

Markscheme

May 2026

Global Politics

Higher level and standard level

Paper 2

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General marking guidance

Expect a range of approaches in student responses

Examination questions encourage independent thinking on the part of students. Expect a range of appropriate responses. Examiners should be aware that in some cases, students may take a different approach that, if appropriate, should be rewarded.

The content listed indicates possible areas students might cover in their answers. They are **not** compulsory points. They are only a framework to help examiners in their assessment. Students 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.

Marking accurate and relevant knowledge and examples

For some questions, there is no single “correct” answer. Examiners must be prepared to award full marks to answers which demonstrate accurate and relevant knowledge.

For example, bulleted lists in this markscheme indicate likely points that students may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed.

Unless demanded by the question, explicit stand-alone definitions are not required: understanding of terms may sometimes be conveyed as effectively through the way they are woven into the response.

About extended responses

It should be recognized that, given time constraints, answers are not intended to reflect a fully polished extended response that addresses the full range of possible examples, issues and topics possible. Use the provided markbands in conjunction with the marking notes to award marks.

Markbands for paper 2

Marks	Description
0	The work does not reach a standard described by the descriptors below.
1–3	The response shows limited understanding of the demands of the question. • The arguments are poorly structured and unclear. • There is little relevant knowledge present. • The response is descriptive or is based in unsupported generalizations.
4–6	The response shows some understanding of the demands of the question. • The response is structured to an extent, but the organization lacks clarity or coherence. • There is limited justification of the claims presented. • Some relevant knowledge is present. • Some examples are mentioned but they are not developed or their relevance is unclear. • Diverse perspectives are not identified.
7–9	The response indicates an understanding of the demands of the question, but these are only partially addressed. • The response presents an adequate structure and organization. Arguments are clear and coherent. • Most of the main claims are justified. • Relevant and accurate knowledge is present. • Supporting examples are partly developed. • Diverse perspectives are identified, but not explored.
10–12	The demands of the question are understood and addressed. • The response is well structured and organized. Arguments are clear, coherent and well supported. • All of the main claims are justified. • The response demonstrates relevant and accurate knowledge. • Supporting examples are adequately developed. • Diverse perspectives are explored.
13–15	The demands of the question are understood and addressed, and possible implications are considered. • The response is well structured, balanced and effectively organized. Arguments are clear, coherent and compelling. • All of the main claims are justified and evaluated. • Relevant and accurate knowledge is used effectively throughout the response. • Supporting examples are effectively developed. • Diverse perspectives are explored and evaluated.

Section A

1. To what extent has the 1948 Universal Declaration of Human Rights influenced international and regional rights frameworks?

Responses are likely to include a definition of human rights as those rights that, many argue, one should be able to exercise simply by virtue of being a human being. Students are also likely to include a reference to the 1948 Universal Declaration of Human Rights (UDHR), describing it as a milestone document adopted by the United Nations General Assembly that outlines universal human rights irrespective of race, religion, sex, or nationality. Students may also note that international rights frameworks refer to legal and policy structures at an international level that guide states in human rights standards, e.g., the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) or the Convention on the Rights of the Child (CRC). On the other hand, regional rights frameworks involve agreements or conventions adopted by countries in particular geographical areas, tailored to address regional specificities and enhance compliance with international norms, e.g., the European Convention on Human Rights or the African Charter on Human and Peoples' Rights. Students may then outline the bases for determining or gauging the influence that the UDHR may or may not have had on international and regional rights frameworks.

Arguments in favour of the claim that the 1948 Universal Declaration of Human Rights has influenced international and regional rights frameworks may include:

- The UDHR has directly influenced the formation of comprehensive international human rights laws and treaties. For example, The International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) are extensions of the UDHR. Their provisions are nearly universal, ratified by most UN member states, and serve as foundational texts in international human rights law.
- The principles of the UDHR have been adapted to create regional human rights documents, tailored to fit specific regional contexts. For example, the European Convention on Human Rights (ECHR) established a strong system of human rights enforcement through the European Court of Human Rights, while the African Charter on Human and Peoples' Rights (1981) echoes the UDHR but also introduces collective rights and duties towards the community, reflecting African values and societal structures.
- The UDHR has helped harmonize human rights standards across different regions, e.g., the American Convention on Human Rights (1969) by providing a foundational framework of universal human rights principles, which the Convention adapted to the regional context of the Americas, ensuring protections like the right to life, personal liberty, and freedom from torture across member states.
- The UDHR provides a framework for both global and regional organizations to promote and enforce human rights. For example, the European Court of Human Rights uses the European Convention on Human Rights as its basis, itself heavily influenced by the UDHR, to adjudicate cases brought by individuals from over 46 member states.
- The UDHR serves as a universal standard for international NGOs and advocacy groups. For instance, international human rights organizations, like Human Rights Watch and Amnesty International, have condemned Saudi Arabia's use of the death penalty and restrictions on free speech, citing conflicts with international human rights standards and the UDHR.

