

דגם תשובות לשאלון **תקשורת בינלאומית**, סמל 091381, קיץ תשפ"ה
Answer Key for **International Communication**, 091381, Summer 2025

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 A speaker can establish his credibility with the audience in a variety of ways. In this excerpt, LL uses two of these ways (techniques). First, he refers to his past experience as a mayor and candidate for a higher office, which was stolen from him. Second, he boosts his credibility by referring to well-respected and well-known activists, such as King, Mandela and Gandhi. These techniques persuade the audience that he is qualified to speak about the topic of fighting autocracy. (Could also refer to his experience of being imprisoned after leading protests.)	100	<ul style="list-style-type: none"> Up to 20% for student's explanation of ethos. Up to 40% for technique 1 (up to 20% for the example and up to 20% for the explanation). Up to 40% for technique 2 (up to 20% for the example and up to 20% for the explanation).
2	10	Story of Self Story of Self is an aspect of public narrative in which a speaker tells a story about themselves that helps the audience understand their motivation. In this excerpt, LL tells about his prison experience, specifically what it was like to be in solitary confinement. His loss of personal freedom led him to appreciate the connection between freedom and democracy, thus vehemently fighting to reinstate democracy in his country.	100	<ul style="list-style-type: none"> Up to 20% for explanation of Story of Self. Up to 40% for identifying how there is Story of Self in the excerpt. Up to 40% for relating it to his goals.

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3	10	Logos	100	
	5	a. Logos is building an argument and backing it up with logical reasoning, facts, and statistics.	100	
	5	b. Leopoldo Lopez is saying that people are concerned about all kinds of issues like gender equality, climate change, and human rights, which all seem to be unrelated. But he is trying to persuade them that all of these issues are related because it is the autocratic countries that are the worst offenders. In doing this, he wants to convince everyone to join his fight against autocracy.	100	<ul style="list-style-type: none"> - Up to 50% for identifying the argument. - Up to 50% for identifying the objective. - The students must demonstrate the building of an argument, not just facts and statistics.
4	10	Story of Now	100	
	2	a. Story of Now is the public narrative strategy in which the speaker links the audience to what's happening now. It typically begins with a challenge and ends with a call to action.	100	<ul style="list-style-type: none"> - The Story of Now must present a CHALLENGE and then a call to action. If the student defined ONLY as a call to action and skipping the challenge entirely, deduct 40%. - Credit can be given even if the answer to part c is incorrect.
	5	b. Line numbers: 128–131 ("As a reminder... respect for all")	100	Credit can be given even if the answer to part c is incorrect. However, if the answer to part b is totally wrong, the answer to part c can't be right.
	3	c. In this specific excerpt, LL reminds his listeners that they can face any challenge. In particular, he is asking them to stand up, speak out and do something to ensure freedom for both them and their children. He wants them to fight for human rights and democracy.	100	The student should make a clear connection between the example and the explanation.

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5	10	Four Worlds	100	<p>Any of the Four Worlds are acceptable.</p> <ul style="list-style-type: none"> - Up to 20% for correct definition of the World (political, social, economic or cultural). - Up to 40% for connecting the example to the World. - Up to 40% for giving a relevant example.
	5	a. Economic World / Political World / Social World / cultural world.	100	
	5	<p>b. The economic world relates to a quest for prosperity. It can refer to any elements of a nation's economy, such as production, resources, land, trade and/or work. Without financial resources, the fight for democracy will not move forward. LL points out that only 2% of philanthropy is dedicated to supporting democracy, and a microscopic amount of that is directed outside of the US, into countries such as Venezuela. He even points out how citizens in an autocracy have to rely on outlying monetary options.</p> <p>The political world includes types of government and the legal system and is connected to the political-legal structure of society. LL relates to this world throughout the entire speech, which is on the topic of type of government, democratic or autocratic. One very specific example in this passage is when he says our governments ought to impose sanctions on autocratic governments for their violations of human rights. This would be holding them responsible by means of the political-legal structure.</p> <p>The social world includes activist movements for equity and social change. LL relates to this world when he calls for people to take part in pro-democracy and freedom movements. In this passage, LL is calling for everyone to support the people that are living under autocratic rule, which would lead to greater equity for all.</p> <p>The cultural world includes aspects of our life, such as religion, art, language, and traditions. LL relates to this world when he says that we ought to connect all of the pro-democracy freedom movements into one global movement. He suggests doing this by means of the cultural world, that musicians and artists ought to become activists and make freedom the topic of their works</p>	100	

