

Markscheme

May 2025

Global Politics

Higher level and standard level

Paper 2

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The paper is marked using the generic markbands on the following page, and the paper specific markscheme that follows. The markscheme for this paper is the same for HL and SL.

Markbands for paper two

Marks	Level descriptor
0	<ul style="list-style-type: none"> • The work does not reach a standard described by the descriptors below.
1–5	<ul style="list-style-type: none"> • The response reveals limited understanding of the demands of the question. • The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task. • There is little relevant knowledge, and examples are either lacking or not relevant. • The response is mostly descriptive.
6–10	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. • There is some evidence of an attempt to structure the response. • Some relevant knowledge is present, and some examples are mentioned but they are not developed or their relevance to arguments is not clear. • The response demonstrates limited understanding of the key concepts of the course. • There is limited justification of main points. • Counterclaims, or different views on the question are not considered.
11–15	<ul style="list-style-type: none"> • The demands of the question are understood and mostly addressed but the implications are not considered. • There is a clear attempt to structure the response. • The response is mostly based on relevant and accurate knowledge of global politics, and relevant examples are given and support arguments. • The response demonstrates some understanding of the key concepts of the course. • Many of the main points are justified and arguments are largely coherent. • Some counterclaims, or different views on the question are considered.
16–20	<ul style="list-style-type: none"> • The demands of the questions are understood and addressed, and most implications are considered. • The response is well-structured. • The response demonstrates relevant and accurate knowledge and understanding of global politics, and relevant examples are used in a way that strengthens arguments. • The response demonstrates a good grasp of the key concepts of the course. • All or nearly all of the main points are justified and arguments are coherent. • Counterclaims, or different views on the question are explored.
21–25	<ul style="list-style-type: none"> • A very well structured and balanced response that addresses the demands and implications of the question. • Comprehensive knowledge and in-depth understanding of global politics is

	<p>applied in the response consistently and effectively, with examples integrated.</p> <ul style="list-style-type: none">• The response demonstrates a very good grasp of the key concepts of the course.• All of the main points are justified. Arguments are clear, coherent and compelling.• Counterclaims, or different views on the question are explored and evaluated.
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The content listed indicates possible areas candidates might cover in their answers. They are **not** compulsory points. They are only a framework to help examiners in their assessment. Candidates may take a different approach, which if appropriate, should be rewarded. Examiners should not expect all of the points listed and should allow other valid points.

An understanding of, and an ability to work with, the key concepts of the course are particularly important in this paper. Whether or not the key concepts are explicitly mentioned in a question, students are expected to draw on their conceptual understanding of global politics and are invited to draw on any political concepts that are relevant to the arguments they put forward.

Power, sovereignty and international relations

1. Discuss the view that the biggest challenge to state sovereignty is intrastate conflict.

Responses are likely to include a definition of sovereignty. Students could explain sovereignty as implying that the state or government has supreme authority within its borders. Sovereignty characterizes a state's independence, its control over territory and its ability to govern itself. How states use their sovereign power is at the heart of many important issues in global politics. Students could discuss how state sovereignty could have two dimensions—one, the state as the sole author of laws within its territory (internal sovereignty) and two, the capacity of each state to act independently and autonomously on the world stage (external sovereignty). They could discuss the Westphalian notion of state sovereignty (means a system of states comprising sovereign state entities possessing the monopoly of force within their mutually recognized territories) and the kind of changes it has been undergoing. They could go on to explain intrastate conflict/war as those between or among two or more groups within the internationally recognized territory of the state. They could include civil wars (involving the state government and a non-state actor), inter-communal conflicts (involving two or more groups, none of which is the state government), non-state actors and wars of secession. The response may provide benchmarks by which intrastate conflict could be seen as the biggest challenge to state sovereignty. Students should be able to discuss to what extent they think that intrastate war is the biggest challenge to state sovereignty.

Arguments in favour of the claim that intrastate conflict is the biggest challenge to state sovereignty could include:

- Weak, fragile, failing, or failed states—in which the government is unable to perform central functions like maintaining security or providing basic services such as electricity, water, health care, and education—are particularly vulnerable to intrastate conflict which may be the biggest challenge for their sovereignty. In those countries, governments are often unable or unwilling to control what happens inside their borders, impacting their internal sovereignty, e.g. Somalia.
- Although the number of interstate wars are declining, the number of intrastate conflicts have risen in recent years, and this may prove to be the biggest challenge to state sovereignty by virtue of higher numbers. According to one estimate, there were 9 inter-state and 54 intrastate conflicts in the world between 1989-2007 and 5 wars and 37 armed conflicts in 2011. There have been a number of prominent civil wars e.g. Yemen and Syria that have had an impact on the sovereignty of these states as anti-government protesters fought to remove oppressive political leaders leading to violent wars of succession impacting internal sovereignty.
- Intrastate conflicts/wars based on ideological reasons or a quest for secessionism by terrorist groups or cartels may fight for many reasons (such as the ISIS) to control people and land, threatening the internal sovereignty of the state in question. E.g. Somalia and al-Shabaab terrorist group have made the government incapable of carrying out functions such as maintaining rule of law and safety, Shan in Myanmar and Boko Haram in Nigeria.

- Inability of states to manage intrastate conflicts could lead to humanitarian intervention from other states challenging their sovereignty under the UN doctrine of R2P. For instance, in Libya (2011), the government crackdown on civilians and rebel groups led to the UN Security Council invoking R2P, authorizing the use of force to protect civilian population, A NATO-led alliance conducted air strikes against military targets.
- Inability to govern and ensure human rights are protected, challenges the sovereignty of a state because it may lead to internal conflict. Failure to protect human rights could lead to international isolation and sanctions, affecting a state's external sovereignty, e.g. Myanmar and the Rohingya crisis.

