

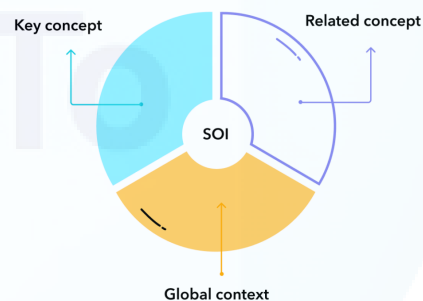
# Context + important tips

## GLOBAL CONTEXTS + Key concepts:

### What are global contexts?

- For a more visual understanding go ahead and watch this video by MYP Diane Smith : <https://www.youtube.com/watch?v=IMaYTDGR-EI>
- Along with key and related concepts (you will find these at the start of a unit in the textbook), all units use one of the 6 IB global contexts : These are essentially themes that help students to apply their classroom learning into the real world context, looking at global issues and how their learnings can help shape a view in the worldly aspect.
- Global contexts allow students to explore local, national and global issues and build on themes of global scale and significance.
- For each global context, there are a set of recommended resources and explorations that may be used as pathways to inquire into certain themes.

For every unit you will have something like this:



There are 6 global contexts that are rotated (no specific order) throughout the MYP sessions.

- It not only rotates yearly, but also every exam term/session (may exam term, november exam term).
- The global contexts have a good amount of influence on each subject exam.
- This is because in an MYP paper you will not be tested on every single topic studied instead there will be a select few (can not entirely be predicted) that are going to be tested. However, in every exam (subject specific) there will be a task (dependent on criteria) that is likely to be influenced by the global context. I will go more into depth for these tasks later in this document.
- Please do note : You are not to rely solely on the topic predictions but to be well prepared, this is because there can be several topics linked to the global context but it does not mean that those will be the only ones coming in the exam.
- Ex. topic 1 and topic 3 of 7 topics are linked to the GC. In the exam it might be that only topic 1 (from GC) comes up accompanied by topic 5,6,2. You can never be sure of exactly what topics will come up.
- Other topics will 100% come up and you need to be well prepared.

- Knowing the themes and contexts in your sessions helps you align your project and learning more effectively



# GuideTo MYP

GC by year

### Global contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

**Table of past year global contexts** : So you can infer to the types of questions asked and patterns used.

| SESSION         | Specific global context             |
|-----------------|-------------------------------------|
| May 2016        | Personal and Cultural Expression    |
| November 2016   | Globalization and Sustainability    |
| May 2017        | Scientific and technical innovation |
| November 2017   | Personal and Cultural Expression    |
| May 2018        | Orientation in space and time       |
| November 2018   | Identities and Relationships        |
| May 2019        | Fairness and Development            |
| November 2019   | Scientific and technical innovation |
| <b>May 2020</b> | <b>NO EXAMINATIONS</b>              |
| November 2020   | Globalization and Sustainability    |
| May 2021        | Identities and Relationships        |
| November 2021   | Orientation in space and time       |
| May 2022        | Personal and Cultural Expression    |
| November 2022   | Scientific and technical innovation |
| May 2023        | Globalization and Sustainability    |
| November 2023   | Identities and Relationships        |

|               |                                     |
|---------------|-------------------------------------|
| May 2024      | Orientation in space and time       |
| November 2024 | Personal and Cultural Expression    |
| May 2025      | Scientific and technical innovation |
| November 2025 | Globalization and Sustainability    |

Something I found online that is extremely helpful when it comes to preparing yourself: (Next page)



GuideTo  
MYP

| MYP Global Contexts                     |  | Possible explorations to develop:  | Notes |
|---|--|--|-------|
| <b>identities and relationships</b>     | <p><i>Who am I? Who are we?</i></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>  | <ul style="list-style-type: none"> <li>• competition and cooperation; teams, affiliation and leadership</li> <li>• identity formation, self-esteem, status, roles and role models</li> <li>• personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</li> <li>• physical, psychological and social development, transitions, health and well-being, lifestyle choices</li> <li>• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind</li> </ul> |       |
| <b>orientation in space and time</b>    | <p><i>What is the meaning of 'where' and 'when'?</i></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p> | <ul style="list-style-type: none"> <li>• civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange</li> <li>• epochs, eras, turning points and 'big history'</li> <li>• scale, duration, frequency and variability</li> <li>• peoples, boundaries, exchange and interaction</li> <li>• natural and human landscapes and resources</li> <li>• evolution, constraints and adaptation</li> </ul>   |       |
| <b>personal and cultural expression</b> | <p><i>What is the nature and purpose of creative expression?</i></p> <p>Students will explore the ways in which we</p>   | <ul style="list-style-type: none"> <li>• artistry, craft, creation, beauty</li> <li>• products, systems and</li> </ul>   |       |

