

Global politics pilot guide

First examinations 2014



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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.

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, specimen papers, internal assessment guidance and grade descriptors can also be found on the OCC. Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

Acknowledgment

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

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The Diploma Programme

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

The Diploma Programme hexagon

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.

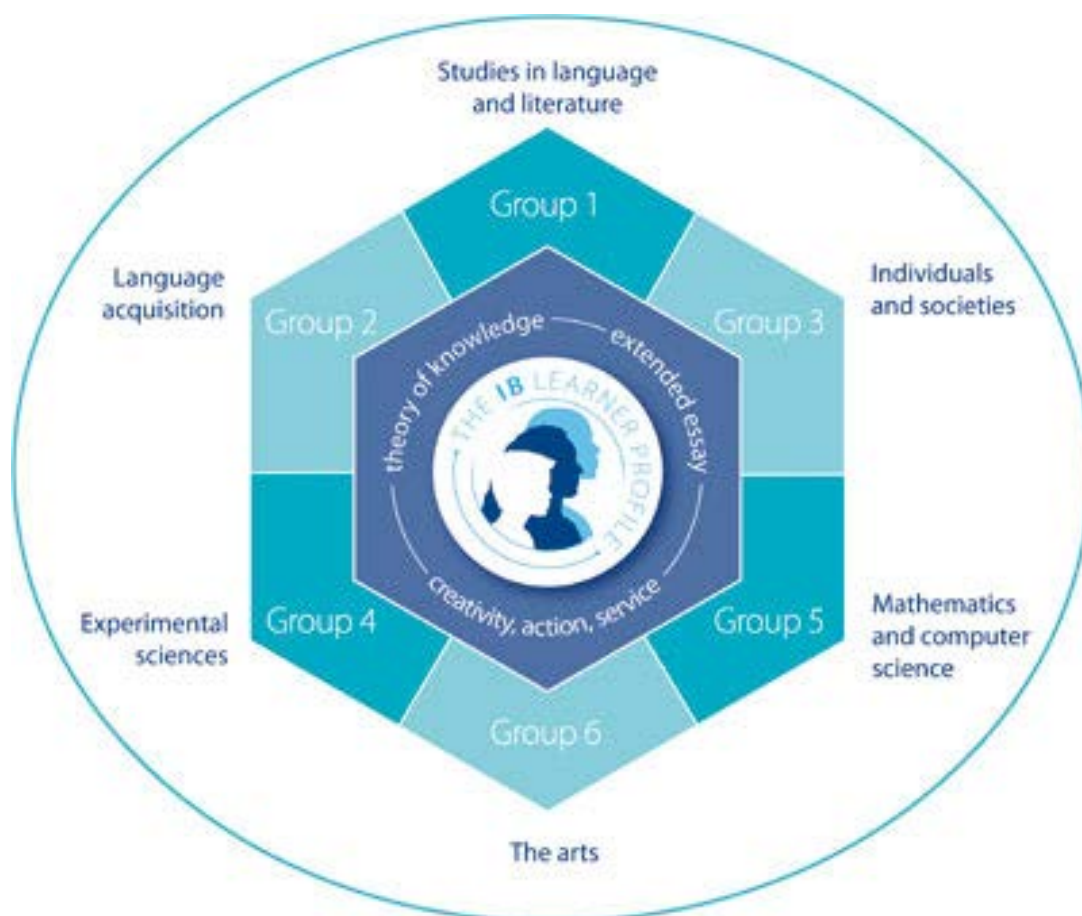


Figure 1

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 groups 1 to 5 instead of a group 6 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 groups 1 and 2 courses where examinations are in the language of study.

The core of the hexagon

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

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

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.

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 political issues.

The Diploma Programme global politics course explores fundamental political concepts such as power, rights, liberty and equality, in a range of contexts and at a variety of levels. 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 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, and through an exploration of key contemporary global challenges. 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 on page 42 of 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 IB 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 group 3 subjects. 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 group 3 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?