Arguments against the claim that intrastate conflict is the biggest challenge to state sovereignty could include:

- There are bigger challenges to state sovereignty such as globalization and supranationality. Globalization, for instance has blurred boundaries and states are unable to control flow of information, control cyber-crime, avoid the impact of economic crisis beyond their borders, e.g. spread of propaganda through the media and internet during Arab Spring. Besides, intergovernmental and regional organizations such as the ASEAN and African Union also challenge state sovereignty because member states of these organizations must follow certain norms and rules to remain associated with them.
- There is evidence to show that sovereignty itself is becoming an outdated concept, especially the Westphalian notion of sovereignty. Today it is more to do with 'pooled sovereignty' or the 'sharing of decision-making powers between states in systems of international cooperation.' e.g. EU.
- There are several intrastate conflicts around the world, and they are not the same. Some may not challenge the sovereignty of the state, while others may, but the challenge is ineffective. For instance, the state may not face international intervention, especially where they concern powerful states, or if the international community does not take any action, e.g. Uyghur issue in China, Rohingyas in Myanmar. In such cases, state sovereignty is not eroded.
- In a realist world, states are sovereign and continue to be the primary actors in global politics that pursue self-interest. These states continue to remain sovereign despite not being in control of their territory in terms of maintaining rule of law, e.g. North Korea, China that have insulated their population from outside influence.
- Interstate conflicts pose a bigger challenge to state sovereignty. They could be more destructive and decisive and often larger scale conflicts involving two or more states. Many of these interstate wars are fought for territorial gains and changing boundaries and may thus threaten external sovereignty of states in a bigger way. For example, Russia-Ukraine war.

Arguments in favour of the claim could note that intrastate conflicts have increased in terms of number and intensity. These have had an impact on the sovereignty of the concerned states. Responses should provide specific contemporary real-world examples such as of intrastate wars/conflicts such as Syrian Civil War (2011), Yemen Civil War (2014), insurgency in Northern Chad (2014) to elucidate their points. Other arguments in favour of the claim

may contend that the biggest challenges to state sovereignty emerge from within state boundaries. They may discuss ethnic issues or identity issues that plague many countries such as Moro conflict in Philippines. Arguments against the claim may refer to other big challenges to sovereignty including intergovernmental and regional organizations such as the UN, ASEAN, EU. When states join with others in a regional or transnational economic/trade or political bloc, they give up some national sovereignty. In a globalising world, states prefer to join trade and political agreements for greater gains. This could impact sovereignty for instance, when they must formulate national policies and laws to be in tandem with the needs of these blocs or partnerships. Besides, issues such as the climate crisis are likely to drive increased conflict in the future as also the competition over increasingly scarce resources and migration are likely to be bigger challenges to state sovereignty. Finally, students may conclude that state sovereignty is not challenged or that the answer to the question depends on which form of sovereignty we are referring to. These and any other valid approaches or examples should be evaluated positively.

Responses should include a conclusion on the degree to which the student agrees that intrastate conflict is the biggest challenge to state sovereignty.

2. Discuss the claim that non-governmental organizations (NGOs) play the key role in approaches for developing society.

Responses are likely to include an explanation of non-governmental organizations (NGOs) and variables that define development of society. They may describe non-governmental organization as a group of citizens that works independently of the government, are non-profit and work towards social and political causes and issues. They may then discuss some the primary areas of work of NGOs such as the promotion of more ecological living, protection of human rights and protection of rights of refugees and migrant workers. Some examples could be cited such as Doctors without Borders, Oxfam International and World Vision. Students could then explain development as being a multifaceted term that refers to the overall standard of living and quality of life of individuals and households within a country. They may go on to identify variables that define the key approaches to development of society including improvement of citizenship skills and engagement, improving education and healthcare, promotion of gender equality and ecological living and Indigenous rights. Students should be able to discuss to what extent they think NGOs play a key role in approaches for developing society.

Arguments in favour of the claim that non-governmental organizations play the key role in approaches for developing society could include:

- NGOs are groups of people that connect with civil society on the ground. They have a specific focus and purpose and work passionately toward it. E.g. Women for Women International is an international women’s rights organization that supports the most marginalized women in countries affected by war and conflict. They help them learn the skills they need to rebuild their families and communities.
- NGOs serve as advisors to governments, policy makers and intergovernmental organizations and help them take appropriate policy decisions and actions to help develop society. For example, Red Cross and Doctors without Borders worked with local authorities and partner organizations in the US in 2020 to prevent the spread of COVID-19 in marginalized communities.
- NGOs give voice to those that are typically voiceless or are less powerful within a society—Indigenous peoples, women, marginalized groups. E.g. Survival an organization which works in partnership with tribal peoples to campaign, lobby and protest for their land rights helped the Yanomami people create the largest area of rainforest under Indigenous control in the world.
- In recent years, there is increasing amount of development resources being directed towards and through NGOs in all sectors. NGOs working to alleviate poverty, improve social welfare, and develop civil society have become more dependent on international donors, leading to an explosive growth of the number of NGOs in many countries. E.g. Akshaya Patra is a non-profit organization in India that aims to eliminate malnutrition in children, as well as support the right to education for children whose families cannot afford it.
- Some NGOs provide access to micro credit or micro finance facilities, positively impacting micro enterprises as well as enabling individual households to start income-generating activities. Other NGOs provide micro loans without requiring any collateral or mortgage with the aim of assisting the less privileged in society. They offer opportunities for people

to develop initiatives in business or agriculture that generate earnings, offsetting the debt over time. E.g. Grameen Bank Bangladesh.

