

# Global politics

## Pilot guide

For assessment in May 2015

v. 2.0

Released on June 21, 2013

# Contents

## **Introduction**

---

Purpose of this document  
The Diploma Programme  
Nature of the subject  
Aims  
Assessment objectives  
Assessment objectives in practice

## **Syllabus**

---

Syllabus outline  
Approaches to teaching and learning in global politics  
Syllabus content

## **Assessment**

---

Assessment in the Diploma Programme  
Assessment outline—SL  
Assessment outline—HL  
External assessment  
Internal assessment

## **Appendices**

---

Glossary  
Glossary of command terms

## Introduction

### Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject. This guide can be found on the subject page of the online curriculum centre (OCC) at <http://occ.ibo.org>, a password-protected IB website designed to support IB teachers.

### Additional resources

Additional publications such as teacher support materials and specimen papers can also be found on the OCC. Teachers are encouraged to check the global politics Basecamp forum 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.

First assessment 2015

**Please note: global politics is a pilot course and only schools that are selected to take part in the various phases of the pilot and are authorized to teach the course may do so.**

# 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 choose a second subject from one of the other groups in place of an arts subject. 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 courses are available for examinations in English, French and Spanish, with the exception of language courses where examinations are in the language of study.

## The core of the DP model

All Diploma Programme students participate in the three course elements that make up the core of the model. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

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, action, service (CAS) is at the heart of the Diploma Programme. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS are Creativity (arts, and other experiences that involve creative thinking), Action (physical exertion contributing to a healthy lifestyle) and Service (an unpaid and voluntary exchange that has a learning benefit for the student). Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

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 inter-disciplinary 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 learning

Approaches to teaching and learning across the Diploma Programme refers to deliberate strategies, skills and attitudes which 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 focussed, contextualised, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

## The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

## 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 this Diploma Programme subject can be found in this guide.

## 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 their 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 audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

## 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

The twenty-first century is characterised by rapid change and increasing interconnectedness, impacting people in unprecedented ways and creating complex global political challenges. The study of global politics enables students to critically engage with new perspectives and approaches to politics, in order to better make sense of this changing world and their role in it as active citizens. Global politics is an exciting dynamic subject which draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

The Diploma Programme global politics course explores fundamental political concepts such as power, rights, liberty and equality, in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity 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 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 and individuals. The concept of power is also emphasised as being particularly crucial to understanding the dynamics and tensions of global politics. Throughout the course issues such as conflict or migration are explored through an explicitly political lens; politics providing a uniquely rich context in which to explore how people and power interact.

## Global politics and the international dimension

Developing international mindedness and an awareness of multiple perspectives and approaches is at the heart of the global politics course. The course encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. It also encourages students to reach an awareness and appreciation of both their own responsibility at a local level and our 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 of engaging with them in an active and personal way.

The global politics course develops international mindedness in students through an examination of fundamental political concepts and debates which have global significance. The course considers contemporary examples and case studies at a variety of levels, from local to global, as well as encouraging comparison between such examples and case studies. 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, whatever their location or cultural context.



## Distinction between SL and HL

Students of global politics at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core. This common core consists of four compulsory units, under a 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 higher level 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.

## 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 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. Teachers should also read carefully the ethical guidelines for internal assessment provided 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) humanities subject group involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and impact on individuals, societies and environments. The MYP humanities 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 humanities, such as time, place, space and change are also encountered within the global politics course, but treated in more advanced ways as described in this subject guide. In this way studying global politics naturally extends the skills developed in MYP humanities. Equally students’ organization and presentation strategies begun in MYP humanities will become more sophisticated while undertaking the Diploma Programme global politics course.

## 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 and humanities. For example, experimentation and observation, inductive and deductive reasoning, archival evidence, and data collection can all be used to help to explain patterns of behaviour and lead to knowledge claims. Students in individuals and societies subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty and individual, as well as cultural, perspectives. Having followed a course of study in group 3 students should be able to reflect critically on the various ways of knowing and on the methods used in human sciences, and in so doing become “inquiring, knowledgeable and caring young people.” (IB mission statement)

Throughout the global politics course issues and concepts will arise which highlight the relationship between theory of knowledge and global politics. Identifying these links offers students the opportunity to reflect critically on diverse ways of knowing, and to consider the role and nature of knowledge in their own culture, in the culture of others and in the wider world. It also encourages students to be aware of themselves as thinkers, to appreciate the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected but uncertain world.

Examples of questions related to theory of knowledge which a global politics student might consider include the following.

- How does knowledge in the social sciences differ from knowledge in other areas?
- What should we do when rights conflict?
- Why do some people believe that they know what is right for others?
- Can we have beliefs or knowledge which are independent of our culture?
- Is it possible to attain knowledge despite the problems of bias and selection?
- Can humans live peaceably?
- Are human rights universal or culturally relative?
- Can a fact exist without a context?
- How reliable is the data concerning global warming?
- Is it possible to measure happiness?
- Is it possible to measure development?
- Is it justifiable to act without having good grounds or evidence?
- Why might there be debate regarding the value of case studies as a research method?

### 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:

7. understand key political concepts and contemporary political issues in a range of contexts
8. develop an understanding of the local, national, international and global dimensions of political activity
9. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
10. 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

There are four assessment objectives (AOs) for the SL and HL Diploma Programme global politics course. Having followed the course at SL or HL, students will be expected to do the following:

AO1. Demonstrate knowledge and understanding of specified content:

- demonstrate knowledge and understanding of key concepts and contemporary issues in global politics
- demonstrate understanding of relevant source material
- at HL only, demonstrate in-depth knowledge and understanding of two detailed case studies.

AO2. Demonstrate application and analysis of knowledge and understanding:

- apply knowledge of key political concepts to analyze a variety of contemporary issues in global politics
- identify and analyze relevant material and supporting examples
- use political concepts and examples to formulate, present and sustain an argument
- at HL only, apply key concepts to analyze the political issues of two case studies in the HL extension.

AO3. Demonstrate 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 biases and prejudices
- at HL only, demonstrate synthesis and evaluation of different approaches to and interpretations of two case studies in the HL extension.

AO4. Select, use and apply a variety of appropriate skills and techniques:

- produce well structured written material, which uses appropriate terminology
- organize material into a clear, logical, coherent and relevant response
- demonstrate evidence of research skills, organisation and referencing (internal assessment 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?   |
|---|---|--|
| AO1: demonstrate knowledge and understanding of specified content         | <ul style="list-style-type: none"> <li>• Core units</li> <li>• Engagement activity (internal assessment)</li> <li>• Global political challenges (HL)</li> </ul> | <p>External assessment:</p> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• HL extension (emphasised in criterion a)</li> </ul> <p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Engagement activity (emphasised in criteria a) and b)</li> </ul> |
| AO2: demonstrate application and analysis of knowledge and understanding  | <ul style="list-style-type: none"> <li>• Core units</li> <li>• Engagement activity (internal assessment)</li> <li>• Global political challenges (HL)</li> </ul> | <p>External assessment:</p> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• HL extension (emphasised in criterion b)</li> </ul> <p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Engagement activity (emphasised in criterion c)</li> </ul>       |
| AO3: demonstrate synthesis and evaluation                                 | <ul style="list-style-type: none"> <li>• Core units</li> <li>• Engagement activity (internal assessment)</li> <li>• Global political challenges (HL)</li> </ul> | <p>External assessment:</p> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• HL extension (emphasised in criterion c)</li> </ul> <p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Engagement activity (emphasised in criterion d)</li> </ul>       |
| AO4: select, use and apply a variety of appropriate skills and techniques | <ul style="list-style-type: none"> <li>• Core units</li> <li>• Engagement activity (internal assessment)</li> <li>• Global political challenges (HL)</li> </ul> | <p>External assessment:</p> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• HL extension (emphasised in criteria c) and d)</li> </ul> <p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Engagement activity (emphasised in criterion d)</li> </ul> |

## Syllabus outline

| Syllabus component   | Teaching hours |            |
|--|----------------|------------|
|  | SL             | HL         |
| <b>Core: people, power and politics</b><br>There are four compulsory units:<br>1. Power, sovereignty and international relations<br>2. Human rights<br>3. Development<br>4. Peace and conflict   | 130            | 130        |
| <b>HL extension: global political challenges</b><br><b>Two</b> of the following six global political challenges must be studied.<br>1. The environment and sustainability<br>2. Poverty<br>3. Health and disease<br>4. Culture and identity<br>5. Migration<br>6. International security | -              | 90         |
| <b>Internal Assessment: Engagement activity</b><br>Report on an engagement activity  | 20             | 20         |
| <b>Total teaching hours</b>  | <b>150</b>     | <b>240</b> |

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the global politics course. At SL the minimum prescribed number of hours is 150 hours and at HL it is 240 hours.

## Approaches to teaching and approaches to learning in global politics

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 and perspectives. 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 of the classroom.