Group 3 aims

The aims of all subjects in group 3, individuals and societies 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 subjects in group 3 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 issues, in a range of contexts and at a number of levels
8. develop an understanding of the local, national, international and global dimensions of political activity
9. understand 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 issues and concepts 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 and analyse fundamental political concepts and approaches
- identify and analyse relevant material and supporting examples
- use political concepts and examples to formulate, present and sustain an argument
- at HL only, analyse different interpretations of and approaches to two options in the HL extension

AO3. Demonstrate synthesis and evaluation

- compare, synthesize and evaluate evidence from both sources and background knowledge
- compare, 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 options 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 (IA)
- 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"> • core units • engagement activity (internal assessment) • global political challenges (HL) 	<p>External assessment</p> <ul style="list-style-type: none"> • Paper 1 • Paper 2 • HL extension <p>Internal assessment</p> <ul style="list-style-type: none"> • Engagement activity (SL and HL, emphasised in criteria a)
AO2: demonstrate application and analysis of knowledge and understanding	<ul style="list-style-type: none"> • core units • engagement activity (internal assessment) • global political challenges (HL) 	<p>External assessment</p> <ul style="list-style-type: none"> • Paper 1 • Paper 2 • HL extension <p>Internal assessment</p> <p>Engagement activity (SL and HL, emphasised in criteria c)</p>
AO3: demonstrate synthesis and evaluation	<ul style="list-style-type: none"> • core units • engagement activity (internal assessment) • global political challenges (HL) 	<p>External assessment</p> <ul style="list-style-type: none"> • Paper 1 (questions 3 and 4) • Paper 2 • HL extension <p>Internal assessment</p> <p>Engagement activity (SL and HL, emphasised in criteria d)</p>
AO4: select, use and apply a variety of appropriate skills and techniques	<ul style="list-style-type: none"> • core units • engagement activity (internal assessment) • global political challenges (HL) 	<p>External assessment</p> <ul style="list-style-type: none"> • Paper 1 • Paper 2 • HL extension <p>Internal assessment</p> <p>Engagement activity (SL and HL, emphasised in criteria d and e)</p>

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<p>Core: people, power and politics</p> <p>There are four compulsory units:</p> <ol style="list-style-type: none"> 1. Power, sovereignty and international relations 2. Human rights 3. Development 4. Peace and conflict 	130	130
<p>HL extension: global political challenges</p> <p>Two of the following six global political challenges must be studied.</p> <ol style="list-style-type: none"> 1. The environment and sustainability 2. Poverty 3. Health and disease 4. Culture and identity 5. Migration 6. International security 	-	90
<p>Internal Assessment: Engagement activity</p> <p>Report on an engagement activity</p>	20	20
Total teaching hours	150	240

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 learning

The global politics course content should be approached through the concepts of space and place and at a number of levels – global, international, regional, national, local and community. Brief definitions of these terms are provided below to indicate the scope for the global politics course.

Space and place

The definitions of and relationship between space and place are the subject of much debate. In the context of global politics place is seen as the geographic location where political action occurs, but also as a site of affiliation and, either positively or negatively, of common interests. Place can consist of communities, states and countries where peoples live and reproduce over generations, or it may be the location of conflict grounded in ethnic rivalry or economic competition. Place has particular usefulness as a concept for the study of global politics in discussions of boundaries, settled populations and migration.

Place is often the unit of analysis for discussions of peoples fighting for their autonomy against the demands and power of external forces. Place is also central to discussions about the destruction of political, economic and cultural boundaries. However the increasing movement of peoples around the globe has brought into question the focus on place in the analysis of global politics. Some claim that place is an outdated concept, instead arguing that space is more useful than place as a unit of analysis. Space has therefore become increasingly popular as a unit of analysis in the study of political power and the autonomy of peoples, regions and nations around the globe.

Levels

Global	In the context of this 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.
International	In the context of this 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) and Transnational Corporations (TNCs), international law, etc.
Regional	In the context of this 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.
National	In the context of this 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.

Local	In the context of this 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. Because of the recent focus on exploring the shifts in political power and influence resulting from globalization some argue that there has been a tendency to marginalize the local and its role in shaping global politics.
Community	The idea of community is one of the most debated concepts in the social sciences. Until the 1980s the definition had remained relatively stable 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 and assumed definitions. Advances in communication technologies and diverse methods of maintaining interest groups which spread similar interests beyond boundaries and across physical landscapes, the definition of community has become intertwined with debates about globalization and the role and place of peoples within it.