- NGOs are perceived to function more effectively because they do not have to consider political implications of their actions or work unlike governments. Political leadership of states is likely to take policy decisions and implement them based on their ability to legitimate their election or continued position of power.

Arguments against the claim that non-governmental organizations play the key role in approaches for developing society could include:

- States, not non-governmental organizations play a key role in developing society. They are the legitimate and powerful actors that are sovereign or supreme in their borders and have the financial and institutional muscle and power to develop society. This is one of their primary functions as well.
- NGOs may have noble intentions and good ideas, but they do not always possess adequate funding. This greatly limits their ability to take meaningful action, e.g. World Medical Fund (WMF) is a small medical charity that operates in Malawi where many children lack access to even basic health services. It successfully provided free care and treatment for over 400,000 sick children. Since 2000, the funding resources available to small NGOs such as this have declined and efforts to attract funding have become increasingly competitive.
- NGOs can only function if the state in question allows them to work. Many states and governments have either declared NGOs illegal or even stopped them from carrying out work in their territory. E.g. FCRA licences—needed to receive funding from abroad—of over 12,000 NGOs and other organizations were claimed to have expired in India, leading the government to cancel their registrations. These include Oxfam and Missionaries of Charity.
- NGOs can be overly bureaucratic and thus not be effective in developing society. They focus too much on internal processes rather than on delivering aid and implementing programs effectively. NGOs generally utilize public funds from government, charitable funding bodies or public donations to serve their beneficiaries. While small NGOs may not have their own internal audit units, they still need to be accountable to various stakeholders. Besides they could also have problems such as corruption. E.g. in 2021 a former NGO official was sentenced to prison for paying bribes to NGO officers in exchange for sensitive procurement information related to NGO contracts funded in part by the US Agency for International Development. This goes against the development of society.
- NGOs can be perceived as being partial in the way they address the interests of some groups. They might operate under political influences, or under the influence of those who finance them. E.g. the Bill and Melinda Gates Foundation had links with the Bush administration.

Arguments in favour of the claim could note that NGOs play the key role in approaches for developing society because they are free from any political constraints and quest for financial gains at least in theory. E.g. the International Movement Against All Forms of Discrimination and Racism, based in Japan, sought the help of the UN Committee on the Elimination of

Racial Discrimination (CERD), which ensures that States uphold their international obligations. CERD paved the way forward by denouncing laws and policies that are racially discriminatory in Japan. Conversely, students may conclude that states, not NGOs play a vital role in developing society because they have the power and legitimacy to do so. E.g. an NGO Engineers Without Borders discussed their failure because they were not totally involved with the local community and the government. Finally, some students may argue that no single actor can be considered 'key' in this regard and, instead, it is about different actors collaborating that is needed. They should provide relevant examples.

Responses should include a conclusion on the degree to which the candidate agrees that non-governmental organizations play the key role in approaches for developing society.

Human rights

3. Evaluate the view that individual rights should always be prioritized over collective rights.

Responses are likely to include a definition of human rights as basic claims and entitlements that, many argue, one should be able to exercise simply by virtue of being a human being. Students are also likely to distinguish between individual rights and collective rights. Individual human rights refer to the fundamental rights and freedoms that belong to each individual by virtue of their inherent human dignity. These rights are inherent and inalienable, applying to every person regardless of their identity, background, or membership in a particular group. Examples of individual human rights include the right to life, liberty, freedom of expression, and freedom from torture or discrimination. Collective human rights, on the other hand, pertain to the rights of groups or communities as a whole. These rights recognize the significance of shared identity, culture, or interests in promoting the well-being of a collective entity. Examples of collective human rights include the rights of Indigenous peoples to maintain their cultures and traditions, linguistic rights of language communities, and the right to self-determination for certain groups or nations. Students should be able to evaluate to what extent they agree with the view that individual rights should always be prioritized over collective rights.

Arguments in favour of the claim that individual rights should always be prioritized over collective rights may include:

- Prioritizing individual rights promotes personal freedom and autonomy, allowing individuals to make choices that align with their own values and beliefs, rather than being compelled to conform to collective norms.
- Placing individual rights above collective rights helps prevent the tyranny of the majority, where a dominant group might oppress or discriminate against a minority group based on their collective interests. For example, concerns have been raised in India about the potential for tyranny of the Hindu majority over religious and ethnic minorities, particularly Muslims, as can be seen in the passage of laws such as the Citizenship Amendment Act in 2019.
- A focus on individual rights can foster a culture of innovation, as individuals are free to pursue their unique ideas, talents, and entrepreneurial ventures without being constrained by collective expectations. Both the United States' and Canada's commitment to individual human rights, including freedom of thought and expression, have contributed to their leadership in technology research and development.
- Prioritizing individual human rights lies at the core of global human rights advocacy. International organizations and non-governmental organizations that prioritize individual human rights hold governments and leaders accountable for their actions, e.g. Amnesty International and Human Rights Watch monitor and report on human rights abuses, shedding light on violations of individual human rights and pressuring governments to take responsibility and address such issues.
- Emphasizing individual human rights recognizes individuals as distinct entities with their own agency. For instance, the #MeToo movement is an example of individual human rights advocacy as it amplifies the voices of survivors, challenges societal norms, demands accountability, and promotes the fundamental human rights of dignity, respect, safety, and equality for all individuals.