### Working with political issues in the global politics course

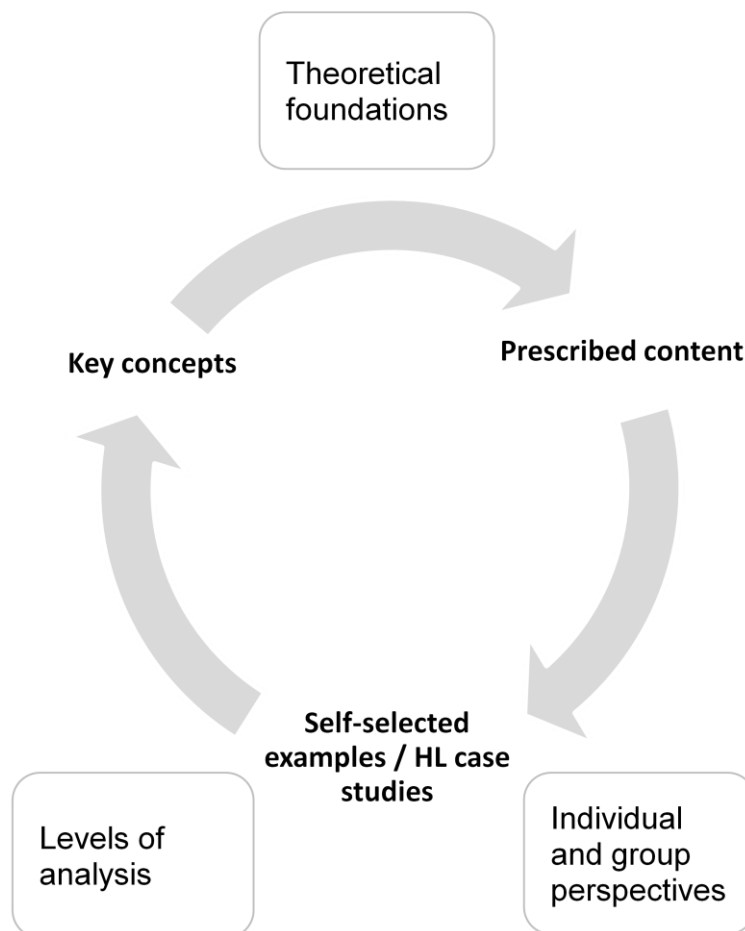


Figure 2

Please note that examination questions are set on the key concepts and prescribed content and should be answered with the help of any relevant examples (the ones listed in the syllabus are merely possible examples).

## Key concepts

The following sixteen key concepts (with brief explanations provided below) weave a conceptual thread throughout the course. They should be explored both when working with the core units and the HL extension in order to equip students with a conceptual framework with which to access and understand the political issues examined.

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.

| <b>Concept</b>         | <b>Explanation</b>   |
|------------------------|--|
| <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 in the world and, rather than being viewed as a unitary or independent force, as an aspect of relations among people functioning within various social organizations. 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 and important role in understanding global politics.                        |
| <b>Sovereignty</b>     | Sovereignty characterises 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 is a contested term providing the fundamental basis or rationale for all forms of governance. The most accepted contemporary form of legitimacy 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.  |
| <b>Interdependence</b> | For global politics, the concept of interdependence most often refers to the mutual reliance between and among groups, organizations, areas and states for access to goods and services 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. |
| <b>Human rights</b>    | Human rights are basic rights and entitlements which many argue one should be able to claim simply by virtue of being a human being. Many contemporary thinkers argue that they are essential for living a life of dignity, are inalienable, and are universal. The Universal Declaration of Human Rights adopted by the United Nations in 1948 is recognized as the   |



|                       |  |
|-----------------------|--|
|                       | beginning of the formal discussion of human rights around the world.   |
| <b>Justice</b>        | There are a number of different interpretations of the term justice. It is often closely associated with the idea of fairness and with each getting what he or she deserves, although what is meant by desert is also itself contested. The term justice is also closely associated with rights and what individuals can legitimately demand of one another or their government.   |
| <b>Liberty</b>        | The term liberty refers to having freedom and autonomy. It is often divided into positive and negative liberty; negative liberty is often defined as freedom from external coercion whereas positive liberty is defined as a person having the freedom to carry out their own will. Some scholars reject this distinction and argue that in practice one cannot exist without the other.   |
| <b>Equality</b>       | Egalitarian theories are based on a concept of equality where all people, or groups of people, are seen to have 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.  |
| <b>Development</b>    | Development is a broad based and sustained increase in the standard of living and wellbeing of a level of social organization. Many consider it to involve increased income, better access to basic goods and services, improvements in education, healthcare and public health, well-functioning institutions, decreased inequality and reduced poverty and unemployment. It is typically measured through indicators such as longevity and literacy as well as income per head.  |
| <b>Globalization</b>  | Globalization is a process by which local, regional and national economies, societies and cultures are becoming increasingly integrated and connected. The term refers to the reduction of barriers and borders, as goods, services and ideas flow more freely between different parts of the world and people. Globalization is a process which has been taking place for centuries but the pace has quickened in recent decades, facilitated by developments in global governance and technology and powered by cheap energy. By now, it is widely acknowledged that globalization has both benefits and drawbacks and that its proceeds are not evenly distributed. |
| <b>Inequality</b>     | Inequality refers to the unequal access to resources that are needed to sustain life and communities. It is closely connected to discussions of power in a globalized world and 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 wellbeing perspective in their decision-making are particularly important.   |
| <b>Peace</b>          | Peace is often defined as a state of both non-conflict and harmonious relations. Many also refer to peace as a state of non-conflict among   |

|                     |  |
|---------------------|--|
|                     | personal relations, particularly with oneself and one's relationship with others. Peace is the ultimate goal of many organizations that monitor and regulate the relationships among states.   |
| <b>Conflict</b>     | Conflict is the dynamic process of actual or perceived opposition between individuals, groups or countries. 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 asks for 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 manmade that prevents someone from reaching their full potential (e.g. structural violence). This broader definition would encompass unequal distribution of power 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 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. It is argued by theorists that non-violence can often draw international 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 core units. The learning outcomes summarize the most important themes SL and HL students should be able to understand, analyse and evaluate when the core units have been covered. For the HL extension, the learning outcomes are specified identically for each of the six possible global political challenges students may study. It is expected that for each of their two chosen topics, students present a specific detailed case study and in the process, acquire an understanding 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. It states 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 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 support and inspiration for teachers and students: 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. Teachers should exercise their judgement on when enough examples have been

examined for students to have gained a sufficient command of the relevant prescribed content and key concepts.

Many examples are formulated as sub-topics that the prescribed content might be approached through 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 quite natural directions in which to take the enquiry. Again, it is emphasized that any examples that bring to life the prescribed content, learning outcomes and key concepts are legitimate.

In their choice of examples, teachers should consider that these need to be contemporary. 'Contemporary' in the context of the global politics course is understood to refer to events in and around the past ten years. Historical examples can be used if they are necessary for understanding a topic or if they provide useful background context, but the emphasis of the course should be on current affairs and recent examples. Where historical examples are used, they should only be mentioned and teaching should quickly move to contemporary issues.

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. The case studies selected by students in consultation with their teacher could range from a case contemplating the political aspects of changes in ocean water temperatures (environment and sustainability) to a case considering UN involvement in an international conflict (international security). Please refer to the HL extension section of this guide for further guidance.

### **Approaches and perspectives**

Examining a key political concept or a contemporary political issue with more than one approach or from more than one perspective enriches students' understanding, helps them analyse other concepts and new issues and strengthens their evaluation skills. It is expected that the key concepts and political issues are studied through multiple approaches and perspectives throughout the course. However, the specific approaches and perspectives that are chosen for each topic are, again, up to teachers and students. Some possible theoretical foundations, levels of analysis and individual and group perspectives are suggested below.

### **Theoretical foundations**

The Diploma Programme global politics course draws on multiple disciplines in the social sciences and humanities. Many theories and analytical approaches have been put forward to further debates in these disciplines. Consequently, the course is rich in potential theoretical foundations. Like the key concepts, theoretical foundations provide structure for learning.

Where 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, more than concepts that 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. Given that different theoretical foundations often offer competing interpretations of reality, the following kinds of questions might be helpful in comparing and contrasting them:

- Which key concepts are central?
- Who are the most important actors of global politics?
- What does a 'good' society look like?

- What motivates people's behaviour?
- What view of progress is proposed?

Realism, liberalism and critical theories (for example, communitarianism, constructivism, Marxism, feminism) are suggested as theoretical foundations for unit 1 on power, sovereignty and international relations, but are likely to be helpful to return to in the other units, too. Idealism, relativism and universalism are proposed to underpin unit 2 on human rights, whereas socialism and capitalism are expected to be useful to know about in unit 3 on development. In unit 4 on peace and conflict, pacifism is suggested, along with the theoretical foundations of units 1-3.

