Exercise walk-through

3.1 Engagement preparation and reflection: supported rehearsal

International Baccalaureate · IB Diploma · Global Politics · SL

Engagement and research

- **Engagement** is first-hand experience of the issue.
- It must be purposeful (chosen to answer your question) and recorded (notes, interview transcripts, a diary, photographs where allowed).
- Follow basic **research ethics** : ask for **informed consent** before an interview, keep people anonymous if they ask, and never put anyone at risk.
- **Research** adds published sources: official documents, statistics, news reports and academic studies.

Writing the report

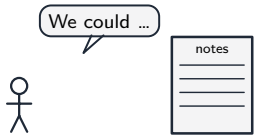
- Engagement: interviews with six riders at a rest station (with consent; names not used); a conversation with a staff member at a community service centre for riders; two hours observing pick-ups at a busy shopping centre.
- Research: national guidelines on delivery riders' rights issued in 2021; platform statements on how delivery times are set; news reports; a study of platform work in another country.

Key terms

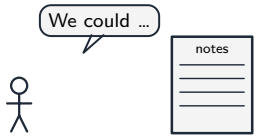
- **Engagement project**: the internal assessment: a report of up to 2,000 words on a **political issue** you engaged with first-hand.
- **Political issue**: a question about power, rights or resources on which people disagree.
- **Engagement**: first-hand involvement with an issue, such as interviews, volunteering or observing meetings.

Exercises 2.1·2.2

2.1 State the four tests a project issue must pass. [3]

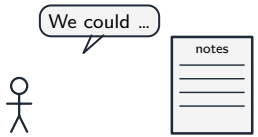


2.2 Improve this issue into a framed question: “Is immigration good?” [2]



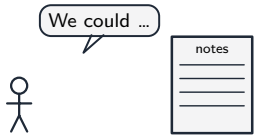
Exercises 2.1·2.2

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2.1 Political (about power, decisions, who gets what); debatable (real competing perspectives); globally connected (a local manifestation of a global issue or the reverse); engageable (something a student can genuinely act on) (3 for any three).

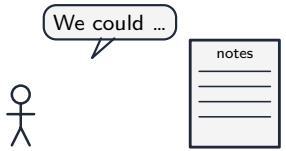
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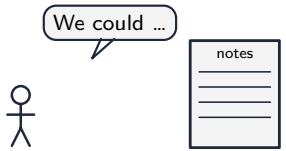
2.2 Any defensible framing naming issue, level and concepts – e.g. “How does [city]’s sanctuary policy exercise power and construct legitimacy, and whose rights does it serve?” (2 for question + two concepts + a level).

Exercises 2.3·2.4

2.3 State three things the engagement must be (beyond merely happening). [3]

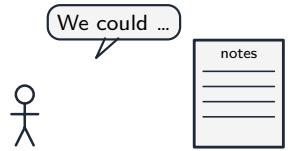


2.4 Name the two ethics obligations an interview-based project carries. [2]



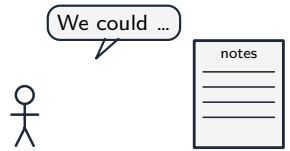
Exercises 2.3·2.4

2.3 State three things the engagement must be (beyond merely happening). [3]



2.3 First-hand (beyond the classroom), purposeful (chosen to answer the framed question) and documented (notes, transcripts, photographs – the evidence the report cites) (3).

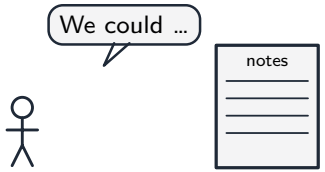
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2.4 Informed consent from interviewees; anonymity where requested (accept: owning the researcher's position in the reflection) (2).

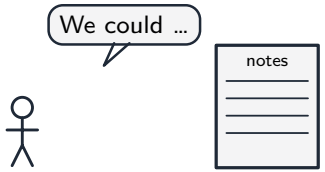
Exercise 2.5

2.5 What does the reflection component ask that the analysis component does not? [2]



Exercise 2.5

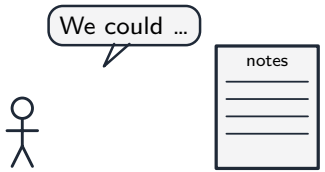
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2.5 The reflection asks what the engagement taught that research alone could not, and owns the project's limits and the researcher's positionality (1); the analysis applies the concepts to the evidence (1).

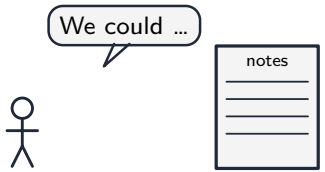
Exercise 3.1

3.1 *(Framing style.)* Frame the homelessness issue as a project: write the question, name the two key concepts it applies, and draft the research plan (sources and perspectives) in brief. [6]



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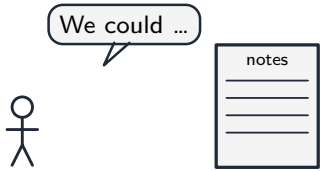
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3.1 Question: "How does [city]'s encampment-clearance policy exercise power over the unhoused, and on what legitimacy does it rest?" (2). Concepts: power (its faces) and legitimacy (its types and test) (1). Plan – sources: the council's policy documents, national homelessness statistics, a housing charity's reports, one academic study of clearance effects (2); perspectives: the housing officer (official), the outreach organiser (advocate), site residents (affected), the study's authors (academic) (1).

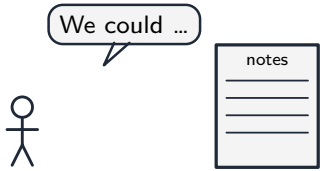
Exercise 3.2

3.2 *(Analysis style.)* Using the worked example, explain how the clearance policy shows second-face power and a legitimacy contest, with evidence from the engagement. [5]



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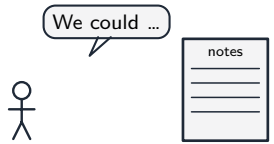
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3.2 Second-face power: the agenda is set before the unhoused are heard – clearance is scheduled and announced, and consultation follows, so the decision space itself excludes them (2); the engagement's evidence: the residents' accounts of the notice period and the housing officer's account of the mandate together show the agenda working (1). Legitimacy contest: procedural legitimacy (the mandate, the consultation) against performance legitimacy (the cleared return, the support-first promise unmet in residents' experience) (2).

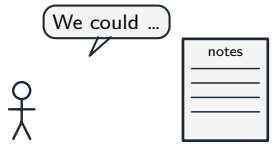
Exercise 3.3

3.3 *(Reflection style.)* Write the reflection paragraph the worked project needs: the document-record gap, the limits, and one thing the engagement taught that research alone could not. [4]



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3.3 Model reflection: "The engagement revealed a document-record gap the sources could not: the policy's 'support-first' account bore no relation to the residents' experience of the clearance mornings (1). The project's limits are real – two residents, one city, twelve shifts – and my position as a volunteer may have shaped what participants chose to tell me (2). What only engagement taught: power here is not the officer's intention but the residents' learned expectation of not being consulted – a preference-shaping the documents record nowhere (1)."

Local review guidance: the question must carry concepts, not just a topic; (R1 3.2) the power claim rests on BOTH sides' accounts; (R1 3.3) reflection is specific, not confessional. Authored guidance.