Arguments against the claim that the 1948 Universal Declaration of Human Rights has influenced international and regional rights frameworks may include:

- The non-binding nature of the UDHR means its influence on regional legal instruments can be indirect and varied. For instance, the Association of Southeast Asian Nations (ASEAN) Human Rights Declaration (Bangkok Declaration) has been criticized for not fully adhering to UDHR standards, citing regional particularities and the non-binding status of the UDHR as reasons for divergence.
- Cultural and political differences can lead to significant variations in how regions adopt UDHR principles. For example, the Arab Charter on Human Rights, has been both praised for incorporating UDHR principles and criticized for provisions that conflict with international human rights norms, particularly those relating to gender and religion.
- Economic and political interests often shape how regions interpret and implement UDHR-inspired rights. For example, in countries like Poland and Hungary, political shifts and economic instability have led to inconsistent application of the ECHR, impacting the regional human rights framework's effectiveness.
- Different regions may emphasize certain rights over others, influenced by the UDHR but tailored to local priorities. For instance, in Latin America, there has been significant emphasis on social and economic rights, partly due to the region's history of inequality and poverty, which may overshadow civil and political rights covered by the UDHR while in sub-Saharan Africa, economic strife limits governments' ability to fulfil economic, social, and cultural rights, such as the right to education and health, as outlined in the UDHR.
- New dilemmas such as privacy rights, data protection, and concerns about AI are testing influence of the UDHR framework, especially if such rights were not envisioned in 1948. For instance, the European Union's General Data Protection Regulation (GDPR) represents a significant evolution in the right to privacy, demonstrating how regional frameworks can expand upon and specify UDHR principles in response to contemporary issues.

Responses should demonstrate a clear understanding of the UDHR's impact on shaping international and regional human rights frameworks, which is undeniable yet complex. Responses should contain references to specific contemporary real-world examples. Arguments in favour of the claim could note how the UDHR continues to serve as a cornerstone for global human rights discourse, providing foundational principles that have been integrated into myriad international treaties and regional declarations. For example, the establishment of the International Criminal Court (ICC) and the reinforcement of regional bodies like the European Court of Human Rights and the Inter-American Court of Human Rights underscore the UDHR's critical role in shaping legal norms that uphold human rights and justice across continents. Arguments against the claim, however, may mention how the interpretation and application of these rights are not without controversy or challenge. For example, the Arab Charter on Human Rights attempts to blend universal human rights ideals with regional and cultural specifics, which sometimes results in contentious clauses that limit certain freedoms, illustrating the delicate balance between universalism and cultural relativism. Finally, students may argue that even if regional frameworks adopt much of the content and focus of the UDHR it may not really matter if the enforcement of these rights are weak or absent. In such cases, the influence of the UDHR on regional frameworks might be seen as hollow. Any other valid approach should be evaluated positively.

Responses should include a conclusion on the degree to which the student agrees with the claim that the 1948 Universal Declaration of Human Rights has influenced international and regional rights frameworks.

2. Evaluate the claim that intergovernmental organizations (IGOs) have a limited impact on the promotion of sustainable development.

Responses are likely to include a definition of intergovernmental organizations as those created by two or more states through a formal agreement, such as a treaty or charter, to work together on common issues and promote shared goals. Students may also acknowledge that sustainable development can be described as an increase in the standard of living and well-being of a society in ways that do not threaten the standard of living and well-being of future generations. Students should show some understanding that development is a contested and multifaceted concept; varying perspectives and interpretations including political development, social and human development, institutional development and economic development may be discussed but clear links to sustainability must be established. Sustainability being the ability to maintain or support a process over time. Students should discuss the efforts of IGOs in attempting to promote some aspect of sustainable development. Students are likely to consider whether IGOs are more likely to promote sustainable development depending on how development is defined.