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Question	Points	Sample Answer	points as percentage (100%)	Guidelines for Evaluation
6	10	Human Rights	100	
	5	<p>a. Human Right: Article 9 – Freedom from arbitrary arrest, detention or exile.</p> <p>Relevance: LL relates to this human right when he speaks about his experience of being arrested and imprisoned simply because he protested Nicolas Maduro stealing the elections of 2013 in Venezuela.</p>	100	<ul style="list-style-type: none"> - Up to 50% for identifying a relevant human right. - Up to 50% for connecting the human right to the speech. - Accept any other relevant human right if the student is able to justify it. - If the justification is incorrect, the student can still receive full credit for the human right if reasonable.
	5	<p>b. Human Right: Article 20 – Freedom of peaceful assembly and association.</p> <p>Relevance: People who protested against Manduro because he illegally stole the election were imprisoned. Therefore, their right to peaceful assembly was not honored.</p> <p>Other possible human rights</p> <ol style="list-style-type: none"> 1. Everyone is born free and equal in dignity and with rights. 3. Everyone has the right to life, liberty and security. 8. The right to remedy by a competent national tribunal if rights are violated. 10. The right to a fair and public trial by an independent and impartial tribunal. 11. The right to be considered innocent until proven guilty. 13. The right to free movement within any country, including one's own and to leave and return. 14. The right to seek and to enjoy asylum from persecution in other countries. 	100	<ul style="list-style-type: none"> - Up to 50% for identifying a relevant human right. - Up to 50% for connecting the human right to the speech. - Accept any other relevant human right if the student is able to justify it. - If the justification is incorrect, the student can still receive full credit for the human right if reasonable.

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		<p>19. The right to freedom of opinion and expression and the right to information.</p> <p>21. The right to participate in government and in free elections.</p> <p>28. The right to social and international order that assures that your human rights are respected.</p> <p>29. The responsibility to the people around us to protect their rights and freedoms.</p> <p>30. Freedom from State or other interference in the above rights.</p>		

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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"> Los Angeles has a terrible traffic problem in the city, and it is made more urgent because of the upcoming 2028 Olympics. Los Angeles is a very unsafe place for cyclists. 	100	If the cause written in the problem – deduct 10%.
	4	b. Explanation of the cause <ul style="list-style-type: none"> The problem is caused by the reluctance of the citizens of Los Angeles to give up their cars and it's exacerbated by the sprawl of the city. Some people also say that the few bike lanes that exist make the traffic worse because they take away car lanes. Way too many people drive cars in LA and there are not enough bike lanes. This will be exacerbated with the upcoming Olympics. 	100	
	4	c. Prediction of what will happen: <ul style="list-style-type: none"> If nothing is done, the traffic in the city will continue to get worse and worse, and the city will be impossible to get around in during the summer 2028 Olympics. Traffic will get increasingly worse. There will be more accidents involving bikes and few people will ride their bikes. There will be more pollution, adding to global warming, because stand-still traffic will increase, as will road rage. 	100	

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	4	<p>d. Prescription of a solution:</p> <ul style="list-style-type: none"> - Los Angeles needs to create more bike lanes and connect them to one another so people can get around. They should create the bike lanes on space occupied by wide sidewalks, instead of on the roads, in order to avoid making the traffic problem worse. - Los Angeles MUST add more contiguous bike lanes and public transportation above or below the street level. It is imperative that this is done prior to the Olympics. 	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 to</u> 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 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. Deduct 20% if the student writes a group of people rather than a representative of the group or a specific person. • The stakeholders must be related to the student's DEPP. • The instructions clearly state not to invite the governor or a journalist. DO NOT ACCEPT. • 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: <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. 				

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	3.5	<p>a. Stakeholder 1: Damian Kevitt or Mimi Holt</p> <p>Why: Damian and Mimi advocate for safe bike lanes. They represent the people <u>suffering</u> from the problem of not enough bike lanes to get around LA.</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. - Some students may say those who oppose the bike lanes are causing the problem because they refuse to support the alternative to cars. Some may say that these people are the ones suffering from the problem caused by the bike lanes.
	3.5	<p>b. Stakeholder 2: Neighborhood Data for Social Change</p> <p>Why: This organization has conducted research on bike safety, thus making them <u>experts</u> on the issue.</p>	100	
	3.5	<p>c. Stakeholder 3: Darin Drabing or Shivon Ozinga</p> <p>Why: Darin and Shivon represent people who oppose bike lanes and feel they only increase traffic. They are <u>causing</u> the problem because they refuse to support the alternative to cars.</p>	100	