Arguments against the claim that individual rights should always be prioritized over collective rights may include:

- Collective rights can be crucial for addressing systemic inequalities that affect entire communities, such as the right to education or healthcare, which may not be achievable through individual means alone.
- During national emergencies or natural disasters, collective rights might need to be prioritized to ensure the safety and well-being of the larger population, even if it temporarily limits certain individual rights, e.g. during the COVID-19 pandemic quarantine measures, travel restrictions, and vaccination campaigns were examples of collective actions that prioritize public health and safety over individual freedoms.
- Collective rights can help balance conflicting individual interests for the greater common good, particularly in situations where individual actions might harm the broader community or environment. For instance, the 2012 Murray-Darling Basin Plan limits individual water consumption or agricultural irrigation to ensure that there is enough water available for all communities in the river basin and to protect the environment.
- In some cases, collective rights are essential for preserving cultural heritage, traditions, and languages that are shared by a particular group or community. For example, Indigenous communities globally often advocate for collective land rights to protect their ancestral territories from environmental degradation and encroachment by corporations or governments. Eg protests over the Dakota pipeline in 2016.
- Collective rights can foster a sense of belonging and solidarity among members of a community, contributing to social cohesion and mutual support, e.g. LGBTQI+ support and advocacy groups provide spaces for individuals to connect, share experiences, and advocate for their rights collectively, empowering individuals to work together toward achieving equality and acceptance.

Responses should contain references to specific contemporary real-world examples. Arguments in favour of the claim could note that individual human rights in the form of privacy rights, particularly in the digital age, protect individuals from unwarranted surveillance and data breaches. For instance, debates around government surveillance programs in the US and the EU highlight the importance of individual privacy. Additionally, students may argue that individual human rights need to be prioritized as they are necessary to ensure that individuals can voice dissenting opinions without fear of reprisal, even if these opinions go against prevailing collective views. For example, journalists reporting on government corruption might face backlash for challenging the status quo. Arguments against the claim may reference how certain collective rights, such as the right to education and healthcare ensure that all members of a society have access to quality education and healthcare, helping to reduce disparities between different socioeconomic groups. Additionally, students may argue that in cases where individual actions can harm the environment and ecosystem, collective rights may be prioritized. For example, environmental regulations, protected areas, and conservation efforts restrict certain activities to safeguard natural resources and biodiversity for the common good, even if they limit individual actions. Finally, students may acknowledge that the distinction between

group rights and individual rights might be a false dichotomy; that some group rights, like the right to speak your own language, are essential for individual rights to be exercised and for individuals to be able to live a meaningful life. Similarly, just because someone values their individual right does not mean that they must also abandon other cultural or collective attachments. More nuanced responses may note that the balance between individual and collective rights is complex and context dependent. While both types of rights are crucial, the challenge lies in finding a harmonious approach that respects individual autonomy while also addressing broader societal needs and inequalities. These and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the candidate agrees that individual rights should always be prioritized over collective rights.

4. “Human rights are most effectively monitored by non-state actors.”
Discuss this view.

Responses are likely to include a definition of human rights as basic claims and entitlements that, many argue, one should be able to exercise simply by virtue of being a human being. Candidates may also offer some examples of human rights as contained in agreements such as the Universal Declaration of Human Rights (UDHR), the African Charter on Human and Peoples’ Rights, the American Convention on Human Rights, or the Rome Statute. Students will likely define non-state actors, which in global politics refer to entities and groups that operate internationally and exert influence or engage in activities within and/or across national borders, without being directly affiliated with or governed by any single government, i.e. non-governmental organizations (NGOs), trade unions (TUs), multinational corporations (MNCs). Students may note that monitoring human rights involves overseeing and assessing the adherence and implementation of international accords aimed at safeguarding fundamental rights and freedoms across countries and regions. Finally, students may provide benchmarks by which the effectiveness of monitoring can be determined.

Arguments in favour of the claim that human rights are most effectively monitored by non-state actors may include:

- Non-state actors, such as international human rights NGOs like Amnesty International and Human Rights Watch, are often independent of political agendas and government influence, allowing them to provide impartial assessments of human rights situations.
- Non-state actors, like NGOs and MNCs, have extensive networks, resources, and expertise to monitor human rights across various regions, enabling them to identify violations and raise awareness on a global scale. For example, the NGO Médecins Sans Frontières (Doctors Without Borders) operates in conflict zones, utilizing their networks and expertise to monitor and report on human rights abuses, including attacks on civilians and healthcare facilities, thereby raising global awareness of such violations. Similarly, NSAs such as trade unions might highlight and fight against unfair working conditions. E.g. the United Auto Workers in the US called for a strike in 2023 and secured wage increase and better retirement benefits. Also, MNCs might use profits for social causes.
- Non-state actors can exert pressure on governments and international bodies by publicly exposing human rights abuses, which can lead to diplomatic consequences, sanctions, or changes in policy. For instance, non-state actors like Fortify Rights and the International Campaign for the Rohingya, led the global outcry over the Rohingya crisis in Myanmar prompted international action and accountability efforts.
- Non-state actors can respond more quickly and nimbly than states and intergovernmental organizations (IGOs) to emerging human rights crises and provide immediate attention to overlooked or marginalized issues, complementing the often-slower bureaucratic processes of official bodies. Eg NGOs working in Gaza.
- Non-state actors can provide cover for whistleblowers and individuals who expose human rights abuses, offering a safe platform for reporting violations even in repressive environments. For example, Bellingcat, a citizen investigative journalism platform, collaborates with whistleblowers and uses open-source information to expose human rights abuses, conflict-related violations, and government misinformation.