Throughout the course it is also useful to approach topics and issues through the lenses of gender and ethnicity. These lenses can help students to develop an appreciation of multiple perspectives, and deepen their understanding of the complexity of many issues encountered in the study of global politics.

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, trade, 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 term used to indicate 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.

Examples and Case Studies

Examples are an integral part of the Diploma Programme global politics course. Contemporary examples are suggested throughout the syllabus, and should be interwoven throughout the teaching of the course content. Examples are particularly useful in helping to ground abstract concepts in order that students can see a concept represented in a particular context. The examples listed in this subject guide are suggestions only and these can be used or substituted for others according to specific interests and needs of the teacher and students.

At HL students engage with global political challenges through a case studies approach. Case studies provide an opportunity for a much more in-depth study of a specific case than the examples used throughout the rest of the course. The case studies chosen could range from a case illustrating changes in ocean water temperatures (environment and sustainability) to a case illustrating UN involvement in an international conflict (international security). Guidance on choosing appropriate case studies can be found on page 22 of this subject guide, and also in the Teacher Support Material.

Key Concepts

The following key concepts (with brief definitions provided below), weave a conceptual thread throughout the course. The concepts should be explored throughout the course in order to equip the students with a conceptual framework with which to access and understand the issues examined. They are listed in the order in which they appear in the core units.

Concept	Definition
Power	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. Contested relationships between and among peoples 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.
Sovereignty	Sovereignty characterises a states' independence, its control over territory and its ability to govern itself. How states use their sovereign power is at the heart of many of the 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.
Legitimacy	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.
Cooperation	The term cooperation is used to refer to people working together, usually for mutual benefit. In global politics cooperation can be witnessed in, for example, a joint operation or action to provide humanitarian aid. Exploring the extent to which international cooperation occurs in global politics is a key aspect of the study of relationships between countries.

Human rights	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.
Justice	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.
Liberty	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.
Equality	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.
Development	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, decreased inequality, reduced poverty and unemployment, better access to basic goods and services and improvements in education, healthcare and public health. It is typically measured through indicators such as longevity and literacy as well as income per head.
Globalization	Globalization is a process by which local, regional and national economies, societies and cultures are becoming increasingly integrated and connected. The term refers primarily to economic activity and to the reduction of barriers and borders in order to encourage international trade and global distribution of goods and services. Globalization is a process which has been taking place for centuries but the pace has quickened in recent years.
Inequality	Inequality refers to the unequal access to resources that are needed to sustain life and communities. It is closely connected to discussions of power and those who hold the rights to these resources, and is often discussed as a difference among all geographic levels (e.g., communities through states).
Trade	Trade is the means by which goods and services are exchanged among individuals and by governments and productive organizations. It is the basis of the development of the division of labour in which people in the context of social labour are developed to produce goods and services that are exchanged, consumed, and redistributed within and among societies.

Aid	Aid in the context of global politics generally refers to the contribution of goods and services to those who are in need of outside contributions and support. Aid can vary from providing simple supplies to helping in devising social laws, dependent on the circumstances.
Peace	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.
Conflict	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.
Security	Security is a broad term which is commonly associated with managing and reducing threats and can be applied to people, resources or values. In global politics the terms international security, national security and human security are often used. International security refers to a states means of protecting itself from external threats, national security practices are the actions taken by a state to strengthen its power, and human security refers to the well being of peoples within a state.
Humanitarian intervention	The term humanitarian intervention refers to the provision of troops for the protection of people facing extreme danger or human rights violations. Humanitarian intervention can be seen by critics to conflict with national sovereignty, or to be used as an excuse for interference in the affairs of another state.
Conflict resolution	Conflict resolution has become a popular term that refers to the resolution of conflict from internal office politics to international wars. In global politics it is most often used to refer to the resolving of major differences between and among states, and takes place with or without the help of international organizations such as the United Nations or Non-Governmental Organizations (NGOs). The term refers to formulating and applying structures and practices for preventing, managing, ending and transforming conflict.
Post conflict transformation	Post conflict transformation builds on conflict resolution to secure stability and avoid the recurrence of conflict. There is debate regarding what constitutes successful post-conflict resolution and the transformation that it provides, but it is seen as making permanent agreements and changes that were developed during the period of conflict resolution.

