

**IB Defines a Global Issues as:**

A global issue incorporates the following three properties.

- It has significance on a wide/large scale.
- It is transnational.
- Its impact is felt in everyday local contexts.

**Fields of Inquiry:**

Students may look to one or more of the following fields of inquiry for guidance on how to decide on a global issue to focus their orals on. These topics are not exhaustive and are intended as helpful starting points for students to generate ideas and derive a more specific global issue on which to base their individual oral. It should also be noted that there is the potential for significant overlap between the areas.

**Culture, identity and community**

Students might focus on the way in which works explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

**Beliefs, values and education**

Students might focus on the way in which works explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

**Politics, power and justice**

Students might focus on the ways in which works explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights, and peace and conflict.

**Art, creativity and the imagination**

Students might focus on the ways in which works explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

**Science, technology and the environment**

Students might focus on the ways in which works explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

In selecting the global issue for their oral, students must be careful not simply to select from the fields of inquiry above (which are too broad), but to determine a specific issue for discussion that can be reasonably explored in a 10-minute oral. The global issue chosen for consideration should be significant on a wide scale, be transnational in nature, and be an issue that has an impact felt in everyday local contexts. The issue should be clearly evidenced in the extracts/works chosen.

For example, within the field of "Culture, identity and community", the theme of gender in itself might be unsuitably broad for an individual oral. A student interested in this theme might explore instead how gender bias manifests itself in different contexts, how this can be evidenced in many ways in works of many sorts, and how different authorial choices will determine what is meant by "gender bias" and whether or not bias should be viewed positively or negatively, allowing the students to evaluate the writer's choices and the impact they might have on the different readers'/viewers' understanding. The oral itself will only be concerned with the aspects of the global issue relevant to the two works chosen. The student should ensure the oral offers a balanced approach, giving approximately equal attention to both works. Thus, it is important that the student selects extracts/works that offer equally sufficient material for the discussion.