Given the breadth and depth of any particular theoretical foundation, it needs to be emphasized that theoretical foundations are labelled 'theoretical foundations' instead of 'theories' for a reason. They are intended first and foremost to structure learning and shed some contextual and historical light 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 appreciate that what may initially look like a global issue 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. Which level of analysis is appropriate depends on the issue at stake and the student's objectives in a task. Brief explanations of the various levels are given below.

| Level                | Explanation   |
|----------------------|---|
| <b>Global</b>        | In the context of the global politics course the term 'global' refers to events and trends that have far-reaching and long term impact across the globe, cutting across national identities and interests. Examples include, but are not limited to, globalization, the trend to towards democracy and welfare states, climate change, etc.   |
| <b>International</b> | In the context of the global politics course the term 'international' 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, various international organisations, Non-Government Organisations (NGOs), Multinational Corporations (MNCs), international law, etc.  |
| <b>Regional</b>      | In the context of the global politics course the term 'regional' refers to events and trends that have regional 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 European Union (EU), North Atlantic Treaty Organisation (NATO), the Association of South East Asian Nations (ASEAN), The Arab League, etc. |
| <b>National</b>      | In the context of the global politics course the term 'national' refers to events and trends which have a limited impact within the geographical boundaries of a particular country. Examples include, but are not limited to, economic crisis or economic change in a particular state, political and legal reforms in a particular state, changes in governance of a particular state, questions of geographic borders, etc.                |

|                  |  |
|------------------|--|
| <b>Local</b>     | In the context of the global politics course the term 'local' is used to refer to the geographic area where organisation is created and where 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. Earlier, communities were 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 processes of globalization and rapid technological advancements 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 useful to approach the key political concepts and contemporary political issues through various individual and group perspectives. These can help students develop an appreciation of multiple points of view, and deepen their understanding of the complexity of many issues encountered in the study of global politics: our unique personalities, life experiences and social environments we are a part of 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, and can be socially constructed as well as biologically determined. Gender values can also change dramatically over time. In the last century feminist movements successfully drew attention to women's inequality in education, employment, the home and in politics. 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.

Increasingly gender theorists argue that dominant understandings of masculinity may be the key to making sense of how gender relations in global politics affect us all. International organisations such as The United Nations continue to promote both gender awareness and combat discrimination towards women through the policy of gender mainstreaming. However it is important to remember that many countries and communities still have different ideas about the rights and roles of men and women and that learning about gender can be seen to be a political act in itself.

#### **Ethnicity**

Ethnicity is a form of identity in terms of membership of an ethnic group. Individuals within an ethnic group share common characteristics, for example, cultural and societal similarities such as language, beliefs and history. Although there may be no formal agreement about what makes an ethnic identity different, 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 overlap with both national identities and racial identification.

## **Religion**

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

## Syllabus content

### Unit 1: Power, Sovereignty and International Relations

This unit focuses on the dynamics of power and how it is manifested and legitimised 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 are evaluated.

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

#### Learning outcomes:

- The distribution, recognition and contesting of power at various levels of global politics
- The operation and legitimization of state power in global politics
- The function and impact of international organisations and non-state actors in global politics
- The nature and extent of interactions in global politics

| <b>Theoretical foundations: Realism, Liberalism and Critical theories (e.g. Communitarianism, Constructivism, Marxism, Feminism)</b> |  |   |
|--|--|---|
| <b>Learning outcome</b>  | <b>Prescribed content</b>  | <b>Possible examples</b>  |
| The distribution, recognition and contesting of power at various levels of global politics   | Definitions of power<br><br>Theories of power<br><br>Types of power  | <ul style="list-style-type: none"> <li>• Definitions of power, e.g. power as enabling, constraining or both</li> <li>• Theories of power, e.g. Nye, Mearsheimer, Gramsci, Lukes, Wolff</li> <li>• Types of power, e.g. hard vs. soft; economic, military, social, cultural; individual vs. collective; unilateral vs. multilateral</li> </ul>   |
| The operation and legitimization of state power in global politics   | States and statehood<br><br>The role of institutional contexts for operation and legitimization of state power   | <ul style="list-style-type: none"> <li>• States and statehood, e.g.               <ul style="list-style-type: none"> <li>○ Unitary states (e.g. France, Kenya, Peru), federal states (e.g. India, US, Germany), confederations (e.g. Canada)</li> <li>○ Militarised states (e.g. Israel, Burma, Syria)</li> <li>○ Fragile states (e.g. Somalia, Colombia)</li> <li>○ Rising states (e.g. China, India, Brazil)</li> </ul> </li> <li>• Institutional contexts, e.g. international law, the European Union</li> </ul> |
| The function and impact of international organizations and non-state actors in global politics                                       | Definition of civil society<br><br>International organizations, including the United Nations (UN)<br><br>Non-governmental organisations (NGOs), multinational corporations | <ul style="list-style-type: none"> <li>• International organizations, e.g. World Bank, International Monetary Fund (IMF), World Trade Organisation (WTO), World Health Organisation (WHO), International Labour Organisation (ILO)</li> <li>• NGOs, e.g. Red Cross/ Red Crescent, Amnesty International, Human Rights Watch, Greenpeace</li> <li>• Trade unions, e.g. International Trade Union Federation, The American Federation of Labor and The Congress of International Organization (AFL-</li> </ul>        |

|   |   |   |
|---|---|---|
|   | <p>(MNCs) and trade unions</p> <p>Social movements, resistance movements and violent protest movements</p>  | <p>CIO), Congress of South African Trade Unions (Cosatu), Congreso del Trabajo</p> <ul style="list-style-type: none"> <li>• Social movements, e.g. Occupy Wall Street, Avaaz.org, Billion Voices, Confederation of Indigenous Nationalities of Ecuador (CONAIE)</li> <li>• Resistance movements, e.g. the Arab Spring, Orange Revolution in Ukraine, Zapatista Anonymous</li> <li>• Violent protest movements, e.g. FARC, Hezbollah, Naxalites, Al Qaeda</li> </ul>   |
| <p>The nature and extent of interactions in global politics</p> | <p>Global governance</p> <p>Cooperation: treaties, collective security, strategic alliances, informal cooperation</p> <p>Conflict: interstate war, intrastate war, terrorism, strikes, demonstrations</p> | <ul style="list-style-type: none"> <li>• Global governance, e.g. UN Security Council resolutions, climate change agenda (e.g. Copenhagen Accord), Basel accords on financial regulation, WTO trade agreements</li> <li>• Treaties, e.g. Nuclear Non-Proliferation Treaty, Montreal Protocol</li> <li>• Collective security, e.g. NATO, Organization of American States</li> <li>• Strategic alliances, e.g. China's alliances in Latin America and Africa, US-Taiwan, US-Israel, India-Afghanistan, 2013 BRICS Summit</li> <li>• Informal cooperation, e.g. extraordinary rendition, technology harmonization, cultural exchange</li> <li>• Interstate war, e.g. Iraq, Afghanistan</li> <li>• Intrastate war, e.g. Syria, Sudan, Chechnya</li> <li>• Terrorism, e.g. Mumbai, London or Madrid bombings</li> </ul> |



## Unit 2: Human Rights

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 outcomes:

- The nature and evolution of human rights
- The pursuit and advocacy of human rights
- The codification, implementation and monitoring of human rights agreements
- Debates surrounding human rights and their application

| <b>Theoretical foundations: theoretical foundations of Unit 1 where helpful<br/>+ Idealism, Relativism and Universalism</b> |  |   |
|---|--|---|
| <b>Learning outcome</b>   | <b>Prescribed content</b>  | <b>Possible examples</b>  |
| The nature and evolution of human rights  | <p>Definitions of human rights</p> <p>The UN Universal Declaration of Human Rights (1948)</p> <p>Shifting conceptions of human rights over time and space</p>  | <ul style="list-style-type: none"> <li>• Definitions of human rights, e.g. through characteristics such as inalienability, universality, equality, indivisibility</li> <li>• Shifting conceptions of human rights over time and space, e.g.               <ul style="list-style-type: none"> <li>○ Important human rights milestones, e.g. refugee rights, civil and political rights, economic, social and cultural rights, gender rights, children's rights, indigenous people's rights</li> <li>○ Three generations of human rights</li> <li>○ Internationalization of human rights</li> </ul> </li> </ul>             |
| The pursuit and advocacy of human rights  | <p>Claims on human rights</p> <p>Rights-based education</p>  | <ul style="list-style-type: none"> <li>• Claims on human rights, e.g. indigenous land claims, movements for gender equality, debates about gay marriage</li> <li>• Rights-based education, e.g. curriculum development, teach-ins</li> </ul>  |
| The codification, implementation and monitoring of human rights agreements  | <p>Human rights laws, including constitutions</p> <p>Human rights covenants and treaties</p> <p>Protection and enforcement of human rights at different levels</p> <p>Monitoring human rights agreements</p> | <ul style="list-style-type: none"> <li>• Human rights laws, including constitutions, e.g. South Africa, Brazil</li> <li>• Human rights covenants and treaties, e.g. International Covenant on Economic, Social and Cultural Rights (1966), Convention on the Protection of the Rights of Migrant Workers (1990), Rome Statute (2002)</li> <li>• Protection and enforcement of human rights at different levels, e.g. International Criminal Court, Inter-American Commission on Human Rights, Cambodia Tribunal</li> <li>• Monitoring human rights agreements, e.g. Human Rights Watch, Amnesty International,</li> </ul> |

|  |   |   |
|--|---|---|
|  |   | Doctors Without Borders, monitoring elections   |
| Debates surrounding human rights and their application | <p>Individual vs. collective rights</p> <p>Universal rights vs. cultural relativism</p> <p>Politicization of human rights</p> | <ul style="list-style-type: none"> <li>• Individual vs. collective rights, e.g. Western, Asian and African conceptions, indigenous conceptions</li> <li>• Universal rights vs. cultural relativism, e.g. Sharia law, honour killings, hate crime laws, consumer rights</li> <li>• Politicization of human rights, e.g. use of human rights for political gain, humanitarian arguments, responsibility to protect, use of sanctions</li> </ul> |

