

# Global politics guide

First assessment 2017



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First assessment 2017

## **Diploma Programme Global politics guide**

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## Purpose of this document

This publication is intended to guide the planning, teaching and assessment of global politics in schools. Global politics teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the course.

This guide can be found on the global politics page of the online curriculum centre (OCC) at [occ.ibo.org](http://occ.ibo.org), a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at [store.ibo.org](http://store.ibo.org).

## Additional resources

Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the OCC. Past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

## Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

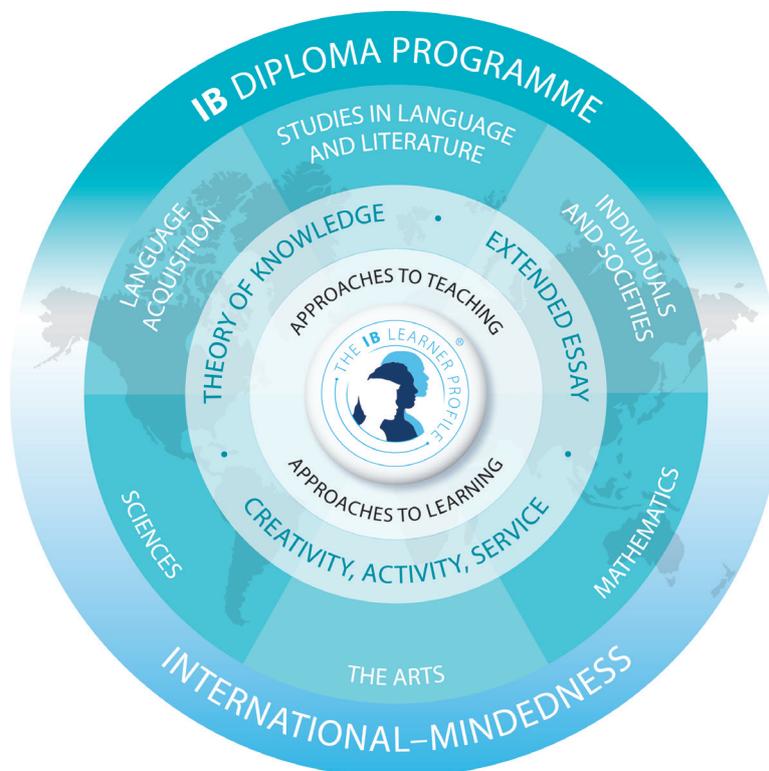
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# The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

## The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



**Figure 1**  
*Diploma Programme model*

## Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

## The core of the Diploma Programme model

All Diploma Programme students participate in the three elements that make up the core of the model.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provides students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS are as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the interdisciplinary world studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

## Approaches to teaching and approaches to learning

Approaches to teaching and learning across the Diploma Programme refers to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry, and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience
- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin the IB pedagogy.

For further guidance on approaches to teaching and approaches to learning in global politics please see [Guide>Approaches to teaching and learning of this guide](#).

## Academic honesty

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications *Academic honesty*, *The Diploma Programme: From principles into practice* and *General regulations: Diploma Programme*. Specific information regarding academic honesty as it pertains to external and internal assessment components of global politics can be found in this guide.

## Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*.

# Nature of the subject

## Global politics

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

## Distinction between SL and HL

Students of global politics at SL and HL are presented with a syllabus that has a common core. This common core consists of four compulsory units under the central unifying theme of “people, power and politics”. All SL and HL students are also required to undertake an engagement activity. In addition, HL students are also required, through a case studies approach, to explore two HL extension topics (global political challenges).

In summary:

- SL and HL students study the four core units and undertake an engagement activity
- through a case studies approach, HL students also examine and evaluate two global political challenges, which by their nature are complex, contestable and interlinked; this provides further depth at HL.

## Global politics and the core

As with all Diploma Programme courses, global politics should both support and be supported by the three elements of the Diploma Programme core.

## Global politics and theory of knowledge

As with other areas of knowledge, there are a variety of ways of gaining knowledge in the social sciences. For example, experimentation and observation, inductive and deductive reasoning, data and evidence collection, and discussion can all be used to help to understand and explain patterns of human behaviour. Students in individuals and societies subjects are required to evaluate the resulting knowledge claims by exploring questions about their validity, reliability, credibility and certainty, as well as individual and cultural perspectives on them. Having followed a course of study in an individuals and societies subject, students should be able to reflect critically on the various ways of knowing and on the methods used in the social sciences, and in so doing become inquiring, knowledgeable and caring young people, as set forth in the IB learner profile.

The study of global politics makes use of the social scientific methods of gaining knowledge described above. Political issues emerge and unfold in a variety of ways and contexts and tend to concern matters about which people may care deeply. Consequently, a critical study of such issues requires students to examine and reason about the observable, but also to investigate what lies behind political deliberations and decisions. What are the motivations of the various actors? On which assumptions do these actors base their beliefs, policies and behaviours? How do the power dynamics of a situation influence motivations, assumptions and outcomes?

Diverse ways of knowing come into play when actors in global politics take positions and aim to affect change: solid reasoning and skillful use of language matter, of course, but many messages are sent and received through non-verbal communication, and emotions are heavily involved in political debates.

Studying political issues in this analytical, in-depth and engaged way, students also come to consider the role, nature and origin of their own political beliefs and positions, and of knowledge claims about politics in their own cultures, in the cultures of others and around the world. This way, students are encouraged to become more aware of themselves as thinkers, to appreciate the complexity of knowledge in the human sphere, and to recognize the need to act responsibly in an increasingly interconnected but unpredictable world.

Examples of questions related to theory of knowledge that global politics students might consider include the following.

- How does knowledge in the social sciences differ from knowledge in other areas?
- How does knowledge in global politics differ from knowledge in some other social science disciplines, such as history, economics and geography?
- How do the often deeply held nature of political beliefs and biases affect the acquisition of knowledge in global politics?
- How is political science distinct from the practice of politics?
- What are the benefits and difficulties of examining political issues against the backdrop of a certain theoretical foundation or ideology?
- Why might the value of case studies as a method of acquiring knowledge be considered questionable?
- Can we have political beliefs or knowledge that are independent of our cultures?
- Why do some individuals believe that they know what is right for others?
- How do we decide between the opinions of experts when they disagree? Who are the experts in global politics?
- What is the role of communication and media in shaping people's perception of issues in global politics?
- Is it ever justifiable to act without having good grounds or evidence for doing so?

## Global politics and creativity, activity, service

An important characteristic of the global politics course is that students examine the complex political issues of our time in a contextual way. Due to the interconnectedness of the 21st-century world, many global challenges manifest themselves in students' local or otherwise significant communities as powerfully as at national and international levels. The ethos of the CAS programme is to engage students in experiential learning in a similarly contextual way.

CAS and global politics can complement each other in a number of ways. Learning about significant local and global issues in the global politics course may give students new ideas for CAS experiences and/or CAS projects. As a result of the knowledge and understanding students develop about an issue and its potential solutions in the global politics course, they might be able to investigate, plan, act, reflect on, and demonstrate CAS experiences in a richer way. Similarly, CAS experiences can ignite students' passion for addressing a particular issue in global politics. Students may decide to examine the political dimension of an issue and its potential solutions in their global politics class, or build an engagement activity on it, or utilize it as a case study in their HL extension work. This cross-pollination of ideas between CAS and global politics may improve students' grasp of an issue and its political dimensions and may also stimulate further CAS experiences.

While CAS activities can both be informed by academic subjects and inspire further learning in them, they must be distinct from activities undertaken in the global politics course as part of Diploma Programme assessment requirements. This is particularly important with respect to the potential overlap between CAS experiences and the engagement activity undertaken for global politics. Where an activity is very large and multifaceted it may be that there is one element that could constitute an appropriate engagement activity for global politics, and other elements that could be appropriate as an activity for CAS. However the same elements may **not** be counted for both global politics and CAS. For example, a student participating in a Model United Nations (MUN) simulation could nominate one particular element, such as researching various political debating techniques, as his or her global politics engagement, and nominate other elements of the MUN participation, such as leading his or her school delegation, for CAS. Similarly, a student involved in a youth initiative in the local community could count examining the role of the community council in such initiatives and canvassing the council's support for this particular project as his or her global politics engagement, while documenting the participation in actual activities with youth could count for CAS.

## Global politics and the extended essay

An extended essay in global politics provides students with an opportunity to undertake an in-depth analysis of a significant, contemporary global political issue. Students should choose a topic that will allow them to demonstrate their knowledge, research skills and critical-thinking skills leading to a substantial essay that utilizes relevant key concepts, theoretical foundations and approaches of global politics. The outcome of the research should be a coherent and structured essay that effectively answers a specific research question.

Given the complexity of contemporary political issues, extended essays in global politics are likely to draw on the knowledge and methodologies of a range of social science subjects. Students must use relevant secondary sources to substantiate their arguments and may supplement this with appropriate primary sources. Various approaches to the research are possible (such as case studies, comparative studies, analyses of discourse), with relevant techniques chosen for gathering and interpreting evidence (such as interviews, literature or media reviews, quantitative data analysis).

As in their engagement activity and HL extension work, students examine political issues in their extended essays. While this examination is primarily based on experiential learning in the engagement activity and culminates in an oral analysis in the HL extension, the extended essay in global politics is a formal research essay. For example, students interested in a more theoretical approach to political issues will find the extended essay an excellent opportunity to examine the key concepts of global politics in a way that is

more anchored in academic debates. Students with an interest in how quantitative data is used to underpin decision-making or shape perceptions in global politics can undertake comprehensive data analysis for their extended essay. The engagement activity and the HL extension can give students ideas and inspiration for their extended essays. However, students may **not** examine the same political issue for their extended essay as they have done for another assessment component.

Please note that provision for an extended essay in global politics will become available when the new *Extended essay guide* is published in September 2016 (for first assessment in May 2018). Until then, students interested in undertaking an extended essay in one of the areas of the global politics course, such as on issues around human rights or peace and conflict, are advised to look at the current three politics subjects available in the *Extended essay guide* (human rights, peace and conflict studies, and politics) to see where their topic may best be placed. They must write their essay according to these specifications.

## Global politics and international-mindedness

Developing students' awareness of multiple partial perspectives and approaches—including their own—is at the heart of the global politics course. The course encourages dialogue, discussion and debate. Nurturing students' capacity to listen to themselves and to others in order to understand divergent opinions is important not only for interpreting competing and contestable claims, but also for appreciating that political beliefs and positions are contextual and deeply held by individuals. By engaging in respectful and attentive dialogue, discussion and debate, it is hoped that students would progress towards forming their own, well-informed provisional viewpoints. They would be better equipped to understand the hurdles of, and opportunities for, political progress in the real world, to build relationships with others and to resolve conflicts they may encounter in a peaceful way.

The global politics course aims to develop international-mindedness in students through an examination of fundamental political concepts and debates that have global significance. The course considers and encourages contemporary examples and case studies at a variety of levels, from local to global, while facilitating comparison between the levels. Throughout the course, teachers have the opportunity to choose relevant examples and case studies to ensure that the course appropriately meets their students' needs and interests, regardless of their location or cultural context.

The course also enables students to reach an awareness and appreciation of both their own civic responsibility at a local level and their shared responsibility as citizens of an increasingly interconnected world. The inclusion of an engagement activity in the course reflects the importance given to not only appreciating and understanding the complex issues facing the world today, but also to engaging with them in an active and personal way.

## Engaging with sensitive topics

Studying global politics allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can also be sensitive and personally or culturally challenging. Teachers should be aware of this and provide guidance to students on how to approach and engage with such topics in a responsible manner, providing due cognizance to questions and issues of identity. Teachers should also read carefully the ethical guidelines for the engagement activity provided under Guide > Syllabus > Syllabus content > Engagement activity in this subject guide.

## Prior learning

The global politics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the global politics course are developed within the context of the course itself.

## Links to the Middle Years Programme

The IB Middle Years Programme (MYP) individuals and societies subject group involves inquiry into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and impact on people and communities' lives and environments. The MYP individuals and societies subject group therefore provides a very useful foundation for students who go on to study the Diploma Programme global politics course.

Key concepts encountered in MYP social sciences and humanities, such as time, place and change are also encountered within the global politics course, but treated in more advanced ways as described in this subject guide. Thus, studying global politics naturally extends the skills developed in MYP individuals and societies subjects. Equally, students' organization, collaboration, research and presentation strategies that began in MYP humanities and social sciences will become more sophisticated while undertaking the Diploma Programme global politics course.

## Links to the IB Career-related Programme

In the IB Career-related Programme (CP), students study at least two Diploma Programme subjects, a core consisting of four components and a career-related study. The subject of global politics can assist CP students planning careers in, for example, the hospitality industry, the technology industry, or international business. Global politics helps students to understand the underlying mechanisms of the 21st century world and to engage with current affairs. Students explore different political, social and economic structures and practices leading to a greater understanding of the world around them. Global politics encourages the development of strong communication skills, critical thinking, and ethical approaches that will assist students in the global workplace.

# Aims

## Individuals and societies aims

The aims of all subjects in the individuals and societies subject group are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty.

## Global politics aims

The aims of the global politics course at SL and HL are to enable students to:

1. understand key political concepts and contemporary political issues in a range of contexts
2. develop an understanding of the local, national, international and global dimensions of political activity
3. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

# Assessment objectives

## **Assessment objective 1: Knowledge and understanding**

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrate understanding of relevant source material
- Demonstrate understanding of a political issue in a particular experiential situation (engagement activity)
- At HL only, demonstrate in-depth knowledge and understanding of political issues in two detailed case studies

## **Assessment objective 2: Application and analysis**

- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts
- Identify and analyse relevant material and supporting examples
- Use political concepts and examples to formulate, present and sustain an argument
- Apply knowledge of global politics to inform and analyse experiential learning about a political issue (engagement activity)
- At HL only, apply knowledge of global politics to analyse political issues in two case studies

## **Assessment objective 3: Synthesis and evaluation**

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue (engagement activity)
- At HL only, demonstrate synthesis and evaluation of different approaches to and interpretations of political issues in two case studies

## **Assessment objective 4: Use and application of appropriate skills**

- Produce well-structured written material that uses appropriate terminology
- Organize material into a clear, logical, coherent and relevant response
- Demonstrate evidence of research skills, organization and referencing (engagement activity and HL extension in particular)
- At HL only, present ideas orally with clarity

# Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Knowledge and understanding	<ul style="list-style-type: none"> <li>Core units: people, power and politics</li> <li>Engagement activity</li> <li>HL extension: global political challenges</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 (emphasized in the first question)</li> <li>Paper 2</li> <li>Engagement activity written report (emphasized in criterion A)</li> <li>HL extension oral presentations</li> </ul>
Application and analysis	<ul style="list-style-type: none"> <li>Core units: people, power and politics</li> <li>Engagement activity</li> <li>HL extension: global political challenges</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 (emphasized in the second question)</li> <li>Paper 2</li> <li>Engagement activity written report (emphasized in criteria B and C)</li> <li>HL extension oral presentations</li> </ul>
Synthesis and evaluation	<ul style="list-style-type: none"> <li>Core units: people, power and politics</li> <li>Engagement activity</li> <li>HL extension: global political challenges</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 (emphasized in the third and fourth questions)</li> <li>Paper 2</li> <li>Engagement activity written report (emphasized in criterion D)</li> <li>HL extension oral presentations</li> </ul>
Use and application of appropriate skills	<ul style="list-style-type: none"> <li>Core units: people, power and politics</li> <li>Engagement activity</li> <li>HL extension: global political challenges</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1</li> <li>Paper 2</li> <li>Engagement activity written report</li> <li>HL extension oral presentations</li> </ul>

## Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<p><b>Core units: people, power and politics</b></p> <p>Four compulsory units:</p> <ol style="list-style-type: none"> <li>1. Power, sovereignty and international relations</li> <li>2. Human rights</li> <li>3. Development</li> <li>4. Peace and conflict</li> </ol>	<b>130</b>	<b>130</b>
<p><b>Engagement activity</b></p> <p>An engagement on a political issue of personal interest, complemented with research</p>	<b>20</b>	<b>20</b>
<p><b>HL extension: global political challenges</b></p> <p>Political issues in <b>two</b> of the following six global political challenges researched and presented through a case-study approach:</p> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Poverty</li> <li>3. Health</li> <li>4. Identity</li> <li>5. Borders</li> <li>6. Security</li> </ol>	–	<b>90</b>
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme for students and their legal guardians* (article 8.2).

