	10	<p>Logos</p>	100	
	5	<p>a. Logos is an appeal to the audience's reasoning, and in a speech, it can be built through the use of logic and inclusion of facts, statistics, and evidence, making structured points. In these lines, MCM explains the three steps that led to the ruin of Venezuela: First came the corruption; this led to the collapse of the economy; and finally came the deliberate division of the society. She backs this up with statistics ("The economy collapsed by more than 80%. Poverty surpassed 86%") and facts ("They took us prisoners, they killed us, they forced us into exile").</p>	100	<ul style="list-style-type: none"> - Up to 40% for understanding of Logos. - Up to 60% for reasoning
	5	<p>b. Her objective in using Logos in this passage is to demonstrate to the international community the suffering of the Venezuelan people as a result of losing their freedom in order to get them on the Venezuelans' side.</p>	100	<ul style="list-style-type: none"> - Up to 100% for explaining the objective. - The students must demonstrate the building of an argument, not just facts and statistics.

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5	10	Pathos	100	
	5	a. "And when we sang the national anthem together, sovereignty returned in a single, fragile, defiant chorus. That day, courage defeated oppression."	100	<ul style="list-style-type: none"> - 100% for acceptable example. - in order to receive 100%, the example of Pathos must contain vivid language.
	5	b. By showing the bravery of the people in Delicias, MCM wants to bring about a feeling of hope in her audience. By giving her audience hope for the people of Venezuela, she brings them into the Venezuelans' struggle for freedom.	100	<ul style="list-style-type: none"> - Up to 40% for emotion. - Up to 60% for purpose
	6	10	Leadership Style	100
	5	a. Visionary Leadership / Affiliative Leadership / Democratic Leadership	100	100% for identifying the type of Leadership Style.
	5	b. Visionary Leadership A Visionary Leader mobilizes her people toward a vision. From the first lines of her speech, and really throughout the entire speech, MCM builds a vision of a free Venezuela. She displays strong empathy, a quality of a visionary leader, for example when she visits the oppressed people in the villages. Furthermore, she acts as a catalyst toward change by telling her story. Indeed, perhaps her Nobel Prize acceptance speech led to the United States taking steps to assist in regime change. Affiliative Leadership An Affiliative Leader is characterized by their empathy and their emotional connections and communication with the people. We can feel this emotional connection especially when MCM speaks of fighting for peace being an act of love. She shows incredible empathy for her people, crying with them and experiencing joy together with them.	100	<ul style="list-style-type: none"> - Up to 20% for definition. - Up to 40% for explanation. - Up to 40% for evidence. - Other leadership styles are acceptable if sufficiently justified.

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		<p>Democratic Leadership</p> <p>A democratic leader builds buy-in by getting people's input. In the speech, she says, "Word of mouth was our network of hope, and it spread faster than any campaign. Because our desire for freedom was very much alive within us." This shows us that MCM will go to great lengths by involving the people in her quest for a political following.</p> <p>Alternative quotes:</p> <ul style="list-style-type: none"> - "Our gatherings became intimate encounters of thousands. We embraced, we cried, we prayed. We understood our struggle was much more than electoral. It was ethical: the struggle for truth." - "The primaries became that moment: a self-organized civic effort that built a nationwide citizen network unlike anything Venezuela had ever seen." 		

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Question	Points	Sample Answer	points as percentage (100%)	Guidelines for Evaluation
Section Two (30 points)				
NOTE: There are many answers that are correct. What is important is that they all correlate. The cause must fit the problem and so on.				
7	16	DEPP Analysis	100	All answers must follow logically and coherently.
	4	a. Description of the problem: <ul style="list-style-type: none"> - Food produce and other waste are littering British beaches. - Containers and goods are falling off ships. 	100	If the cause written in the problem – deduct 10%.
	4	b. Explanation of the cause <ul style="list-style-type: none"> - Capsized shipping containers wash ashore. - Lack of legal ramifications/enforcement or caring on the part of the shipping industry. 	100	
	4	c. Prediction of what will happen if nothing is done <ul style="list-style-type: none"> - More litter will continue to wash ashore, not only on British beaches, but all over the world. Not only will the people who use the beaches suffer, but also those who are supposed to receive the containers. - More and more containers and goods will wash up on the shore. With no tracking system working to notify clean up crews, beaches will become more polluted and the junk will stay there longer hurting both wildlife and humans. 	100	

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	4	<p>d. Prescription of a solution:</p> <ul style="list-style-type: none">- Shipping companies should be held responsible and be fined for polluting the oceans and the world's beaches.- Shipping companies – same as above – or a legal body to oversee this issue should be founded and make sure that laws are enforced, heavy fines are given and the companies should be made to deal with the immediate clean up of all junk.	100	<p>Other answers are acceptable, as long as they are sensible.</p> <p>NOTE: the prescription does not have to be something that is hinted at or written in the text, BUT must be <u>reasonable</u> and <u>specific</u> to this text!!</p> <p>Deduct up to 30% according to severity</p>

