

Diploma Programme subject outline—Group 3: individuals and societies

School name	IB Diploma Programme Haganässkolan	School code	0510587
Name of the DP subject <i>(indicate language)</i>	Global Politics in English		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Stefana Stefansson	Date of IB training	8 - 10 February 2019
Date when outline was completed	2019-06-20 / updated 2020-06-08	Name of workshop <i>(indicate name of subject and workshop category)</i>	Category 1&2 Global Politics

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. Course outline

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time > 4 hours per week	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text"/> minutes. In one week there are <input type="text"/> classes.		
Year 1	Unit Power, sovereignty and international relations	All prescribed content for that unit in the order of the Guide		Class discussions. Exercise tests	In my Google Docs, step by step. Many resources from a veteran in GP, Ben from Costa Rica, available at https://glopoib.wordpress.com/ Enjoy!
	Unit Development	All prescribed content for that unit in the order of the Guide		End of Term 1 test.	
	Starting the unit on Human Rights	The prescribed content for that unit		End of term 2 test – full Mock exams.	
				Internal Assessment	
Year 2	Finish the recap on the Human Rights unit	Finishing the prescribed content for that unit		Several mock exams throughout the year.	Intensive work with previous exam questions.
	Unit Peace and Conflict	All prescribed content for that unit in the order of the Guide		Finishing all internal assessments before December in DP 2.	

2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

The HL Extension is introduced within the second month (Sep-Oct) of DP1 and students are expected to be filmed for the first HL clip by the end of May in DP1. The second clip is expected to be recorded during the first term of DP2 (Dec).

The Engagement activity (both SL & HL) is introduced during the second term of DP1 (so far, March-April, when they write an initial Engagement proposal) and students are expected to hand in a final and detailed proposal form before June 1st of DP1 (latest). If granted approval of the idea from the teacher, the students are carrying out the actual engagement during that summer, the latest; students may do the engagement before if they are willing or have the possibility. The rest of the hours to improve on the Engagement Report are offered in early term 1 DP 2 (September-ish). DP 2 mid-October: Final Engagement draft deadline (for official teacher comments)!

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
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<p>The Seville Statement on Violence</p> <p>(in Violence, including structural violence</p> <p>In easier words - Propensity to violence and human prerequisites for conflict escalation)</p>	<p>Examples in https://glopoib.wordpress.com/tok-and-global-politics/</p> <p>OR, from our class, an example</p> <p>“Do you agree with the Seville Statement on Violence? Why (not)?” – from the TOK box in Peace and Conflict</p> <p>“The Statement's purpose is to dispel the widespread belief that human beings are inevitably disposed to war as a result of innate, biologically determined aggressive traits. UNESCO adopted the Seville Statement at its 25th General Conference Session in Paris, October 17 to November 16, 1989. The Statement has been formally endorsed by scientific organizations and published in journals around the world. In August 1987 the Council of Representatives of the American Psychological Association voted to endorse the Seville Statement. The Board of Scientific Affairs emphasized that this is not a scientific statement on the issue of specific inherited behavioural traits. It is, rather, a social statement designed to eliminate unfounded stereotypic thinking on the inevitability of war. ”</p>
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4. Approaches to learning

Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students’ approaches to learning skills (including one or more skill category)
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Almost any topic we engage in	<ul style="list-style-type: none"> - Self-management: we watched different methods of taking notes, explicit teaching of time planning (including making a long-term action plan, such as for the HL extension), explicit methods for recapping information at specific points in time. Maybe the emphasis is on Organisation skill but much is covered in terms of Reflective and Affective skills. - Thinking skills are frequently engaged with, both explicitly and implicitly. Paper 1 and especially Paper 2 (and the IAs) include 'Develop contrary or opposing arguments' & 'Practice flexible thinking – arguing both sides of an argument' as per the GP Guide; 'mind mapping to generate new ideas and inquiries' (explicitly taught for students to add depth to the case study information); 'Create original works' & 'Apply skills and knowledge in unfamiliar situations' especially in the IAs; I frequently use (and encourage the students to use) 'Propose metaphors and analogies.'
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5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Cultural relativism	Legal codes (written or unwritten) that are specifically to be implemented differently with regards to (for example) gender. We read articles and watch small clips examples around the world, we consider implications of such relativism and I ask the student to justify their perspective on the matter - Universal rights versus cultural relativism.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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Academic honesty in the IAs.	<p>I'll choose a shorter one here. Being principled is important in a highly academic programme such as the IB. Students might be tempted to 'get ahead' in non-honourable ways. In the GP class, we explicitly go through (and check for) all the Guide suggestions for checking authenticity and honesty in the IAs:</p> <p>'The student's initial proposals</p> <ul style="list-style-type: none"> • The first draft of the written report for the engagement activity and the written outline of each HL presentation • The references cited • The style of writing compared with work known to be that of the student • The analysis of the written work by a web-based plagiarism detection service • The style of delivery of the oral presentations compared with delivery known to be characteristic of the student' <p><small>Not all of these are 'our rules' but how many IB learner profile attributes could you identify here?</small></p>
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7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

<p>Theoretical resources as per the Guide, every piece of Prescribed Content.</p> <p>As RWEs (real world examples)</p>

Have fun with some classroom display <https://glopoib.wordpress.com/classroom-displays/>

- **Inquiry**

You will be given opportunities to follow your interests, actively explore, or make your own choices in certain circumstances: The course is adapted to 3-4 compulsory case studies, while everything else is explicitly expected to be chosen through student interest (for topics or for a certain part of the world) and inquiry.