## Unit 3: Development

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 outcomes:

- The contested meanings of development
- Factors that may promote or inhibit development
- Pathways towards development
- Debates surrounding development

| <b>Theoretical foundations: theoretical foundations of Unit 1 where helpful<br/>+ Capitalism, Socialism</b> |   |   |
|---|---|---|
| <b>Learning outcome</b>   | <b>Prescribed content</b>   | <b>Possible examples</b>  |
| The contested meanings of development   | Different definitions of development, including sustainable development and well-being<br><br>Measuring development       | <ul style="list-style-type: none"> <li>• Different definitions of development, e.g. economic growth, a 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> <li>• Measuring development, e.g. Gross National Product, Gini Index, Human Development Index, Human Poverty Index, Gender-related Development Index, Happy Planet Index, Inclusive Wealth Index, corruption indices, trust indices</li> </ul>   |
| Factors that may promote or inhibit development   | Political factors<br><br>Economic factors<br><br>Social factors<br><br>Institutional factors<br><br>Environmental factors | <ul style="list-style-type: none"> <li>• Political factors, e.g. ideologies, history of and persistence of conflict, stability, accountability, transparency, legal frameworks, political consequences of different development paths, political culture, culture of bureaucracy, vested interests</li> <li>• Economic factors, e.g. resource endowment, 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> <li>• Social factors, e.g. values, cultures, traditions, gender relations, migration</li> <li>• Institutional factors, e.g. the UN, IMF, World Bank, WTO, partnerships between developing countries</li> <li>• Environmental factors, e.g. geography,</li> </ul> |

|                                 |  |   |
|---------------------------------|--|---|
|                                 |  | consequences of climate change on people and communities' lives   |
| Pathways towards development    | <p>Models of development</p> <p>Approaches for developing the economy</p> <p>Approaches for developing society</p> | <ul style="list-style-type: none"> <li>• Models of development, e.g. modernization and post-modernization theories (e.g. Rostow, Inglehart), dependency theories (e.g. Cardoso, Wallerstein), neoliberalism (e.g. Washington consensus), state capitalism (e.g. China, Russia) capability theories (e.g. Sen, Nussbaum)</li> <li>• Approaches for developing the economy, e.g. trade liberalization, export orientation, commodity-led growth, tourism, entrepreneurship, knowledge economy, circular economy (e.g. Ellen MacArthur Foundation), complementary currencies</li> <li>• Approaches for developing society, e.g. concern for citizenship skills and engagement, improving education and healthcare, changing roles of women, more ecological living, indigenous revitalization movements</li> </ul> |
| Debates surrounding development | <p>Globalization</p> <p>Development for whom?</p> <p>Sustainable development</p>                                   | <ul style="list-style-type: none"> <li>• Globalization, e.g. winners and losers</li> <li>• Development for whom? e.g. stakeholder approach</li> <li>• Sustainable development, e.g. present vs. future</li> </ul>   |

## Unit 4: Peace and Conflict

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 outcomes:

- The contested meanings of peace, conflict and violence
- Causes and parties to conflict
- Evolution of conflict
- Conflict resolution and post-conflict transformation

| <b>Theoretical foundations: theoretical foundations of Units 1-3 where helpful<br/>+ Pacifism</b> |   |  |
|---|---|--|
| <b>Learning outcome</b>   | <b>Prescribed content</b>   | <b>Possible examples</b>   |
| The contested meanings of peace, conflict and violence  | Different definitions of peace, conflict and violence, including positive peace and structural violence<br><br>Types of conflict<br><br>Justifications of violence, including Just War Theory | <ul style="list-style-type: none"> <li>• Different definitions of                             <ul style="list-style-type: none"> <li>○ Peace: e.g. negative peace, balance of power, feminist peace</li> <li>○ Conflict: e.g. intra-state war, work place conflict</li> <li>○ Violence: e.g. direct violence, cultural violence</li> </ul> </li> <li>• Types of conflict, e.g.                             <ul style="list-style-type: none"> <li>○ Territorial conflict (e.g. Falkland Islands, Western Sahara)</li> <li>○ Interest-based conflict (e.g. weapon sales, positive discrimination on the factory floor)</li> <li>○ Ideological conflict (e.g. free market versus state-led economy)</li> <li>○ Identity conflict (e.g. indigenous population in Bolivia)</li> </ul> </li> <li>• Justifications of violence, e.g. humanitarian intervention, self-defence, religiously or culturally condoned violence</li> </ul> |
| Causes and parties to conflict  | Causes of conflict<br><br>Parties to conflict   | <ul style="list-style-type: none"> <li>• Causes of conflict, e.g. greed vs. grievance (e.g. Colombia, Sierra Leone), territorial control, interest, ideology, religion, identity, miscommunication</li> <li>• Parties to conflict, e.g. states, intra-state groups, protest groups, individuals</li> </ul>   |
| Evolution of conflict   | Manifestations of conflict, including non-violence<br><br>Conflict dynamics   | <ul style="list-style-type: none"> <li>• Manifestations of conflict, e.g. demonstrations, civil disobedience, violent protests, guerrilla warfare, terrorism, genocide, civil war, inter-state war</li> <li>• Conflict dynamics, e.g. Galtung's conflict triangle,</li> </ul>  |

|  |   |   |
|--|---|---|
|  | Third-party involvement in conflict, including humanitarian intervention  | <p>Positions-Interests-Needs, conflict cycles</p> <ul style="list-style-type: none"> <li>• Third-party involvement, e.g. weapon embargoes, NATO involvement, UN peacekeeping, election observers</li> </ul>   |
| Conflict resolution and post-conflict transformation | <p>Peacemaking, including negotiations and treaties</p> <p>Peacebuilding, including reconciliation and work of justice institutions</p> | <ul style="list-style-type: none"> <li>• Peacemaking, e.g. ceasefires, truces, arbitration, mediation, peace treaties</li> <li>• Peacebuilding, e.g. truth and reconciliation commissions (e.g. Sierra Leone), courts (e.g. Cambodia, International Criminal Court), forgiveness</li> </ul> |

## HL Extension: Global Political Challenges

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

- The environment and sustainability
- Poverty
- Health and disease
- Culture and identity
- Migration
- International security

For each of the two topics chosen students must undertake a detailed case study. These case studies provide an opportunity for students to conduct an in-depth analysis of complex issues in real life situations. This approach also familiarises students with the case study as an important research method in the social sciences.

Teachers may choose different approaches to how they introduce the global political challenges. One model is to do brief introductions to all six topics and then let students choose from which two topics they will select their case studies. Another model is to spend more time with one of the six topics as a group and then let students choose case studies from within another topic / the other topics.

Whatever the introductory approach chosen, teachers need to make sure that in the course of HL classes, students gain a good understanding of the task and appropriate research techniques as well as receive ample opportunities for improving their presentation skills. At the same time, teachers need to bear in mind that one of the purposes of the HL extension is to allow students time to study real life situations of their own choice in depth.

### Selecting an appropriate 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 study is intended to allow students to explore issues which they find particularly interesting or particularly revealing. It may be that the student wishes to explore a local case, or a case which is of particular personal interest.

The case study selected should be 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 the case they suggest to investigate is an instance of the global political challenge, and explore these linkages carefully before choosing their case. Similarly, they should think about how they can bring the knowledge and understanding they have gained from studying the core units to bear on the case. The case study selected should also be focused and specific. For example:

- Rather than a broad topic such as “water supply”, an appropriate case study would be “the 2011 drought and the Yangtze river in China”.
- Rather than a broad topic such as “terrorism”, an appropriate case study would be “the 2002 Bali bombings”.

Students' work on the HL extension is assessed based on an oral analysis of the two case studies. A 10 minute presentation is prepared on each case study. For each case study, students need to undertake research and prepare a 10 minute oral presentation which is recorded. More information on the assessment of the presentation is given on pages 41-43 of this guide.

