

# Global politics assessed student work

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## **Diploma Programme**

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

# Overview

These examples are intended to illustrate the assessment component of the course and to inform teachers about how the assessment criteria are interpreted and applied. The examples may be:

- taken from recent assessment sessions and adjusted to account for changes in assessment requirements or criteria, including a shift from a page limit to a word count
- created by the curriculum review team and incorporate parts of work previously submitted for assessment
- created entirely by the curriculum review team.

As they aim to represent authentic work, examples may include spelling, grammatical and other inconsistencies or errors.

Please note that the marks and comments are based on the opinion of an examiner and are only to be used for guidance. They are not definitive and have not been generated through the IB's process of standardization.

These examples will be replaced with authentic examination examples following first assessment in 2026.

## SL/HL paper 1

### Example 1

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 2

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

## SL/HL paper 2

### Example 1

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 2

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

## HL paper 3

### Example 1

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 2

[Work submitted for assessment \(PDF\)](#)

[Annotated assessed work \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

## Engagement project

### Example 1: Environmental policies in Florida

**Title of project: To what extent do the water and air protection policies of the local government in Broward, Florida, protect the local environment?**

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 2: Brazil soft power

**Title of project: To what extent does the Brazilian state use its soccer culture to intentionally increase soft power?**

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 3: Albinism in Tanzania

**Title of project: To what extent are the rights of people with albinism protected in Tanzania?**

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

### Example 4: Youth participation

**Title of project: To what extent is youth participation impactful and relevant regarding climate negotiations in global governance?**

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)