Same with all IA topics, they are complete illustrations of student interest.

Please, see '**Highlights from Global Politics**' in

<https://www.almhult.se/haganasskolan/sv/programpahaganasskolan/internationalbaccalaureateprogramme/whatareourstudentsdoinglately.4.775d7ec717762ebc5efe4a7.html>

- **Conceptual focus**

Research shows that when learning focuses on conceptual understanding, the learning is richer and more sustained. Here are some examples of places in the course where we work rather explicitly to develop conceptual understanding: most Paper 2 preparation exercises are based on exemplifying the nuances and transferability of the GP key concepts. Furthermore, students choose how to explore the concepts in Paper 2 as per the case studies they choose to transfer into the P2 answer.

Some Paper 2 examples in <https://www.islandschoolglobalpolitics.com/unit-1-exam-questions.html>, such as the **key concepts of Power and Sovereignty** in 'Discuss the

effectiveness of two **types of power** and their impact on global politics.’ (Nov 2019 exam) or ‘Evaluate the claim that **sovereign** states become less **powerful** when they join intergovernmental organizations (IGOs).’ (May 2019 exam)

- **Local and/or Global links**

Global relevance is at the heart of the DP curriculum, within nearly every subject guide, the content is already baked in. But here are some of the local links we will make in our subject: the EU and Syria have been integrated for their (**local** and global) relevance.

The Engagement activity IA requires a hands-on interaction which can only occur in some local context. See the info on ‘**Engagement Activity**’ in <https://www.almhult.se/haganasskolan/sv/programpahaganasskolan/internationalbaccalaureateprogramme/whatareourstudentsdoinglately.4.775d7ec717762ebc5efe4a7.html>

All IAs in GP (and the GP EE) require analysis of the topic within the broader/**global** GP context.

- **Collaboration**

Sometimes what you will be learning will be linked to another subject area and sometimes we as teachers like to collaborate to articulate those links for you, such as ATL skills as we understand the students benefit from a homogeneous take. http://www2.eit.ac.nz/library/ls_guides_sentencestarters.html (Communication skills).

We will also collaborate, you and I as the teacher on certain parts of the course. Some examples are: the Big Overview timeline planning all GP IAs is created by the teacher but **deadline-approved and edited in collaboration with each class** of students.

And there will be times you collaborate with your classmates, such as: peer assessment, mutual support and feedback is a big part of GP teaching and learning, especially in DP 2 when exam practice becomes a regular activity. Peer reviews are also strongly encouraged before all IAs deadlines. I sometimes recommend study groups too.

- **Removal of barriers to learning:**

We all have our strengths and areas to develop. If you are experiencing some form of barrier to your learning, here's what I expect you will do: we can find a way to focus you more on visual/auditory/clips sources (especially for homework), you may choose most of your own case studies, use of **mother tongue** is encouraged for research but the final work is in academic English, we work with various platforms and software; for serious reasons, split sessions are an option where you get **a lot more time** to focus on certain subjects.

Just come talk to me and we'll figure it out together – if there's a **will** (from you to do your best), there's a way!

In my GP class, **I have invented a format for students to work with flexibly and study straight from there for the exam**; the 1st column is the IB Syllabus (we can't change that), the 2nd are definitions, the 3rd is for case studies and real-world examples (we learn the EU, Syria and Colombia as compulsory case studies for the whole class, the rest of the examples are student choice). See a sample from a previous student:

Types of conflict	<ul style="list-style-type: none"> ● New War: mixture of wars and organized violence. Internal non-state actor vs state. Globalization, against autocratic leaders ● Proxy War Problem: ● Territorial conflict <ul style="list-style-type: none"> ○ Russian claims, dispute in the South China Sea ● Interest-based conflict <ul style="list-style-type: none"> ○ Weapon sales, positive discrimination ● Ideological conflict <ul style="list-style-type: none"> ○ Political ideologies, free market vs state-led economy ● Identity conflict <ul style="list-style-type: none"> ○ Indigenous populations, more 	<ul style="list-style-type: none"> ● Syria case study <ul style="list-style-type: none"> ○ http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=8907636&fileId=8907637 pp 22 ● New War Columbia ● Territorial Conflict <ul style="list-style-type: none"> ○ Nagorno-Karabakh ○ South China Sea ○ Arctic ● Interest-based conflict <ul style="list-style-type: none"> ○ Nagorno-Karabakh (Russia and Turkey)
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If I or another teacher detects that there might be a barrier to your learning, we will follow our [Inclusion Policy](#).

- **Varied assessment**

These are the kinds of assessments used in this course: lots of interesting class discussions, but also brain dumps (where I check if you are keeping up with studying) and exam mocks – because you want to be **READY** when that IB exam comes!

They can count as either formative or summative assessments that allow for you to **consolidate your learning**.

Here is some information about how your work will be marked or assessed: you are constantly learning so your marks will always reflect your **latest** performance. Growth mindset.

We are also working with the work-in-progress of the IA, but until the end of DP2, those are considered formative.

- **Feedback**

You can expect to receive feedback from me on formative and summative assessments in this way: official and unofficial feedback is consistently used for IA work, brain dumps and exam mocks.

You will also have an opportunity to give feedback to me in this subject, usually in an anonymous Padlet but also in the official school (subject by subject) survey.

To get to know our Assessment Policy in better detail, you can find it [here](#).