

# ANATOLIA COLLEGE IB PROGRAMME GLOBAL POLITICS HANDBOOK 2018-2020

## Contents

- I. Nature of the Subject
- II. Distinction between SL and HL
- III. Global Politics and the Core
- IV. Global Politics and International Mindedness
- V. Global Politics Aims
- VI. Assessment Objectives
- VII. Syllabus Outline
- VIII. Political Issues
- IX. Theoretical Foundations
- X. The Structure of the Examination and markbands
- XI. Workload

Welcome to IB Global Politics! This document provides you with an overview of the key components of the course. Much of this document comes directly from the IBO Guide to Global Politics.

## **I. NATURE OF THE SUBJECT**

### **Global politics**

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

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

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

## **II. Distinction between SL and HL**

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

In summary:

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

## **III. Global politics and the core**

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

### ***Global politics and theory of knowledge***

As with other areas of knowledge, there are a variety of ways of gaining knowledge in the social sciences. For example, experimentation and observation, inductive and deductive reasoning, data and evidence collection, and discussion can all be used to help to understand and explain patterns of human behaviour.

The study of global politics makes use of the social scientific methods of gaining knowledge described above. Political issues emerge and unfold in a variety of ways and contexts and tend to concern matters about which people may care deeply. Consequently, a critical study of such issues

requires students to examine and reason about the observable, but also to investigate what lies behind political deliberations and decisions. What are the motivations of the various actors? On which assumptions do these actors base their beliefs, policies and behaviours? How do the power dynamics of a situation influence motivations, assumptions and outcomes?

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

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

- How does knowledge in the social sciences differ from knowledge in other areas?
- How does knowledge in global politics differ from knowledge in some other social science disciplines, such as history, economics and geography?
- How do the often deeply held nature of political beliefs and biases affect the acquisition of knowledge in global politics?
- How is political science distinct from the practice of politics?
- What are the benefits and difficulties of examining political issues against the backdrop of a certain theoretical foundation or ideology?
- Why might the value of case studies as a method of acquiring knowledge be considered questionable?
- Can we have political beliefs or knowledge that are independent of our cultures?
- Why do some individuals believe that they know what is right for others?
- How do we decide between the opinions of experts when they disagree? Who are the experts in global politics?
- What is the role of communication and media in shaping people's perception of issues in global politics?

### *Global politics and creativity, activity, service*

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

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

### *Global politics and the extended essay*

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

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

As in their engagement activity and HL extension work, students examine political issues in their extended essays. While this examination is primarily based on experiential learning in the engagement activity and culminates in an oral analysis in the HL extension, the extended essay in global politics is a formal research essay. For example, students interested in a more theoretical approach to political issues will find the extended essay an excellent opportunity to examine the key concepts of global politics in a way that is more anchored in academic debates. Students with an interest in how quantitative data is used to underpin decision-making or shape perceptions in global politics can undertake comprehensive data analysis for their extended essay. The engagement activity and the HL extension can give students ideas and inspiration for their extended essays. However, students may **not** examine the same political issue for their extended essay as they have done for another assessment component.

#### **IV. Global politics and international-mindedness**

Developing students' awareness of multiple perspectives and approaches—including their own—is at the heart of the global politics course. The course encourages dialogue, discussion and debate. Nurturing students' capacity to listen to themselves and to others in order to understand divergent opinions is important not only for interpreting competing and contestable claims, but also for appreciating that political beliefs and positions are contextual and deeply held by individuals. By engaging in respectful and attentive dialogue, discussion and debate, it is hoped that students would progress towards forming their own, well-

informed provisional viewpoints. They would be better equipped to understand the hurdles of, and opportunities for, political progress in the real world, to build relationships with others and to resolve conflicts they may encounter in a peaceful way.

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

## **V. Global Politics aims**

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

1. understand key political concepts and contemporary political issues in a range of contexts
2. develop an understanding of the local, national, international and global dimensions of political activity
3. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.
- 5.