|   |  |  |  |
|---|--|--|--|
|   | <p>discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>   | <p>institutions</p> <ul style="list-style-type: none"> <li>• social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>• critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>• metacognition and abstract thinking</li> <li>• entrepreneurship, practice and competency</li> </ul>  |  |
| <p><b>scientific and technical innovation</b></p> | <p><i>How do we understand the worlds in which we live?</i></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p> | <ul style="list-style-type: none"> <li>• systems, models, methods; products, processes and solutions</li> <li>• adaptation, ingenuity and progress</li> <li>• opportunity, risk, consequences and responsibility</li> <li>• modernization, industrialization and engineering</li> <li>• digital life, virtual environments and the information age</li> <li>• the biological revolution</li> <li>• mathematical puzzles, principles and discoveries</li> </ul> |  |
| <p><b>globalization and sustainability</b></p>    | <p><i>How is everything connected?</i></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the</p>  | <ul style="list-style-type: none"> <li>• markets, commodities and commercialization</li> <li>• human impact on the environment</li> <li>• commonality, diversity and interconnection</li> <li>• consumption, conservation, natural</li> </ul>  |  |

|  |  |  |  |
|--|--|--|--|
|  | <p>opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>  | <p>resources and public goods</p> <ul style="list-style-type: none"> <li>• population and demography</li> <li>• urban planning, strategy and infrastructure</li> </ul>   |  |
| <p><b>fairness and development</b></p> | <p><i>What are the consequences of our common humanity?</i></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p> | <ul style="list-style-type: none"> <li>• democracy, politics, government and civil society</li> <li>• inequality, difference and inclusion</li> <li>• human capability and development ; social entrepreneurs</li> <li>• rights, law, civic responsibility and the public sphere</li> <li>• justice, peace and conflict management</li> <li>• power and privilege</li> <li>• authority , security and freedom</li> <li>• imagining a hopeful future</li> </ul> |  |

# Walkthrough

## **BIG QUESTION : How do I know which topics come under the global context?**

- **Textbook** : If you look at any IB influenced textbook, at the the start of every chapter you are likely to find the topics and their linked global context.
- **This will help you link the topic more holistically to a global issue and understand the wider applications of the topic learnt, and you will find a lot of this helping you in your assessments when the global context of your year will be mentioned.**
- **All subject exams will have questions linking to the key concepts, related concepts as well as the global contexts.**

### **Geography/humanities :**

- Your global context will appear primarily in criterion D, here you will be asked to write an essay.
- It is worthwhile for you to look at past papers with the same global context and practice the big essay question there.
- Please note that there are multiple topics that have the same global context, thus it is important to study all of them thoroughly and not just make a best guess.
- However, please note that this big essay question is actually linked to other related and key concepts as well so you will not be 100% tested on the exact same thing as the past paper. But the past papers are helpful in preparing you for what to expect.

### TOPICS (hodder textbook)

- Website : not legal (ib docs) (would not advise)
- Instead try accessing it through legal ways (purchase the book or borrow it from your local/school library).

Example:

*Systems*      *Diversity; Patterns and trends*      *Orientation in space and time*

# 1 What do geographers do?

- The unit might be labeled differently from what you learn in school, but the content is what matters
- In this example the GC linked to the subtopic is Orientation in space and time
- If you refer this to the table, a past paper you could possible look at is November 2021

### **Biology, Chemistry, Physics:**

- The same applies to the sciences as well where the global context appears in the last few criterion D questions (could be 1-3 questions depending on the past paper).

### **English**

- English probes to be slightly different, here you have 3 tasks
- Task 1 : 30 marks has 2 sections : the first one is short answers (this is focused on 1 key concept (random)). The second focuses on another key concept.
- Task 2 : 20 marks : Focuses on another key concept
- Task 3 : 30 marks : Focuses on a different key concept **AND** the global context

### **Mathematics**

- Criterion D will be somehow linked to your global context but in all honesty, there should not be as much focus on your global context.
- Just hone and study the content itself more than anything. However, do the global context past papers as they do help a lot. But the content is more important than the global context in the case of mathematics.

Each year you have a global context that corresponds to certain topics in that subject that is reflected in certain criterions that are dependent on your subject.