## Syllabus content

The Diploma Programme global politics course engages students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches. The following diagram illustrates the elements of the course. Through teaching and learning in the subject, students develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyse, evaluate and act on political issues they encounter inside and outside the classroom.

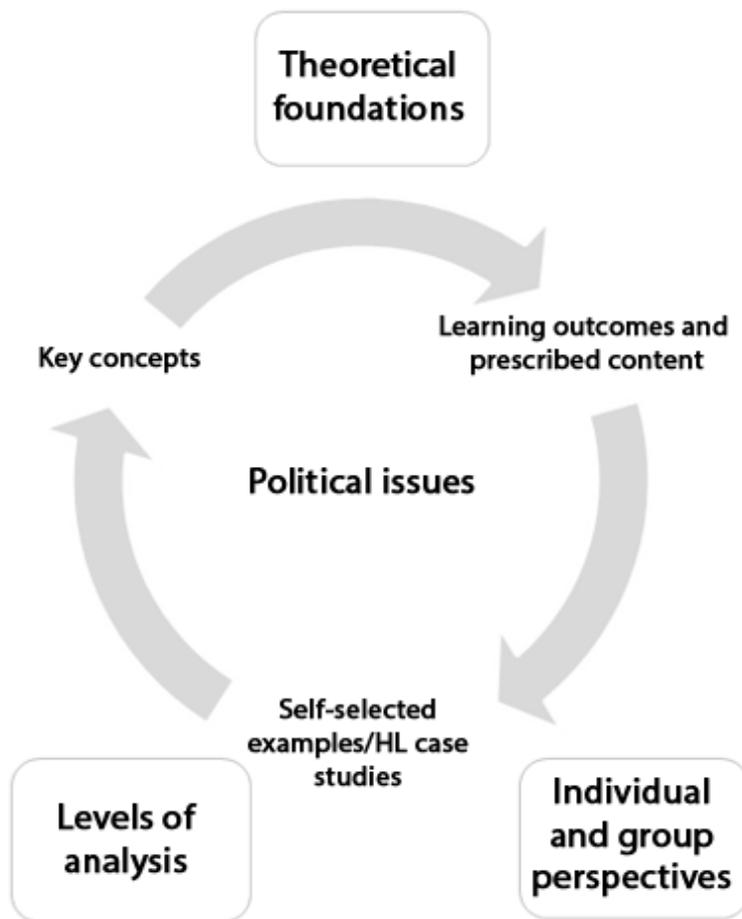


Figure 2

*Working with political issues in the global politics course*

Please note that examination questions are set on the (prescribed) key concepts, (prescribed) learning outcomes and prescribed content, and should be answered with the help of any relevant examples (the ones listed in the syllabus are merely possible examples). Suitable theoretical foundations, individual and group perspectives, and levels of analysis should be brought in when and where relevant to the answer.

## Political issues

Politics are conventionally considered to be the actions taken in the formation and maintenance of the state or other governing entity. Traditional definitions assume, for example, that there are no politics without that governing entity—so by those definitions, hunter-gatherer societies do not have internal politics. With state formation, politics play the role of maintaining the power of the state by the inclusion and exclusion of peoples and competing formations that look to gain access to resources and power. The goal of the state is to produce hegemony, a stable agreement between ruling entities and civil society. A political issue, under such a definition, would be any event or action that is in the arena of state power and its maintenance.

More recently, however, and particularly with the onset of comprehensive globalization, the terms “political” and “political issues” have taken on a broader and more inclusive meaning. Over the last few decades, broad transformations in global social organization and trends in scholarship have contributed to a more nuanced understanding of the complexity of real-world politics. Phenomena such as population growth, climate change, developments in communication technology and changes in production patterns all transcend the state and have facilitated the entry of new actors at various levels of social organization. Research on the role of social movements, multinational corporations and international institutions, to name just three examples, have emphasized the profoundly political intent and impact of their actions. Alongside states, communities and international bodies compete for resources and are often confronted with new forms of power and influence from within and outside their boundaries. The world around us has evolved in unimaginable ways and academic scholarship provides us with the tools to grapple with the myriad of ways in which politics are part of our everyday lives. Consequently, the central unifying theme of the Diploma Programme global politics course is “people, power and politics”.

In the global politics course, a *political issue* is any question that deals with how power is distributed and how it operates within social organization, and how people think about, and engage in, their communities and the wider world on matters that affect their lives. Political issues are researched in social science departments and think tanks; they populate the agendas of politicians and policymakers; they occupy the minds of executives of global corporations and local social entrepreneurs; they affect how people participate in and resist change; they are discussed in media and over coffee; they inspire oratory and art; they are deeply rooted in history and culture. Political issues are part of our daily lives.

Political issues can be found at various levels. Taking the example of the issue of climate change, at the **global level**, the discussion could focus on the degree to which the limited ability to enforce legally binding action by the United Nations (UN) on its member nations inhibits the world as a whole to make progress towards combating climate change. At the **international level**, the debate could centre on the fact that many developing countries have already experienced the impact of climate change, and delineate how this affects their positions in international climate negotiations. A political issue at the **regional level** could be the challenges a regional association of nations faces in formulating a common climate policy. A political issue at the **national level** could be the impact of a particularly strong typhoon on the central government’s decisions and policies on disaster prevention. A political issue at the **local level** could be the ways in which a typhoon on a particular island has changed people’s dependency on outside assistance and the society’s resulting power dynamics. A political issue at the **community level** could be the mechanisms and the degree to which migrant workers and emigrants are able to help support their families and relatives in a post-disaster community.

Defining an interesting political issue in the wider, real-world situation they are studying is often an early and key step for students to make progress with their understanding of global politics. This is particularly important in order to see the connections between the key concepts and examples in the core units, to determine an appropriate reflective focus for the engagement activity and to select a well-defined aspect of the HL case studies for oral presentation.

## Key concepts

The following 16 key concepts weave a conceptual thread through the course. They should be explored both when working with the four core units, the engagement activity and the HL extension, in order to equip students with a conceptual framework with which to access and understand the political issues examined.

Brief explanations of the key concepts are given in the table below to provide teachers and students with a starting point for their conceptual journey of global politics. However, a few sentences could never capture the different and contested interpretations of these big, important and organizing ideas of the theory and practice of politics. A rich and balanced understanding of the key concepts is a key aim and assessment objective of the course and requires their examination from multiple approaches and perspectives in a variety of contexts.

The concepts below are listed in the order in which they appear in the core units, with four concepts attached to each unit. This unit affiliation indicates where the concepts are most likely to surface, but the intention is that any of them can and should be addressed at any point of the course where they add value to the discussion.

Concept	Explanation
<b>Power</b>	Power is a central concept in the study of global politics and a key focus of the course. Power can be seen as ability to effect change and, rather than being viewed as a unitary or independent force, is as an aspect of relations among people functioning within a social organization. Contested relationships between people and groups of people dominate politics, particularly in this era of increased globalization, and so understanding the dynamics of power plays a prominent role in understanding global politics.
<b>Sovereignty</b>	Sovereignty characterizes a state's independence, its control over territory and its ability to govern itself. How states use their sovereign power is at the heart of many important issues in global politics. Some theorists argue that sovereign power is increasingly being eroded by aspects of globalization such as global communication and trade, which states cannot always fully control. Others argue that sovereign states exercise a great deal of power when acting in their national interest and that this is unlikely to change.
<b>Legitimacy</b>	Legitimacy refers to an actor or an action being commonly considered acceptable and provides the fundamental basis or rationale for all forms of governance and other ways of exercising power over others. The most accepted contemporary source of legitimacy in a state is some form of democracy or constitutionalism whereby the governed have a defined and periodical opportunity to choose who they wish to exercise power over them. Other sources of legitimacy are suggested in states in which such an opportunity does not exist. Within any proposed overall framework of legitimacy, individual actions by a state can be considered more or less legitimate. Other actors of global politics and their actions can also be evaluated from the perspective of legitimacy.
<b>Interdependence</b>	In global politics, the concept of interdependence most often refers to the mutual reliance between and among groups, organizations, geographic areas and/or states for access to resources that sustain living arrangements. Often, this mutual reliance is economic (such as trade), but can also have a security dimension (such as defence arrangements) and, increasingly, a sustainability dimension (such as environmental treaties). Globalization has increased interdependence, while often changing the relationships of power among the various actors engaged in global politics.

Concept	Explanation
<b>Human rights</b>	Human rights are basic claims and entitlements that, many argue, one should be able to exercise simply by virtue of being a human being. Many contemporary thinkers argue they are essential for living a life of dignity, are inalienable, and should be accepted as universal. The Universal Declaration of Human Rights adopted by the UN in 1948 is recognized as the beginning of the formal discussion of human rights around the world. Critics argue that human rights are a Western, or at least culturally relative, concept.
<b>Justice</b>	There are a number of different interpretations of the concept of justice. It is often closely associated with the idea of fairness and with individuals getting what they deserve, although what is meant by deserve is also contested. One avenue is to approach justice through the idea of rights, and what individuals can legitimately expect of one another or of their government. Some theorists also argue that equality not only in the institutions and procedures of a society but also in capabilities or well-being outcomes is required for justice to be realized.
<b>Liberty</b>	The concept of liberty refers to having freedom and autonomy. It is often divided into positive and negative liberty, with <i>negative liberty</i> defined as individuals having the freedom from external coercion and <i>positive liberty</i> defined as individuals having the autonomy to carry out their own rational will. Some scholars reject this distinction and argue that in practice, one form of liberty cannot exist without the other. It is also questioned if such an understanding of liberty is sufficient for an interdependent world, in which the seeming freedom and autonomy of some may depend on lack of some forms of liberty for others. Hence, debates on equality inform our understanding of liberty as well.
<b>Equality</b>	Egalitarian theories are based on a concept of equality that all people, or groups of people, are seen as having the same intrinsic value. Equality is therefore closely linked to justice and fairness, as egalitarians argue that justice can only exist if there is equality. Increasingly, with growing polarization within societies, equality is also linked to liberty, as different people have differing possibilities to be free and autonomous.
<b>Development</b>	Development is a sustained increase in the standard of living and well-being of a level of social organization. Many consider it to involve increased income; better access to basic goods and services; improvements in education, health care and public health; well-functioning institutions; decreased inequality; reduced poverty and unemployment; and more sustainable production and consumption patterns. The focus of development debates in contemporary global politics is on issues faced by developing countries, and on the imperative of shifting the focus from modernization (seen as Westernization). However, all societies and communities face questions about how to best promote well-being and reduce ill-being.
<b>Globalization</b>	Globalization is a process by which the world's local, national and regional economies, societies and cultures are becoming increasingly integrated and connected. The term refers to the reduction of barriers and borders, as people, goods, services and ideas flow more freely between different parts of the world. Globalization is a process that has been taking place for centuries but the pace has quickened in recent decades, facilitated by developments in transportation and communication technology, and powered by cheap energy. It is now widely acknowledged that globalization has both benefits and drawbacks and that its benefits are not evenly distributed.

Concept	Explanation
<b>Inequality</b>	Inequality refers to a state of affairs where equality between people or groups of people is not realized and the consequent potential compromises of justice and liberty. Inequality often manifests itself through unequal access to resources that are needed to sustain life and develop individuals and communities. Consequently, the concept is closely connected to discussions of power and of who holds the rights to these resources and their proceeds. Inequality can be examined both as a phenomenon within and between societies.
<b>Sustainability</b>	Definitions of sustainability begin with the idea that development should meet the needs of the present without compromising the ability of future generations to meet their needs. Sustainability today has three fields of debate—environmental, sociopolitical and economic. In global politics, mechanisms and incentives required for political institutions, economic actors and individuals to take a longer term and more inclusive well-being perspective in their decision-making are particularly important.
<b>Peace</b>	Peace is often defined as both the absence of conflict and violence as well as a state of harmonious relations. Many also refer to peace as a personal state of non-conflict, particularly with oneself and with one's relationship to others. Peace is the ultimate goal of many organizations that monitor and regulate social relationships.
<b>Conflict</b>	Conflict is the dynamic process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Most theorists would distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires conflict resolution.
<b>Violence</b>	Violence is often defined as physical or psychological force afflicted upon another being. In the context of global politics, it could be seen as anything someone does that prevents others from reaching their full potential. This broader definition would encompass unequal distribution of power that excludes entire groups from accessing resources essential for improved living standards or well-being, and discriminatory practices that exclude entire groups of people from accessing certain resources.
<b>Non-violence</b>	Non-violence is the practice of advocating one's own or others' rights without physically harming the opponent. It often involves actively opposing the system that is deemed to be unjust, through for example boycotts, demonstrations and civil disobedience. Theorists argue that non-violence can often draw attention to a conflict situation and that it could provide a fertile basis for post-conflict transformation.

## Learning outcomes

Four learning outcomes are specified for each of the four core units. The learning outcomes summarize the most important themes that SL and HL students should be able to understand, analyse and evaluate once the core units have been covered. For the HL extension, the learning outcomes are the same for each of the six possible global political challenges students may study; it is expected that for each of their two chosen topics, students research and present orally a specific detailed case study and in the process, acquire an understanding of why the topic presents a global political challenge and how it links to the core units of the course.

## Prescribed content

Prescribed content is specified for each learning outcome in the core units. These are the topics that must be covered in the course. The topics are purposefully defined in quite an open-ended way to give teachers and students an opportunity to be guided by their interests, location, and current political events and debates. There is no additional prescribed content for the HL extension.

## Examples and case studies

Examples are an integral part of the course and should be interwoven throughout the teaching of the core units. They are particularly useful in helping students to ground abstract concepts and to appreciate that political issues are contextual.

Possible examples are listed for each topic in the core units. They are intended as a starting point and as support and inspiration for teachers and students; for many topics, local and current examples will be more appropriate than the ones suggested in this guide, and many more possible examples are listed than are expected to be covered during the course. Teachers should exercise their judgment on when enough examples have been examined for students to have gained a rich and balanced understanding of the relevant prescribed content and key concepts. Some of the suggested examples may become more relevant elsewhere in the course than where they are listed in the syllabus.

Many of the possible examples are formulated as sub-topics through which the prescribed content might be approached, and some examples additionally refer to specific theorists, actors, events etc. The examples chosen illustrate a breadth of possibilities and are intended to point towards some directions in which to take the inquiry. Again, it is emphasized that any examples that bring to life the prescribed content and key concepts are legitimate.

In the HL extension, students select two case studies through which they explore global political challenges. Case studies provide an opportunity for a much more in-depth study than the examples used throughout the rest of the course. Please refer to Guide > Syllabus > Syllabus content > HL extension: Global politics challenges in this guide for further guidance.