Arguments in favour of the claim that IGOs have a limited impact on the promotion of sustainable development may include:

- Some argue that sustained political development within states requires governments to be accountable to citizens. Sovereignty can be an obstacle for IGOs attempting to promote political development. The European Union is an intergovernmental organization that has long promoted democracy within its member states and in 2020 created a “Third Action Plan on Human Rights and Democracy”. However, the EU has had little impact on the declining political development within Hungary due to Hungary’s state sovereignty.
- The United Nations, the world’s most well-known IGO, has long promoted gender equality as a component of sustainable social and economic development. However, in practice discrimination persists. For example, Afghanistan ratified the UN’s Convention on the Elimination of Discrimination against Women (CEDAW) but women in Afghanistan are currently denied many basic rights including access to education, employment and freedom of speech.
- Intergovernmental organizations such as the World Bank have promoted harmful initiatives to bring about economic development with disastrous sustainability outcomes. In 2017 it undermined its own climate commitments by supporting investment incentives for coal, gas, and oil projects in India and South Africa. Despite following IMF advice and receiving loans over several decades, Ethiopia and Kenya are currently facing extreme debt distress and economic crisis as a result.
- Ultimately IGOs are made up of states and according to Realism all states operate in their own best interest. Although collectively IGOs may promote sustainable development, member states often have diverse or conflicting economic, environmental, and political priorities. This makes it difficult for IGOs to reach consensus on sustainable development policies. For example, wealthier nations may prioritize climate goals, while developing countries may focus on immediate economic growth.
- IGOs tend to have complex bureaucratic structures, leading to slow decision-making processes. Sustainable development requires urgent, coordinated action, but IGOs may take too long to respond effectively to emerging challenges due to administrative hurdles and procedures. For example, the African Union launched the Great Green Wall initiative in 2007 to address land degradation but as of 2023 only 18% of the land targeted has been restored.

Arguments against the claim that IGOs have a limited impact on the promotion of sustainable development may include:

- IGOs can promote sustainable economic development by helping states adopt costly but more environmentally sustainable technology and promoting the establishment of new businesses. For example, the UNDP has provided loans to allow for the establishment of electric bicycle outlets and charging stations across Vietnam's major cities. This will lead to less air pollution, improving residents' health and well-being.
- IGOs promote the liberal ideals of international cooperation and economic interdependence. States willingly join IGOs because they expect to see benefits in terms of their own development. For example, ASEAN has set up free trade agreements that benefit 10 Southeast Asian member-states and provides opportunities collaborate on solutions to future economic concerns.
- IGOs such as the United Nations can promote sustainable development at the international level and have the resources to create effective policies to promote a more inclusive and sustainable view of development which encompasses political, social, institutional and economic factors. For example, the United Nations' Sustainable Development Goals.
- IGOs provide a platform to address concerns if member-states are actively discouraging social, human or political development. They can also work effectively with other actors such as NGOs and states to try to bring about change. For example, the World Bank immediately halted loans to Uganda after it passed severely discriminatory laws against LGBTQ people in 2023.
- Environmental concerns are a global issue. Sustained environmental development requires the collaboration and cooperation of multiple states as states working alone cannot be as effective. For example, the European Union Green Deal ensures that multiple states work together to promote sustainable economic growth which also respects sustained environmental development.

Responses should contain reference to specific examples. To support the claim that IGOs have a limited impact on sustainable development students could refer to the criticism faced by the UN's Sustainable Development Goals being too idealistic and unattainable. Examples which oppose the claim could include specific development projects and initiatives sponsored by IGOS which have had a significant impact, such the IMF 1.3 billion US dollar loan to Serbia whereby Serbia outperformed goals set by the IMF toward economic growth. Additionally, the examples of development considered must be evaluated in terms of their sustainability. It may be that students argue that IGOs play a more significant role in one aspect of sustainable development than another. For example, IGOs might be said to contribute significantly to sustainable economic development but not to sustainable political development. They may also argue that some IGOs contribute more to a holistic understanding of sustainable development (for example the United Nations) than others (for example IMF).

Responses should include a conclusion on the degree to which the student agrees with the claim that IGOs have a limited impact on the promotion of sustainable development.

3. "Control over resources is the main cause of conflict." Discuss this view.