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	3.5	<p>d. Stakeholder 4: Karen Bass</p> <p>Why: As the mayor of LA, Karen Bass has the <u>power to implement</u> a solution to the bike and traffic issues, which takes both positions into consideration.</p> <p>Other Stakeholder option:</p> <ul style="list-style-type: none">- Trump transition team, with the ability to <u>fund a solution</u> to the increase in traffic during the Olympics.- NY Mayor or the Boston Mayor - cities which embraced mass transit.- Officials and administrators that helped transform Olympic host cities like Paris and London to bike friendly cities.- A local politician from Toronto that thinks that the bike lanes trial has failed.- Top politicians like Congresswoman Nancy Pelosi that can help promote the issue at federal / national level.	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	SEET Essay Topic One – leadership styles <p>Sample essay</p> <p>Venezuela has been held under the dictatorship of Nicolas Maduro since 2008 when he seized power. In order to bring democracy and free elections back to the country, LL would need to act as a Pacesetting and a Democratic leader.</p> <p>Some people may think that the only way to bring democracy back is through a Commanding leadership style, simply to tell people what they must do and expect immediate compliance. However, after all these years under a dictatorship, the last thing the people of Venezuela want is another commanding leader. They will only follow LL if he shows them the way and gets their compliance.</p> <p>A Pacesetting leader is one who sets an example for his followers and expects them to follow suit. LL will need to continue with his leadership work with World Liberty Congress. He needs to show his people how to demonstrate in a non-violent manner and show civil resistance to dictatorships, even risking imprisonment if that is what it takes in order to take back their country.</p> <p>In addition, LL needs to implement a Democratic leadership style. One may think this is obvious, but it is not. He will need to travel through the country, meet with people, and build consensus, getting people to come back and participate in Venezuela's democracy. He needs to convince the people that the country is theirs and that it is up to them to take part in the elections, not give up.</p> <p>I do not believe it will be easy, but if LL implements Pacesetting and Democratic leadership styles, he</p>	100	

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		<p>will slowly but surely take back the democracy of Venezuela.</p> <p>Topic Two – Privilege in Society</p> <p>Sample essay</p> <p>Thank you for inviting me to this meeting today to discuss the issue of increasing bike lanes to cope with the surplus of traffic that will be present during Los Angeles's wonderful opportunity to host the Olympics. My name is Darin Drabing, and I staunchly believe that Los Angeles should not add bike lanes to the already cramped driving conditions, especially given the upcoming increase in congestion.</p> <p>First of all, there is absolutely no way that LA drivers will relinquish their cars, and additional bike lanes will just cause more time spent waiting in traffic. LA is a sprawling metropolis, and most citizens do not live near their work, and driving to work is the only viable option for them. Cycling to work would only be relevant to the small percentage of people who are both fit and closely located to their work. Furthermore, when people sit in traffic, the pollution from their exhaust further adds to our mounting concern regarding climate change. For example, during COVID, when the vast majority of people worked from home, there was a significant decrease in the amount of carbon emissions from traffic jams. According to Scientific American, the US Department of Energy anticipates the U.S. could cut fuel consumption up to 20% and reduce auto emissions if traffic jams were minimized.</p> <p>Some people might consider those who drive their cars to work in LA to be privileged, as they have the money to purchase, insure and upkeep a vehicle. However, many of these people forgo other luxuries in order to have reliable and reasonable transportation to work.</p> <p>Secondly, if the city were to make a decision that would benefit the largest number of people, it should invest in public transportation and not bike lanes. Public transportation is a much more reasonable solution and viable for the elderly, disabled and less robust individuals. If our solution is not beneficial to the majority of citizens, it is discriminatory.</p>		

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		<p>For instance, according to Neighborhood Data for Social Change, only 1% of commuters ride their bikes to work. Any improvement in bike lanes would serve a time proportion of the commuters.</p> <p>In conclusion, adding bike lanes to the LA vehicular infrastructure is the absolutely wrong solution for the upcoming Olympics to be hosted in LA. Not only will it be discriminatory, but it will also make the situation worse. It is imperative that a solution should focus on adding public transportation options to benefit all, including the influx of tourists.</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 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} 	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 the 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. 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 .