Arguments against the claim that human rights are most effectively monitored by non-state actors may include:

- Non-state actors lack the democratic mandate and accountability mechanisms that come with state governance. Their actions may not be subject to oversight or represent the interests of affected populations. For instance, some MNCs, like Shell or Sicominex, operating in resource-rich regions have been criticized for exploiting local communities and environments, often without adequate accountability mechanisms to address ecological damage and human rights violations.
- While influential in a discursive sense, many non-state actors like NGOs often lack the resources and capacity to monitor human rights agreements as effectively as better funded IGOs and states.
- Non-state actors may carry their own biases, agendas, or interpretations of human rights that can influence their monitoring efforts and reporting. This subjectivity may compromise the objectivity of their assessments. For example, some Western human rights NGOs have been accused of not giving as much attention to human rights violations in Saudi Arabia, a key Western ally, as they might in other countries.
- Governments may view non-state actors' monitoring as an infringement on their sovereignty and resist external interference in their internal affairs rendering non-state actors less effective. For example, the Chinese government strongly resisted external criticism and monitoring by non-state actors regarding its policies in Hong Kong, particularly amid concerns over the erosion of the region's autonomy and freedoms.
- States and/or IGOs possess the sovereignty and legitimacy required to effectively monitor human rights. For example, the Council of Europe has enforcement mechanisms in support of human rights, which allows it to monitor them more effectively as their violation carries real-world consequences.

Responses should contain references to specific contemporary real-world examples. Arguments in favour of the claim could note that where governments lack the capacity or willingness to effectively monitor human rights (especially as many states are often the main violators of human rights), non-state actors can step in to fill the gap and ensure that violations are documented and addressed. For example, international humanitarian organizations and NGOs have played a critical role in documenting human rights violations in Syria where the government's limited access and restrictions on independent monitoring have led non-state actors to gather evidence of war crimes, chemical attacks, and civilian casualties, ensuring that these violations are documented and reported on a global scale. Arguments against the claim may reference how non-state actors monitoring human rights in traditional societies with indigenous populations may struggle to comprehend the intricate cultural relationships and customary practices. This lack of understanding could lead to misjudgements about land rights, resource management, and social structures, potentially oversimplifying complex human rights situations. Additionally, students may highlight how non-state actors advocating for LGBTQI+ rights in non-Western societies might not fully grasp the local cultural, religious, and societal contexts. Misinterpretations of these contexts could lead to oversimplified assessments

of the challenges faced by LGBTQI+ individuals and communities, potentially hindering effective advocacy efforts. Students may note the difficulties inherent in effectively monitoring human rights, regardless of who or what is supposed to be doing this. Finally, students may conclude that a range of different actors operating in concert are required for human rights to be effectively monitored. These and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the candidate agrees that human rights agreements are most effectively monitored by non-state actors.

Development

5. Evaluate the claim that globalization promotes rather than harms human well-being.

Responses are likely to include definitions of globalization and well-being. Globalization can be seen as the increasingly intensive integration and interdependence of exchanges and flows between different parts of the world. Students may discuss the different dimensions or facets of globalization. Well-being in the context of development refers to the overall standard of living and quality of life of individuals and households within a country, including for example income, wealth, employment opportunities, access to basic goods and services, social support, and overall satisfaction with life. Students should be able to evaluate to what extent they agree with the claim that globalization promotes rather than harms human well-being.

Arguments in favour of the claim that globalization promotes rather than harms human well-being may include:

- Globalization promotes economic prosperity through international trade and investment, allowing countries to specialize in producing goods and services in which they have a comparative advantage. This specialization can lead to increased economic efficiency and higher incomes for individuals and nations. As economies grow, people have access to more job opportunities, higher wages, and improved living standards. This specialization also contributes to reducing poverty in many parts of the world by creating jobs and economic opportunities. For example, the outsourcing of labour-intensive manufacturing processes to developing countries has lifted millions of people out of poverty in Brazil, Vietnam and Indonesia.
- Globalization has fostered international cooperation on environmental issues, which if unaddressed will constitute a threat to well-being. Climate change, for instance, is a global challenge that requires countries to work together to mitigate its effects and find sustainable solutions. The UN Framework Convention on Climate Change Conference of the Parties (COP) meetings provide a forum for this, building on the Paris Agreement of 2015 and the Copenhagen Accord of 2009.
- Globalization has expanded access to information and education, thus promoting overall well-being and satisfaction with life. The internet has democratized knowledge and especially information, making it easier for people to access educational resources across languages and cultures and stay informed about global events and developments. This access has empowered citizens who are better informed and equipped to make choices which improve their well-being.
- Globalization has facilitated the exchange of medical knowledge, technologies, and pharmaceuticals, leading to improved healthcare outcomes and the development of vaccines and treatments for various diseases. The COVID-19 pandemic saw rapid exchanges of medical knowledge and understanding leading quickly to vaccines. Well-being was promoted by the saving of 19.8 million lives in the first year of the pandemic, though these figures are contested.
- Globalization allows people to access a wider variety of goods and services from around the world. This leads to greater consumer choice and often lower prices, improving the quality of life and living standards for

many. Where these goods and services meet basic needs such as clean water, food, shelter and healthcare the effect on well-being is fundamental. Consumer goods can make life more convenient while leisure and entertainment can boost emotional and mental well-being.