Responses are likely to include a definition of the key concept of conflict, which 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. In answering the question, students may refer to both latent and overt conflicts, demonstrating an understanding of the difference between violent and non-violent conflicts. Responses should demonstrate an understanding of the term resources as assets and commodities that are necessary for the economic and social functioning of states and societies. These might include natural, economic, human or strategic resources. Students are expected to consider the merits or otherwise of the view that control over resources is the main cause of conflict. In doing so, they should also demonstrate an understanding of conflict dynamics, causes of conflict (e.g. identity, ideology, interests, resources, socio-economic divisions, institutional arrangements) and types of conflict (e.g. inter-, intra-, non- and extra-state conflicts).

Arguments in favour of the view that control over resources is the main cause of conflict may include:

- Competition to establish control over resources is the main cause of many conflicts. Rebel groups and government forces have fought for control of oil-rich regions, leading to prolonged and violent conflicts. For example, the civil war in South Sudan is largely driven by control over oil resources, which are vital to the country's economy.
- Control over natural resources is the main cause of territorial disputes among states. The South China Sea dispute, for instance, involves multiple countries, including China, Vietnam, and the Philippines, who contest control over areas rich in oil, gas, and fishery resources. The strategic importance of these resources fuels the ongoing tensions and militarization of the region.
- Due to the scarcity of resources, both state and non-state actors engage in conflicts over their control. Water-related disputes have become more frequent (with 263 incidents reported between 2010 and 2018, according to the UN). For example, the Nile River Basin has been a source of tension between Egypt, Ethiopia, and Sudan, especially with Ethiopia's construction of the Grand Ethiopian Renaissance Dam.
- As climate change exacerbates desertification, the struggle for arable land has intensified, becoming the main cause of conflict in the affected areas (e.g. herders and farmers in Nigeria's Middle Belt). Land grabbing is also on the rise in the Amazon rainforest, where there is an ongoing conflict between the corporations involved mining (e.g. VALE) , on the one hand, and Indigenous communities, on the other.
- Armed groups have fought to control mining areas, exploiting these resources to fund their operations. For instance, the Democratic Republic of the Congo (DRC) has experienced decades of conflict fuelled by the control over valuable minerals such as coltan, diamonds, and gold.

Arguments against the view that control over resources is the main cause of conflict may include:

- Many conflicts are ethnic and identity-based conflicts. The Rohingya crisis in Myanmar is primarily an ethnic and religious conflict, rather than a resource-driven one. The persecution and violence against the Rohingya Muslim minority by the Myanmar military and Buddhist nationalists stem from deep-seated ethnic and religious animosities.
- Control over resources is often a secondary cause of conflict, with ideology being the main cause. For example, the rise of ISIS in Iraq and Syria was driven by ideological motivations rather than resource control. The group's extremist interpretation of Islam and its goal to establish a caliphate led to widespread violence and conflict, with resources being a secondary factor.
- Competition over political power, rather than resources, is the main cause of conflict. For example, the Venezuelan political crisis, marked by conflict between supporters of Nicolás Maduro and opposition forces, is driven by a struggle for political power rather than direct control over resources. While Venezuela is rich in oil, the conflict is rooted in governance, corruption, and legitimacy issues.
- Intra-state conflicts are mainly driven by the way resources are managed and allocated, rather than their mere control. Deep socioeconomic inequalities and a demand for systemic reforms, rather than resource control, were the main cause of the widespread protests and unrest in Chile in 2019. The conflict centred on issues like education, pensions, and healthcare, highlighting the role of socio-economic division and economic grievances in driving conflict.
- Most conflicts are caused by the presence of institutional failures and governance issues. The conflict in Syria, for instance, began as a civil uprising against the authoritarian regime of Bashar al-Assad, driven by demands for political freedom and an end to corruption. While control over resources became a factor later, the conflict was initially sparked by governance failures.

Responses should contain references to specific examples. As arguments in favour of the claim, students may argue that despite all the references to human rights and justice when justifying the use of force, states engage in conflict for the control of resources (e.g. Libya 2011). Further, students might refer to the growing importance of control over natural resources such as lithium, which is causing major conflicts in different areas of the world (e.g. “Lithium triangle” in South America: Chile, Argentina and Bolivia). As arguments against the claim, students may argue that while resources play a role, the conflict is primarily about other factors such as national identity and self-determination (e.g. Israeli–Palestinian conflict). Further, students may argue that many conflicts are driven by radical ideologies embraced by groups motivated by a desire to reshape political and religious landscapes, with resource control being a tool rather than the primary cause (e.g. Al-Qaeda). Responses could include diverse perspectives that highlight elements such as the complexity of conflict(s) and the difficulty of isolating separate and distinct causes of any conflict. Any other valid approach should be evaluated positively.