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8	14	Stakeholders	100	
<p>NOTES:</p> <ul style="list-style-type: none"> • THE STAKEHOLDERS MUST BE RELATED TO THE STUDENT'S DEPP! • The instructions clearly state NOT to invite xxx. DO NOT ACCEPT. • Students do not need to give the actual name of a stakeholder, but deduct 20% if the student writes a group of people rather than a representative of the group or a specific person. • It is NOT ENOUGH to write "suffer, solve, benefit, expert, etc." The answer must include why they suffer, etc. There must also be reference to the specific problem. We expect them to use a version of the following terminology: <ul style="list-style-type: none"> – someone who benefits from the situation – someone who is harmed by/suffers from/is affected by the situation – someone who can pay for/finance/invest in the solution – someone who is responsible for/caused the situation – someone who knows about/is an expert on the issue – someone who can help solve/suggest a solution to the problem, such as a lawmaker or person in power • Answers MUST demonstrate 4 choices that give a range of viewpoints or a range of groups needed to explore the issue and/or remedy the situation. 				
	3.5	<p>a. Stakeholder 1: Dr Simon Boxall</p> <p>Why: As an academic in oceanography at the University of Southampton, he is an expert who can speak to the widespread effects of the problem of ship cargo spillage.</p> <p>(Similar) An Environment Agency spokesperson – They are an expert who can speak to the dangers posed by the spillage to animals, water and wildlife.</p>	100	<ul style="list-style-type: none"> – Up to 40% for identifying stakeholder (Deduct 20% if the student writes a group of people rather than a representative of the group or a specific person). – Up to 60% for why invited (20% for role – e.g. expert/sufferer, and 40% for explanation). – The person's position is NOT an answer to why. – You can accept two of the same "role" if they have different perspectives but DO NOT ACCEPT two people with the same role AND perspective.

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	3.5	<p>b. Stakeholder 2: A representative from a major international shipping company</p> <p>Why: The shipping companies are causing this problem, as they are not adequately securing their containers and/or taking responsibility for the litter resulting from the container litter.</p>	100	
	3.5	<p>c. Stakeholder 3: Coral Evans</p> <p>Why: As Founding Director of Leave No Trace Brighton, she represents those that are suffering from the problem because the container litter is diminishing their quality of life.</p> <p>(Same perspective) Donna Trethewey – As Founder of Selfey Beach Litter Ninjas, she represents those that are suffering from the problem because the container litter is diminishing their quality of life.</p> <p>(Same perspective) Representative from Sussex Country (beachgoers, surfers or swimmers) - They represent those that are suffering from the problem of container litter because the litter is preventing them from enjoying the beach.</p>	100	
	3.5	<p>d. Stakeholder 4: Representative from the International Maritime Organization</p> <p>Why: They have the ability to solve the situation by requiring shipping companies to take responsibility for their irresponsible actions.</p> <p>Other Stakeholder option:</p> <ul style="list-style-type: none"> – A spokesperson for the World Shipping Council (WSC): They are an expert because they wrote a report compiling data regarding container losses. – Environment Agency Spokesperson: They represent the marine life and environment that are suffering from the container litter. – Representative of the city or county council: They are responsible for making sure the beaches get cleaned up, so they have the ability to present short-term solutions. 	100	

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Section Three (30 points)				
<p>NOTE:</p> <ul style="list-style-type: none"> Use the SEET Essay Rubric to evaluate the points earned (see Appendix). We are no longer deducting from the final SEET grade – deduct from within the rubric itself and that is the final mark. 				
9	30	<p>SEET Essay</p> <p>Topic One – Evaluating sources</p> <p>Sample essay</p> <p>No:</p> <p>At first it appeared that the standards for responsible journalism were met in this article, as there were many verifiable sources. However, upon closer inspection, there are important facets of fair reporting that are not present.</p> <p>To begin with, the only individually named sources are on the sufferers’ side of the issue. Coral Evans, Donna Trethewey and Dr. Simon Boxall all are concerned with the impact of lost shipping containers on the people and the environment. The problem with this is that there are no individually named sources for the causers’ side of the issue. This makes it much more difficult for the reader to verify the information given by causers. For example, articles published that mention the perspective of the IDF without mentioning a specific spokesperson, make it very difficult to verify the information. Have you ever tried contacting a large organization to confirm data? Have fun!</p>	100	