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, examining the roles and interactions of state and non-state actors and evaluating their success in achieving their aims and objectives. The key concepts for this unit are **power**, **sovereignty**, **legitimacy**, and **cooperation**.

On completion of this unit students will have an understanding of:

- how power is distributed, recognised and contested at various levels
- how state power operates and is legitimised
- the function and impact of international organisations and non-state actors in global politics
- the extent to which cooperation occurs in global politics.

Theoretical underpinning: Realism , Liberalism and Communitarianism		
<u>Topics</u>	<u>Prescribed Content</u>	<u>Suggested Examples</u>
Power	<p>Concepts and definitions of power</p> <p>Power and the state</p> <p>Sovereignty and legitimacy</p>	<ul style="list-style-type: none"> • concepts and definitions of power; power as enabling, constraining, or both • devolved government (e.g. Wales, Catalonia), federal states (e.g. US, Germany, India), confederate government (e.g. Switzerland, Canada, Belgium), militarised states (e.g. Israel, Pakistan, Syria) • fragile states (e.g. Somalia, Colombia) • rising powers (e.g. China, India, Brazil)
Non-state actors	<p>Civil society</p> <p>Non-Government Organisations (NGOs), Multi-National Corporations (MNCs), and trade unions</p> <p>Resistance movements, strikes, freedom fighters, and terrorist organisations</p>	<ul style="list-style-type: none"> • NGOs (e.g. Red Cross/ Red Crescent, Amnesty International, Human Rights Watch, Greenpeace) • trade unions (e.g. International Trade Union Federation, National Union of Workers of Australia, The American Federation of Labor and The Congress of International Organization (AFL-CIO)) • militant groups (e.g. ETA (Euskadi Ta Askatasuna), Hezbollah)
International cooperation and governance	<p>International cooperation: international organisations, treaties, strategic alliances, and international legal agreements</p> <p>Collective security</p> <p>Global governance</p>	<ul style="list-style-type: none"> • Economic, social and political cooperation (e.g. The United Nations, World Health Organisation, International Labour Organisation, MERCOSUR, World Bank, International Monetary Fund, World Trade Organisation) • International treaties (e.g. Nuclear Non-Proliferation treaty, Montreal Protocol) • Military alliances (e.g. NATO, Collective Security Treaty Organisation)

Unit 2: Human Rights

This unit focuses on the nature and practice of human rights. The key concepts for this unit are **human rights, justice, liberty, and equality**.

On completion of this unit students will have an understanding of:

- the nature, development and evolution of human rights
- how human rights agreements are ratified, enforced and contested
- how different groups and organisations pursue and advocate human rights
- controversies and debates surrounding human rights

Theoretical underpinning: Idealism, Relativism and Universalism		
Topics	Prescribed Content	Suggested Examples
The nature of human rights	The concept of human rights The UN Universal Declaration of Human Rights (1948) Development and evolution of human rights	<ul style="list-style-type: none"> • the concept of human rights (inalienable, universal, equal, indivisible) • development and evolution of human rights, e.g. Geneva conventions, International Covenant on Civil and Political Rights (1966), International Covenant on Economic, Social and Cultural Rights (1966), The African Charter on Human and Peoples Rights (1981)
The practice of human rights	Claiming/ monitoring human rights Ratification and enforcement at a global, regional and national level	<ul style="list-style-type: none"> • global ratification and enforcement, e.g. Human Rights Council, The Hague Courts, International Court of Justice, International Criminal Court • regional ratification and enforcement, e.g. European Court of Human Rights, African Charter (1981) • national ratification and enforcement, e.g. national constitutions and courts, national human rights commissions. • global actors, e.g. Amnesty International
Controversies and debates surrounding human rights	Classification of human rights vs. indivisibility of human rights Controversies and criticisms surrounding human rights	<ul style="list-style-type: none"> • classification/ categorization of human rights, e.g. economic, social, cultural, civil and political rights, or three generations of human rights • controversies, e.g. use of human rights as a political tool

