Revision practice

International Baccalaureate · IB Diploma · Global Politics · SL

1 Power, legitimacy and source analysis

- legitimacy
- agenda

■ Question 1

What best demonstrates agenda-setting power?

Available marks: 2.

Worked answer

An actor's ability to decide which issues receive consideration.

■ Question 2

Explain the mechanism or reasoning in this original case: Two organizations have equal formal votes but different budgets and access to information. Formal equality does not make every actor equally influential.

Available marks: 4.

Worked answer

Compare the organizations' formal rights with their ability to commission research and set meeting agendas. This separates rule-based authority from practical influence and shows where another actor might challenge a decision.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not treat legitimacy as popularity alone, or assume a source is false because it has an interest. / Explain how origin, purpose and content affect the claim's usefulness for your question.

2 Rights, development, sustainability and peace

- justice
- sustainability

■ Question 1

What makes a peace agreement more durable in the resource case?

Available marks: 2.

Worked answer

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Credible enforcement and arrangements that address the parties' underlying needs.

■ Question 2

Explain the mechanism or reasoning in this original case: A community resource dispute involves access, livelihood and environmental limits. Treating it as only an economic problem can miss questions of rights and authority.

Available marks: 4.

Worked answer

Map the actors' needs and responsibilities. Compare a negotiated access agreement with a restriction imposed without consultation. Explain which conditions could make each option durable, fair and enforceable.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

A single case is not proof that every conflict has the same cause. / State the relevant concept, evidence and counter-perspective before reaching a judgement.

3 Engagement and reflective research

- engagement
- perspective

■ Question 1

Which reflection is strongest?

Available marks: 2.

Worked answer

Explain how access to only staff perspectives limits conclusions about users' experiences.

■ Question 2

Explain the mechanism or reasoning in this original case: A school wants to improve accessibility to a shared facility. You can study how decisions are made without staging activism or collecting sensitive information.

Available marks: 4.

Worked answer

With school approval, attend a permitted consultation or interview responsible staff about access arrangements. Compare the experience with policy documents and users' voluntary accounts. Analyse power and competing needs, then reflect on what the evidence cannot establish.

- Accurate relevant concept (1)

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- Specific evidence from the case (1)
- Connected reasoning (2)

Participation itself is not analysis; avoid a diary that only recounts events. / The teacher approves the real activity and authorship; a fictional engagement report cannot satisfy IA requirements.