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		<p>Some might argue that the World Shipping Council and International Maritime Organization are clearly mentioned, and with some sleuthing, the reader could verify the information given. However, the fact remains that there are numerous individual sources named on one side of the issue, and only large organizations on the other.</p> <p>In addition, the article is not balanced, most of the sources represent the sufferers' side and they are clearly NOT independent. They have a bias. All of the sufferers clearly describe the problems resulting from the washed up shipping containers. This means the reader is never exposed to the perspective of the shipping companies. The reader is left with questions, such as "How difficult is it to ensure shipping containers are not lost?" For instance, in the article, the IMO and WSC relate to the number of containers lost and a law that requires shipping companies to report lost containers. However, there is no mention of how these companies can remedy this situation. Their perspective is glaringly absent here. Where is the voice of the companies?</p> <p>In short, although some may say this is a well-researched, well-balanced article worthy of being called good journalism, it is not! The reporter did not meet the most basic element of quality journalism, which is to equally represent both sides. They can claim there are named sources but they are named only if they are on the sufferers' side. It is imperative that reporters strive for well-balanced reporting in order to be fair to the reader. This reporter did not.</p>		

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		<p>Yes:</p> <p>The article "Why Are Onions Turning up on Brighton Beach?" is a good example of responsible journalism, where the writer clearly did his research.</p> <p>First of all, there are multiple sources cited in the article, giving a balance of perspectives. The journalist made an effort to contact people on all sides of the issue in order to give the reader a full picture of the problem of the litter caused by shipping containers falling into the ocean. For example, we see that he gave quotes from the beach-goers, representatives of environmental groups, and city-councilmen on one side, and experts were cited to give information regarding reports and legislation introduced by the International Maritime Organization on the other side.</p> <p>Furthermore, all of the sources who were interviewed for this article were authoritative and/or informed. This is important so the reader can trust the sources for the article and know that it is not just written from the journalist's background knowledge, but he is relying on people who know the situation first-hand. For example, the beachgoers who were quoted are ones who are out there on the beach and actually suffering from the problem, and the experts cited are ones who have researched and gathered data on this issue.</p> <p>Some may say that this article is not a good example of responsible journalism because the shipping companies have not been quoted in the article. However, their perspective is represented by the experts who have given the statistics stating that in fact very few shipping containers have been lost at sea, in relation to the large number that are transported every year.</p> <p>In conclusion, this article is well-researched because the reporter interviewed several people and uncovered important statistics. It satisfies the requirements for journalistic skills and responsible editing.</p>		

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		<p>Topic Two – Sovereignty/R2P</p> <p>Sample essay</p> <p>Yes:</p> <p>The U.S. military strike in Venezuela in January 2026, which led to the capture of President Nicolás Maduro and Cilia Flores, created an international debate. Although some claim the action violated Venezuela’s sovereignty, the strike was justified because of the crimes against humanity being committed by the regime.</p> <p>First, for many years, the corrupt regime in Venezuela has caused severe human rights abuses and humanitarian suffering, necessitating an intervention by the international community in order to protect the powerless suffering people. For example, in her speech Maria Corina Machado speaks of "2,500 people kidnapped, disappeared, tortured. Homes marked. Entire families taken as hostages... These are crimes against humanity, documented by the United Nations" Not only is the Venezuelan government not protecting its own people, it is actually committing the atrocities towards them.</p> <p>Second, although it sounds charming and ideal to hope that the people of Venezuela can bring about a peaceful transition to democracy through democratic means, this is highly unlikely to happen. For years, the regime has been oppressing anyone who tries to speak up and oppose the government. We see this, for example, where Machado tells us in her speech about the corruption of the 2024 Venezuelan elections, which were stolen by the Maduro government, even though 67% of the vote went to Edmundo González Urrutia.</p> <p>Some people may say that the U.S. actions violated Venezuela’s sovereignty, and that the international community needed to first use diplomatic means before turning to a forceful intervention, as outlined by the pillars of Responsibility to Protect. However, where</p>		

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		<p>the United Nations dragged its feet and refused to take moral action, the United States stepped in to put an end to a cruel regime and save the people of Venezuela.</p> <p>In conclusion, despite its break with international norms, the intervention in Venezuela by the United States was justified in order to put an end to the humanitarian crisis and human rights violations. The United States took actions which the United Nations should have carried out long ago for the protection of the Venezuelan people.</p> <p>No:</p> <p>The interventionist actions of the US on January 3 of this year, should not, in any way, be considered acceptable under the guise of R2P. Launching a military strike and capturing the Venezuelan president and his wife definitely violated Venezuela's sovereignty.</p> <p>Firstly, even though the Venezuelan government is carrying on with vile and immoral actions against its own citizens, it does not fall under the basic tenets in which R2P can be enacted, which is genocide, war crimes, crimes against humanity and ethnic cleansing. MCM makes many references to being silenced, "They smothered us, they took us prisoners, they killed us, they forced us into exile." Although many representatives of the international community may disagree with the Venezuelan government's actions, this does not validate intervention. If these guidelines are not clearly followed, countries can choose to intervene whenever they want for whatever reason they give. For example, currently, in the US, the ICE, a governmental entity, is not following due process as they arrest and deport civilians. But does this give other countries the right to intervene?</p> <p>Secondly, it is critical to honor Venezuela's sovereignty and let the country and its people resolve this intra-national conflict on their own. As one can see from</p>		