### **Researching the case study**

For each of the two cases chosen, three key areas need to be researched: data and background, impact and responses. Additionally, students should reflect on connections between the case and their study of the core units, the wider political context of the case and different perspectives on it.

#### **1. Data and background**

- Definitions of key terms
- Who are the main actors / stakeholders?
- What is happening?
- What are the indicators of this case being an instance of a global political challenge?
- What data exists, how valid is the data analysed and to what extent is this data contested?

#### **2. Impact of the case**

- What is the political impact at various levels?
- What is the social and economic impact at various levels?
- What are the consequences?

#### **3. Responses to the case**

- Responses at a local level (where applicable)
- Responses at a national level (where applicable)
- Responses at a regional level (where applicable)
- Responses at an international level (where applicable)
- Responses at a global level (where applicable)

#### **4. Reflection**

- How can I use the theory and examples I have learned in the core units to analyse this case?
- In what ways is this case an instance of a global political challenge?
- What is the particular significance of this case?
- Alternative interpretations or points of view

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



A cover sheet must be submitted together with the recording of the presentation. The cover sheet includes a brief summary of the presentation and a bibliography. All sources used in preparation of the presentation must be included in the bibliography and students are encouraged to make explicit reference to their sources at relevant points of their presentation.

The teacher should approve the 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 assessment criteria. It is highly advisable that every student is supplied with a copy of the assessment criteria. Teacher help is particularly valuable at this early stage, when students identify the ways in which the case they suggest to investigate is an instance of a global political challenge and how it ties to 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 the students' work.

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

After they have completed sufficient research into the case, 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 on a video, is prepared.

The structure and format of the presentation are not prescribed. Students should plan carefully and creatively how they will best engage their audience, whether that be their class mates or the examiner. However, 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. This includes establishing clear links to the core units and reflecting on the wider implications of the case.

Students may use limited notes/ prompt cards when delivering their presentation, but the content must not be written out in full and simply read aloud. Teachers may provide feedback on one draft of the presentation, but each presentation may only be performed once.

## Topic 1: The environment and sustainability

This topic provides an opportunity to explore the global political challenge presented by the environment and sustainability, through a case studies approach.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of the environment and sustainability. Many environmental issues transcend national boundaries; the activities of one country can have direct impact on multiple countries. Because of this many responses to the political challenges presented by the environment involve and require international political cooperation and action. The use of natural resources is also an important aspect of discussions concerning development and economic growth, and discussions over whether sustainable development is possible. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

### Learning outcomes:

- how and why the environment presents a global political challenge
- how the political challenge raised by the environment links to the four core units of the course
- a specific detailed case study related to this topic.

### Suggested case studies

Students must undertake a detailed case study relating to the global political challenge presented by the environment and sustainability. The case studies below are **suggestions** only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- Arctic melt: Greenland's melting ice sheet
- Biodiversity: the debate on biodiversity at the 1992 Earth Summit (Rio de Janeiro)
- Water supply: the 2011 drought and the Yangtze river in China
- Water supply: the Everglades Comprehensive Restoration Plan
- Deforestation: deforestation in the Gadchiroli District of India
- Energy security: the Russia-Ukraine gas dispute of 2005-2006
- Carbon offsetting: the carbon offsetting policy of a particular airline

## Topic 2: Poverty

This topic provides an opportunity to explore the global political challenge presented by poverty, through a case studies approach.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of poverty; for example, the impact of globalization on global poverty, or cooperation between global actors in initiatives to address poverty. There are particularly strong links to the unit on development, with its emphasis on the concept of inequality. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

### Learning outcomes:

- how and why poverty presents a global political challenge
- how the political challenge raised by poverty links to the four core units of the course
- a specific detailed case study related to this topic.

### Suggested case studies

Students must undertake a detailed case study relating to the global political challenge presented by poverty. The case studies below are **suggestions** only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- Children working in the Smokey Mountain rubbish dump in Manila
- Poverty in refugee camps in Rwanda
- The *Make Poverty History* white band campaign
- Post-conflict poverty in Kosovo
- “Relative poverty” in the United Kingdom
- Rural poverty in Haiti

### **Topic 3: Health and disease**

This topic provides an opportunity to explore the global political challenge presented by health and disease.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of health and disease; for example, the function and impact of global actors such as the World Health Organisation. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

#### **Learning outcomes:**

- how and why health and disease presents a global political challenge
- how the political challenge raised by health and disease links to the four core units of the course
- a specific detailed case study related to this topic.

#### **Suggested case studies**

Students must undertake a detailed case study relating to the global political challenge presented by health and disease. The case studies below are **suggestions** only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- China's response to the SARS outbreak
- The World Health Organisation "Stop TB Strategy" (2006)
- Tobacco packaging warning messages in the United Kingdom
- The avian flu outbreak in Thailand in 2004
- The South African response to the AIDS crisis
- Drug addiction and access to health care in the United States
- Leprosy in Nepal

## **Topic 4: Culture and identity**

This topic provides an opportunity to explore the global political challenge presented by culture and identity.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of culture and identity. For example, since 9/11 there has been increased attention on the important role of cultural and religious identity in global politics. The media coverage of the International Criminal Tribunal for the Former Yugoslavia has also focused attention on genocide and ethnic violence. There are also particularly strong links between this topic and the unit on human rights. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

### **Learning outcomes:**

- how and why culture and identity presents a global political challenge
- how the political challenge raised by culture and identity links to the four core units of the course
- a specific detailed case study related to this topic.

### **Suggested case studies**

Students must undertake two detailed case study relating to the global political challenge presented by health and disease. The case studies below are suggestions only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- Gendered violence in anti-Muslim riots in Gujarat in 2002
- Violence between protestors and gay pride march participants in Belgrade in 2010
- Ethnic violence in Bosnia and Herzegovina (1992-1995)
- Ethnicity and genocide in Rwanda in 1994
- Hamas' seizure of power in the Gaza strip in 2007
- The Zapatista Rebellion and the quest for autonomy in Chiapas, Mexico

## **Topic 5: Migration**

This topic provides an opportunity to explore the global political challenge presented by migration.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of migration. For example, immigration is a controversial and topical issue in many countries. Migration is also closely linked to the concept of globalization, as borders between nations are increasingly reduced. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

### **Learning outcomes:**

- how and why migration presents a global political challenge
- how the political challenge raised by migration links to the four core units of the course
- a specific detailed case study related to this topic.

### **Suggested case studies**

Students must undertake a detailed case study relating to the global political challenge presented by migration. The case studies below are suggestions only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- The US/ Mexico border fence
- Forced relocation and ancestral land conflict between the government and Bushmen in Botswana
- Forced migration caused by the building of dams in the Mexico Hydroelectric project in the 1990s
- European Union migration policies: The Hague Programme (2004)
- Migration into Palestine
- Sexual exploitation of illegal immigrants in the UK

## Topic 6: International security

This topic provides an opportunity to explore the global political challenge presented international security.

Many of the issues, concepts and approaches encountered in the four core units of this course are also central to discussions of international security. For example, discussions of sovereignty, military power, wars between states and the activities of non-state actors all have clear links to international security. Teachers should therefore introduce this topic by exploring some initial links between this topic and the four core units of the course.

### Learning outcomes:

- how and why international security presents a global political challenge
- how the political challenge raised by international security links to the four core units of the course
- a specific detailed case study related to this topic.

### Suggested case studies

Students must undertake a detailed case study relating to the global political challenge presented by international security. The case studies below are suggestions only, and these can be used or substituted for others according to specific interests and needs of the teacher and students.

- The 2002 Bali bombings
- US foreign policy following 9/11
- Cyber conflict: political “hactivism” by *G Force*
- Counter terrorism legislation and civil liberties in the UK since 2001
- NATO and *Operation Ocean Shield*
- The UN Security Council and the Rwandan Genocide

# 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 assessment 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 IB *Programme standards and practices* document.

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*.

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 (<http://store.ibo.org>).

## 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.

## 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* 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* 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* and the *Handbook of procedures for the Diploma Programme* provide details on access consideration.

## Responsibilities of the school

The school is required to 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*.

## First examinations 2015

| Assessment component  | Weighting   |
|---|---|
| <p><b>External assessment</b></p> <p><b>Paper one (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 two (1 h 45 min)</b></p> <p>Extended response paper based on the four core units.</p> <p>Students must write two 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>Students undertake an engagement activity and then produce a 2000 word report analysing the political issue explored in that activity. (20 marks)</p>  | <p><b>25%</b></p>                                     |

## First examinations 2015

| Assessment component  | Weighting   |
|---|---|
| <p><b>External assessment</b></p> <p><b>Paper one (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 two (2 h 45 min)</b></p> <p>Extended response paper based on the four core units.</p> <p>Students must write three essays from a choice of eight, each selected from a different core unit.</p> <p>(75 marks)</p> <p><b>HL extension</b></p> <p>Oral component.</p> <p>Externally assessed 20 minute oral presentation of an analysis of two case studies from two different HL extension topics.</p> <p>(40 marks)</p> | <p><b>80%</b></p> <p><b>20%</b></p> <p><b>40%</b></p> <p><b>20%</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>Students undertake an engagement activity and then produce a 2000 word report analysing the political issue explored in that activity. (20 marks)</p>  | <p><b>20%</b></p>   |

## External assessment

Three methods are used to assess students:

- Detailed markschemes specific to each examination paper
- Markbands
- Assessment criteria

The markbands and assessment criteria are published in this guide.