Responses should include a conclusion on the degree to which the student agrees with the view that control over resources is the main cause of conflict.

Section B

4. "The protection of rights is necessary for successful development." To what extent do you agree with this claim?

Responses are likely to begin by defining some of the key terms contained within the prompt. Rights – encompassing civil, political, economic, social, and cultural rights – are legally recognized entitlements and freedoms, protection can be seen as the means and measures taken to ensure rights are respected and enforced. Development can be defined as a sustained increase in the standard of living and well-being of a level of social organization and successful development could include economic growth, sustainability, social equality, and political stability. Students may approach this prompt by examining theoretical frameworks (like rights-based approaches to development), analysing case studies, or discussing global and regional trends. The examination should critically assess the necessity of rights protection for successful development, potentially looking at the implications of rights violations on developmental outcomes.

Arguments in favour of the claim that the protection of rights is necessary for successful development may include:

- Stable societies, where rights are protected, create favourable conditions for investment and economic activities, e.g. the Scandinavian countries, renowned for high human rights standards, consistently show strong economic performance and high levels of social development.
- Protecting the rights of vulnerable and marginalized groups leads to more inclusive and sustainable development. For example, Brazil's Bolsa Família program, through conditional cash transfers, has reduced poverty, improved education, and promoted social inclusion, helping millions of vulnerable individuals escape extreme poverty and fostering sustainable development by addressing inequality.
- Rights protection promotes transparency and accountability in governance, which are crucial for effective development policies. By ensuring that marginalized groups can voice concerns and hold governments accountable, it creates a system where public resources are more likely to be allocated equitably, and corruption reduced. For instance, Estonia has seen significant development progress since the early 2000s, coinciding with improvements in political rights and governance practices.
- Societies that ensure environmental rights, like the right to a clean and safe environment, contribute to long-term sustainable development. One example of this is the legal recognition of the Whanganui River in New Zealand as an entity with rights, which has led to better environmental planning and sustainability initiatives.
- Protecting educational and health rights ensures the development of social capital, a key driver of economic development, e.g. Cuba's emphasis on universal access to healthcare and education has resulted in high literacy rates and a healthy workforce, supporting its development goals.

Arguments against the claim that the protection of rights is necessary for successful development may include:

- Some countries achieve rapid economic growth despite poor rights records. For instance, China has experienced unprecedented economic growth over the past decades, even with significant human rights concerns, e.g., the PRC’s treatment of the Uighurs, a Muslim ethnic minority primarily in Xinjiang region.
- In some cultural contexts, communal rights or socio-economic development might take precedence over individual political rights, e.g., Rwanda has prioritized economic recovery and development over certain political freedoms.
- In crisis situations, rights might be temporarily suspended to stabilize economies or societies, which can lead to short-term development successes. For example, Singapore’s restrictive measures during the COVID-19 pandemic were seen as infringing on personal freedoms but were effective in controlling the spread of the virus and stabilizing the economy.
- Governments might prioritize economic rights such as the right to work over political rights in their development agendas. For instance, Gulf countries like Qatar have focused on infrastructure and economic development while maintaining restrictive political environments, e.g., lack of political parties, strict controls on freedom of expression, and limited avenues for public participation or dissent.
- Complex interdependencies mean that the relationship between rights protection and development is not always linear; other factors like international aid, natural resources, and geopolitical interests often play significant roles. For instance, oil-rich states like Saudi Arabia have seen development through wealth accumulation from natural resources, irrespective of their mixed human rights record.

Responses should clearly assess the degree to which successful development may be impossible if rights are not protected. Students should include references to specific examples to support their evaluation of the claim in the question.

