

דגם תשובות לשאלון **תקשורת בינלאומית**, סמל 091381, קיץ תשפ"ד
Answer Key for **International Communication**, 091381, Summer 2024

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	Ethos Ethos refers to the credibility of the speaker and how they are perceived by the audience. In the introduction, Mr. Cohen establishes his ethos by telling about his experience and actions he has taken throughout his life against hate, fascism, and apartheid. This qualifies him and makes him trustworthy to speak on the topic of Antisemitism and Hate.	100	<ul style="list-style-type: none"> Up to 20% for student's explanation of ethos. Up to 40% for explanation of how he establishes ethos. Up to 40% for specific example given.
2	10	Reliability of Sources IMVAIN are the criteria for evaluating how reliable our sources are. Social media users often believe what they read, even when the material is not VERIFIABLE. The posts get forwarded and reposted again and again, even if they contain lies. Cohen refers to this when he says "The fictitious Protocols of the Elders of Zion look as valid as an ADL report." Social media posters are often not AUTHORITATIVE or INFORMED, yet we believe practically anything we read if it's from a "friend." Cohen cites this in the statement "the rantings of a lunatic seem as credible as the findings of a Nobel Prize winner."	100	<ul style="list-style-type: none"> Up to 20% for explanation of IMVAIN. Up to 40% for identifying relevant criteria. Up to 40% for appropriate evidence from text.
3	10	Leadership Style a. Visionary	100	Other answers (such as Coaching or Pacesetting) are acceptable, if the student succeeds in justifying.
	3		100	

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4	7	b. A visionary leader mobilizes people toward a vision, which is clearly what Mr. Cohen aims to do in his speech. He wants to make social media safe from lies, fake news, and hatred in order to make the online world a better place. He displays empathy and self-confidence when he says, "The ultimate aim of society should be to make sure people are not targeted, not harassed and not murdered because of who they are, where they come from, who they love or how they pray."	100	<ul style="list-style-type: none"> – Up to 20% for student's explanation of a visionary leader. – Up to 80% for explanation of how SBC demonstrates visionary leadership.
	10	Logos Logos is explaining in a logical manner how to build a strong factual argument. Mr. Cohen does this by making the statement that it's time to control social media and that Mark Zuckerberg disputed this with absurd arguments. Then, he goes on to refute Zuckerberg's six arguments. Mr. Cohen's explanation is logical, orderly, and clear, and uses verifiable facts.	100	<ul style="list-style-type: none"> – Up to 20% for what logos is. – Up to 80% for explanation of how these lines reflect logos.
	10	Four Worlds	100	
	4	a. Political World/Economic World.	100	<ul style="list-style-type: none"> – Can get half points if they write social or cultural, as long as they can justify in part b. – If the student chose more than one world and only one is correct, take off 20% for adding incorrect info.
5	6	b. The political world relates to the political and legal structure of society. In the Third Argument, Baron Cohen talks about the need to protect democracy from "ideological imperialism." He argues that six people who are not accountable to any government should not be allowed to impose their vision on the rest of the world. Instead, this should be in the hands of representatives elected democratically by the people.	100	<ul style="list-style-type: none"> – Up to 20% for definition of the world (political, economic). – Up to 40% for explaining how that world is most relevant. – Up to 40% for giving relevant evidence from the text. – If the student chose more than one world and only one is correct, take off 20% for adding incorrect info.

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6	10	Public Narrative	100	
	5	a. Story of Us or Story of Now.	100	Credit can be given to part a even if part b is incorrect. However, if a is totally wrong, b can't be right. <ul style="list-style-type: none"> – Up to 40% to identify public narrative type. – Up to 60% for explanation of Story of Us or Story of Now.
	5	b. A Story of Us tells a story to create a community with common values. In this excerpt, Mr. Baron Cohen says "it all comes down to what someone kind of world we want." He creates a feeling of "us-ness." A Story of Now usually begins with a challenge and then leads to a call to action. In this excerpt, Mr. Baron Cohen relates to the challenge of the threat to our rights presented by hate, conspiracies and lies. He ends with a call to action, for us all to "prioritize truth over lies, tolerance over prejudice, empathy over indifference and experts over ignoramuses."	100	<ul style="list-style-type: none"> – Answer for part b must match answer for part a. – A story of now must present a CHALLENGE and then a call to action. If defined ONLY as a call to action and skipping the story entirely – 40%. – Up to 40% for example chosen. – Up to 60% for makes a clear connection between the example and the concept.