For paper 1, there are markschemes and markbands.

For paper 2, there are markschemes and markbands

For the HL extension task, there are assessment criteria.

The assessment criteria and 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

#### Classification of command terms

Command terms are used in examination questions to indicate depth of treatment. They are classified below according to the assessment objectives of:

- AO1: demonstrate knowledge and understanding of specified content
- AO2: demonstrate application and analysis of knowledge and understanding
- AO3: demonstrate synthesis and evaluation
- AO4: selection, use and application of a variety of appropriate skills and techniques

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

Teachers and students must be familiar with these terms in order to understand the depth of treatment required in teaching and 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 forth. 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 within each classification are listed in alphabetical order in the following table. In global politics, selection, use and application of appropriate skills and techniques is demonstrated as integrated part of students' answers and hence AO4 command terms are not used in exam questions.

Definitions of these command terms are listed in "Glossary of command terms" as an appendix to this guide.

| Assessment objective   | Key command term   | Depth   |
|--|--|---|
| AO1: knowledge and understanding of specified content        | Define<br>Describe<br>Identify<br>Outline  | These terms require students to learn and comprehend the meaning of information.  |
| AO2: application and analysis of knowledge and understanding | Analyse<br>Distinguish<br>Explain<br>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<br>Compare and contrast<br>Contrast<br>Discuss<br>Evaluate<br>Examine<br>Justify<br>To what extent | These terms require students to rearrange component ideas into a new whole and make judgements based on evidence or a set of criteria.                        |

## External assessment details—SL

### Paper one

**Duration:** 1 h 15 min

**Weighting:** 30%

This paper is a stimulus-based paper on a topic taken from one of the four core units. Four stimuli will be 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 will be set on both SL and HL.

The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme and for question 4, markbands are additionally used. The questions in this paper assess the following objectives:

| Question   | Assessment objective   |
|--|--|
| The first question will test understanding of a source | AO1. Knowledge and understanding:<br>- demonstrate understanding of relevant source material |

|   |   |
|---|---|
| The second question will test application of contextual knowledge to a source | AO2. Application and analysis:<br>- analyse relevant material and provide supporting examples   |
| The third question will test comparison and/or contrasting of sources         | AO3. Synthesis and evaluation:<br>- compare and/or contrast and evaluate source material<br><br>AO4. Select, use and apply a variety of appropriate skills and techniques:<br>- organize material into a clear, logical, coherent and relevant response   |
| The fourth question will test evaluation of sources and contextual knowledge  | AO3. Synthesis and evaluation:<br>- compare and/or contrast and evaluate source material<br>- synthesise and evaluate evidence from both sources and background knowledge of key issues and concepts in global politics<br><br>AO4. Select, use and apply a variety of appropriate skills and techniques<br>- organize material into a clear, logical, coherent and relevant response |

#### Markbands for the fourth question

| Marks | Level descriptor  |
|-------|---|
| 0     | <ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>  |
| 1-2   | <ul style="list-style-type: none"> <li>There is little relevant knowledge and a very limited awareness of the demands of the question.</li> <li>There is little or no attempt to synthesise own knowledge and source material.</li> <li>Responses at this level are often largely descriptive and contain unsupported generalizations.</li> </ul>                                   |
| 3-4   | <ul style="list-style-type: none"> <li>There is limited awareness of the demands of the question or the question is only partially addressed.</li> <li>There is some knowledge demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li> <li>Responses at this level are often more descriptive than evaluative.</li> </ul> |
| 5-6   | <ul style="list-style-type: none"> <li>Answers show some awareness 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> </ul>   |

|      |  |
|------|--|
|      | <ul style="list-style-type: none"> <li>Counterclaims are implicitly identified but are not explored.</li> </ul>  |
| 7-8  | <ul style="list-style-type: none"> <li>Answers are focused and show good awareness of the demands of the question.</li> <li>Relevant and accurate knowledge is demonstrated, there is some synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>The response contains claims and counter claims.</li> </ul>   |
| 9-10 | <ul style="list-style-type: none"> <li>Answers are clearly focused and show a high degree of awareness of the demands of the question.</li> <li>Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>The response contains clear evaluation, with well balanced claims and counter claims.</li> </ul> |

## Paper two

**Duration:** 1 h 45 min

**Weighting:** 45%

This paper is an essay paper, with two questions set on each of the four core units. Conceptual understanding and ability to work with the key concepts of the course is important in paper 2. Marks are awarded for demonstrating understanding of relevant political concepts, making reference to specific relevant examples, justifying points and exploring and evaluating counter-arguments.

Students must answer **two** extended response questions, each selected from a different core unit. The same paper will be set on both SL and HL, but HL students are required to answer an additional question (see page 41 of this subject guide).

The maximum mark for this paper is 50. The paper is marked using generic markbands and a paper-specific markscheme. The questions in this paper assess objectives AO1-AO4.

### Markbands for paper two

| 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 fundamental political concepts and approaches.</li> </ul> |

|       |  |
|-------|--|
|       | <ul style="list-style-type: none"> <li>• There is limited justification of main points.</li> <li>• Counterclaims 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 fundamental political concepts and approaches.</li> <li>• Many of the main points are justified and arguments are largely coherent.</li> <li>• Some counterclaims 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 fundamental political concepts and approaches.</li> <li>• All or nearly all of the main points are justified and arguments are coherent.</li> <li>• Counterclaims 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 fundamental political concepts and approaches.</li> <li>• All of the main points are justified. Arguments are clear, coherent and compelling.</li> <li>• Counterclaims are explored and evaluated.</li> </ul>                                 |



# External assessment details—HL

## Paper one

Duration: 1 h 15 min

Weighting: 20%

This paper is a stimulus-based paper on a topic taken from one of the four core units. Four stimuli will be 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 will be set on both SL and HL.

The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme and for question 4, markbands are additionally used. The questions in this paper assess the following objectives:

| Question  | Assessment objective  |
|---|---|
| The first question will test understanding of a source                        | AO1. Demonstrate knowledge and understanding<br>- demonstrate understanding of relevant source material   |
| The second question will test application of contextual knowledge to a source | AO2. Demonstrate application and analysis<br>- analyse relevant material and provide supporting examples  |
| The third question will test comparison and/or contrasting of sources         | AO3. Demonstrate synthesis and evaluation<br>- compare and/or contrast and evaluate source material<br><br>AO4. Select, use and apply a variety of appropriate skills and techniques<br>-organize material into a clear, logical, coherent and relevant response  |
| The fourth question will test evaluation of sources and contextual knowledge  | AO3. Synthesis and evaluation<br>-compare and/or contrast and evaluate source material<br>-synthesise and evaluate evidence from both sources and background knowledge of key issues and concepts in global politics<br><br>AO4. Select, use and apply a variety of appropriate skills and techniques<br>-organize material into a clear, logical, coherent and relevant response |

### Markbands for the fourth question

| Marks | Level descriptor   |
|-------|--|
| 0     | <ul style="list-style-type: none"><li>The work does not reach a standard described by the descriptors below.</li></ul>   |
| 1-2   | <ul style="list-style-type: none"><li>There is little relevant knowledge and a very limited awareness of the demands of the question.</li><li>There is little or no attempt to synthesise own knowledge and source material.</li><li>Responses at this level are often largely descriptive and contain unsupported generalizations.</li></ul>  |
| 3-4   | <ul style="list-style-type: none"><li>There is limited awareness of the demands of the question or the question is only partially addressed.</li><li>There is some knowledge demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li><li>Responses at this level are often more descriptive than evaluative.</li></ul>                              |
| 5-6   | <ul style="list-style-type: none"><li>Answers show some awareness 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 are implicitly identified but are not explored.</li></ul>   |
| 7-8   | <ul style="list-style-type: none"><li>Answers are focused and show good awareness of the demands of the question.</li><li>Relevant and accurate knowledge is demonstrated, there is some synthesis of own knowledge and source material, and appropriate examples are used.</li><li>The response contains claims and counter claims.</li></ul>   |
| 9-10  | <ul style="list-style-type: none"><li>Answers are clearly focused and show a high degree of awareness of the demands of the question.</li><li>Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, and appropriate examples are used.</li><li>The response contains clear evaluation, with well balanced claims and counter claims.</li></ul> |

### Paper two

**Duration:** 2 h 45 min

**Weighting:** 40%

This paper is an essay paper, with two questions set on each of the four core units. Conceptual understanding and ability to work with the key concepts of the course is important in paper 2. Marks are awarded for demonstrating understanding of relevant political concepts, making reference to specific relevant examples, justifying points and exploring and evaluating counter-arguments.