Arguments against the claim that globalization promotes rather than harms human well-being may include:

- Globalization can contribute to environmental degradation through increased resource extraction, transportation, and industrialization. The pursuit of economic growth often comes at the cost of environmental sustainability, leading to pollution, habitat destruction, and climate change, which can harm human well-being in the long run. For example, air pollution in Beijing.
- The spread of global media and consumer culture can erode local traditions and cultural diversity. Some argue that this cultural homogenization can lead to a loss of identity and a decline in well-being for communities that feel marginalized or left behind by these global trends. For example, about 40% of the world's 7,000 languages are threatened.
- Globalization can exacerbate income inequality within and between countries. While it can create wealth and economic growth, the benefits are often unevenly distributed. Wealth and opportunities tend to accrue to those with skills and resources to participate in the global economy, leaving behind marginalized groups and exacerbating income disparities, for example in China and India, the well-being of the most vulnerable has diminished in recent years.
- In the pursuit of lower production costs, multinational corporations may sometimes exploit workers in countries with lax labour regulations. This can lead to poor working conditions, low wages, and violations of labour rights, which damage the well-being of workers. Examples of MNCs accused of labour exploitation are Nike in Vietnam and Indonesia, Nestle in West Africa (cocoa production), and Primark in Bangladesh (fast fashion).
- While globalization can improve access to healthcare and medical innovations, it can also contribute to the spread of diseases and unhealthy lifestyle changes. The global movement of people and goods can facilitate the spread of infectious diseases, and the adoption of Western diets and lifestyles can lead to health problems like obesity and non-communicable diseases.

Responses should contain references to specific examples. For example, it might be argued that the answer to the question of well-being depends on who you are. Global incomes have risen in the last 40 years, the gains have been distributed unequally. The poorest people have not lost but have not gained much in terms of well-being because they are outside the communication and supply chains of the globalised economy. The working populations of middle-income developing countries have gained substantially as MNCs have outsourced production and supply to them, the best examples being three of the BRIC countries. The gains have been in job security and incomes which have grown around 70% over twenty years, massively reducing poverty and contributing to well-being thanks to globalization. The least well off in developed countries have gained little from globalization as their jobs went abroad or were threatened by new technologies. And their anger has found expression in populist movements within democracies, which implies a loss in perceived well-being. The richest in developed economies

have experienced the greatest gains because of their ability to command new information and technologies. Examples are the leadership of firms like Apple, Amazon, etc.

Responses should include a conclusion on the degree to which the student agrees that globalization promotes rather than harms human well-being.

6. Examine the view that development is only possible if basic human rights are respected.

Responses are likely to include definitions of development and human rights. Development can be defined as a process which raises the level of well-being, standard of living and quality of life. They may discuss how development is multifaceted and could range from economic and social to human development. Human rights can be defined as basic claims and entitlements that, many argue, one should be able to exercise simply by virtue of being a human being, which are inalienable and essential for living a life of dignity. Responses may note that these rights are enshrined in documents such as the UN Universal Declaration of Human Rights of 1948 but may vary in interpretation in different countries and cultures. Responses may try to identify the most basic of human rights as, for example, the rights to life, equality and fair trial, freedoms of expression, thought, conscience and religion, and rights to work and education. Students should be able to discuss to what extent they agree with the view that development is only possible if basic human rights are respected.

Arguments in favour of the view that development is only possible if basic human rights are respected may include:

- A fundamental goal of development is respect for the individual, which provides the foundation for a just and equitable society. Human rights principles assert that every individual possesses inherent dignity and worth regardless of their background or circumstances. Myanmar is an example of a country whose long history of human rights abuses under military rule has hindered development. Foreign investment is deterred by for example the persecution of the Rohingya ethnic minority, impacting development.
- Development depends to some extent on collaboration with the international community. Countries which deny their citizens human rights are unlikely to attract investment and multinational corporations: being seen to promote human rights has become a qualification for joining the club of developed nations. Countries which refuse are likely to become isolated and thus unable to develop. Examples are Syria and North Korea.
- Development aims to satisfy needs. Some human rights are linked to basic needs, for example, rights to food, clean air and clean water. Protection and respect for these rights promotes better living standards and well-being, which are key elements of development. Absence of these rights to basic needs can lead to mass emigration and a brain drain, as has happened in Eritrea, where an authoritarian government has imposed compulsory military service and limited freedom of movement, extinguishing development.
- Development and human rights depend on the legal framework. The rule of law, if supported by human rights principles, can provide the stability for a just society. For example, accountability, transparency, equity and protection of property rights all help to promote economic and social development. The effects of the lack of an equitable rule of law can be seen in Zimbabwe under Robert Mugabe and his successor where repressive policies and land seizures have destroyed agricultural output and with it the prospect of development.
- Development depends on and fosters human capital. Basic human rights, such as the right to education and healthcare, are essential for the

development of human capital. Without access to education and healthcare, an unskilled and unhealthy workforce may not be able to contribute to development. Developed countries with high levels of human capital and human rights include Finland and Canada, and developing countries with high levels of human capital include Costa Rica and Vietnam.

Arguments against the view that development is only possible if basic human rights are respected may include:

- Development without basic human rights such as freedom of speech, freedom of assembly, and freedom to dissent in politics are basic human rights is still possible. An example of a country which has achieved remarkable economic growth and development in a few decades is China. It has become the second largest economy in the world in a short time despite these much-criticised omissions in its human rights record
- Some countries have achieved high levels of development without allowing basic human rights to extend to their entire populations based on gender. An example is Saudi Arabia, which has limited the political freedoms, everyday activities and freedom of expression of women, who were 42% of the population in 2022.
- Some highly developed countries maintain controls on press freedom and controls on political opposition. An example is Singapore, which is top of the human capital index. Although its constitution allows the right to peaceful assembly, restrictions are imposed in the interests of security, public order and morality. Public assemblies, political rallies and meetings require police permission.
- Early-stage development is often associated with the absence of human rights, which come about later as the economy and society mature.
- Development can lead to the urge to exploit natural resources in a way which ignores human rights. Some Gulf States such as the UAE and Qatar have exploited their oil and gas wealth with the help of MNCs to develop rapidly, using migrant labour and attracting criticism for restricting their rights. The current expansion of lithium, cobalt and nickel mining for batteries can be associated with labour exploitation. Cobalt mining in the DRC has raised concerns over child labour, unsafe working conditions and forced labour practices.

