

Exercise walk-through

3.1

Engagement preparation and reflection: supported rehearsal

International Baccalaureate · IB Diploma · Global Politics · SL

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The method

Method — Worked example

A focused political issue identifies a contested allocation or relationship, actors and setting. Engagement informs inquiry but needs research and other perspectives. Keep consent, safe school approval and genuine evidence separate from classroom rehearsal. Task: a pupil attends a fictional consultation, hears staff only and concludes all users support a rule. Rewrite the reflection.

Staff accounts clarify institutional aims but do not establish users' experiences. The pupil's invited role affected access. Compare documents and approved voluntary accounts from affected groups, explain missing voices and limit the conclusion.

Method — Worked example

A focused political issue identifies a contested allocation or relationship, actors and setting.

Original source / task evidence

Task: a pupil attends a fictional consultation, hears staff only and concludes all users support a rule. Rewrite the reflection.

Separate what is stated from the interpretation.
Engagement preparation and reflection

Original classroom evidence panel for Engagement preparation and reflection

Exercises 2.1-3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3.1 A user challenges the pupil's staff-only account. What should critical reflection do? Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Exercises 2.1-3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

2.1 Staff accounts clarify institutional aims but do not establish users' experiences. The pupil's invited role affected access. Compare documents and approved voluntary accounts from affected groups, explain missing voices and limit the conclusion. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 A user challenges the pupil's staff-only account. What should critical reflection do? Give a reasoned answer, evidence or method, and a relevant qualification. [3]

3.1 Check the account's context and evidence, identify the original access limitation and revise the question or conclusion where justified. Compare rather than merely append perspectives. An unexpected account is not automatically representative, but can expose a material missing experience. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.