Students must answer **three** extended response questions, each selected from a different core unit. The same paper will be set on both SL and HL, but SL students are required to answer one fewer question (see page 37 of this subject guide).

The maximum mark for this paper is 50. The paper is marked using generic markbands and a paper-specific markscheme. The questions in this paper assess objectives AO1-AO4.

### Markbands for paper two

| 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 fundamental political concepts and approaches.</li> <li>• There is limited justification of main points.</li> <li>• Counterclaims 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 fundamental political concepts and approaches.</li> <li>• Many of the main points are justified and arguments are largely coherent.</li> <li>• Some counterclaims 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 fundamental political concepts and approaches.</li> <li>• All or nearly all of the main points are justified and arguments are coherent.</li> <li>• Counterclaims 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 fundamental political</li> </ul>  |

|  |  |
|--|--|
|  | <p>concepts and approaches.</p> <ul style="list-style-type: none"> <li>• All of the main points are justified. Arguments are clear, coherent and compelling.</li> <li>• Counterclaims are explored and evaluated.</li> </ul> |
|--|--|

## HL extension task

Weighting: 20%

### Oral analysis of two case studies

Students are required to present an oral analysis of **two** case studies. The two case studies will be awarded a separate mark, so this may be completed as one 20 minute presentation or as two 10 minute presentations. A video recording of the presentation(s), together with a cover sheet, is submitted to the IB electronically and is externally marked. The maximum mark for each case study is 20 marks, and so the maximum mark for this component is 40 marks. One case study should be explored for **each** of the two HL extension topics selected.

*Please note:*

- The two case studies may **not** be from the same HL extension topic.
- Students may use limited notes/ prompt cards when delivering their presentation, but the content must not be written out in full and simply read aloud
- Teachers may provide feedback comments on one draft of the presentation, but the presentation may only be performed once

### Assessment criteria—HL extension task

#### a) Knowledge and understanding of the case study (5 marks)

- Does the presentation demonstrate comprehensive knowledge and in-depth understanding of the case study?
- Is the factual information accurate and relevant?
- Are key terms defined accurately and purposefully, given the main messages the student wants to convey with his or her presentation?
- Are main actors / stakeholders and events identified clearly and purposefully, given the main messages the student wants to convey with his or her presentation?

| Marks | Level descriptor  |
|-------|---|
| 0     | The work does not reach a standard described by the descriptors below.  |
| 1     | The student demonstrates little relevant knowledge of the case study. The factual information contains mistakes. There is little attempt to define key terms and to identify the main actors / stakeholders and events. |

|   |  |
|---|--|
| 2 | The student demonstrates some relevant knowledge of the case study but his or her understanding of the case is superficial. The factual information lacks accuracy. There is some attempt to define key terms and to identify the main actors / stakeholders and events, but accuracy and clarity are lacking. |
| 3 | The student demonstrates knowledge and understanding of the case study. The factual information is mostly accurate and relevant. Most key terms are adequately defined and most of the main actors / stakeholders and events are adequately identified.  |
| 4 | The student demonstrates good knowledge and understanding of the case study. The factual information is accurate and relevant. Key terms are accurately defined and the main actors / stakeholders and events are clearly identified.  |
| 5 | The student demonstrates comprehensive and in-depth knowledge and understanding of the case study. The factual information is accurate and relevant. Key terms are accurately and purposefully defined and the main actors / stakeholders and events are clearly and purposefully identified.                  |

**b) Application and analysis (6 marks)**

- To what extent does the student analyse the impact of and responses to the case study?
- To what extent does the student apply his or her knowledge of key concepts, theories and ideas from the core units to their analysis of the case study?
- To what extent does the student explain his or her points?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1-2   | Some impact of and responses to the case are identified, but in a descriptive fashion. References to key concepts, theories and ideas from the core units are few or irrelevant. There is limited explanation of points.                           |
| 3-4   | Some impact of and responses to the case are analysed, but an analytical approach is not sustained throughout the presentation. Some key concepts, theories and ideas from the core units are included in the analysis. Most points are explained. |
| 5-6   | The student provides an effective analysis of the case in terms of its impact and responses to it. The analysis makes purposeful use of key concepts, theories and ideas from the core units. Points are well-explained.                           |

**c) Synthesis and evaluation (6 marks)**

- To what extent does the student consider the case study as part of a global political challenge and reflect on its wider implications?
- To what extent does the student evaluate different perspectives in his or her presentation?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1-2   | The student treats the case study in isolation from a wider global political challenge. There is limited acknowledgement of different perspectives. Conclusions are missing or unclear.  |
| 3-4   | The student makes some links from the specific case study to a wider global political challenge. Different perspectives are included in the discussion. Some conclusions are drawn.  |
| 5-6   | The student demonstrates how the case study is part of a global political challenge, illustrating effectively the significance of the case. Different perspectives are explored and evaluated purposefully, and the student comes to reasoned conclusions. |

**d) Structure and clarity (3 marks)**

- Is the presentation well organised and coherent?
- Is there an effective structure to the presentation?
- Is the presentation clear and focused?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1     | The presentation is poorly organised and lacks coherence. There is some limited structure to the presentation. The presentation lacks clarity and focus.   |
| 2     | The presentation is generally organised and coherent, but there may be some repetition or a lack of clarity in places. There is an adequate structure to the presentation, and it is generally well focused. |
| 3     | The presentation is very well organised and coherent. There is a purposeful and effective structure to the presentation. The presentation is very clear and well focused.                                    |

### 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 should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught. The internal assessment requirements for the global politics course at SL and at HL are the same.

### Guidance and authenticity

The report submitted for internal assessment 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 component 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 global politics course ethical guidelines
- the assessment criteria: students must understand that the work submitted for assessment must address these criteria 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. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

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.

As part of the learning process, teachers can give advice to students on a first draft of the internally assessed work. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one.

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 malpractice. Each student must sign the coversheet for internal assessment to 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 to a teacher (or the coordinator) for internal assessment, together with the signed coversheet, it cannot be retracted.

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 proposal
- the first draft of the written work
- the references cited
- the style of writing compared with work known to be that of the student.

The requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

## Group work

Group engagement activities may be undertaken by students. However each student **must** individually write up his or her own individual report.

## Time allocation

Internal assessment is an integral part of the global politics course, contributing 25% to the final assessment in the SL course and 20% to the final assessment in the HL course. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work, as well as the total time allocated to carry out the work. It is recommended that a total of approximately 20 hours (SL and HL) should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- time for the teacher to explain to students the global politics course ethical guidelines
- class time for students to work on the internal assessment component
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

## Ethical guidelines for internal assessment

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.

- Any data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Any activity that involves unjustified 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 which creates anxiety, stress, pain or discomfort for participants must not be permitted.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- 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 internal assessment component.

## Using assessment criteria for internal assessment

For internal assessment, 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 internally assessed work 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. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- 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.

## Internal assessment details—SL and HL

### Engagement activity

**Duration:** 20 hours

**Weighting:** 25% SL / 20% HL

#### Introduction

The global politics internal assessment task is designed to encourage students to actively engage with political issues and ideas. It provides an opportunity to explore the central unifying theme of the course – “people, power and politics” – in practice and outside of the classroom through, for example, examining the local manifestations of a global issue, engaging with a primary source, or experiencing the dynamics of political decision-making. Although the emphasis of the task is on active engagement rather than primarily on research, it is expected that students will 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 engagement activity. In brief, the task aims at active and reflective engagement.

#### Requirements

Students are required to undertake an engagement activity, and then to produce a written report, in which they explain what they learned through the activity and analyse and evaluate the political issue they explored. Although the report is the assessed component of the internal assessment task, students’ planning, actions and discussion are interconnected. The following requirements of the report, reflected in assessment criteria on pages 53-54 of this guide, are therefore important to bear in mind from the start of the internal assessment process.

In their reports, students must identify a political issue they wish to explore through the engagement activity and explain their reasons why they want to get involved with this specific activity and issue. If the activity is large and multi-faceted – perhaps consisting of several tasks or with students having several roles in the course of the activity – they need to focus their report on an aspect of the activity that is most relevant for their treatment of the political issue.

In their reports, students also need to establish links between the political issue and the core units of the course, making use of the key concepts, theories and ideas treated in these units, as well as explore the wider political context of the issue through research.

Higher level students may also tie their engagement activity to a global political challenge / topic (e.g. Migration) an aspect of which they have examined in their HL case studies, but must not study the same political issue (e.g. land conflict between the government and Bushmen in Botswana) for both assessment components.

In the course of their global politics studies, students may be involved with several activities that could qualify as engagement activities, and then choose the most interesting and suitable activity to 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.

