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
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 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
- 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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