## **VI. Assessment objectives**

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

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics

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

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

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

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

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

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

- Produce well-structured written material that uses appropriate terminology

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

## **VII. Syllabus outline**

### **Core units: people, power and politics**

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

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

The four compulsory units are:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

## **Engagement activity**

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

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

### **HL extension: global political challenges**

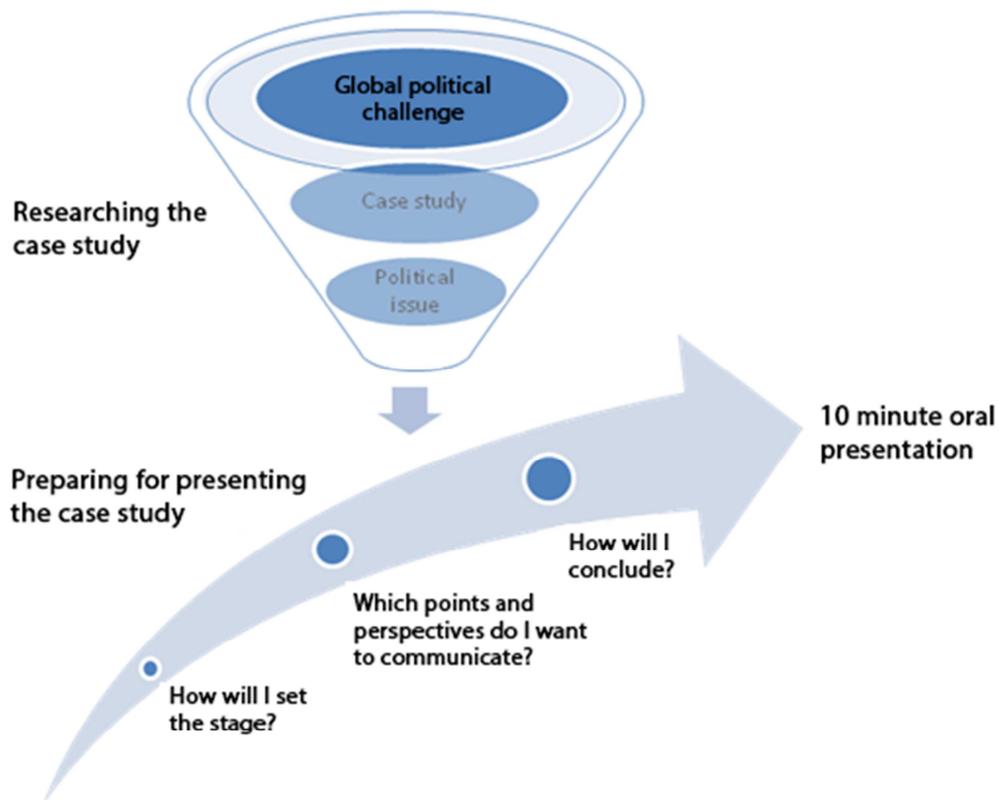
The HL extension gives students the opportunity to explore important global political challenges through a case studies

approach. HL students must study **two** of the following six topics.

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

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

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



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

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

selected for exploration should be focused and specific.

### **VIII. Political issues**

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

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

central unifying theme of the Diploma Programme global politics course is “people, power and politics”.

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

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

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

### **Prescribed content**

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

### ***Examples and case studies***

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

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

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

In the HL extension, students select two case studies through which they explore global political challenges. Case studies provide an opportunity for a much more in-depth study than the examples used throughout the rest of the course.

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

### *Preparing for presenting the case study*

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

The structure and format of the presentation are not prescribed. Therefore, students should plan carefully and creatively how they will best engage their audience. In planning their presentations, students should bear in mind that in addition to research skills, the HL extension aims to develop their skills to deliver a thought-provoking and informative presentation to

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

## **IX. Theoretical foundations**

The Diploma Programme global politics course draws on multiple disciplines in the social sciences. Many theories and analytical approaches have been put forward to further debates in these disciplines.

Consequently, the course is rich in potential theoretical foundations. Some examples of theoretical foundations that are likely to be helpful throughout the course are provided below; however, different or additional foundations may be relevant depending on the issue at stake.

While the key concepts help students understand interrelated big ideas behind specific political issues, theoretical foundations give students some alternative interpretations of these big ideas advocated by various camps of political debate across time and space. Theoretical foundations, perhaps more so than the key concepts (which aim to capture the essence of a particular aspect of political life) are contextual: they are a product of the circumstances in which, and purposes for which, they were developed, and they evolve. Consequently, only the very central elements of each suggested theoretical foundation are given below.