Responses should contain references to specific examples. Students may argue that development is only possible if basic human rights are respected. For example, North Korea is often cited as an extreme case of the absence of basic human rights hindering development. The country's authoritarian leadership has led it to poverty, isolation from the global community and famine. Venezuela has experienced economic collapse, hyperinflation, and a humanitarian crisis under the leadership of Nicolás Maduro. Repression of political dissent and the erosion of democratic institutions have contributed to the country's decline. Turkmenistan's government exercises tight control over many aspects of life, including the media, education, and political opposition. This lack of basic freedoms has stifled economic diversification and innovation. On the other hand, they may argue that development is possible even if basic human rights are not respected and cite the example of China that has seen economic development despite allegations of widespread human rights violations. Some students may even argue that the answer depends on the kind of development that is being considered. For instance,

economic development does not necessarily depend on human rights being respected whilst social or political development does. Others might have a more nuanced response and could question what is meant by “basic HRs” since what is important and basic could depend on the context or geographical region. These and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the student agrees that development is only possible if basic human rights are respected.

Peace and conflict

7. Evaluate the view that peace requires more than the absence of conflict and violence.

Responses should demonstrate an understanding of the key terms conflict, violence and peace. Conflict could be broadly defined as the dynamic process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Violence is often defined as physical or psychological force afflicted upon another being. Students may choose to distinguish between direct physical violence and structural violence, understood as a form of violence in which a social structure perpetuates inequity, thus causing a disproportionately negative impact on particular groups and communities. It is possible that responses will include specific mention of some of the different forms of violence (e.g. direct, structural, cultural). They are also likely to include a definition of peace, both in its positive and negative conceptions. While positive peace is defined as the presence of attitudes, institutions and structures that create and sustain peaceful societies, negative peace is defined as simply the absence of war or of direct physical violence. Responses should consider the merits or otherwise of the argument expressed in the prompt. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Arguments in favour of the view that peace requires more than the absence of conflict and violence may include:

- While the eradication of the causes of conflict and violence creates the conditions for peace to exist, these causes might persist even when conflict and violence are not manifest. Indeed, in many societies, marginalized communities continue to face systemic discrimination, limited access to education, and economic disparities, even when overt violence is absent. The absence of conflict and violence does not address the underlying issues and grievances that often give rise to conflicts. These root causes may continue to simmer beneath the surface. For example, the Israeli-Palestinian conflict has seen periods of ceasefire and reduced violence, but the underlying issues, including territorial disputes and historical grievances, remain unresolved, leading to recurrent conflicts.
- A certain level of development is necessary for peace to exist. The link between peace and development is highlighted by SDG 16 (Peace, Justice and Strong Institutions) as well as the clear correlation between low development and the absence of peace. Indeed, a majority of the world's undernourished and impoverished people live in conflict-affected countries.
- Peace requires more than the mere absence of conflict and violence to exist. In particular, it requires just and stable political institutions and structures that can sustain peaceful societies and prevent structural violence. Achieving negative peace (the absence of war or of direct physical violence) does not guarantee positive peace (the presence of peaceful attitudes, institutions, and structures) necessary for long-term stability. E.g. in Liberia (2003–2018), the UN peacekeeping mission disarmed combatants, helped displaced people return home and helped in holding three peaceful presidential and legislative elections. It is credited with helping bring democracy, stability and rule of law. Also, sometimes

peace agreements prioritize ending violence over achieving justice, leaving victims without redress and perpetuating underlying tensions. Suppressed conflicts or grievances may resurface in the absence of a constructive resolution mechanism, leading to renewed violence.

- Peace goes beyond just the absence of violence; it requires cultural understanding and tolerance among diverse groups and respect for universal human rights (e.g. polarization on migrant issues within European societies).
- For peace to exist it is essential that climate change is managed, and that the environment is maintained as liveable. Besides, the impact of climate change could lead to disruption of peace. For instance, in West Africa, environmental degradation, growing land pressure and climate change has led to increased competition between farmers and pastoralist herders leading to violence.

Arguments against the view that peace requires more than the absence of conflict and violence may include:

- The absence of conflict and violence can create a positive feedback loop, as peace fosters stability, economic growth, and social development, further reducing the likelihood of future conflict (e.g. EU). A clear example of this is the process of political integration at the EU level, which rendered the use of violence between member states unthinkable for the past 50 or so years.
- At the international level the absence of conflict and violence as conceptualized in the UN Charter is what defines peace and allows peaceful coexistence among individuals and communities in everyday life.
- The absence of conflict and violence provides an environment conducive to conflict resolution and dialogue, essential for achieving peace. It is a necessary if not sufficient condition for peace to exist.
- A period of non-violence can help build trust between conflicting parties, laying the foundation for future cooperation and peace-building efforts (e.g. DRC). Stopping violent conflicts can prevent them from escalating further, allowing for a chance to address root causes over time (e.g. Syria 2020).
- The absence of conflict and violence is a tangible goal and one that is universally understood and valued. The notion of what is peace and what constitutes a harmonious society can vary across cultures and time.