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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	DEEP Analysis	100	All answers must follow logically and coherently.
	4	a. Description of the problem: <ol style="list-style-type: none"> A large number of migrants are in urgent need of healthcare./ A large number of migrants are receiving inadequate healthcare. A large number of migrants are arriving in Chicago and have no access to health care. 	100	<ul style="list-style-type: none"> If the cause written in the problem – deduct 10%. If a student writes answer 2, the Cause in the next question needs to be adjusted.
	4	b. Explanation of the cause <ol style="list-style-type: none"> Because migrants are arriving in such large numbers in Chicago, the healthcare system is overwhelmed. Other states (Texas) are sending all their migrants to Chicago, overwhelming the system, so they cannot process them fast enough. 	100	If the student wrote answer 2 in part A, they need to write answer 2 in part B.
	4	c. Prediction of what will happen: Many, many people will continue to suffer and even die because their health needs are not being met.	100	
	4	d. Prescription of a solution: <ol style="list-style-type: none"> Chicago should create a task force to get the large number of people into shelters so they can receive healthcare. There needs to be a law to prioritize the health of migrants. 	100	Other answers are acceptable, as long as they are sensible. 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!! – deduct up to 30% according to severity

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8	14	Stakeholders	100	
<p>NOTES:</p> <ul style="list-style-type: none"> The answers must be related to the context of the scenario not just the article. The answer does not require giving the actual name of a stakeholder. Students may state a representative of group / organization / government, etc. <p>It is NOT ENOUGH to write "suffer, solve, benefit, etc" – why do they suffer? How can they solve? There must be a full sentence with support, and we DO EXPECT them to use this terminology:</p> <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 or invest in) the remedy – someone who is responsible for/caused the situation – someone who knows about the issue (as an expert) – Someone who can help solve the problem/suggest a solution to the problem (not pay) 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. • Accept other logical answers. 				
	3.5	<p>a. Stakeholder 1: Sara Izquierdo, or any of the other volunteer medics (Miriam Guzman, organizer; Ruben Santos, a Rush University medical student; Dr. Muftawu-Deen Iddrisu, who works at the Advocate Illinois Masonic Medical Center)</p> <p>Why: As a volunteer medic, Sara is trying to help solve the problem by offering free medical care to migrants.</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% "role -e.g. suffers" and 40% for explanation).
	3.5	<p>b. Stakeholder 2: Texas Governor Greg Abbott</p> <p>Why: The Texas Governor contributed to causing the problem by sending so many migrants to one city, which cannot handle all of their needs.</p>	100	<ul style="list-style-type: none"> – 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.
	3.5	<p>c. Stakeholder 3: Abrahan Belizario</p> <p>Why: As a migrant with health issues, he can represent the people who are suffering from the problem.</p>	100	

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	3.5	<p>d. Stakeholder 4: Rey Wences Najera Why: As first deputy of immigrant, migrant, and refugee rights, he is there to help solve their problems.</p> <p>or</p> <p>he represents the people who are suffering.</p> <p>or</p> <p>he is an expert on the situation.</p> <p>Other Stakeholder option: Representative of an organization that gives aid to migrants Why: A representative of an organization that aids migrants can give information on their situation and needs, giving expert input.</p>	100	

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Section Three (30 points)				
NOTE: <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 – Ethics in Journalism</p> <p>Sample essay</p> <p>Sacha Baron Cohen could cite the Society of Professional Journalists' Code of Ethics to support his call for regulations in social media. According to Baron Cohen, social media is basically a form of journalism, so it ought to follow journalism's rules and code.</p> <p>The first article of the Code of Ethics, Seek the truth and report it, is very relevant to the message Mr. Baron Cohen is trying to promote. One of the aspects of this article states that a journalist should make efforts to only print accurate information. He states that "...if these internet companies really want to make a difference, they should hire enough monitors to actually monitor... insist on facts and purge these lies and conspiracies from their platforms." Another aspect of this article is that a news publication should remain balanced, something that is sadly lacking in people's social media feeds, as social media uses algorithms to allow people to see information with which they will agree, filtering out other perspectives.</p> <p>Another article which Baron Cohen would be able to cite would be to Minimize Harm. Cohen's entire speech is centered around the harm that is caused by social media, which is why he is calling for stricter regulations. Cohen clearly states: "All this hate and violence is being facilitated by a handful of internet companies that amount to the greatest propaganda machine in history." He holds them responsible for causing harm.</p> <p>Baron Cohen says that Zuckerberg would argue that regulating the internet companies could limit people's freedom of expression. However, all other platforms in society have limits to what and where people can say</p>	100	