### **Theoretical      Explanation**

## **foundation**

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

## **Universalism**

In the context of global politics, the ethical theory of universalism puts forward the notion of a universal human nature that transcends traditional boundaries of identity. In a universalist view, universal values are therefore possible.

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

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

## **X. The structure of the examination and markbands**

### **External assessment details**

#### *Paper 1*

Duration: 1 hour 15 minutes at SL and HL

Weighting: 30% at SL; 20% at HL

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

The same paper is set at both SL and HL.

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

### **Paper One Questions**

The first question tests understanding of a source. This can be demonstrated, for example, by identifying the main political issue or viewpoint expressed in a particular written source or by describing the political information in a visual or table-based source.

The second question tests application of knowledge to the context of a source/sources. This can be demonstrated, for example, by explaining a term used in a source or by explaining the topic dealt with in the source. Students should primarily focus on the source/sources but should also draw on other supporting examples from their study of global politics, where relevant.

The third question tests comparison and/or contrasting of the ideas/views expressed in two of the sources. Students should focus on comparing and/or contrasting points in the sources but may make use of their wider study of global politics to provide context, if relevant. Students should organize the material into a clear, logical and coherent response. For the highest marks, a detailed running comparison/ contrast is expected.

The fourth question will test evaluation of sources and contextual knowledge. Students should synthesize and evaluate evidence from the sources and their study of the prescribed content and key concepts of the course. Students should organize the material into a clear, logical and coherent response.

### *Markbands for the fourth question*

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

explored.

- 9–10
- The response is clearly focused and shows a high degree of understanding of the demands of the question.
  - Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, with appropriate examples integrated.
  - Counterclaims, or different views on the question, are explored and evaluated.

## *Paper 2*

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

Weighting: 45% at SL; 40% at HL

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

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

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

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

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

### *Markbands for paper 2*

#### **Marks**

#### **Level descriptor**

0	The work does not reach a standard described by the descriptors below.
1–5	<ul style="list-style-type: none"><li>• The response reveals limited understanding of the demands of the question.</li><li>• The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task.</li><li>• There is little relevant knowledge, and examples are either lacking or not relevant.</li><li>• The response is mostly descriptive.</li></ul>
6–10	<ul style="list-style-type: none"><li>• The response indicates some understanding of the demands of the question.</li><li>• There is some evidence of an attempt to structure the response.</li><li>• Some relevant knowledge is present, and some examples are mentioned but they are not developed or their relevance to arguments is not clear.</li><li>• The response demonstrates limited understanding of the key concepts of the course.</li><li>• There is limited justification of main points.</li><li>• Counterclaims, or different views on the question, are not</li></ul>

considered.

- The demands of the question are understood and mostly addressed but the implications are not considered.
  - There is a clear attempt to structure the response.
  - The response is mostly based on relevant and accurate knowledge of global politics, and relevant examples are given and support arguments.
- 11–15
- The response demonstrates some understanding of the key concepts of the course.
  - Many of the main points are justified and arguments are largely coherent.
  - Some counterclaims, or different views on the question, are considered.
- 
- The demands of the questions are understood and addressed, and most implications are considered.
  - The response is well-structured.
  - The response demonstrates relevant and accurate knowledge and understanding of global politics, and relevant examples are used in a way that strengthens arguments.
- 16–20
- The response demonstrates a good grasp of the key concepts of the course.
  - All or nearly all of the main points are justified and arguments are coherent.
  - Counterclaims, or different views on the question, are explored.
- 
- A very well-structured and balanced response that addresses the demands and implications of the question.
- 21–25
- Comprehensive knowledge and in-depth understanding of global politics is applied in the response consistently and effectively, with examples integrated.
  - The response demonstrates a very good grasp of the key

concepts of the course.

- All of the main points are justified. Arguments are clear, coherent and compelling.
- Counterclaims, or different views on the question, are explored and evaluated.

## **XI. Workload**

Students can expect readings, essays, investigations, or debate preparation as part of homework assignments. In many cases, students should seek out a multiple of perspectives on any given topic in order to approach the subject using a variety of lenses. During the two years of the course, students will develop increasingly sophisticated analytical tools with which to investigate the exciting world of global politics.

Students should come to class fully prepared and ready to engage in discussions and debates with open minds and passion. Successful students will also follow important current events on a regular basis. This means reading more than one newspaper or magazine and watching more than one news program.