Responses should contain references to specific examples. Responses should include the student's conclusion regarding whether the absence of conflict and violence is or is not enough for peace to exist. Students might problematise the question by suggesting, for example, that the absence of conflict and violence can only be a temporary condition attained for short periods of time. They might also highlight the contested nature of the concepts of peace, conflict and violence, suggesting that different understandings of the concepts might inform different conclusions regarding the claim. Students who recognize and elaborate on this should be rewarded. These and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the candidate agrees that peace requires more than the absence of conflict and violence.

8. Discuss the claim that peacebuilding always leads to conflict resolution.

Responses should include a definition of peacebuilding as a ‘long-term process’ of creating the conditions necessary to establish a long and lasting peace. Peacebuilding is a ‘complex and long-term process and aims to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management.’ Peacebuilding efforts can also be work done to establish sustainable peace and development. Peacebuilding, being a ‘long-term’ process involves strategies that are not limited to: economic, political, and or social. Examples include Truth and Reconciliation Commissions, Traditional Courts, and Forgiveness of victims. References to building to positive peace can also be used to define and describe peacebuilding efforts by the candidates. Responses should include an understanding of what conflict resolution entails. Conflict resolution is defined when an entity solves a problem and or a difficult situation. Conflict resolution usually includes stabilization efforts to build longer-lasting peace and security.

Students should not confuse peacebuilding efforts with peacekeeping efforts, with the latter as defined by the UN as ‘a way to help countries torn by conflict create conditions for sustainable peace’. Students may provide a definition of peacemaking as a further distinction. Peacemaking includes measures to address conflicts in progress and usually involves diplomatic action to bring hostile parties to a negotiated agreement. Students should be able to discuss to what extent they agree with the view that peacebuilding always leads to conflict resolution.

Arguments in favour of the view that peacebuilding always leads to conflict resolution may include:

- Peacebuilding efforts such as those through the establishment of Truth and Reconciliation Commissions have been helpful in addressing past conflicts to expose wrongdoings, uncovering myths and naming perpetrators besides promoting forgiveness and reconciliation. Possible examples can include the TRC that was implemented in 2007 in Canada in relation to the Indian Residential School system for those directly or indirectly affected by the legacy to share their stories and experiences. This was the largest class-action settlement in Canadian history.
- Effective peacebuilding efforts not only address the immediate symptoms of conflict. They also target the root causes and structural inequalities that perpetuate violence and instability, helping in conflict resolution. E.g. UN peacebuilding efforts in Liberia have shown successes. The government elected in 2017 prepared a National Development Agenda for 2018-2024 that aimed to link peacebuilding priorities to the achievement of the Sustainable Development Goals.
- Peace building efforts that have included taking steps such as economic reconstruction and repairing or improving the economic and social infrastructure of a country post conflict, have led to conflict resolution. Possible examples can include Rwanda post 1994 genocide and the UN Operation in Ivory Coast which (mandate completed in June 2017), disarmed over 70,000 combatants and reintegrated them into society. Besides, over 250,000 refugees returned by 2016 and two presidential elections in 2011 and 2016 were supported there.

- Peacebuilding initiatives ensure that all segments of society have a voice in decision-making processes and access to resources and opportunities. This mitigates the risk of exclusion-based conflicts, e.g. FARC and Colombia in 2016.
- International mediation as a form of peace building has led to conflict resolution in the past. Possible examples can include mediating efforts through third party interventions, e.g. efforts by Norway in the 2010s, helped bring the Colombian government and FARC to the peace table. Norway had been involved in efforts towards peace in Colombia since 1999.

Arguments against the view that peacebuilding always leads to conflict resolution may include:

- Arguably, peacebuilding efforts require the need to resolve deep-rooted indirect and structural causes of violence in a society after a conflict has ended, which is very difficult and highly unattainable.
- Peacebuilding efforts through traditional courts set up to lead to conflict resolution may not always be effective or successful. Possible examples could include traditional courts in South Africa, whereby the courts apply unwritten versions of customary law that is connected to practices of the indigenous community.
- International organizations such as International Criminal Court are not always able to bring wanted criminals to justice. This could be attributed to a range of issues including a weak record of prosecutions, discord among the court's judges, being slow and bureaucratic and most importantly lacking an enforcement mechanism, e.g. the case of Sudan and Omar al Bashir. The ICC had issued an arrest warrant against Bashir in 2009 for crimes against humanity and war crimes. However, no action has been possible till now including his arrest by the ICC.
- Forgiveness is intangible, nor can it be fully achieved, but is needed for conflict resolution to happen completely. There will always be a section of society which is unable to forgive and move on, if they feel wronged. Therefore, an imposed settlement, or a ceasefire may just be a temporary resolution to the conflict and may reignite anytime, e.g. Somalia civil war.
- Peacebuilding is only effective when all steps are followed in the conflict resolution process. Peacebuilding on its own is not enough and is dependent on steps such as disarmament, demobilization, reintegration into the mainstream, negotiations, treaties, establishment of rule of law, building institutions as well as ensuring justice, dialogue and economic development.

Responses should contain references to specific examples of peacebuilding efforts and go on to argue why some of these efforts were not (or were) successful. For instance, they could cite the example of Gambia which witnessed improvement in peace, as peacebuilding and stability followed the successful 2017 presidential election and the country rose to be amongst the most peaceful countries in Sub-Saharan Africa in the Global Peace Index 2018. Students could also argue how peacebuilding efforts may not be successful, e.g. Sudan and South Sudan. They could argue that theories of peacebuilding and conflict resolution abound, and there could also be a difference in their interpretation. It could also make it difficult to discern what successful peacebuilding encompasses. Responses might also suggest that

successful peacebuilding can only be assessed on a case-by-case basis. These and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the student agrees with the view that peacebuilding always leads to conflict resolution.