In their choice of examples and case studies, teachers should consider that these need to be contemporary. *Contemporary*, in the context of the global politics course, is understood to refer to events during the students' lifetime. Historical examples can be used if they provide useful background context, if they are necessary for understanding a topic and when they have clear implications for the present—but the emphasis of the course should be on current affairs and recent examples and case studies. Where historical examples are used, they should only be mentioned and teaching should quickly move to contemporary issues.

## Theoretical foundations

The Diploma Programme global politics course draws on multiple disciplines in the social sciences. Many theories and analytical approaches have been put forward to further debates in these disciplines. Consequently, the course is rich in potential theoretical foundations. Some examples of theoretical foundations that are likely to be helpful throughout the course are provided below; however, different or additional foundations may be relevant depending on the issue at stake.

While the key concepts help students understand interrelated big ideas behind specific political issues, theoretical foundations give students some alternative interpretations of these big ideas advocated by various camps of political debate across time and space. Theoretical foundations, perhaps more so than the key concepts (which aim to capture the essence of a particular aspect of political life) are contextual: they

are a product of the circumstances in which, and purposes for which, they were developed, and they evolve. Consequently, only the very central elements of each suggested theoretical foundation are given below.

Theoretical foundation	Explanation
<b>Realism</b>	Realists in global politics view the world in competitive terms. In a realist view, global politics is dominated by states acting in their own self-interest, prioritizing, first and foremost, national security. Relations between states are heavily influenced by the amount of power they have.
<b>Liberalism</b>	Liberals in global politics have a more cooperative view of the world. In a liberalist view, a host of actors influence outcomes in global politics and share a primary concern for justice, liberty and equality.
<b>Capitalism</b>	The economic theory of capitalism is the dominant ideology of production, exchange, distribution and consumption in the modern world, according to which the basis of resource allocation is the generation of profit. Although there are various interpretations of how political decision-making should be involved in regulating the operation of the profit motive, all models of capitalism agree that the generation of profit is necessary for economic growth and maintenance of the global system, and generally conducive to development. Neoliberalism is a strand of capitalism that advocates minimum political interference in the market mechanism.
<b>Critical theories</b>	Critical theories is an umbrella term for theoretical foundations that critique one or more major aspects of other theoretical foundations, the current world order and/or ways of organizing life. Examples of critical theories include communitarianism, constructivism, feminism, Marxism, post-colonialism and environmentalism.
<b>Relativism</b>	In the context of global politics, the ethical theory of relativism suggests values to be culturally and individually determined. In a relativist view, global agreements on the most fundamental aspects of human life are hence difficult to achieve.
<b>Universalism</b>	In the context of global politics, the ethical theory of universalism puts forward the notion of a universal human nature that transcends traditional boundaries of identity. In a universalist view, universal values are therefore possible.

Different theoretical foundations offer competing interpretations of reality. Consequently, the list above and any other potential theoretical foundations are much more complex constructs than what can be summarized in brief explanations. When using theoretical foundations to help frame debates in global politics, the following kinds of questions might be helpful in understanding, comparing and contrasting them.

- Which key concepts are central to this theoretical foundation?
- According to this theoretical foundation, who are the most important actors in global politics?
- Through the lens of this theoretical foundation, what would a “good” society look like?
- According to this theoretical foundation, what motivates human behaviour?
- What view of progress does this theoretical foundation propose?

Given the breadth and depth of any particular theoretical foundation, it needs to be emphasized that theoretical foundations are intended, first and foremost, to structure learning and to contextualize, and offer historical background on, the key concepts and political issues discussed. Teachers should be wary of overdoing this aspect of the course.

## Levels of analysis

It is a central element of the global politics course that the key political concepts and contemporary political issues are studied at a number of levels: global, international, regional, national, local and community. These levels help students to appreciate that what may initially appear to be a global issue actually has many local implications and vice versa, and that decision-making on the same phenomenon may look quite different depending on whether it is analysed on a systemic or sub-systemic level. The appropriate level of analysis depends on the issue at stake and students' objectives in a task. Brief explanations of the various levels are given below.

Level of analysis	Explanation
<b>Global</b>	In the context of the global politics course, the term <i>global</i> refers to events and trends that have far-reaching and long-term impact across the world, cutting across national identities and interests. Examples include, but are not limited to, climate change, migration, terrorism, epidemics, etc.
<b>International</b>	In the context of the global politics course, the term <i>international</i> refers to events and trends that have a narrower impact than global events and trends, but nonetheless have implications for several countries. Examples include, but are not limited to, the operation of various international organizations, non-governmental organizations (NGOs), multinational corporations (MNCs), international law, etc.
<b>Regional</b>	In the context of the global politics course, the term <i>regional</i> refers to events and trends that have implications limited to a particular geographic region, such as the Middle East, Latin America, Eastern Europe, Western Europe, etc. Examples include, but are not limited to, the operation of the European Union (EU), the North Atlantic Treaty Organization (NATO), the Association of Southeast Asian Nations (ASEAN), The Arab League, etc.
<b>National</b>	In the context of the global politics course, the term <i>national</i> refers to events and trends that have a limited impact within the geographical boundaries of a particular country. Examples include, but are not limited to, economic crises or economic change in a particular state, political and legal reforms in a particular state, changes in the governance of a particular state, etc.
<b>Local</b>	In the context of the global politics course, the term <i>local</i> is used to refer to the geographic area in which social organization is created and in which culture is transmitted from one generation to the next. Local is defined by its inhabitants and their practices, and so can represent a geographic space as small as a gated community or as large as a city or region.
<b>Community</b>	The idea of community is one of the most debated concepts in the social sciences. Communities were once thought of as geographically based groups of people with similar interests, mutual support and cultural traits. The most commonly held view was that communities must include not only spatial and ecological definitions, but institutional and emotional ones. Recently, however, processes of globalization have led social scientists to rethink standard definitions. Advances in communication technologies allow similar interests to be nurtured beyond physical boundaries, and the definition of community has become intertwined with debates about globalization and the role and place of people within it.

## Individual and group perspectives

Throughout the course, it is also necessary to approach the key political concepts and contemporary political issues through various individual and group perspectives. These help students to develop an appreciation for multiple points of view and to deepen their understanding of the complexity of many issues encountered in the study of global politics: our unique personalities, life experiences and the social and cultural environments of which we are a part influence how we act in global politics. Three examples of important perspectives are gender, ethnicity and religion; additional individual and group perspectives will be relevant depending on the issue at stake.

### Gender

*Gender* is an important form of identity that can be socially constructed as well as biologically determined. Gender values can also change dramatically over time. In the 20th century, feminist movements successfully drew attention to women's inequality in education, employment, the home and in politics, and these issues remain ever pertinent. Today, *gender relations* in global politics refers to contested and changing power relations between men and women in which constructions of masculinity are often privileged. Many key aspects of global politics such as human rights, development and conflict remain highly gendered, and issues such as literacy, migration, sexual violence and disease continue to impact on men, women and children differently.

### Ethnicity

*Ethnicity* is a form of identity in terms of membership of an ethnic group. Individuals within an ethnic group share common characteristics including cultural and societal similarities such as language, beliefs and history. Although there may be no formal agreement about what makes each ethnic identity unique, many people describe themselves as descendents of a particular ethnic group and wish to preserve this status and their rights. Categories based on ethnicity may or may not overlap with national identities.

### Religion

*Religion* refers to a diverse set of belief systems. Religious identity usually has both a personal and a social dimension. On one hand, religion provides answers to questions about life, death, origins of the world and so on, and is a way for individuals to find or generate meaning in their own lives. On the other hand, members of a religion share narratives, rituals and, often, social norms and a moral code; being a member of the religious community is an important aspect of most religions. The potency of both the personal and social dimensions of religion combined with the fact that religions assert authority from supernatural sources serves to strengthen the influence of religious identities and communities in global politics.

## Core units: people, power and politics

The common core for SL and HL students consists of four units. The first unit can be perceived as the foundational unit for the other units, and some treatment of it is likely to be desirable at the start of the course. However, there is no expectation of a linear progression, and topics within the course can be studied in any order.

Specific key concepts are tied to specific units to aid course planning and to help create focus. However, given the connections between political issues discussed in the different units, these concepts should be addressed as natural in the progression of the course.

For more guidance on how to plan the sequencing of the core units, please refer to In practice > Planning the course.

<p><b>Foundational unit: power, sovereignty and international relations</b>  <b>Recommended teaching time:</b> 40–55 hours  <b>Key concepts:</b> power, sovereignty, legitimacy, interdependence  <b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Nature of power</li> <li>• Operation of state power in global politics</li> <li>• Function and impact of international organizations and non-state actors in global politics</li> <li>• Nature and extent of interactions in global politics</li> </ul>		
<p><b>Human rights unit</b>  <b>Recommended teaching time:</b> 25–30 hours  <b>Key concepts:</b> human rights, justice, liberty, equality  <b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Nature and evolution of human rights</li> <li>• Codification, protection and monitoring of human rights</li> <li>• Practice of human rights</li> <li>• Debates surrounding human rights and their application: differing interpretations of justice, liberty and equality</li> </ul>	<p><b>Development unit</b>  <b>Recommended teaching time:</b> 25–30 hours  <b>Key concepts:</b> development, globalization, inequality, sustainability  <b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Contested meanings of development</li> <li>• Factors that may promote or inhibit development</li> <li>• Pathways towards development</li> <li>• Debates surrounding development: challenges of globalization, inequality and sustainability</li> </ul>	<p><b>Peace and conflict unit</b>  <b>Recommended teaching time:</b> 25–30 hours  <b>Key concepts:</b> peace, conflict, violence, non-violence  <b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Contested meanings of peace, conflict and violence</li> <li>• Causes and parties to conflict</li> <li>• Evolution of conflict</li> <li>• Conflict resolution and post-conflict transformation</li> </ul>

## Foundational unit: power, sovereignty and international relations

This unit focuses on the dynamics of power and how it is manifested and legitimized at various levels. The roles of state and non-state actors are examined, their interactions in global politics are discussed and their success in achieving their aims and objectives is evaluated.

**Key concepts: power, sovereignty, legitimacy, interdependence**

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Nature of power	Definitions and theories of power	<ul style="list-style-type: none"> <li>John Mearsheimer, Joseph Nye, Antonio Gramsci, Steven Lukes</li> </ul>
	Types of power	<ul style="list-style-type: none"> <li>Hard versus soft; economic, military, social, cultural; individual versus collective; unilateral versus multilateral</li> </ul>
Operation of state power in global politics	The evolving nature of state sovereignty	<ul style="list-style-type: none"> <li>Terminology, eg state, nation, nation-state, stateless nation</li> <li>The Westphalian conception of state sovereignty</li> <li>Present-day status of sources of state sovereignty, eg possession and use of force, international law and norms, recognition by other states due to economic and balance of power considerations, consent (or lack thereof) of the governed through political participation</li> <li>Present-day challenges to state sovereignty, eg globalization, supranationality, humanitarian intervention, indigenous rights</li> </ul>
	Legitimacy of state power	<ul style="list-style-type: none"> <li>Democratic states, eg unitary states, federal states</li> <li>Authoritarian states</li> <li>Fragile/failed states</li> </ul>
Function and impact of international organizations and non-state actors in global politics	The United Nations (UN)	<ul style="list-style-type: none"> <li>The UN, eg <i>Charter of the United Nations</i>, UN principal organs (General Assembly, Security Council, etc) and subsidiary organs and agencies</li> </ul>
	Intergovernmental organizations (IGOs)	<ul style="list-style-type: none"> <li>World Trade Organization (WTO), International Monetary Fund (IMF), European Union (EU), African Union, Arab League, Association of Southeast Asian Nations (ASEAN)</li> </ul>
	Non-governmental organizations (NGOs), multinational corporations (MNCs) and trade unions	<ul style="list-style-type: none"> <li>NGOs, eg International Red Cross and Red Crescent Movement, Amnesty International (AI), Human Rights Watch (HRW), Greenpeace, BRAC</li> <li>MNCs, eg Unilever, Philips, IKEA, Lenovo, Tata</li> <li>Trade unions, eg International Trade Union Confederation (ITUC)</li> </ul>

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
	Social movements, resistance movements and violent protest movements	<ul style="list-style-type: none"> <li>• Social movements, eg Occupy, Avaaz</li> <li>• Resistance movements, eg Arab Spring, Orange Revolution in Ukraine</li> <li>• Violent protest movements, eg Revolutionary Armed Forces of Colombia (FARC), Hezbollah, Naxalites</li> </ul>
	Political parties	<ul style="list-style-type: none"> <li>• USA's Republican and Democratic parties, Germany's Christian Democratic Union (CDU) and Social Democratic Party (SPD), Communist Party of China (CPC)</li> </ul>
	Informal forums	<ul style="list-style-type: none"> <li>• G20, The Group of Seven (G7), The Group of Eight (G8), G2, World Economic Forum (WEF), World Social Forum (WSF)</li> </ul>
	Legitimacy of non-state actors	<ul style="list-style-type: none"> <li>• Representativeness</li> <li>• Means of exerting influence</li> <li>• Efficacy</li> </ul>
Nature and extent of interactions in global politics	Global governance	<ul style="list-style-type: none"> <li>• UN Security Council resolutions, climate change agenda, Basel accords on financial regulation, WTO trade agreements, regional decision-making</li> </ul>
	Cooperation: treaties, collective security, strategic alliances, economic cooperation, informal cooperation	<ul style="list-style-type: none"> <li>• Treaties, eg Non-Proliferation Treaty (NPT), Montreal Protocol</li> <li>• Collective security, eg North Atlantic Treaty Organization (NATO), Organization of American States (OAS)</li> <li>• Strategic alliances, eg China's alliances in Latin America and Africa, USA–Taiwan, USA–Israel, India–Afghanistan</li> <li>• Economic cooperation, eg bilateral and multilateral trade agreements, regional economic integration, facilitation and regulation of international production</li> <li>• Informal cooperation, eg extraordinary rendition, technology harmonization, cultural exchange</li> </ul>
	Conflict: interstate war, intrastate war, terrorism, strikes, demonstrations	<ul style="list-style-type: none"> <li>• Interstate war, eg Iraq, Afghanistan, Sudan, South Sudan</li> <li>• Intrastate war, eg Syria, Ukraine, Democratic Republic of the Congo (DRC), Central African Republic</li> <li>• Terrorism, eg Islamic State of Iraq and Syria (ISIS), Euskadi Ta Askatasuna (ETA), Revolutionary Armed Forces of Colombia (FARC), Boko Haram</li> <li>• Strikes and demonstrations: local examples</li> </ul>

## Human rights unit

This unit focuses on the nature and practice of human rights. Debates surrounding human rights are examined.