Unit 3: Development

This unit focuses on the nature of and various pathways towards development, and current issues and debates surrounding development. The key concepts for this unit are **development, globalization, inequality, and trade.**

On completion of this unit students will have an understanding of:

- the contested meanings of development
- different pathways towards development
- the indicators of development and how it can be measured
- how economic forces, state policies, local concerns and practices, and international organizations affect development

Theoretical underpinning: Communism, Socialism and Capitalism		
Topics	Prescribed Content	Suggested Examples
The nature of development	Contested interpretations of: -development -sustainable development -globalization Models of development	<ul style="list-style-type: none"> • contested nature of development, sustainable development and globalization • models of development e.g. Lewis, Galtung, Rostow
Development in practice	Millennium Development Goals Indicators of development	<ul style="list-style-type: none"> • Millennium development goals: 2005 G8 summit at Gleneagles, Scotland. 1992 UN Conference on Environment and Development (The Earth Summit) • indicators of development, e.g. Human Development index, Human Poverty Index, Gender Related Development Index, Gross National Product
Factors affecting development	Global actors affecting development Trade, Aid and Debt Natural resources and sustainable development Globalization	<ul style="list-style-type: none"> • Global actors, e.g. the World Bank, the International Monetary Fund (IMF), World Trade Organisation (WTO) • Trade, aid and debt e.g. international aid and loans, fair trade and free trade, monopolies. • Natural resources e.g. global commons, sustainable development, responsibility to future generations, population – resource relationships e.g. Malthus

Unit 4: Peace and Conflict

This unit focuses on different types of conflict and post conflict transformation. This includes an analysis of different forms of violence and the application of humanitarian intervention and post conflict reconciliation. The key concepts for this unit are **peace, conflict, humanitarian intervention, conflict resolution, and post-conflict transformation.**

On completion of this unit students will have an understanding of:

- different concepts and theories of peace, conflict and violence
- different types of conflict within and among states
- different manifestations of violence within conflict and conflict dynamics
- post-conflict transformation, reconciliation and reconstruction

Theoretical underpinning: Galtung's conflict triangle, Just War Theory		
Topics	Content	Suggested Examples
Concepts and theories	<p>Concepts and theories of peace, conflict and violence</p> <p>Types of conflict</p> <p>Manifestations of violence within conflict</p> <p>Structural, symbolic and state violence</p>	<ul style="list-style-type: none"> • conceptions of peace and conflict, e.g. negative and positive peace, Galtung's conflict triangle • individual vs. group violence • religious inspiration / impact on conflict (meaning of peace in different political traditions and religions) • continuum of conflict – protest movements, civil disobedience, violent protest, guerrillas and terrorism, civil war, ethnic violence, inter-state war • manifestations of violence within conflict – genocide, gender based violence
Analysing conflict	<p>Dynamics of conflict</p> <p>Consequences and effects of conflict</p> <p>Responses to conflict (humanitarian intervention, collective security, Responsibility to Protect)</p>	<ul style="list-style-type: none"> • parties in conflicts: interests, needs, etc. • humanitarian intervention (e.g. Kosovo, Rwanda, East Timor, Somalia) • NATO • responses to conflict (mediation strategies, diplomacy, Track I, II, III solutions)
Post-Conflict Transformation	<p>Peacemaking/keeping/building</p> <p>Reconstruction</p> <p>Reconciliation: justice tribunals, Truth and Reconciliation Commissions</p>	<ul style="list-style-type: none"> • peacemaking/keeping/building (e.g. Iraq, Cyprus, Lebanon, Bosnia) • development and reconstruction (e.g. Iraq, Afghanistan) • justice tribunals (e.g. Yugoslavia, Rwanda) and Truth and Reconciliation Councils (e.g. South Africa, Sierra Leone, Liberia)

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 undertake 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.

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 cases 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. The case study selected should also be focused and specific. For example:

- rather than a broad topic such as “biodiversity”, an appropriate case study would be “the debate on biodiversity at the 1992 Earth Summit (Rio de Janeiro)”
- rather than a broad topic such as “terrorism”, an appropriate case study would be “the 2002 Bali bombings”

Approaching the case study

For each of the two topics chosen students must undertake a detailed case study. For each case study four key areas should be explored: data and background, impact, responses and evaluation/reflection.