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

The report on the engagement activity must not exceed 2,000 words. Work which falls significantly below 2,000 words is unlikely to fully meet the stated requirements of the task, and is likely to receive low marks.

### **Guidance**

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

The teacher should approve the students' engagement activity 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.

The teacher should also guide students in the relevance and sufficiency of their research (see section "Research" below).

Throughout the internal assessment process, students and the teacher should engage in dialogue supportive of the students' work. The teacher may comment on students' plans and first draft of the report as part of the learning process.

### **Examples of engagement activities and political issues**

The following are some examples of appropriate engagement activities and political issues. Teachers and students are free to choose their own topics and the ones listed here should only serve as examples.

- Conducting an interview with a representative of a local NGO on strategies they use and challenges they face in uncovering and remedying human rights violations in city A
- Conducting an interview with a local politician on distribution of political power between central, regional and local government, as well as non-elected actors, in community B
- Examining the arguments different international, national and local stakeholders put forward for logging or not logging tropical rainforests in country C through participation in Model United Nations
- Participating in a political simulation game in order to explore decision-making strategies and techniques players use to compete for and distribute scarce resources
- Doing an internship with a think-tank which devises new measures of economic development in order to investigate the political challenges involved in moving from economic growth to alternative measures of development in country D

- Participating in a mock Truth and Reconciliation Commission for country E in order to examine the obstacles to reconciliation in a situation of history of ethnic violence
- Conducting an investigation into the food miles of products in a local store and studying which political actors could affect what parts of the food supply chain and how for reduced environmental impact

## Research

Students' research is driven by the nature of their engagement activity and the political issue they are concentrating on. Both primary and secondary material can be relevant to provide a wider context for the discussion students present in their report. Textbooks, newspaper and magazine articles, journal articles, and carefully selected websites, images and audio/video material are all possible secondary sources. Photos, transcripts of audio/video material, responses to questionnaires, and transcripts of interviews / focus groups discussions are examples of primary sources students may produce and use.

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 recognised 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 internal assessment is on active engagement rather than the type of extensive research students conduct for, say, their Extended Essay. The role of the research is to enhance students' understanding of the political issue raised by the engagement activity and help them answer questions that emerge as a result of their planning, actions and discussion.

## Word count

The report on the engagement activity must not exceed 2,000 words. 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 commentary)
- references (which, if used, must be in the footnotes/endnotes)
- bibliography
- appendices.

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. 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.

### Links to CAS

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 activity can be both inspired and informed by components of academic subjects, CAS activity must still be distinct from activities undertaken as part of DP assessment requirements.

Where an activity is very large and multi-faceted it may be that there is one element which could constitute an appropriate engagement activity 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 simulation could count one particular element, such as researching and participating in a debate on cluster bombs, as their global politics engagement activity, and count other elements of their participation in the MUN for CAS. But they could not count the same element for both global politics and CAS.

## Internal assessment criteria – SL and HL

### Report on engagement activity

#### a) Identification of issue and justification (4 marks)

- Is the political issue explored through the engagement activity clearly identified?
- Does the response contain a clear explanation of why the student chose this particular engagement activity and political issue?
- Is there a clear justification of how the activity and the political issue link to the course content and the wider context of global politics?

| 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 activity is implied but not explicitly identified. There is some limited explanation of why the student chose this engagement activity. There is some limited explanation of how the activity links to the course content and the wider context of global politics.                                       |
| 3-4   | The political issue explored through the engagement activity is clearly and explicitly identified. There is a clear explanation of why the student chose this engagement activity and political issue. There is a clear justification of how the activity and the political issue link to the course content and the wider context of global politics. |

#### b) Explanation of engagement activity (4 marks)

- Does the response contain a clear and relevant description of the engagement activity?
- Is there a clear explanation of the student's role in the activity and how the experience impacted upon him or her and his or her understanding of global politics?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1-2   | There is a basic description of the engagement activity. There is some limited explanation of the student's role in the activity and of lessons learned.   |
| 3-4   | There is a clear description of the engagement activity that focuses on aspects relevant for the examination of the political issue. There is a clear explanation of the student's role in the activity and how the experience impacted upon him or her and his or her understanding of global politics. |

**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 and the response contains clear critical analysis. All, or nearly all, of the main points are justified.                              |

**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 reflection on multiple perspectives on the political issue, where relevant?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below. |

|     |  |
|-----|--|
| 1-2 | There is a limited ability to establish 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 synthesised 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 reflection on multiple perspectives, where relevant. |

## Glossary

|                      |   |
|----------------------|---|
| Capitalism           | <p>The system of production, exchange, distribution and consumption that is now the dominant mode of production in the current world system. Capitalism operates on the assumption that the basis of production is the generation of profit and surplus value, which are needed for development, growth and the maintenance of the system.</p>  |
| Citizenship          | <p>Citizenship is the act of being a member of a given geographic level with the rights and duties that are defined by the governance of those geographies. A citizen of a state may have different rights and duties depending on where citizenship resides, and at what level these rights and duties are being recognized or analysed.</p>   |
| Civil Society        | <p>There is no one accepted definition of civil society, but it is usually used to refer to the uncoerced social relationships and organisations that feature in societies. It often includes organisations such as trade unions, non-government organisations and community groups.</p>  |
| Communism            | <p>A system of production that advocates the communal ownership of property and economic life. Although the term existed before the writings of Marx and Engels, their work popularized its use. Marx and Engels argued that communism could only exist in a world-wide system, and many theorists have argued that it is impossible for communism to exist within any one state. Arguments around Communism and Capitalism are one of the most dominant political discourses of recent time.</p> |
| Egalitarianism       | <p>Egalitarianism is an approach in political philosophy which is based on the concept of equality, and the idea that all people are seen to have the same intrinsic value.</p>   |
| External sovereignty | <p>Sovereignty is described as both external and internal. External or legal sovereignty is the recognition of sovereign status by other states and bodies. Sovereign states agree in principle to respect each others' sovereignty by not interfering in another state's internal affairs.</p>   |
| Governance           | <p>Governance as a general term describes how political actors are subject to rules and policies including those which arise from outside formal government. In global politics there are many actors who have a role alongside states. Some thinkers argue that actors in global politics are increasing subject to governance from many sources and that these additional rules and laws may decrease the power of the state.</p>   |
| Global governance    | <p>Global governance refers to the evolving system of formal and informal regulation which state and non-state actors may be subject to across the globe.</p>   |



|                      |  |
|----------------------|--|
| Global commons       | The global commons refers to the Earth's environmental resources, such as the oceans, forests, and air. Although they are often within the boundaries of nations, their existence is recognized as belonging to all and to none. The most recent debates around the global commons has been in the realm of climate change, which effects all citizens of the Earth but which no governing body or political entity claims responsibility or protection.   |
| Indigenism           | Indigenism is a political concept which emphasizes the relationship of native peoples to their homeland. It often signifies the struggles of native peoples in their claim for rights and autonomy from regulatory powers, and the contention over land rights and the products that are found on lands traditionally occupied by indigenous groups. In recent times, the struggles of indigenous peoples have often taken the world stage as examples of the rights of peoples to protect their communities and reproduce their ways of life. |
| Internal sovereignty | Sovereignty is described as both external and internal. Internal sovereignty refers to the state's internal political control, for example over taxation and defence. (See also external sovereignty)  |
| Liberalism           | Liberalism includes a variety of approaches which stress the importance of liberty and equality.   |
| National interest    | National interest is the name given to a country's goals. It is an important concept in politics as pursuit of the national interest in one of the key features of political realism.  |
| Political realism    | Political realism is an approach which prioritises national interest and security. On this view global politics is dominated by states acting in their own self-interest, and relations between states are heavily influenced by the amount of power that they have.   |
| Socialism            | Often used interchangeably with communism, socialism by definition means the absence of private property and the collective ownership of the means of production and the distribution of goods. Marx and Engels wrote that socialism was a transitional state between capitalism and communism, where the consciousness of collective governance was developed.  |

## Glossary of command terms

### Command terms with definitions

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.

|                      |  |
|----------------------|--|
| Analyse              | Break down in order to bring out the essential elements or structure.  |
| Apply                | Use an idea, equation, principle, theory or law in relation to a given problem or issue.   |
| Compare              | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.   |
| Compare and contrast | Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.   |
| Contrast             | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.  |
| Define               | Give the precise meaning of a word, phrase, concept or physical quantity.  |
| Describe             | Give a detailed account.   |
| Discuss              | 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. |
| Distinguish          | Make clear the differences between two or more concepts or items.  |
| Evaluate             | Make an appraisal by weighing up the strengths and limitations.  |
| Examine              | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.  |
| Explain              | Give a detailed account including reasons or causes.   |
| Identify             | Provide an answer from a number of possibilities.  |
| Justify              | Give valid reasons or evidence to support an answer or conclusion.   |

|                |  |
|----------------|--|
| Outline        | Give a brief account or summary.   |
| Suggest        | Propose a solution, hypothesis or other possible answer.   |
| To what extent | 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. |