**Key concepts: human rights, justice, liberty, equality**

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Nature and evolution of human rights	Definitions of human rights	<ul style="list-style-type: none"> <li>Notions such as inalienability, universality, indivisibility, equality, justice, liberty</li> </ul>
	The UN's <i>The Universal Declaration of Human Rights</i> (1948)	
	Developments in human rights over time and space	<ul style="list-style-type: none"> <li>Human rights milestones, eg civil and political rights, economic, social and cultural rights, gender rights, children's rights, indigenous people's rights, refugee rights</li> <li>Internationalization of human rights, eg universal jurisdiction, international humanitarian law</li> </ul>
Codification, protection and monitoring of human rights	Human rights laws and treaties	<ul style="list-style-type: none"> <li>Role of custom</li> <li>Human rights in constitutions, eg South Africa, Brazil</li> <li>International examples, eg International Covenant on Civil and Political Rights (ICCPR) and International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, Rome Statute</li> </ul>
	Protection and enforcement of human rights at different levels	<ul style="list-style-type: none"> <li>National courts and police, International Court of Justice (ICJ), International Criminal Court (ICC), Inter-American Commission on Human Rights (IACHR), Cambodia Tribunal</li> </ul>
	Monitoring human rights agreements	<ul style="list-style-type: none"> <li>Ombudsmen, Human Rights Watch (HRW), Amnesty International (AI), International Red Cross and Red Crescent Movement, monitoring elections</li> </ul>

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Practice of human rights	Claims on human rights	<ul style="list-style-type: none"> <li>Labour rights, indigenous land claims, movements for gender equality, debates about same-sex marriage</li> </ul>
	Violations of human rights	<ul style="list-style-type: none"> <li>Child soldiers, human trafficking, forced labour, forced relocation, denial of prisoners of war rights, violations of freedom of speech, violations in the name of prevention of terrorism, gender discrimination</li> </ul>
Debates surrounding human rights: differing interpretations of justice, liberty and equality	Individual versus collective rights	<ul style="list-style-type: none"> <li>Western, Asian and African conceptions; indigenous conceptions</li> </ul>
	Universal rights versus cultural relativism	<ul style="list-style-type: none"> <li>Sharia law, honour killings, hate crime laws, consumer rights</li> </ul>
	Politicization of human rights	<ul style="list-style-type: none"> <li>Use of human rights for political gain, humanitarian arguments, responsibility to protect, use of sanctions</li> </ul>

## Development unit

This unit focuses on what development means, how it can be pursued and what may help or stand in the way of people, communities and countries becoming better off in a comprehensive sense. Debates surrounding development are examined.

**Key concepts: development, globalization, inequality, sustainability**

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Contested meanings of development	Different definitions of development, including sustainable development and well-being	<ul style="list-style-type: none"> <li>Economic growth, fairer income distribution, reduction in poverty, meeting basic needs, improved capabilities, achievement of political and social freedoms, well-functioning institutions, lifestyles that respect the ecological constraints of the environment</li> </ul>
	Measuring development	<ul style="list-style-type: none"> <li>Gross national product (GNP), Human Development Index (HDI), Genuine Progress Indicator (GPI), Inclusive Wealth Index (IWI), Happy Planet Index (also HPI), corruption indices, trust indices</li> </ul>

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Factors that may promote or inhibit development	Political factors	<ul style="list-style-type: none"> <li>Ideologies, history of and persistence of conflict, stability, accountability, transparency, legal frameworks, political consequences of different development paths, decisions about the allocation of aid, political culture, culture of bureaucracy, vested interests</li> </ul>
	Economic factors	<ul style="list-style-type: none"> <li>Access to resources, increasing resource constraints, infrastructure, debt, access to capital and credit, aid, trade, foreign direct investment (FDI), income distribution, informal economy, vested interests</li> </ul>
	Social factors	<ul style="list-style-type: none"> <li>Values, cultures, traditions, gender relations, migration</li> </ul>
	Institutional factors	<ul style="list-style-type: none"> <li>The UN, IMF, World Bank, WTO, partnerships between developing countries, efficacy of national and local institutions</li> </ul>
	Environmental factors	<ul style="list-style-type: none"> <li>Geography, resource endowment, consequences of climate change on people and communities' lives</li> </ul>
Pathways towards development	Models of development	<ul style="list-style-type: none"> <li>Neoliberal theories (eg Washington Consensus), state capitalism (eg China, Russia), capability theories (eg Sen, Nussbaum)</li> </ul>
	Approaches for developing the economy	<ul style="list-style-type: none"> <li>Trade liberalization, export orientation, commodity-led growth, tourism, entrepreneurship, knowledge economy, circular economy, complementary currencies</li> </ul>
	Approaches for developing society	<ul style="list-style-type: none"> <li>Concern for citizenship skills and engagement, improving education and health care, changing roles of women, more ecological living, indigenous revitalization movements</li> </ul>
Debates surrounding development: challenges of globalization, inequality and sustainability	Globalization: wins and losses	<ul style="list-style-type: none"> <li>Facts about development of standard of living and assessment of realization of human rights, well-being and opportunity for different groups of people within and between societies</li> <li>Environmental impacts of globalization</li> <li>Various perspectives, eg North, South, rising powers</li> </ul>
	Inequality and development: role of politics	<ul style="list-style-type: none"> <li>Opportunities for and limits of state, IGO and NGO action, eg global regulation of MNCs and cross-border financial flows, role of local regulation of conditions of work, power of lobbies</li> </ul>
	Sustainable development: role of politics	<ul style="list-style-type: none"> <li>Opportunities for and limits of state, IGO and NGO action, eg progress in global climate change negotiations, role of regional, national and local policies for sustainable development</li> </ul>

## Peace and conflict unit

This unit focuses on what peace, conflict and violence mean, how conflicts emerge and develop, and what can be done to build a lasting peace.

**Key concepts: peace, conflict, violence, non-violence**

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Contested meanings of peace, conflict and violence	Different definitions of peace, conflict and violence, including positive peace and structural violence	<ul style="list-style-type: none"> <li>Peace, eg negative peace, peace as balance of power, peace in different political traditions and religions, feminist peace</li> <li>Conflict, eg through scale of conflict from disenfranchisement through to interstate war</li> <li>Violence, eg direct violence, cultural violence</li> </ul>
	Types of conflict	<ul style="list-style-type: none"> <li>Territorial conflict, eg Russian claims, disputes in the South China Sea</li> <li>Interest-based conflict, eg weapon sales, positive discrimination on the factory floor</li> <li>Ideological conflict, eg political ideologies, free market versus state-led economy</li> <li>Identity conflict, eg indigenous populations, more heterogeneous populations in previously homogeneous states</li> </ul>
	Justifications of violence, including just war theory	<ul style="list-style-type: none"> <li>Humanitarian intervention, self-defence, religiously or culturally condoned violence</li> </ul>
Causes and parties to conflict	Causes of conflict	<ul style="list-style-type: none"> <li>Greed versus grievance (eg Colombia, Sierra Leone), territorial control, material interest, resource scarcity, ideology, threatened identity, perception</li> </ul>
	Parties to conflict	<ul style="list-style-type: none"> <li>States, intrastate groups, protest groups, individuals</li> </ul>

Learning outcome	Prescribed content	Possible examples <i>(Intended as a starting point only: for many topics, local and current examples will be more appropriate than the ones listed, and many more examples are listed than are expected to be covered during the course)</i>
Evolution of conflict	Manifestations of conflict, including non-violence	<ul style="list-style-type: none"> <li>• Demonstrations, civil disobedience, violent protests, guerrilla warfare, terrorism, genocide, intrastate war, interstate war, arms proliferation, nuclear deterrence</li> </ul>
	Conflict dynamics	<ul style="list-style-type: none"> <li>• Galtung's conflict triangle, positions–interests–needs, conflict cycles</li> </ul>
	Third-party involvement in conflict, including humanitarian intervention	<ul style="list-style-type: none"> <li>• Weapon embargoes, financial freezes, trade limitations, NATO involvement, UN peace enforcement, election observers</li> </ul>
Conflict resolution and post-conflict transformation	Peacemaking, including negotiations and treaties	<ul style="list-style-type: none"> <li>• Military victory, imposed settlement, ceasefires, truces, arbitration, mediation, peace treaties, peacekeeping</li> </ul>
	Peacebuilding, including reconciliation and work of justice institutions	<ul style="list-style-type: none"> <li>• Truth and reconciliation commissions (eg Sierra Leone), courts (eg Cambodia, International Criminal Court), forgiveness</li> </ul>

## Engagement activity

The engagement activity provides students with an opportunity to explore the central unifying theme of the course—people, power and politics—in practice and outside the classroom. In the course of their engagement activity, students may, for example, learn about the local manifestations of a global issue, engage with primary sources and experience the dynamics and consequences of decision-making on individuals and communities. Although the emphasis of the task is on active engagement rather than primarily on research, it is expected that students make use of the key concepts, theories and ideas they are learning in the classroom and undertake further reading to inform their planning and actions, and their discussion of the political issue raised in their activities. In brief, the task aims at active and reflective engagement. The engagement activity work culminates in a 2,000-word written report. More information on the assessment of the written report is given in [Guide > Internal assessment](#).

There are three parts to the engagement activity work: undertaking an engagement, doing complementary research and writing a report. Although the written report is the assessed component of the engagement activity, students' planning, actions, further reading and discussion are interconnected; all are required for a good end result. Moreover, students can expect to go back and forth between the different elements of the work: for example, they should do some preliminary research on the context of their activities before they engage, and while writing their report, they may discover areas for which additional research is needed to balance the perspectives acquired through the engagement.



Figure 3

*Possible engagement activity workflow*

## Selecting appropriate engagements

When selecting their engagements, it is central that students are able to identify a clear political issue that the engagement allows them to explore and that they develop an interest in this issue. The political issue should be authentically embedded in the engagement, and students' role in the engagement should be such that they truly learn about this political issue through what they **do**. For example, if a student suggests engaging in a beach clean-up, what they do is largely apolitical; any political issues are likely to be artificially or remotely connected to the activity. However, if a student proposes to organize an awareness raising campaign for beach clean-ups, including actually cleaning up a beach, many political issues are authentically embedded in the engagement, such as comparison of the opportunities for and limitations of citizen activism versus governmental responsibility for such tasks. Furthermore, through selecting campaign means, discussing these with the local council, executing the campaign and organizing activities on the ground, the student learns about his or her selected political issue first hand.

In other words, students should choose an engagement that helps them gain an experiential perspective on a political issue that they are genuinely interested in. Often, this is likely to happen if:

- the engagement allows students to experience the dynamics of real-world politics and do so in a participatory way
- the political issue focused upon affects a community or a society that the student has some stake and experiences in
- the engagement involves contact with others who are also interested in, or have a stake in, the political issue.

Using the example of the beach clean-up, organizing an awareness raising campaign for beach clean-ups is likely to help the student gain an experiential perspective on the opportunities for and limitations of citizen activism versus governmental responsibility for such tasks and to be of genuine interest to the student **because** the engagement is a collective effort around a real problem in the student's own locality.

This is not to say other kinds of engagements, such as political simulations or activities centred on the lives of far-away people, communities or societies, could not form the basis of a meaningful and successful engagement activity as long as there is a significant experiential element involved and as long as this element allows students to gain an experiential perspective on a political issue they are interested in. For example, a student interested in the political issue of which techniques can be employed by parties with less power versus those with more power in a negotiation situation can learn about this effectively through a simulation. Similarly, a student interested in the political issue of women's rights in a different part of the world can learn about this meaningfully through activities such as becoming involved with a human rights NGO working with immigrant women from that part of the world.

For reasons of possible bias, it is recommended that the engagement should not consist of interviewing only one person.

The following are some further examples of the kinds of engagements and political issues embedded in them that are likely to lend themselves well to meaningful and successful engagement activities in global politics. Teachers and students are free to choose their own topics and the ones listed here should only serve as **examples**.

<b>Engagement</b> <i>Note: Each engagement consists of all the activities described</i>	<b>Political issue</b>
<ul style="list-style-type: none"> <li>• Attendance at the full meeting of a city council, followed by interviews with two of its female councillors</li> <li>• Campaigning with a city councillor in support of a female candidate running for the national parliament</li> <li>• Attendance at a conference to hear a speech by a female member of parliament opposed to quotas for women in politics</li> <li>• Participation in a group discussion with a female government minister</li> </ul>	<p>How does the nature of democracy impact upon representation of women in politics?</p>
<ul style="list-style-type: none"> <li>• Preparation and performance of street theatre on the theme of women's rights in country A for NGO B</li> <li>• Interviews with women from country A involved in NGO B's work</li> </ul>	<p>How legitimate and effective are the strategies employed by NGOs in improving women's rights in country A compared to the legitimacy and effectiveness of an outside military intervention?</p>
<ul style="list-style-type: none"> <li>• Three-week stay and work at a "voluntarism" school in country C</li> <li>• Interviews with the school's representatives and other local stakeholders</li> <li>• Discussions with students and parents</li> </ul>	<p>What are the impacts of "voluntarism" on the local and national development of country C?</p>
<ul style="list-style-type: none"> <li>• Participation in a question and answer session at international criminal courts D and E</li> <li>• Observation of a trial against a war criminal at court D</li> <li>• Preparation and participation in a mock war crime trial in the role of a prosecutor</li> </ul>	<p>What are the strengths and weaknesses of international law, when applied to personal responsibility for war crimes and crimes against humanity?</p>

<b>Engagement</b> <i>Note: Each engagement consists of all the activities described</i>	<b>Political issue</b>
<ul style="list-style-type: none"> <li>Investigation into the value chain of select three products in a local store: a locally sourced vegetable, a nationally sourced drink and an internationally sourced toy, including interviews with the store purchasing manager, the local farmer selling the vegetable, the drink company and an NGO working with consumer awareness issues</li> </ul>	<p>How do processes of global politics influence where the products we need in daily life come from and how they are made?</p>

In the course of their global politics studies, students may be involved with several activities that could qualify as engagements, and then choose the most interesting and suitable activity to research and write a report on. However, teachers should be mindful of directing students and their time commitments so that other elements of their Diploma Programme do not suffer.

HL students may tie their engagement activity to a global political challenge, an aspect of which they have examined in their HL case studies, but must not study the same political issue.

## Complementary research

The role of research in the engagement activity is to complement what students learn through their engagement, including their own evolving beliefs and perspectives. A helpful way of thinking about research is to ask: in addition to the experiential learning students gain and on which they critically reflect, what else do they need to know and understand to be able to write a good, evaluative analysis of their selected political issue? Often, background information on actors, organizations, events and so on is required for understanding the context in which the engagement takes place. Some additional reading to establish links between their activities, chosen political issue and the key concepts, theories and ideas studied in the core units of the course is called for. Also, the perspectives students gain through their engagement are partial and limited. Research is needed to establish which other perspectives on the political issue and the organization(s) with which students have been engaging are possible, and what the strengths and limitations of various perspectives are.

Following through with the example of organizing an awareness raising campaign for beach clean-ups, the role of research in this engagement activity could be to compare the results of the student's campaign with other similar clean-up campaigns, read up on what political factors might explain the success of citizenship activism in the culture and society in question, and study the effectiveness (or lack thereof) of citizen activism versus governmental measures in achieving collective goods like clean beaches.

Students' complementary research can be based on primary and secondary material, though the emphasis is likely to be on secondary sources, as any primary research is likely to be a part of the engagement itself. During their experiential learning, students may collect items such as photos, responses to questionnaires and extracts of interviews. Newspaper, magazine and journal articles, textbooks, carefully selected websites, images and audio-visual material are all legitimate secondary sources. It is expected that students will include in-text citations or references of the supporting documents and a bibliography, which should be structured in a recognized academic format. Primary sources significant to the students' discussion should be included in an appendix, where appropriate.

Teachers should be mindful that the main focus of the task is on active engagement rather than the type of extensive research students conduct for, say, their extended essay. Again, the role of the research is to enhance students' understanding of the political issue raised by their engagement and help them answer questions that emerge as a result of their planning, actions and discussion.

## Written report

The written report is an opportunity for students to bring together the lessons they have learned about their chosen political issue through their engagement and complementary research. As for many other larger writing projects, it is likely to be highly helpful for students to formulate a question, tightly linked to the political issue, which they attempt to answer through their experiences and reading, and refine this question throughout the engagement activity process.