1. Data and background

- definitions of key terms
- what are the indicators?
- who are the main actors/ stakeholders?
- what data exists, how valid is this data and to what extent is this data contested?

2. Impact

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

3. Response

- 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. Evaluation and Reflection

- in what ways does this case highlight a global political challenge?
- what is the particular significance of this case?
- alternative interpretations or points of view
- reflection

Option 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.

On completion of this topic students will have an understanding of:

- 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

Option 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.

On completion of this topic students will have an understanding of:

- 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

Option 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.

On completion of this topic students will have an understanding of:

- 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

Option 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.

On completion of this topic students will have an understanding of:

- 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

Option 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.

On completion of this topic students will have an understanding of:

- 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

Option 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.

On completion of this topic students will have an understanding of:

- 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>). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers, as well as markschemes, can be purchased from the IB store.

Methods of assessment

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

Assessment criteria

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

Markbands

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

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

First examinations 2014

Assessment component	Weighting
<p>External assessment</p> <p>Paper one (1h 15)</p> <p>Stimulus based paper based on a topic from one of the four core units. Four short-answer/ structured questions. (25 marks)</p> <p>Paper two (1 h 45)</p> <p>Extended response paper based on the four core units. Students must write two essays. (50 marks)</p>	<p>75%</p> <p>30%</p> <p>45%</p>
<p>Internal assessment (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Engagement Activity</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>25%</p>

First examinations 2014

Assessment component	Weighting
<p>External assessment</p> <p>Paper one (1 h 15) Stimulus based paper on a topic from one of the four core units. Four short-answer/ structured questions (25 marks)</p> <p>Paper two (2 h 45) Extended response paper based on the four core units. Students must write three essays. (75 marks)</p> <p>HL extension Oral component. Externally assessed 20 minute oral presentation of an analysis of two case studies from two different HL extension topics. (20 marks)</p>	<p>80%</p> <p>20%</p> <p>40%</p> <p>20%</p>
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Engagement activity Students undertake an engagement activity and then produce a 2000 word report analysing the political issue explored in that activity. (20 marks)</p>	<p>20%</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

For paper 2, there are markschemes and markbands

For the HL extension task, there are assessment criteria.

The markbands are related to the assessment objectives established for the global politics course and the group 3 grade descriptors. The markschemes are specific to each examination.

External assessment details—SL

Paper one

Duration: 1 h 15

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 topics. Students must answer all four structured questions.

The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme. This paper assesses the following objectives:

Question	Assessment objective
The first question will test understanding of a source	AO1. Knowledge and understanding -demonstrate understanding of relevant source material
The second question will test application of contextual knowledge to a source	AO2. Application and analysis -identify and analyse relevant material and supporting examples
The third question will test comparison of sources	AO3. Synthesis and evaluation -compare and evaluate source material AO4. Select, use and apply a variety of appropriate skills and techniques -organize material into a clear, logical, coherent and relevant response

<p>The fourth question will test evaluation of sources and contextual knowledge</p>	<p>AO1. Knowledge and understanding -demonstrate knowledge and understanding of key issues and concepts in global politics -demonstrate understanding of relevant source material</p> <p>AO3. Synthesis and evaluation -compare and evaluate source material -synthesise and evaluate evidence from both sources and background knowledge</p> <p>AO4. Select, use and apply a variety of appropriate skills and techniques -organize material into a clear, logical, coherent and relevant response</p>
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Paper two

Duration: 1 h 45

Weighting: 45%

This examination paper assesses objectives 1-4. Students must answer two questions, each selected from a different topic. The maximum mark for this paper is 50. The paper is marked using generic markbands and a paper-specific markscheme.

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"> • There is little relevant knowledge. The response demonstrates a limited grasp of fundamental political concepts and approaches. • The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task. • The response reveals little understanding of the demands of the question. • The response is mostly descriptive.
6-10	<ul style="list-style-type: none"> • Relevant knowledge is present, but is not fully or accurately detailed. • The response demonstrates some understanding of fundamental political concepts and approaches. • The response indicates some understanding of the demands of the question. • There is an attempt to follow a structured approach. • There is some justification of main points and some coherent argument • Counterclaims are implicitly identified but are not explored.