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		<p>things, so there is no reason social media should not have similar regulations.</p> <p>In conclusion, social media is basically a journalistic platform, and therefore it should be subject to the same code of ethics as other journalistic outlets.</p> <p>Topic Two – Newsworthiness</p> <p>Sample essay</p> <p>The speech of Sacha Baron is worth publishing in an Israeli newspaper today due to its relevance in times when anti-semitism and hate are increasingly spread in social media and make Jews and Israelis worry and fear the consequences of such a cycle of conspiracies and hatred. This has been heightened owing to the Swords of Iron War.</p> <p>This speech is still perceived as one that presents conflict and controversy. On the one hand, it portrays social media as a platform for people to speak freely, believing that free expression is mandatory for changing the future, even though it can be challenging. Every person can speak up and make a change. On the other hand, what about the harm it spreads without new laws and restrictions? Is everything legitimate and acceptable?</p> <p>Facebook CEO Mark Zuckerberg believes that Facebook is about choices and free expression. He claims that according to the First Amendment, "Congress shall make no law" to abridge freedom of speech, but how can speeches given by racists, bigots, and anti-semites be ignored? How can the founders of the social media platforms not be held accountable by the law and, even worse, act like they're above the law? Elon Musk is a recent example, when he publicly endorsed an antisemitic conspiracy theory among white supremacists. How can we allow such an influential person to make sure others won't be able to spread such lies via his platform X, knowing he has done it himself?</p> <p>Some people may claim this speech is not newsworthy because there is nothing "new" about it. Hatred toward Jews, for example, has existed for decades before Israel was founded and throughout the 75 years of its</p>		<p>Students can also write about proximity and relevance. They can use human interest if they approach it properly.</p>

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		<p>existence. However, from my point of view, this speech is timely since numerous antisemitic events have recently occurred due to the Swords of Iron War in a way that affects many people's lives around the world.</p> <p>Even today, people are exposed to Holocaust denial through social media, knowing it's a historical fact based on millions of pieces of evidence. Another example is when celebrities like Gigi Hadid use this platform to spread lies, ignoring their responsibility, knowing they have millions of followers.</p> <p>To conclude, Israelis would be very eager to read Sacha Baron Cohen's speech from the ADL Summit on antisemitism due to its timeliness and the fact that the controversy he spoke of has not been eradicated to this day.</p> <p>Topic Three – Human Rights</p> <p>Sample essay</p> <p>Distinguished Mayor and Town Hall Meeting Invitees,</p> <p>We are here today to discuss the serious issue of migrant workers who, through no fault of their own, have been thrust into Chicago with no pre-arranged housing and, therefore, no health care. Both as a doctor who spends his free time volunteering with this population and as someone who was once in their shoes, I would like to share with you an understanding of how this situation cannot be allowed to continue. It violates some of the most basic of rights set out in the United Nations' Universal Declaration of Human Rights!</p> <p>First of all, it needs to be clear that the base of this problem is twofold: The immigrants, and oft time these are not regular "immigrants", but refugees who have fled poverty and persecution, endangering life and limb, to come to America – the country that symbolizes democracy and opportunity, have been sent to our city without any temporary housing such as shelters. They arrive and are sent to "live" in police stations or airports. These are not places that satisfy the requisite rights in article 25 – "Right to Adequate Living Standard" including food, clothing, housing and medical care. Not only is sleeping in the airport</p>		<p>Students can relate to any of the human rights as long as they can support and justify their argument. Some human rights may include (but not limited to):</p> <ul style="list-style-type: none"> – Article 3: Everyone has the right to life, liberty and security. – Article 7: The right to equality before the law. – Article 22: The right to social security. – Article 25: The right to an adequate living standard.

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		<p>NOT adequate housing – especially for families and even more so for families with children – but it is a place that does not allow for medical care. To be ‘in the system’ and get medical care, you must have an address. The airport, and for that matter, the police station, do NOT count as legitimate addresses as far as the healthcare system is concerned. Some people might argue that these immigrants are lucky to get any place to live at all and that Chicago is doing the best it can to find them shelter as quickly as possible. This may be true, however, it does not negate my premise – these people are entitled, according to the UN, to adequate housing and medical care. They are not getting it when they arrive in Chicago and we need to act to see that they do!</p> <p>The second issue is the lack of human resources. The doctors and nurses and pre-med students who volunteer their time, myself included, are too few for the masses of people coming into our city. We cannot give them the conditions required by Article 3 of the UDHR which says that "Everyone has the right to life, liberty and security". They do not. The lack of medical personnel along with the lack of medicine and necessary treatment does not allow for security, nor does it give the right to life for some of our more critical cases. Take for example the case of Abraham Belizario. He saw a doctor for the first time in five months although he has been having headaches, toothaches and chest pain. All we could do was get him a dental appointment and give him a bus pass. Who knows what other care he may urgently need? FIVE MONTHS This is NOT an acceptable waiting time!</p> <p>The feeling among those who are pushed into accepting this reality until a shelter can be found is one of helplessness and, sometimes, hopelessness. They are getting sub-human treatment and it must not continue. Let's find a way to make this right. Let's find a way to let them have their rights!</p> <p>Thank you</p>		

Appendix: Rubric for Grading Essay Questions (SEET)

Name				Score
SEET format / overall structure	Skillfully employs the SEET format to structure the essay. <ul style="list-style-type: none"> Writes an introduction that provides context for the thesis statement and following argument. (clear stakeholder) {10} Expands and supports 2-3 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} 	Sufficiently follows the SEET format to structure the essay. <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. 	SEET format is attempted or applied inconsistently. <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 original statement may not be clear. 	Minimal or no attempt is made to use the SEET format. <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. {15} 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. {15} 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 .