In their reports, students must identify a political issue they decided to explore through the engagement and explain their reasons why they wanted to get involved with this specific engagement and issue. If the engagement is large and multifaceted—perhaps consisting of several tasks or with the student having several roles in the course of the engagement—they need to focus their report on aspects of the engagement that are most relevant for their treatment of the political issue. Instead of describing at length what they did, the key aspect about the engagement in the written report is what it taught students about their selected political issue. The lessons from experiential learning, combined with insights from research, inform students' analysis of the political issue. They are expected to synthesize their insights and evaluate the political issue from multiple perspectives.

There is no specific format required of the written report, but it is expected that the report is a structured piece of well-presented writing.

## Word count

The written report must not exceed 2,000 words. Work that falls significantly below 2,000 words is unlikely to fully meet the stated requirements of the task, and is likely to receive low marks. A word count must be included as part of the report. If the word limit is exceeded, the teacher's assessment must be based on the first 2,000 words.

**Note: Moderators will not read beyond 2,000 words of the report.**

The following are **not** included in the word count.

- Acknowledgments
- Contents page
- Tables of statistical data
- Diagrams or figures
- Equations, formulae and calculations
- Citations (which, if used, must be in the body of the written report\*)
- References (which, if used, must be in the footnotes/endnotes\*\*)
- Bibliography
- Appendices

\*Please note that citation is a shorthand method of making a reference in the body of the report, which is then linked to the full reference in the bibliography.

\*\*Please note that footnotes/endnotes may be used for references only. Definitions of terms and quotations, if used, must be in the body of the work and are included in the word count.

## Teacher guidance

With the teacher's support, students should choose an engagement.

The teacher should approve the students' engagement and political issue before work is started, to ensure that these are suitable and allow access to all levels of the assessment criteria. It is highly advisable that every student is supplied with a copy of the assessment criteria.

It is particularly important for teachers to take an active role in guiding students' choice of engagement in order to ensure that they are able to identify a political issue that can be explored through what students suggest to **do** and that they are genuinely interested in this political issue.

The teacher should also guide students in the relevance and sufficiency of their research.

Throughout the engagement activity process, students and the teacher should engage in dialogue supportive of the students' work. The teacher may comment on students' plans, including the scope of their research, and the first draft of the written report as part of the learning process.

## Ethical guidelines for the engagement activity

Students must adhere to the following global politics course ethical guidelines when undertaking their engagement activity. They must show tact and sensitivity, respect confidentiality and acknowledge all sources used.

- Students and teachers must exercise judgment on which engagements may be suitable. This will vary from one location to another. Under no conditions must the safety of the student or any other participants in the activities be compromised.
- Any data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Any activity that involves deception, involuntary participation or invasion of privacy, including the inappropriate use of information and communication technology (ICT), email and the internet, must be avoided.
- Young children should not be used as participants. Interviews involving children need the written consent of parent(s) or guardian(s), and students must ensure that parents are fully informed about the nature of the activity. Where an activity is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- Any activity that creates anxiety, stress, pain or discomfort for participants must not be permitted.
- Participants and interviewees must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed, except for interviewees in an elected or appointed government role or in a formal non-state actor role.
- Acknowledging that some interviewees may not be in a position to or may not choose to respond to questions freely and independently, students should, when suspecting this to be the case, complement their primary research with other opinions.
- Using relatives as a source in the engagement activity is not advisable, but if students should choose to do so, this must be declared.
- Teachers and students should exercise sensitivity to local and international cultures.
- Students must not falsify or make up data.

Activities that are conducted online are subject to the same guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the completion of the engagement activity.

Students found to have carried out unethical work will be awarded no marks for the engagement activity component.

## Links to creativity, activity, service

It is possible that there may be links between the engagement activity chosen by students and an activity undertaken by them for CAS. This is an ideal opportunity for students to make such links between CAS and their academic studies. However, it should be noted that although CAS activities can be both inspired and informed by components of academic subjects, CAS activities must still be distinct from activities undertaken as part of Diploma Programme assessment requirements.

Where an activity is very large and multifaceted, it may be that there is one element which could constitute an appropriate engagement for global politics, and other elements which could be appropriate as activity for CAS. However, the same elements may **not** be counted for both global politics and CAS. For example, a student participating in a Model United Nations (MUN) simulation could nominate one particular element, such as researching various political debating techniques, as his or her global politics engagement, and nominate other elements of their MUN participation, such as leading their school delegation, for CAS. Similarly, a student involved in a youth initiative in the local community could count examining the role of the community council in empowering youth and canvassing their support for this particular project as his or her global politics engagement, while documenting the participation in actual activities with youth for CAS.

## HL extension: global political challenges

The HL extension gives students the opportunity to explore important global political challenges through a case studies approach. HL students must study **two** of the following six topics.

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

There is no additional prescribed content for the HL extension. For each of the two topics chosen students must undertake a detailed case study, culminating in a 10-minute video recorded oral presentation. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations. The approach also familiarizes students with the case study as an important method of gaining knowledge in the social sciences and allows them to practise skills considered important for students of the politics subject area, such as research and presentation skills. More information on the assessment of the oral presentation is given in Guide > Internal assessment.

There are three components to the HL extension work: researching the case studies, preparing to present them and actually presenting them. While students' research may start from broad ideas related to the selected global political challenges, students should gradually narrow down their focus on particular case studies and political issues that can be effectively explored in the course of 10-minute presentations. Ten minutes per case study is a short time, and it is the quality of the preceding research and presentation preparation that determines how well this time is utilized.

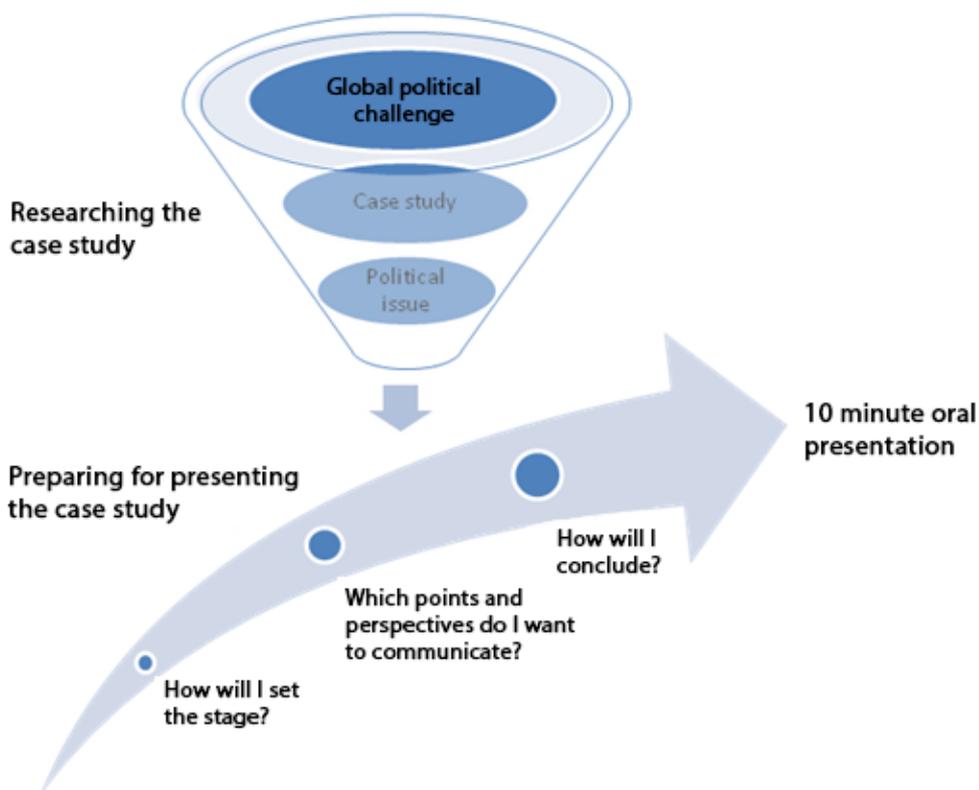


Figure 4

*Possible HL extension workflow*

## Researching the case study

The case study selected for each chosen topic should allow for a thorough and detailed exploration of a global political challenge, in a particular real-life situation. The free choice of case studies is intended to allow students to explore political issues that they find particularly interesting or particularly revealing. It may be that students wish to explore local cases, or cases that are otherwise of particular personal interest.

Each case study selected and the political issue investigated therein should be contemporary, clearly relevant and explicitly linked to one of the global challenges listed as well as to the core units of the course. Students should ask themselves how each case they suggest to investigate relates to the wider context of global politics and how they can bring the knowledge and understanding they have gained elsewhere in the course to bear on the cases. The political issue selected for exploration should be focused and specific. For example:

- rather than a broad topic such as “water supply”, an appropriate case study and political issue would be “the 2011 drought and the Yangtze river in China—viability of China’s water diversion plans”
- rather than a broad topic such as “terrorism”, an appropriate case study and political issue would be “the 2008 Mumbai bombings—motivations for terrorism in India”.

The following list indicates questions students should explore during their research. While researching, they should already be thinking about connections between the discrete pieces of information they collect so as to build towards an oral presentation.

### 1. **Data, background and political issues**

- What data exist on the case, how valid is the data analysed and to what extent is the data contestable?
- Who are the principal actors and stakeholders?
- What is happening?
- Which terms are central to understanding the case?
- What are the indicators that this case is a global political challenge?
- Which other similar cases are relevant for understanding this case?
- Which political issues manifest themselves in the case? On which issue should I focus my presentation?

### 2. **Causes, impact and responses to the political issue**

- What factors are causing this situation?
- What are the political, social and economic impacts of the issue at various levels of global politics on various actors and stakeholders?
- What are the responses to the issue at various levels of global politics by various actors and stakeholders?
- How do interpretations of the issue vary by actor and stakeholder?
- What considerations influence how the issue will play out?

### 3. **Reflection**

- How can I use the key concepts, theories, ideas and examples I have learned in the core units to analyse this case and political issue?
- In what ways is this case a manifestation of the chosen global political challenge?
- Which wider issues or developments in global politics are relevant in understanding this case?
- What is the particular significance of this case?
- What other interpretations of or points of view on the case are possible?

Students' research can be based on primary and secondary material, though the emphasis is likely to be on secondary sources. Newspaper, magazine and journal articles, textbooks, carefully selected websites, images and audio-visual materials are all legitimate secondary sources. Good research practice requires that the sources represent a balance of views.

A coversheet for each presentation must be submitted along with the recording. The coversheet includes a bibliography. All sources used in preparation of the presentation must be included in the bibliography.

## **Preparing for presenting the case study**

Once they have completed sufficient research into the case and their selected political issue, students should think about how they are going to present their case study. For each case study, a 10-minute oral presentation, which is recorded as a video, is prepared.

The structure and format of the presentation are not prescribed. Therefore, students should plan carefully and creatively how they will best engage their audience. In planning their presentations, students should

bear in mind that in addition to research skills, the HL extension aims to develop their skills to deliver a thought-provoking and informative presentation to a professional audience. In the real world, professionals may not base their presentations around a set of research prompts such as those given above; rather, they would attempt to create an original and creative delivery of their arguments. With this in mind, students are encouraged not to use the given questions for research as a set structure for their presentation. Clearly the presentation needs to address the more factual aspects of the case, but this should occur when pertinent to understanding the political issue rather than as a list at the beginning of the presentation. Given the objectives of the task and the assessment criteria, the structure and format chosen should be such that the presentation is centred on analysis and evaluation of the case and the political issue. This includes establishing clear links to the core units and reflecting on the wider implications of the case.

Students should be particularly wary of the pitfall of focusing on the historical aspects of the case; the analysis and evaluation should concentrate on contemporary aspects of the political issue.

The following general questions are likely to be helpful for students' preparations.

- How will I set the stage?
- Which points and perspectives do I want to communicate?
- How will I conclude?

As for many other larger pieces of work, it is likely to be helpful for them to formulate a central question, closely linked to their chosen political issue that they attempt to answer in the course of their presentation.

A coversheet for each presentation must be submitted along with the recording. The coversheet includes a written outline of the presentation.

Visual aids, such as PowerPoint® slides, are only permitted for showing visual information (for example, tables, diagrams, maps, photos) and should be carefully employed only when they enhance the argument or audience engagement. Students may use limited notes or prompt cards when delivering their presentations, but the content may not be written out and read aloud.

## Teacher guidance

Although it is recognized that the teacher and students are likely to have several one-to-one interactions during the HL extension work, two individual meetings on each of students' case studies are prescribed: one before students start researching their case study and another before they start preparing for presenting it. Students note down the outcomes of these meetings on a coversheet submitted along with the recording of each presentation. The content of these individual meetings is flexible, but the following teacher guidance is expected.

With the teacher's support, students should choose two case studies of two global political challenges.

The teacher should approve students' choice of case studies before work is started, to ensure that they are suitable for investigation and allow access to all levels of the marking rubric. It is highly advisable that every student is supplied with a copy of the marking rubric. Teacher help is particularly valuable at this early stage, when students identify their political issues, the ways in which the cases they suggest to investigate are instances of global political challenges and how they tie into the core units. The teacher should also guide students in selection of appropriate sources.

Throughout the case study work, students and the teacher should engage in dialogue supportive of students' work. The teacher should help students in, and provide feedback on, development of their presentation skills and discuss with students their ideas for how to present their case studies.

The teacher may comment once on students' written outline for each presentation but may not edit it.

Each presentation may only be performed once for the video recording.

## Topic 1: Environment

This topic provides an opportunity to explore political issues connected to the environment through a case studies approach.

Many of the topics, political issues and key concepts encountered in the core units of the course are also central to discussions of the environment. Many environmental problems transcend national boundaries, and the activities of one country can have direct impact on multiple countries. Mitigation of, and responses to, climate change and other such global environmental challenges involve and require international political cooperation and action. The use of natural resources in the face of growing populations and increasingly resource-heavy lifestyles across the globe raises many political issues—and is increasingly a source of political tensions. The compatibility of economic growth and sustainable development is debated at all levels of politics.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to the environment
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by the environment, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- Arctic melt—opportunities of and threats to regional political cooperation between Russia and Northern European states
- The 2011 drought and the Yangtze river in China—viability of China's water diversion plans
- Deforestation in the Gadchiroli district of India—constraints on correcting for an environmental failure in a developing country
- Shale gas production in the USA—influence of environmental NGOs on congressional decision-making
- The carbon offsetting policy of airline A—the role of political decisions at different levels of global politics to bring about such a policy

## Topic 2: Poverty

This topic provides an opportunity to explore political issues connected to poverty through a case studies approach.

Many of the topics, political issues and key concepts encountered in the four core units of the course are also central to discussions of poverty; for example, the impact of globalization and economic integration on poverty, or cooperation between states and non-state actors in initiatives to address poverty. There are particularly strong links to the unit on development, with its emphasis on the concept of inequality. However, experience of poverty can also be approached from a human rights perspective, and poverty plays a significant role in some conflicts.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to poverty
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by poverty, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- Child labour in the “Smokey Mountain” rubbish dump in Manila, the Philippines—effectiveness of a local versus national political approach
- Boko Haram and child soldiers—role of poverty in driving the phenomenon
- Poverty within the Aboriginal community in Queensland, Australia—why do the state’s policies continually fail?
- “Relative poverty” in the UK—at which level of politics is this most effectively tackled?
- The Global Poverty Project and the campaign “Live Below the Line”—the role of empathy in the fight against poverty

## Topic 3: Health

This topic provides an opportunity to explore political issues connected to health through a case studies approach.