11-15	<ul style="list-style-type: none"> • Relevant knowledge is present and accurate. • The response demonstrates a sound grasp of fundamental political concepts and approaches. • The demands of the question are understood and addressed, though not all implications are considered. • There is a clear attempt to structure answers. • Many of the main points are justified and arguments are coherent. • Some counterclaims are considered.
16-20	<ul style="list-style-type: none"> • Answers are well structured, and show a good awareness of the demands of the question. • The response demonstrates detailed knowledge and understanding. • The response demonstrates a good grasp of fundamental political concepts and approaches. • All or nearly all of the main points are justified and arguments are both coherent and compelling. • Counterclaims are explored.
21-25	<ul style="list-style-type: none"> • Very well structured, balanced and effectively organised response. Answers are clearly focused, showing a high degree of awareness of the demands of the question. • Detailed and accurate knowledge is applied and used consistently and effectively. The response demonstrates an excellent grasp of fundamental political concepts and approaches. Appropriate terminology is used throughout. • All of the main points are justified. Arguments are clear, logical, coherent and compelling. Counterclaims are explored and evaluated. Relevant examples are used effectively.

External assessment details—HL

Paper one

Duration: 1 h 15

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 topics. Students must answer all four structured questions. The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme. This paper assesses the following objectives.

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

Paper two

Duration: 2 h 45

Weighting: 40%

This paper is an extended response paper assessing the material covered in the four core units. This examination paper assesses objectives 1-4. Students must answer three questions, each selected from a different topic. The maximum mark for this paper is 75. The paper is marked using generic markbands and a paper-specific markscheme. The markbands for this paper are the same as for SL.

Markbands for paper two

(The markbands for this paper are the same as for SL)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-5	<ul style="list-style-type: none">• There is little relevant knowledge. The response demonstrates a limited grasp of fundamental political concepts and approaches.• The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task.• The response reveals little understanding of the demands of the question.• The response is mostly descriptive.
6-10	<ul style="list-style-type: none">• Relevant knowledge is present, but is not fully or accurately detailed.• The response demonstrates some grasp of fundamental political concepts and approaches.• The response indicates some understanding of the demands of the question.• There is an attempt to follow a structured approach.• There is some justification of main points and some coherent argument• Counterclaims are implicitly identified but are not explored.
11-15	<ul style="list-style-type: none">• Relevant knowledge is present and applied.• The response demonstrates a sound grasp of fundamental political concepts and approaches.• The demands of the question are understood and addressed, though not all implications are considered.• There is a clear attempt to structure answers.• Many of the main points are justified and arguments are coherent.• Some counterclaims are considered and some examples are included.
16-20	<ul style="list-style-type: none">• Answers are well structured, and show a good awareness of the demands of the question.• The response demonstrates detailed knowledge and understanding.• The response demonstrates a good grasp of fundamental political concepts and approaches.• All or nearly all of the main points are justified and arguments are both coherent and compelling.• Counterclaims are explored and some relevant examples are included.

21-25	<ul style="list-style-type: none"> • Very well structured, balanced and effectively organised response. Answers are clearly focused, showing a high degree of awareness of the demands of the question. • Detailed and accurate knowledge is applied and used consistently and effectively. The response demonstrates an excellent grasp of fundamental political concepts and approaches. Appropriate terminology is used throughout. • All of the main points are justified. Arguments are clear, logical, coherent and compelling. Counterclaims are explored and evaluated. Relevant examples are used effectively.
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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 recording of the presentation(s) is submitted to the IB electronically and is externally marked. The maximum mark for each case study is 10 marks, and so the maximum mark for this component is 20 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.) Clarity (3 marks)

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

b.) Knowledge and understanding (3 marks)

