

# A political issue

“Any question that deals with how **power** is distributed and operates within social organization and how **people** think about, and engage in, their communities and the wider world on matters that affect their lives.”

- Global politics guide

# Italy gets more EU aid to curb Mediterranean migration\*



\* BBC News, Oct 14, 2014



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# Background

- School based syllabuses in the area of politics:
  - World Politics and International Relations
  - Peace and Conflict Studies
  - Human Rights
  - Political Thought
- Rationale for the Global Politics course:
  - Build on the SBS courses
  - Study politics both at SL or HL
  - Expand reach of this subject area that is important and interesting for IB students across the globe
  - Spearhead international-mindedness

# Spearheading international-mindedness

- **Glocal understanding:** the capacity to think and act in informed ways about issues of global and local significance
- **Glocal sensitivity:** sensitivity to local phenomena and experiences as manifestations of broader developments
- **Glocal self:** a perception of self as a member of a local community, a culture, a nation and humanity, capable of making a positive contribution

# Course features

- Glocal understanding:
  - Introduces students to the **key actors, interactions, problems and solutions** of global politics
  - Explores fundamental political **concepts** in a range of **contexts**
- Glocal sensitivity and glocal self:
  - Allows students to develop an understanding of the **local, national, international and global** dimensions of politics
  - Allows students students to explore political issues affecting their **own lives**
  - Encourages **dialogue and debate** – listening and interpreting competing and contestable claims and refining own thoughts and beliefs

# Curriculum

- Four **core SL/HL units**:
  - Power, sovereignty and international relations
  - Human rights
  - Development
  - Peace and conflict
- Structure of the core units:
  - Theoretical foundations
  - Key concepts
  - Learning outcomes and prescribed content
  - *Possible examples*
- **Engagement activity**: an engagement on a political issue of personal interest, complemented with research
- **HL extension**: research and an oral presentation on political issues in two case studies, falling under global political challenges (environment; poverty; health; identity; borders; security)

# Pilot to mainstream in 2015

- Global Politics available as a pilot course:
  - 13 schools in 2012
  - 21 schools in 2013
  - 28 schools in 2014
- Pilot activities:
  - Test and develop the curriculum and assessment model
  - Build up expertise
- Good student uptake and great enthusiasm!
- Available for all DP schools from September 2015 onwards

# Pilot experiences

- A **good fit** with IB schools' philosophies and aspirations for active citizenship education
- Learning aimed at conceptual, big picture, enduring understandings **motivates** students
- Levels of analysis works: **interdependencies** of our world revealed
- **Student-centred**, building up media reading, research, presentation, discussion and debating skills
- Gives room for **innovative** learning methods, such as simulations and gaming
- Engaging and relevant assessments
- Great teacher and student **freedoms!**



# Pilot experiences

- **Much planning time** required of teachers for coherent, accumulative learning
- **Much reflection time** required of teachers for discovering learning methods that work
- Suits teachers and students who are comfortable with a curriculum and assessment with **less detailed prescription**
- Suits teachers who like to **ask students questions** without giving answers...
- Breadth of the course; team teaching?

# Pilot schools 2012

- Yew Chung International School of Beijing, China
- UWC Red Cross Nordic, Norway
- The Abbey School, UK
- North Broward High School, US
- International School of Basel, Switzerland
- International School of Panama, Panama
- Carroll Wood Day School, US
- United Nations International School New York, US
- British School of Washington, US
- Wellington College, UK
- Amman Baccalaureate School, Jordan
- Lincoln Community School, Ghana
- Midgardsskolan, Sweden

# Pilot schools 2013 and 2014

- Overseas Family School, Singapore
- Ruamrudee International School, Thailand
- UWC Mahindra, India
- Bermuda High School, Bermuda
- Atlantic College, UK
- Tecnológico de Monterrey, Mexico
- Helsingin Suomalainen Yhteiskoulu, Finland
- British International School of Jeddah, Saudi Arabia
- Oakham School, UK
- International School of the Stockholm region, Sweden
- The International School, Karachi, Pakistan
- AIS Egypt, Cairo, Egypt
- Aga Khan Academy, Kenya
- New School Georgia, Georgia
- Institut Le Rosey, Switzerland

# External assessment

- P1: Stimulus-based paper (1h 15 min):
  - An obligatory structured question with four sub-questions (a-d)
  - On one of the topics studied in the core units
- P2: Extended response paper (1h 45 min at SL, 2h 45 min at HL)
  - 2 essays (SL) / 3 essays (HL) from a choice of 8
  - 2 questions on each core unit: one anchored firmly in one unit; one cross-unit question
- P2 examples from M14:
  - Discuss the impact of NGOs, MNCs and international organizations on state *sovereignty*.
  - To what extent do the complex realities and relationships of *power* in global politics make *human rights* an unachievable ideal.

# Internal assessment

- SL+HL:
  - Engagement activity on a political issue of interest
  - Experiential learning through the engagement at the centre, but background research and ties to the course are expected: *reflective* engagement
  - Assessed on a 2,000 word report
- HL extension:
  - An oral analysis of selected political issues in two case studies falling under two global political challenges
  - Researched in depth
  - Assessed on 2 video recorded oral presentations (10 minutes each)

# Example of an engagement activity

- **Political issue:** How does the nature of democracy impact upon representation of women in politics?
- **Engagement:**
  - Attendance at the full meeting of a city council, followed by interviews with two of its female councilors
  - Campaigning with a city councilor in support of a female candidate running for the national parliament
  - Attendance at a conference to hear a speech by a female member of parliament opposed to quotas for women in politics
  - Participation in a group discussion with a female government minister

# Example of an engagement activity

- **Political issue:** How legitimate and effective are the strategies employed by NGOs in improving women's rights in country A compared to the legitimacy and effectiveness of an outside military intervention?
- **Engagement:**
  - Preparation and performance of street theatre on the theme of women's rights in country A for NGO B
  - Interviews with women from country A involved in NGO B's work

## Share with your neighbour:

- Potential of global politics
- Potential challenges



# Next steps

- Pilot curriculum, TSM and specimen papers available on the OCC global politics page
- Final documents released
  - Guide and specimen papers: February 2015
  - TSM: May 2014
- Subject specific seminars in the AEM region
  - Brussels: Feb 13-15, 2015
  - Dubai: Feb 20-22, 2015
- Online workshops: March 2015 ->
- Cat. 2 workshops: spring 2015 ->
- Indicate take-up in the autumn term of 2015 on IBIS

**Thank you!**

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