Many of the topics, political issues and key concepts encountered in the four core units of this course are also central to discussions of health; for example, the function and impact of local and national initiatives to improve public health compared with the role of global actors such as the World Health Organization or international NGOs. Epidemics travel across borders and require international cooperation. Health is an important determinant of quality of life, and the health issues from which people suffer in different parts of the world are indicative of wider socio-economic developments.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to health
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by health, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- Syrian refugees in Jordan—the role of different political actors in arranging health care provision in refugee camps
- HIV/AIDS in rural South Africa—to what extent are poverty and the spread/contamination of the epidemic linked?
- Drug addiction and access to health care in Florida—how are “quiet voices” heard in American politics?
- Leprosy in Nepal—efficacy of international NGOs versus governmental health care
- Ebola outbreak in Liberia—the state’s consideration (or lack thereof) of civil liberties

## Topic 4: Identity

This topic provides an opportunity to explore political issues connected to identity through a case studies approach.

Many of the topics, political issues and key concepts encountered in the four core units of this course are also central to discussions of identity. In a more interconnected, complex world, people become arguably more conscious of, and interested in, their own identity, also in ways that have political implications. For example, since 9/11 there has been increased attention on the significance of cultural and religious identity in global politics. Women and ethnic minorities' identity can be similarly political, with debates in many societies about the appropriate line between the private and public spheres of life. The media coverage of treatment of cases of genocide and ethnic violence in institutions of international justice point towards the role identity can play in some of the most horrific conflicts of recent times. There are particularly strong links between this topic and the unit on human rights.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to identity
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by identity, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- Religion in Bhutan—role of identity politics in the peaceful evolution from absolutist monarchy to democracy
- Lesbian, gay, bisexual and transgender (LGBT) marches in eastern Europe from Belgrade in 2010 to present day—are attitudes changing? How and why?
- Class identity in South Africa—how is the role of the working class changing in labour-related politics?
- Race and incarceration in the USA—what are the reasons for, and the effects of, racial profiling in American policing?
- National identity in Hungary—the Fidesz-led government's use of national identity as a method to rally public support for its policies

## Topic 5: Borders

This topic provides an opportunity to explore political issues connected to borders through a case studies approach.

Many of the topics, political issues and key concepts encountered in the four core units of this course are also central to discussions of borders. Borders may be physical borders between countries, but they can also be less concrete but equally influential borders of, say, social class, ethnicity or gender. Sometimes, it is not the existence of borders that is problematic, but rather a lack thereof, such as could be argued in the case of cross-border movement of capital or treatment of labour. Migration is closely linked to the concept of globalization, as physical borders between nations are increasingly reduced. Immigration is a controversial and topical issue in many countries, and political backlashes to immigration on the face of changing and unstable economic conditions are widespread. Many conflicts have a dimension that has to do with borders of various kinds, and often human rights are violated in crossing borders, as for example, in human trafficking.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to borders
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by borders, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- The 2014 Scottish referendum for independence—the role of various borders between England and Scotland in strengthening the “yes” campaign
- The USA–Mexico border fence—the effect of new migration legislation in the USA on the principles and practice of operations on this border
- Forced relocation and ancestral land conflict between the government and Bushmen in Botswana—do claims emphasizing a different way of life hold any force in modern land conflicts?
- Migration in Europe—the role of national versus regional (EU) policies in facilitating youth migration from the south to the north
- Gender borders—the role of Islam in shaping women’s rights in Egypt

## Topic 6: Security

This topic provides an opportunity to explore political issues connected to security through a case studies approach.

Many of the topics, political issues and key concepts encountered in the four core units of this course are also central to discussions of security. For example, discussions of sovereignty, military power, wars between and within states, arms proliferation and the activities of non-state actors all have clear links to security. There are particularly strong links between this topic and the unit on peace and conflict. However, security also has cultural, social and economic dimensions. Issues such as food, water and energy security are developing increasingly concrete ramifications in global politics. Human rights violations can be viewed as attacks on individuals' fundamental sense of security. Furthermore, in an uncertain world, political actors may sometimes try to benefit from people's sense of insecurity.

### Learning outcomes

- Knowledge and understanding of a specific case study and a specific political issue related to security
- Application of relevant key concepts, theories and ideas from the core units to analysis of the case
- Evaluation of the case study from different perspectives and in the wider context of global politics
- An experience of having carried out a self-directed, teacher-supported research process and communicating the conclusions of this process through an oral presentation

### Suggested examples

Students must undertake a detailed case study relating to the global political challenge presented by security, and deliver an oral presentation focused on a political issue embedded in the case. The case studies and political issues below are **examples** only.

- Israel and Palestine—how has the acquisition of longer-range weapons by groups in the Gaza Strip affected Israel's security policy in the last 10 years?
- The 2012 case of Joseph Kony in Uganda—to what extent can social media be a catalyst for social change?
- Counterterrorism legislation and civil liberties in the UK before and after the 2005 London bombings—to what extent does breach of security "at home" affect security policies?
- Territorial issues in Antarctica—why do far-away land areas matter?
- The 2014 Hong Kong protests—what was at stake?

# Assessment in the Diploma Programme

## General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the section "Programme standards and practices with requirements for the Diploma Programme" in the IB document *Programme standards and practices* (2014).

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme, please refer to the publication *Diploma Programme assessment: Principles and practice* (2004, updated 2010).

To support, teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the OCC or purchased from the IB store ([store.ibo.org](http://store.ibo.org)). Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the OCC. Past examination papers as well as markschemes can be purchased from the IB store.

## Methods of assessment

The IB uses several methods to assess work produced by students.

### Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what

students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

## Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

## Analytic markschemes

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

# Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that for audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own, they must also attribute the source. Again, an appropriate style of referencing/citation must be used.

## Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Candidates with assessment access requirements* (2009) provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes* (2010) outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* (2014) and the *Handbook of procedures for the Diploma Programme* provide details on access consideration.

## Assessment outline—SL

## First assessment 2017

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (1 h 15 min)</b></p> <p>Stimulus-based paper based on a topic from one of the four core units</p> <p>Four compulsory short-answer/structured questions</p> <p>(25 marks)</p> <p><b>Paper 2 (1 h 45 min)</b></p> <p>Extended response paper based on the four core units</p> <p>Students must write <b>two</b> essays from a choice of eight, each selected from a different core unit.</p> <p>(50 marks)</p>	<p><b>75%</b></p> <p><b>30%</b></p> <p><b>45%</b></p>
<p><b>Internal assessment (20 hours)</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Engagement activity</b></p> <p>A written report (2,000-word maximum) on a political issue explored through engagement and research</p> <p>(20 marks)</p>	<p><b>25%</b></p>

## Assessment outline—HL

## First assessment 2017

Assessment component	Weighting
<p><b>External assessment (4 hours)</b></p> <p><b>Paper 1 (1 h 15 min)</b></p> <p>Stimulus-based paper on a topic from one of the four core units</p> <p>Four compulsory short-answer/structured questions</p> <p>(25 marks)</p> <p><b>Paper 2 (2 h 45 min)</b></p> <p>Extended response paper based on the four core units</p> <p>Students must write <b>three</b> essays from a choice of eight, each selected from a different core unit.</p> <p>(75 marks)</p>	<p><b>60%</b></p> <p><b>20%</b></p> <p><b>40%</b></p>
<p><b>Internal assessment</b></p> <p>These components are internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Engagement activity (20 hours)</b></p> <p>A written report (2,000-word maximum) on a political issue explored through engagement and research</p> <p>(20 marks)</p> <p><b>HL extension: global political challenges (90 hours)</b></p> <p>Two video recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topics</p> <p>(20 marks)</p>	<p><b>40%</b></p> <p><b>20%</b></p> <p><b>20%</b></p>

## External assessment

The following methods are used to assess students.

- Detailed markschemes specific to each examination paper
- Markbands

The markbands are published in this guide.

For paper 1, there are markbands and markschemes.

For paper 2, there are markbands and markschemes.

The markbands are related to the assessment objectives established for the global politics course and the individuals and societies grade descriptors. The markschemes are specific to each examination.

## Command terms

Command terms are used in examination questions to indicate depth of treatment. They are classified according to assessment objective levels.

- Assessment objective level 1 (AO1): Knowledge and understanding
- Assessment objective level 2 (AO2): Application and analysis
- Assessment objective level 3 (AO3): Synthesis and evaluation
- Assessment objective level 4 (AO4): Use and application of appropriate skills

There is a progression in demand from AO1 to AO3, while AO4 terms are specific to particular skills.

Teachers and students must be familiar with these terms in order to understand the depth of treatment required in examination questions.

Examination questions may use any command term from the assessment objective level specified in the description of the assessment component, or a less demanding command term from a lower level. For example, if the assessment objective level for a component is AO2, an examination question could contain any of the command terms for AO2, such as “explain”, “distinguish”, “interpret” and so on. Alternatively, the examination question could contain a command term from AO1, such as “describe”. However, a more demanding command term such as “evaluate”, from a higher classification (AO3 in this case), cannot be used.

The command terms used in the global politics course within each assessment objective level are listed in alphabetical order below. In the global politics course, the use and application of appropriate skills is demonstrated as an integrated part of students’ answers and hence AO4 command terms are not used in examination questions.

Definitions of these command terms are listed in Guide > Appendices > Glossary of command terms.

Assessment objective level	Command terms	Depth
AO1: Knowledge and understanding	Define Describe Identify Outline	These terms require students to learn and comprehend the meaning of information.
AO2: Application and analysis	Analyse Distinguish Explain Suggest	These terms require students to use their knowledge to explain actual situations, and to break down ideas into simpler parts and to see how the parts relate.
AO3: Synthesis and evaluation	Compare Compare and contrast Contrast Discuss Evaluate Examine Justify To what extent	These terms require students to rearrange component ideas into a new whole and make judgments based on evidence or a set of criteria.

## External assessment details

### Paper 1

**Duration: 1 hour 15 minutes at SL and HL**

**Weighting: 30% at SL; 20 % at HL**

This paper is a stimulus-based paper on a topic taken from one of the four core units. Four stimuli are presented, which may be written, pictorial or diagrammatic, and which link to one of the four core units. Students must answer **all** four structured questions.

The same paper is set at both SL and HL.

The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme and for the fourth question, markbands are additionally used. The questions in this paper assess the following objectives.

Question	Assessment objective [number of marks]
<p>The first question tests understanding of a source. This can be demonstrated, for example, by identifying the main political issue or viewpoint expressed in a particular written source or by describing the political information in a visual or table-based source.</p>	<p>AO1: Knowledge and understanding [3 marks]</p>
<p>The second question tests application of knowledge to the context of a source/sources. This can be demonstrated, for example, by explaining a term used in a source or by explaining the topic dealt with in the source. Students should primarily focus on the source/sources but should also draw on other supporting examples from their study of global politics, where relevant.</p>	<p>AO2: Application and analysis [4 marks]</p>
<p>The third question tests comparison and/or contrasting of the ideas/views expressed in two of the sources. Students should focus on comparing and/or contrasting points in the sources but may make use of their wider study of global politics to provide context, if relevant. Students should organize the material into a clear, logical and coherent response. For the highest marks, a detailed running comparison/contrast is expected.</p>	<p>AO3: Synthesis and evaluation AO4: Use and application of appropriate skills [8 marks]</p>
<p>The fourth question will test evaluation of sources and contextual knowledge. Students should synthesize and evaluate evidence from the sources and their study of the prescribed content and key concepts of the course. Students should organize the material into a clear, logical and coherent response.</p>	<p>AO3: Synthesis and evaluation AO4: Use and application of appropriate skill [10 marks]</p>

## Markbands for the fourth question

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<ul style="list-style-type: none"> <li>There is a very limited understanding of the demands of the question.</li> <li>There is little relevant knowledge.</li> <li>The response is mostly descriptive and may contain unsupported generalizations.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>There is a limited understanding of the demands of the question, or the question is only partially addressed.</li> <li>Some knowledge is demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li> <li>Counterclaims, or different views on the question, are not identified.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>The response shows an understanding of the demands of the question.</li> <li>Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material.</li> <li>Counterclaims, or different views on the question, are implicitly identified but are not explored.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>The response is focused and shows a good understanding of the demands of the question.</li> <li>Relevant and accurate knowledge is demonstrated, there is a synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>Counterclaims, or different views on the question, are explored.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>The response is clearly focused and shows a high degree of understanding of the demands of the question.</li> <li>Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, with appropriate examples integrated.</li> <li>Counterclaims, or different views on the question, are explored and evaluated.</li> </ul>

## Paper 2

**Duration:** 1 hour 45 minutes at SL; 2 hours and 45 minutes at HL

**Weighting:** 45% at SL; 40% at HL

This paper is an essay paper, with two questions set on each of the four core units. At least one of the questions for each unit is firmly anchored in that unit, whereas the second question may open up for a more cross-unit approach.

Conceptual understanding and ability to work with the key concepts of the course is particularly important in this paper. Some questions use the key concepts of that particular unit. Still other questions draw on key concepts from several units. Even where the key concepts are not explicitly mentioned in a question, students should demonstrate a conceptual understanding of global politics. In their answers, students are invited to draw on their understanding of any relevant political concepts, depending on the arguments they put forward.

Marks are awarded for demonstrating understanding of relevant political concepts and prescribed content, making reference to specific relevant examples, justifying points and exploring and evaluating counterclaims, or different views on the question.

The same paper is set at both SL and HL. SL students must answer **two** questions, each selected from a **different** core unit. HL students must answer **three** questions, each selected from a **different** core unit.

The maximum mark for this paper is 50 marks at SL and 75 marks at HL. The paper is marked using generic markbands and a paper-specific markscheme. The questions in this paper assess objectives AO1–AO4, and questions are set using AO3 command terms.

## Markbands for paper 2

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–5	<ul style="list-style-type: none"> <li>The response reveals limited understanding of the demands of the question.</li> <li>The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task.</li> <li>There is little relevant knowledge, and examples are either lacking or not relevant.</li> <li>The response is mostly descriptive.</li> </ul>
6–10	<ul style="list-style-type: none"> <li>The response indicates some understanding of the demands of the question.</li> <li>There is some evidence of an attempt to structure the response.</li> <li>Some relevant knowledge is present, and some examples are mentioned but they are not developed or their relevance to arguments is not clear.</li> <li>The response demonstrates limited understanding of the key concepts of the course.</li> <li>There is limited justification of main points.</li> <li>Counterclaims, or different views on the question, are not considered.</li> </ul>
11–15	<ul style="list-style-type: none"> <li>The demands of the question are understood and mostly addressed but the implications are not considered.</li> <li>There is a clear attempt to structure the response.</li> <li>The response is mostly based on relevant and accurate knowledge of global politics, and relevant examples are given and support arguments.</li> <li>The response demonstrates some understanding of the key concepts of the course.</li> <li>Many of the main points are justified and arguments are largely coherent.</li> <li>Some counterclaims, or different views on the question, are considered.</li> </ul>
16–20	<ul style="list-style-type: none"> <li>The demands of the questions are understood and addressed, and most implications are considered.</li> <li>The response is well-structured.</li> <li>The response demonstrates relevant and accurate knowledge and understanding of global politics, and relevant examples are used in a way that strengthens arguments.</li> <li>The response demonstrates a good grasp of the key concepts of the course.</li> <li>All or nearly all of the main points are justified and arguments are coherent.</li> <li>Counterclaims, or different views on the question, are explored.</li> </ul>
21–25	<ul style="list-style-type: none"> <li>A very well-structured and balanced response that addresses the demands and implications of the question.</li> <li>Comprehensive knowledge and in-depth understanding of global politics is applied in the response consistently and effectively, with examples integrated.</li> <li>The response demonstrates a very good grasp of the key concepts of the course.</li> <li>All of the main points are justified. Arguments are clear, coherent and compelling.</li> <li>Counterclaims, or different views on the question, are explored and evaluated.</li> </ul>

# Internal assessment

## Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements of global politics at SL and at HL are briefly as follows.