- Does the presentation demonstrate thorough knowledge and understanding of the two case studies? Is the factual information accurate?
- Are key terms defined clearly and accurately? Are main actors/ stakeholders clearly identified?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The student demonstrates a limited knowledge of the two case studies and the understanding of the case studies is superficial. The factual information lacks accuracy. There may be some attempt to define key terms but this is not done clearly or accurately, and the main actors/ stakeholders are not clearly identified.
2	The candidate demonstrates a sound knowledge and understanding of the two case studies. Factual information is mostly accurate. Some key terms are defined where appropriate or the main actors/ stakeholders are identified.
3	The student demonstrates comprehensive and in-depth knowledge and understanding of two case studies. The factual information presented is accurate. Key terms are clearly defined where appropriate and the main actors/ stakeholders in the case studies are clearly identified.

c.) Analysis and evaluation (4 marks)

- Does the presentation contain clear critical analysis? Are all of the main points justified?
- Are the impact of and responses to the two case studies explored in detail?
- Is there a clear awareness of alternative interpretations or points of view?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is some limited attempt at analysis but the presentation is largely descriptive. Few of the main points are justified. The impact of and responses to the case studies are not explored, or are explored superficially. There is little or no awareness of alternative interpretations or points of view.
2	There is some analysis but this is not sustained or fully developed. Some of the main points are justified. The impact of and responses to the case studies are considered, but not explored in detail. There is some awareness of alternative points of view.
3	The presentation contains clear evidence of analysis. Nearly all of the main points are justified. The impact of and responses to the case studies are explored. There is a good awareness of alternative interpretations or points of view.
4	The presentation contains clear critical analysis. All main points are justified. The impact of and response to the two case studies are explored in detail. There is clear awareness of alternative interpretations or points of view.

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

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 local manifestations of a global issue, to engage with a primary source, or to in other ways engage with politics outside of the classroom. Although the emphasis of the activity is on active engagement rather than primarily on research, it is expected that students will undertake background reading to inform their analysis of the political issue raised in their engagement activity.

Students are required to undertake an engagement activity, and then to produce a report summarising the activity and analysing the political issue explored through the activity. The report must be no more than 2000 words (excluding appendices). Work which falls significantly below 2000 words is unlikely to fully meet the stated requirements of the task, and it likely to receive low marks.

Examples of engagement activities

The following are some examples of appropriate engagement activities. These should serve only as examples. Teachers and students are free to choose their own topics and are not limited to the activities listed here.

- conducting an interview with a representative of an organization such as a local NGO or community group
- conducting an interview with an individual of political interest such as a local politician or person with personal experience of the impact of the political issue being explored
- taking part in an event such as a model United Nations
- participating in a political simulation gaming activity
- conducting an investigation into the food miles of products in a local store

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 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 model UN 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? Is there a clear justification of how the activity links to the course content?

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 little or no explanation of how the activity links to the course content.
3-4	The political issue raised by the engagement activity is clearly and explicitly identified. There is a clear explanation of why the student chose this engagement activity. There is clear justification of how the activity links to the course content.

b.) Description of engagement activity (4 marks)

- Does the response contain a detailed and thorough description of the engagement activity?
- Is there a clear explanation of the student's role in the activity?

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.
3-4	There is a detailed description of the engagement activity. There is a clear explanation of the student's role in the activity.

c.) Analysis of issue (6 marks)

- Is the political issue analysed in detail?
- Does the response contain clear critical analysis of the issue or is it largely descriptive?
- Are the main points justified?

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

d. Synthesis and evaluation (6 marks)

- Does the response show clear awareness of alternative points of view?
- Does the report synthesise information effectively?
- Is there clear evidence of evaluation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	There is little or no awareness of alternative points of view. There is a limited ability to establish links between ideas. There is no conclusion, or the conclusion is not relevant.
3-4	There is some awareness of alternative points of view and some understanding of the ways ideas may be related. The conclusion is stated but is not entirely consistent with the evidence presented.
5-6	There is clear awareness of alternative points of view. Information from background reading is synthesised effectively with critical analysis. The conclusion is clearly stated and consistent with the evidence presented.

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>
Fragile state	<p>A fragile state is one which has a low income and is particularly vulnerable to crisis because of a lack of state capacity or a lack of state legitimacy</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 global warming, 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.
Neo-liberalism	Neo-liberalism is a form of economic liberalism that advocates the independence of capitalist production and non-interference by the state. It emphasises the role and efficiency of the private sector.
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.
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.

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