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		<p>her speech, MCM is leading this charge and finding footholds in the determination and resilience of her followers. She declares, "... freedom is a choice that must be renewed everyday, measured by our willingness and our courage to defend it." Through this internal fight, the true voice and claim of the Venezuelan people will reign. Syria is an example of where the people were able to overthrow the Assad dictatorship, which was in power for over a decade.</p> <p>Others might say that to sit aside and watch a vengeful, power-hungry dictator rule through violence, terror, kidnapping and torture is immoral. And, perhaps it is. However, to hang one's hat on R2P as a rationale for intervention is not in keeping with its roots, and the international community cannot condone the US's actions.</p> <p>In summary, the international community cannot accept this strike as a legitimate act according to the principle of R2P, and it did, in fact, violate Venezuela's sovereignty. It is unacceptable that the US was not called out on the carpet for its actions. This must be done in order to avoid similar acts in the future.</p>		

Appendix: Rubric for Grading Essay Questions (SEET)

Name				Score
SEET format / overall structure	<p>Skillfully employs the SEET format to structure the essay.</p> <ul style="list-style-type: none"> Writes an introduction that provides context for the thesis statement and following argument. (clear stakeholder if needed) {10} Expands and supports 2 main points¹ at length with subsidiary points, reasons, and relevant examples throughout. {35} Writes a strong closing argument which ties back to the original statement. {5} 	<p>Sufficiently follows the SEET format to structure the essay.</p> <ul style="list-style-type: none"> Writes an introduction that presents the thesis statement. Develops a systematic argument, highlighting 2-3 significant points and supporting detail. Writes a logical conclusion which ties back to the original statement. 	<p>SEET format is attempted or applied inconsistently.</p> <ul style="list-style-type: none"> Writes a thesis statement, but could benefit from additional information. Partially expands on 2-3 main points – may over generalize or lack focus, may lack supporting details. Writes a conclusion but the development or tie back to the original statement may not be clear. 	<p>Minimal or no attempt is made to use the SEET format.</p> <ul style="list-style-type: none"> May lack a thesis statement or is hard to follow. * Main points present are not expanded upon, may lack supporting detail, or are irrelevant. ** Conclusion is illogical and does not relate to the original statement.
	44–50	37–43	30–36	0–29
Building a case / developing ideas	<ul style="list-style-type: none"> Demonstrates a strong understanding of relevant Diplomacy concepts and source text(s) and is able to apply, evaluate and synthesize concepts. {15} Anticipates and soundly addresses potential counterarguments. {15} 	<ul style="list-style-type: none"> Demonstrates a good understanding of relevant Diplomacy concepts and source text(s) and is able to explain and apply concepts. Identifies and addresses potential counterarguments. 	<ul style="list-style-type: none"> Demonstrates a basic understanding of relevant Diplomacy concepts and source text(s) and can define and explain concepts. Identifies potential counterarguments, though may lack a rebuttal. 	<ul style="list-style-type: none"> Demonstrates poor understanding of relevant Diplomacy concepts and the source text(s) and concepts. *** Does not anticipate, identify nor address potential counterarguments.
	26–30	22–25	18–21	0–17
Language {graded holistically}	<ul style="list-style-type: none"> Produces well-organized, coherent text, using a variety of cohesive devices and organizational patterns. Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Occasional minor slips, but no significant vocabulary errors. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well – shows awareness of style. 	<ul style="list-style-type: none"> Produces a coherent text, using a variety of linking words efficiently to mark clearly the relationships between ideas. Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare. Understands and uses the main technical terminology of his/her topic. 	<ul style="list-style-type: none"> Produces text that is generally well-organized and coherent, using a range of linking words and cohesive devices. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. Mistakes do not lead to misunderstanding. Has a good range of vocabulary for matters connected to his/her topic. 	<ul style="list-style-type: none"> Produces a text that can mostly be followed though may be incoherent at times, better use of cohesive devices would improve understanding. Has reasonable control of grammar though L1 influence may be noticeable. Errors occur but the underlying ideas trying to be expressed are clear. May attempt complex structures but with mixed success. Lexical limitations may cause repetition.
	18–20	15–17	12–14	0–11
CEFR	C1	B2+	B2	B1+

* 5 pts off if no clear stakeholder.

** if a student only gives one argument take off half of 35 = 17.5 .

*** if a student does not mention any diplomacy concepts e.g. human rights or leadership styles, take off the full 15 .