- At SL and HL, students undertake an engagement through which they explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyse and evaluate the issue, supported by additional complementary research.
- At HL, students additionally conduct in-depth research into two case studies of two global political challenges and prepare an oral presentation on chosen political issues in the case studies. The presentations are video recorded.

More information on the content of the internal assessment tasks is given in [Guide > Syllabus > Syllabus content](#).

## Time allocation

Internal assessment is an integral part of the global politics course, contributing 25% to the final assessment in the SL course and 40% to the final assessment in the HL course.

It is recommended that a total of approximately 20 hours of teaching time should be allocated to the engagement activity at SL and HL. This should include time for:

- the teacher to explain to students the requirements of the engagement activity and the ethical guidelines for the engagement activity
- students to work on the engagement activity and ask questions
- consultation between the teacher and each student
- reviewing and monitoring progress, and checking authenticity.

The teaching time allocated for the HL extension work is 90 hours. This includes time for:

- the teacher to explain to students the requirements of the HL extension
- the whole class to familiarize themselves with the six global political challenges
- students to do their research
- students to do practice presentations
- the prescribed individual meetings between the teacher and students to review and monitor progress, and to check authenticity
- video recording and assessing the presentations.

## Guidance and authenticity

The written report submitted for the engagement activity at SL and HL and the video recorded presentations submitted for the HL extension must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment components without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the ethical guidelines for the engagement activity at SL and HL
- the assessment criteria for the engagement activity at SL and HL and the marking rubric for the HL extension; students must understand that the work submitted for assessment must address the criteria and the rubric effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on one draft of the written report for the engagement activity and on one draft of the written outline for each HL presentation. The teacher should provide oral or written advice on how the work could be improved, but not edit the draft or the outline. For the written report for the engagement activity, the next version handed to the teacher must be the final version for submission; for the HL extension, each presentation must only be performed once, for the video recording.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. Where collaboration between students is permitted, it must be clear to all students what the difference is between collaboration and collusion.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work, it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details refer to the IB publications *Academic honesty, The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposals
- The first draft of the written report for the engagement activity and the written outline of each HL presentation
- The references cited
- The style of writing compared with work known to be that of the student
- The analysis of the written work by a web-based plagiarism detection service
- The style of delivery of the oral presentations compared with delivery known to be characteristic of the student

Different political issues must be studied for the requirements of the engagement activity, the HL extension and a potential extended essay students may choose to write in global politics.

Group engagements may be undertaken by students. However, each student must study a different political issue and individually write up his or her own written report. Group work is not permitted for the HL extension.

## Engagement activity

**Duration: 20 hours**

**Weighting: 25% at SL; 20% at HL**

### Written report on a political issue explored through engagement and research

Students are required to write a maximum 2,000-word written report in which they explain what they learned about their chosen political issue through their engagement, and analyse and evaluate the issue, supported by additional complementary research. The requirements of the task are the same at both SL and HL. The maximum mark for the written report is 20 marks and it is assessed using assessment criteria.

### Using assessment criteria

For the engagement activity, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the written report at SL and at HL against the criteria using the level descriptors.

- The same assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

## Assessment criteria for the written report

### Criterion A: Identification of issue and justification (4 marks)

- Is the political issue explored through the engagement identified?
- Is there a clear explanation of why this particular engagement and political issue are of interest to the student?
- Is there a clear link between the engagement and political issue on one hand and course content on the other hand?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The political issue raised by the engagement is implied but not explicitly identified. There is some limited explanation of why the student chose this engagement. There is some link between the engagement and course content.
3–4	The political issue explored through the engagement is clearly and explicitly identified. There is a clear explanation of why this engagement and political issue are of interest to the student. There is a clear link between the engagement and political issue on one hand and course content on the other hand.

### Criterion B: Explanation of the engagement (4 marks)

- Is the description of the engagement and of what the student actually did clear and relevant for his or her chosen political issue?
- Is there a clear explanation of the ways in which the student's experiences informed his or her understanding of the political issue?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is a description of the engagement and of what the student actually did. There is some limited explanation of what the student learned about global politics from undertaking the engagement.
3–4	The description of the engagement and of what the student actually did is clear and relevant for his or her chosen political issue. There is a clear explanation of the ways in which the student's experiences informed his or her understanding of the political issue.

**Criterion C: Analysis of issue (6 marks)**

- To what extent does the student analyse the political issue?
- To what extent does the student justify his or her main points?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is some attempt at analysis of the political issue but the response is largely descriptive. Few of the main points are justified.
3–4	There is some critical analysis of the political issue but this analysis lacks depth. The response is more descriptive than analytical. Some of the main points are justified.
5–6	The political issue is explored in depth, using the key concepts of the course where relevant, and the response contains clear critical analysis. All, or nearly all, of the main points are justified.

**Criterion D: Synthesis and evaluation (6 marks)**

- To what extent does the student synthesize his or her experiences and research in the discussion of the political issue?
- To what extent does the student show evidence of evaluation, underpinned by his or her experiences and adequate research, to allow multiple perspectives on the political issue?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There are limited links between ideas. There are no conclusions, or the conclusions are not relevant.
3–4	There are some links between the student's experiences and more theoretical perspectives on the political issue. Conclusions are stated but are not entirely consistent with the evidence presented. Multiple perspectives are acknowledged, where relevant.
5–6	The student's experiences and more theoretical perspectives are synthesized so that an integrated and rich treatment of the political issue ensues. Conclusions are clearly stated, balanced and consistent with the evidence presented. There is evidence of evaluation of the political issue from multiple perspectives.

## HL extension

**Duration: 90 hours**

**Weighting: 20%**

### Oral presentation of political issues in two case studies

HL students are required to present an oral analysis of selected political issues in **two** case studies of **two** global political challenges that they have researched in depth. The two, maximum 10-minute-long presentations are video recorded. The maximum mark for each presentation is 10 marks, and so the maximum mark for this component is 20 marks. The presentations are assessed using a global impression marking rubric.

**Please note:**

The two case studies may not be from the same HL extension topic. There is no expectation of a link between the case studies and any such link is not rewarded.

The maximum length of the presentations is 10 minutes per case study. Moderators will not watch an analysis beyond 10 minutes.

The recording must focus on the student delivering the presentation.

The presentations must take place under teacher supervision, either in a separate session or in a classroom setting. They may not be recorded outside of the school setting, for example at home.

Visual aids, such as PowerPoint® slides, are only permitted for showing visual information (for example tables, diagrams, maps, photos) and should be carefully employed only when they enhance the argument or audience engagement; such information, if used, must be clearly visible on the video recording, as it is **not** submitted to the IB.

Students may use limited notes/prompt cards when delivering their presentation, but the content may not be written out, whether on paper, digital devices or as part of any visual presentation on screen, and may not be read aloud.

The teacher may comment once on students' written outline for each presentation, but may not edit this. Each presentation may only be performed once, for the video recording.

Each presentation must be recorded in one take: the camera may not be stopped in the middle of a presentation and the presentation must not be edited in any way.

### Using a global impression marking rubric

For the HL extension, a global impression marking rubric has been developed around the following overarching question.

“Does the student present a clear, focused and balanced analysis of the case study, highlighting a global political challenge?”

The assessment of the presentations is a process of holistic or global judgment around this overarching question rather than an analytical process of totalling the assessment of separate criteria. The rubric has five level descriptors describing specific achievement levels, allowing for variation in student performance across different aspects of the presentations. Because of the requirement for a reasonable mark range along which to differentiate student performance, each level descriptor corresponds to a range of two different marks.

Teachers must judge the presentations against the global impression marking rubric using the level descriptors.

- These level descriptors are designed to be used as a whole and operate at a global level.
- Different levels suggest typical performance, and there are always exceptions requiring individual or case by case judgments.
- The aim is to find the level descriptor that conveys most accurately the level attained by the student, using a best-fit approach. A best-fit approach in the case of global impression marking means that the performance of students can be uneven across different aspects of the assessment, but it is the overall impression that is most important.
- Within a level descriptor, teachers should award the upper mark if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- The highest descriptor levels do not imply faultless performance and teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

How teachers and moderators will make a judgment about the level of performance attained in a particular student response will vary. They may make a decision in the course of watching a presentation and then confirm this after the video ends, or they may register their observations as they watch and give the mark in retrospect. In either case, the described levels are to be seen as global and holistic rather than a checklist of necessary characteristics.

It is recommended that the global impression marking rubric be made available to students.

Moderators will check students' coversheets carefully, although no marks are awarded for these.

## Marking rubric for the oral presentations

Does the student present a clear, focused and balanced analysis of the case study, highlighting a global political challenge?	
Not level 1 0 marks	
Level 1 Rudimentary 1–2 marks	The student demonstrates <i>rudimentary knowledge</i> of the case study.
Level 2 Basic 3–4 marks	The student demonstrates a <i>basic understanding</i> of the case study. The student treats the case study <i>in isolation</i> .
Level 3 Satisfactory 5–6 marks	The student demonstrates a <i>satisfactory understanding</i> of a political issue raised by the case study, but the analysis <i>lacks some clarity, focus and balance</i> . The student <i>attempts to link</i> the case study to the <b>wider context of global politics</b> , but these links are <i>not always effective</i> .
Level 4 Very good 7–8 marks	The student demonstrates a <i>very good understanding</i> of a political issue raised by the case study, with a <i>generally clear and focused analysis</i> and an <i>acknowledgement of different perspectives</i> on the issue. The student makes <i>effective connections</i> between the case study and the <b>wider context of global politics</b> .
Level 5 Excellent 9–10 marks	The student demonstrates an <i>excellent understanding</i> of a political issue raised by the case study, with a <b>clear and focused analysis</b> and an <i>exploration of different perspectives</i> on the issue. The student analyses the case study <i>within</i> the <b>wider context of global politics</b> , illustrating effectively the significance of the case.

# Approaches to teaching and learning in the Diploma Programme global politics course



## Approaches to Teaching and Learning

Approaches to teaching and learning in the Diploma Programme refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin the IB pedagogy. More advice and support on these approaches to teaching and learning can be found in this section of this subject guide, and also under *In practice*. Additionally, a suite of materials on approaches to teaching and learning in the Diploma Programme is available on the OCC. The guidance given below builds on these resources as well as on experiences from global politics pilot classrooms.

### Teaching based on inquiry

The idea behind inquiry-based teaching in IB programmes is to develop students' natural curiosity together with the skills of self-management, thinking, research and collaborative learning so that they can become motivated and autonomous lifelong learners.

The most significant aspect of inquiry-based teaching is that students are actively engaged in their own learning, constructing their own understandings of interesting issues and phenomena. In a classroom where inquiry-based teaching is happening, there is much interaction between students and between them and the teacher. The teacher's primary role in such a setting is to promote questions and to facilitate the learning process. Students have a degree of freedom to make decisions about how to proceed in their learning process, which most often progresses from the concrete towards the abstract. Examples of forms of inquiry-based teaching include structured inquiry, open inquiry, experiential learning, problem-based learning and case-based learning.

In the global politics course, teachers have perhaps a greater opportunity to make room for inquiry-based teaching than in many other DP subjects, given that content is prescribed in a more open-ended manner. This is not coincidental: global politics is intended as a course where students are encouraged to examine significant issues of our time and issues they personally care about in an in-depth and meaningful way. Therefore, inquiry-based teaching suits global politics particularly well. Through their inquiries, students can learn not only about the factual aspects of political issues but delve into the background, motivation, assumptions and implications of political beliefs, reasoning and decisions. While doing so, they come to appreciate that no one obvious right answer to their inquiry is likely but that political issues are

contentious, and different answers have different strengths and weaknesses based on the perspectives and approaches chosen.

Examples of inquiry-based teaching approaches and activities in global politics include:

- individual and group research tasks, case studies and presentations based on students' own questions and areas of interest
- shorter inquiries stimulated by news and current events
- games in which students pursue various strategies in order to make progress with respect to a political issue but where the outcomes of the game are dependent on other players' moves
- role plays in which students act as political decision-makers, advisors or commentators, perhaps over a period of time, treating different yet interdependent political issues
- TOK-style thinking with students in order to develop their collective curiosity
- readings and videos that emphasize the contested nature of knowledge and hence encourage questioning
- engagement with political actors through guest speakers and visits.

## Teaching focused on conceptual understanding

An important motivation for conceptually focused teaching in IB programmes is to help students build the ability to engage with significant ideas about human beings and the world. Equally valuably, discussion of the "big ideas" behind a topic can help students get to the heart of **why** they are learning what they are learning.

To appreciate the role of concepts in building lasting and significant understandings, it is helpful to think of concepts as the building blocks of students' cognitive frameworks. When they are learning at a conceptual level, students are integrating new knowledge into their existing understandings. They see how seemingly discrete topics are connected and are ready to transfer their learning to new contexts. A subject emerges for them in a holistic light. In a classroom where conceptually focused teaching is happening, there is continuous movement between facts and what they mean, with students being used to ask why the facts matter as a natural part of their learning process.

In global politics, concepts are the main organizing elements of the course. Selected key concepts to which instruction regularly returns can help students make sense of a rapidly changing, interconnected world. When teachers approach the various political issues examined in the course from the perspective of what they add to students' understanding of, say, power, equality, sustainability or peace, students' learning becomes more meaningful. The issues as such are of interest. However, there is recognition that underlying a specific issue is some wider and important phenomenon the issue says something about. With such an aspiration, learning becomes connected, transferable and deeper.

Examples of conceptually focused teaching approaches and activities in global politics include:

- thematic, regional or case study-based pathways through the course, integrating relevant key concepts at appropriate points
- explicit discussion of different, conflicting and complementary understandings of the key concepts as a natural part of the study of examples, case studies and students' own experiences
- activities designed to engage students on the key concepts in implicit ways, such as activating pre-existing knowledge of the concepts, illustrating them with examples and bringing them to life with the help of experiments
- building up students' own understanding of the key concepts through, for example, a "concept diary" in which students record their evolving understanding of the concepts, along with examples that contribute to these understandings

- identification of the key concepts in readings and other materials studied
- integration of the key concepts into formative and summative assessment tasks.

## Teaching developed in local and global contexts

As young individuals and as members of local and global communities, students make sense of the world through their life experiences and the world around them. IB programmes emphasize contextualized teaching because the more students can relate to their learning, the more likely they are to engage with it. Equally valuably, through enabling students to see the applications of their learning, contextualized teaching, like conceptually focused teaching, helps students to get to the heart of **why** they are learning what they are learning.

In order to appreciate the role of contexts for relevant learning, it is helpful to think of contexts as students' frames of reference. When they are learning in a contextualized way, students are grounding abstract ideas and new information in familiar real-life situations. In a classroom in which contextualized teaching is happening, concepts and theories are related to accessible and meaningful examples, illustrations and stories, which again inform further conceptual and theoretical understandings.

In the global politics course, contemporary examples, case studies and real-life engagement with political issues bring the course to life. Students learn that political issues are dynamic, varied and present at all levels of global social organization: global issues have local ramifications and local issues are often a part of a wider phenomenon. Which issues are relevant to study varies by when the course is taught, and where and what the students' particular interests are. Teachers' free choice of examples in the core units and students' free choice of engagements in the engagement activity and case studies in the HL extension make room for each global politics course and experience to be different, reflecting the contextual nature of politics.

Examples of contextualized teaching approaches and activities in global politics include:

- discussion of news and current events with the help of the key concepts and theories learned, such as a weekly news briefing
- more extensive, research-based analyses of contemporary political issues debated at various levels of global politics
- drawing on students' backgrounds, experiences and interests in teaching
- individual students becoming "experts" on a territory, issue or theme over time, with teaching drawing on the "experts" in appropriate situations for the benefit of the whole class
- participation in a virtual student community in which the same political issues are explored by students from different parts of the world
- real-life learning experiences, and especially the engagement activity
- the HL extension case study research of two global political challenges.

## Teaching focused on effective teamwork and collaboration

IB programmes acknowledge that learning is a social activity. Students and teachers come together, each with unique life experiences, beliefs, ideas, strengths and weaknesses. They then interact with the intention of making progress with, ideally, shared objectives and do so within a specific cultural context. Learning is the result of these complex interactions. An important aspect of the learning process is regular feedback from students to teachers on what they have and have not yet understood. Concrete and constructive feedback from teachers to students on performance is similarly crucial for learning.

In the global politics course, developing an awareness of multiple perspectives is at the heart of the course. Though many perspectives on political issues can be discovered from literature and explored through individual thinking, an appreciation for the contextual and deeply held nature of political beliefs and positions can perhaps be most effectively developed through social learning. When students practise to

listen and respond to one another respectfully and critically, they not only discover a variety of perspectives other than their own but may also start developing a civic spirit, experiencing that dialogue and negotiation *can* lead to reasonable compromises and shared understandings. Teamwork and collaboration model how political issues are ideally solved in the real world and teach students to draw on each other's strengths. Students can gradually learn to appreciate that different perspectives and ways of being in the world do not necessarily mean an inability to work together but are on the contrary critical for progress.

Examples of teaching approaches and activities focused on effective teamwork and collaboration in global politics include:

- establishing clear expectations of mindful behaviour from the start—and following up with consequences if these are not met
- modelling listening and interaction skills
- teamwork in mixed language and cultural groups, either in changing or permanent teams
- formalized peer support in team work and collective responsibility for the team's final product
- games, simulations, role plays, debates and other collaborative learning activities with perhaps different interests, starting points and natural roles—but shared goals
- regular, concrete and constructive feedback on learning from students to teacher and on performance from teacher to students
- collaborations with other teachers and actors outside school as “experts” on specific themes of global politics.

## Teaching differentiated to meet the needs of all learners

IB programmes promote equal access to the curriculum for all learners. Differentiation entails planning for student differences through the use of a variety of teaching approaches, implementing a variety of learning activities and making a variety of formats and modes of exploring knowledge and understanding available to students. It also involves identifying, with each student, the most effective strategies for them to develop, pursue and achieve realistic and motivational learning goals. In the context of an IB education, special consideration often needs to be given to students' language backgrounds and skills. Affirming students' identity and valuing their prior knowledge are important aspects of treating students as unique individuals and helping them develop holistically as young human beings.

In the global politics course, a multiplicity of perspectives can often be found most naturally in the classroom. Different students are interested in different political issues, their beliefs and positions on the same political issue differ, and they are differently placed to help their classmates understand a certain key concept, theory, idea or example. Teachers should identify and draw on this richness in their planning and teaching. The engagements in the engagement activity and the case studies in the HL extension give room for differentiated learning and more individualized guidance. A challenge of differentiation may be how to best help all students acquire a conceptual understanding of global politics—arguably the most challenging aspect of the course, especially for second-language learners and concretely oriented learners. Here, a variety of ways of approaching the key concepts throughout the course is likely to be most helpful, in addition to being alert from the beginning on which students are struggling with the conceptual layers and how they could be helped on a more individual or small-group basis.

Examples of teaching approaches and activities differentiated to meet the needs of all learners in global politics include:

- a variety of teaching approaches, learning activities and examples, with the intention to reach each student meaningfully several times over the course
- options and choice in approaches and activities, such as freedom to explain terms or key concepts in ways that resonates with the student, freedom to select sources in research, freedom to use preferred media and methods to communicate learning

- drawing on students' backgrounds, experiences and interests in teaching
- individual students becoming “experts” on a territory, issue or theme over time, with teaching drawing on the “experts” in appropriate situations for the benefit of the whole class
- individualized support in research-based work.

## Teaching informed by assessment (formative and summative)

Assessment plays a crucial role in IB programmes in supporting learning and in measuring learning. Formal Diploma Programme assessments are based on course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the summative assessment requirements. Formative assessments developed by teachers are tools and processes to improve student learning. Here, feedback is most effective as a two-way channel: students learn how they are doing, and teachers learn what students understand, struggle with, and find engaging—or not worthwhile. In addition to assessment tasks, such feedback can be provided more informally, through for example individual and group feedback sessions, surveys, polls or brief reflections.

Examples of teaching approaches and activities informed by assessment in global politics include:

- assessments modelling summative global politics assessments
- active use of global politics assessment criteria, markbands and available past papers and sample student answers throughout the course
- self-assessments, oral feedback from fellow students, feedback to the teacher
- detailed feedback throughout the learning process to individual students, tracking development of student-specific issues
- attention in teaching to areas of “general confusion”, such as returning briefly to topics that were not understood and doing so through a different approach, modelling answers, debriefing with students after assessments and activities.

## Thinking skills

IB programmes pride themselves on giving students opportunities to develop their thinking skills and an awareness of themselves as thinkers and learners. Being “thinkers” is one of the IB learner profile attributes, and is defined in terms of exercising initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Thinking skills consist of a large number of related skills. In the Diploma Programme, particular emphasis is placed on skills such as metacognition, reflection, critical thinking, creative thinking, and transfer. *Metacognition*, or control over one's cognitive processes of learning, can be thought of as a foundation for developing other thinking skills. When practising metacognition, students think about the ways in which they process information, find patterns, build conceptual understandings, and remember key facts and ideas. Once they become aware that they are using a variety of techniques and strategies to perform even the most basic learning tasks, students can be encouraged to consider if there are more effective or efficient ways to achieve the same learning, try out these new ways and evaluate them. Similarly, reflection is a thinking skill that plays a critical role in improving learning. When practising reflection, students think about the success, value or otherwise of their learning. The Diploma Programme course aims, assessment objectives and assessment tasks place a premium on higher order thinking skills, such as critical thinking, creative thinking and transfer.

In the global politics course, the thinking skills described above are practised continuously; in fact, one way to view the subject is as a space where students can learn to think about the world they inhabit in richer and deeper ways. While metacognition and reflection are skills that teachers need to consciously build into the learning routines of the course, critical thinking, creative thinking and transfer are emphasized in the set-up of the global politics curriculum and assessment. Working with the global politics course on a conceptual

level and exploring political issues through a variety of perspectives and approaches exposes students to many thoughts. Many thoughts require sorting and evaluation, and spark further new ideas. For example, while working with the same key concept or political issue on a global, national and community levels, students connect related ideas, recognize that the “story” may look very different (depending upon which actors are the focus) and develop an ethical response. While thinking through such matters, they engage in critical thinking, creative thinking and transfer of thoughts from one area of global politics to another.

Examples of approaches and activities that develop students’ thinking skills in global politics include:

- starting learning sequences with activities that engage students’ minds, such as activating their pre-existing views on contentious issues, visual thinking, thinking through analogies, think-pair-share activities
- closing learning sequences similarly, such as mapping learning to key concepts, writing newspaper type headlines to capture the essence of an idea, engaging in the routine “I used to think ... now I think”
- establishing connections between global politics and news, current events and life outside the classroom
- ensuring a variety of perspectives in learning materials
- establishing rigorous expectations on written and oral reactions to readings and helping students construct arguments
- using active learning, such as simulations, games, role plays and debates, where students need to “think on the go”, followed by debriefing and reflection.

## Communication skills

Communication skills are not only important in IB programmes for success in school disciplines but are also an essential part of a wider positive dynamic in the learning community: they help to form and maintain good relationships between students, and between students and adults. Furthermore, being able to communicate well contributes to the development of students’ self-confidence and enhances their future prospects, as communication skills are a critical ingredient of success in working life.

Communication skills consist of a cluster of different skills and forms of communication. The ability to listen and understand various spoken messages, to read and understand diverse written texts and other forms of media, and to respond clearly and convincingly in spoken, written and digital form are all part of how students and human beings reach outside themselves. Some of these forms of communication are independent of era and culture, but interacting in and with the digital space is a significant part of communication and social interaction for most students. Often collaborative in nature and with much creative potential, online activities present exciting opportunities for development of students’ communication skills through engagement with new, previously inconceivable tasks.

In the global politics course, all of the above mentioned communication skills are practised. Examination of complex political issues invites dialogue, discussion and debate, but also requires reflective engagement with arguments and views expressed in academic literature, popular opinion and news. When students write and present on political issues, ideas and concepts, their own arguments and beliefs are clarified. Essays, reports, shorter writing tasks and oral presentations are often the assessable end outcome of a learning sequence, and make up students’ summative assessment in global politics.

Examples of approaches and activities that develop students’ communication skills in global politics include:

- practising various oral communication techniques, such as Socratic discussions, seminars, student-led discussions, formal debates, a classroom practice where students are required to respond to a point just made
- group and individual presentations, using a variety of presentation formats, with an emphasis for HL students on the type of concise argument delivery required in the HL extension work

- purposeful use of digital tools in enriching understanding of global politics and improving communication and feedback in the class community, such as virtual learning environments, polls, data tools, expert talks, student created videos
- workshop-style writing classes for various writing styles, with an emphasis on conceptual essays
- enabling students to practise taking on roles through, for example, role plays and games, followed by reflection on the reality, benefits and drawbacks of roles in global politics and in social life in general.

## Social skills

Closely related to communication skills are social skills, whose importance in IB programmes, perhaps even more than that of communication skills, has to do with the development of the learner as a whole and the value of a community for learning. A starting point for developing students' social skills is to acknowledge that people differ greatly in terms of their degree of introversion or extroversion and that these differences should be respected. Similarly, different cultures have different expectations on appropriate behaviours in social situations. To be able to understand the perspectives of others, to form good relationships and to regulate one's own emotions and behaviour are at the heart of many of the IB learner profile attributes and the IB's aspiration to develop international-minded students. School, being such a formative community in young people's lives, can play a significant part in the development of their social and emotional skills. Arguably, helping students to appreciate their contributions to the "human project" and connecting these with others' contributions is the most valuable life skill education can contribute towards.

From the perspective of learning, the ability to collaborate is a particularly important social skill. The role of and potential for collaboration in global politics is addressed above in the sub-section "Teaching focused on effective teamwork and collaboration".

## Self-management skills

In addition to practising life in relation to others, IB learners also need to learn to persevere and be emotionally stable as individuals. Often, of course, these two processes go hand in hand, as membership and support of a community is critical for individual well-being. Learning to manage themselves is important for students in a demanding educational programme like the IB programmes, as well as a highly helpful competency in their later, potentially quite fast-paced lives.

Self-management skills consist of organization skills, such as setting goals and managing time and tasks effectively, and affective skills, such as managing one's state of mind, motivation and resilience. Like other learning skills, self-management skills can be modelled and practised. For DP students, time management is often a particularly pertinent organization skill. Strategies for improving time management include breaking down assignments into achievable steps and timelining each step, planning revision and study plans for tests and examinations, and building study timetables. An important aspect of such strategies is not only what they factually do with students' use of time but that they give students a perception of greater control over their time. Affective self-management skills, in turn, enable students to gain some control over their mood, their motivation, and their ability to deal with setbacks and difficulties. A school environment where students feel they have a degree of autonomy and self-direction and where they do not need to get things right the first time, setting of challenging but not too difficult objectives, and even psychological techniques, such as mindfulness training, can all support the development of students' affective skills.

In the global politics course, students face a more open-ended course than in many other DP subjects, and need to come to terms with this open-endedness. On one hand, they have a wonderful opportunity to focus on issues of particular interest to them, which can be highly motivational. On the other hand, they must conduct their inquiries in the context of the course framework, always returning to the key concepts and remembering to move on so as to ensure coverage of all course requirements. Teachers, of course, guide them in this process. The subject matter of global politics can teach students much about affective skills, as they study inspirational individuals at all levels of global politics.

Examples of approaches and activities that develop students' self-management skills in global politics include:

- establishing clear deadlines, managing expectations and specifying consequences if these are not met
- consistent attention to study techniques, such as time management, note-taking, mind mapping, digital behaviour
- student choice on when they wish to seek teacher or peer support
- self-reflection on progress, such as start-stop-continue, use of tracking tools for longer term assignments, written reflections
- offering of voluntary, additional activities.

## Research skills

Research skills are a central element of the inquiry-based pedagogy of IB programmes. While good research skills have always been at the heart of academic endeavour, the availability of digital resources and the explosion in the amount of information easily accessible to students make the development of research skills a particularly pertinent part of today's education. Also, learning to work in an academically honest way and respecting others' intellectual contributions is an important aspect of learning in all IB programmes.

Fundamental research skills include formulating focused and precise research questions, appraising sources, recording, analysing, evaluating and synthesizing information, and presenting and evaluating results. These are as critical skills to a digital era research as they have always been. However, research today requires much more validating, comparing and contrasting available information, and narrowing down the volume of data into a manageable quantity and to what is relevant. Though confident in browsing and communicating online, students often lack the information literacy skills they need for the kind of effective and self-directed research they are expected to do as part of their inquiries.

In the global politics course, students have ample and excellent opportunities to practise their research skills. A course in current affairs where the key concepts, theories and ideas are grounded in local and global examples, students need to engage in varied research, depending on the type and geography of the political issue they examine for any given task. They get exposed to various types of media and encounter more and less reliable sources. The summative assessment tasks of the course and the types of learning activities that lend themselves well to learning about dynamic and continuously evolving political issues require engagement with the world through research; there is no stationary body of global politics knowledge that could be studied from a textbook. The self-selected case studies of the HL extension are one of the best opportunities in the Diploma Programme to do in-depth research, as are, of course, extended essays in global politics.

Examples of approaches and activities that develop students' research skills in the global politics course include:

- teacher modelling effective research skills and solid academic honesty practices
- individual research-based essays, papers, reports and presentations, initially with much guidance on aspects such as finding, using and referencing appropriate sources
- group research tasks in which each student studies one aspect of a full phenomenon and compiling this as a resource booklet for students at the end of the exercise
- preparatory and ongoing research for simulations, games, debates, role plays, and the engagement activity completed for internal assessment.

## Glossary of command terms

### Command terms for global politics

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

<b>Command term</b>	<b>Assessment objective level</b>	<b>Definition</b>
<b>Analyse</b>	AO2	Break down in order to bring out the essential elements or structure.
<b>Compare</b>	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
<b>Compare and contrast</b>	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Contrast</b>	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Define</b>	AO1	Give the precise meaning of a word, phrase, concept or physical quantity.
<b>Describe</b>	AO1	Give a detailed account.
<b>Discuss</b>	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Distinguish</b>	AO2	Make clear the differences between two or more concepts or items.
<b>Evaluate</b>	AO3	Make an appraisal by weighing up the strengths and limitations.
<b>Examine</b>	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Explain</b>	AO2	Give a detailed account including reasons or causes.
<b>Identify</b>	AO1	Provide an answer from a number of possibilities.
<b>Justify</b>	AO3	Give valid reasons or evidence to support an answer or conclusion.
<b>Outline</b>	AO1	Give a brief account or summary.
<b>Suggest</b>	AO2	Propose a solution, hypothesis or other possible answer.
<b>To what extent</b>	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.