Arguments in favour of the claim could note that a strong rights protection system is essential for sustainable development, as seen with Indigenous rights in Canada and Bolivia, and gender equality in countries like Sweden, which link these efforts to better economic growth and societal well-being. Arguments against the claim could point to examples like Vietnam and the UAE, where rapid development occurred despite restricted political freedoms and labour rights, suggesting that economic progress can be achieved under authoritarian regimes. Additionally, countries like India and Brazil show that even with constitutional rights, inconsistent enforcement, corruption, and poor governance can undermine development, indicating that while rights protection is important, its role in development varies greatly depending on national and political contexts. Finally, students could consider that the benchmarks used for determining whether development has been “successful” may also vary according to the context a country finds itself in (demographic, historical, geographic, political, economic, etc.). Any other valid approach should be evaluated positively.

Responses should include a conclusion on the extent to which the student believes the claim that the protection of rights is necessary for successful development.

5. Evaluate the claim that development depends solely on different types of power.

Responses are likely to include a definition of development as a multifaceted and contested term. Development can be most simply defined as a sustainable increase in the standard of living and well-being of a society, however, more specific references to political, social/human, institutional, environmental and economic development would enable a more nuanced approach to the question. Power can be defined as an ability to effect change and is a central concept in the study of global politics. Rather than being viewed as a unitary force, it can also be seen as an aspect of relations among people functioning within a social organization. Students should demonstrate some understanding of the different classifications of power and may discuss this in terms of hard and soft power; structural and relational power; economic, political, social and cultural power and/or power to, power over and power with. The claim that successful development depends only on power relations should be evaluated and a clear thesis as to if this is the only factor impacting successful development must be made. As an alternative perspective, responses may discuss power relations internationally or factors other than power that impact development. A successful alternative perspective needs only to prove that power dynamics within a state are not the only factor impacting its development.

Arguments in favour of the view that development depends solely on different types of power may include:

- Development is dependent on structural power; a stable political system with a robust legal framework is needed for a sustained increase in the standard of living of citizens. Denmark is ranked as one of the least corrupt countries on the Corruption Perceptions Index and has a very low GINI coefficient ranking indicating less income inequality and a greater likelihood of societal well-being.
- Within a state, the coercive effects of hard power can create an environment where development is impossible. For example, intrastate conflict can prevent any sort of development by disrupting the economy and lives of citizens. An example is Myanmar.
- Marginalized and vulnerable groups often lack the opportunities experienced by other members of society and can be said to be lacking social and economic power too, so they do not enjoy a sustained increase in their standard of living and well-being. The UNDP argues that the eradication of poverty, hunger, disease and illiteracy, the provision of adequate shelter and secure employment for all is the aim of development. Therefore, a state's development is obstructed by the existence of marginalized/vulnerable people. An example of this is South Sudan, which is considered to be the least developed state according to the 2023 Human Development Index and has widespread inequality among women and multiple ethnic and linguistic groups.
- Relational power, the influence a state or actor has on its relationship with other actors, can also be powerful as an alternative to military or economic power. It can also impact development within a state. For example, a smaller state such as Singapore might be able to leverage its lesser power over larger states through its strategic location. Larger states such as the US might have disproportionate cultural influence through Hollywood and dominant social media. or diplomacy. The EU's environmental standards have a wider influence than its member states on countries with which it deals.
- Cyber-power refers to the use of cyberspace by actors for their own advantages. These actors can be state-actors or non-state actors (such as terrorist groups, criminal gangs). According to the United Nations Department of Economic and Social Affairs, the spread of incendiary hate speech, violent extremism and misinformation along with attacks against businesses and

government, are a great threat to economic development and social stability of all states. Example: The WannaCry ransomware attack in the UK targeted the National Health Service in 2017.

Arguments against the claim that the development depends solely on different types of power may include:

- Development is encouraged by several factors which are not directly (though possibly indirectly) related to different types of power. These are education, innovation, capital formation and entrepreneurship. For example, in education basic numeracy and literacy are necessities not only for a productive workforce but for the innovative and entrepreneurial mindsets which underpin development. Literacy is a catalyst for social change and gender equality, both features of development. A historic example is Italy and a current one is Cameroon.
- Geographical conditions and natural disasters can have a significant impact on the development of a state. For example, according to the World Risk Report the Philippines is one of the most disaster-prone states on earth due to floods, earthquakes, typhoons and droughts. This has destroyed infrastructure and disrupted food supplies, negatively impacting development.
- Health crises such as pandemics or communicable diseases can create extreme strain on the healthcare and financial resources of the state, severely impacting development. An example is the Covid 19 pandemic. Global GDP fell by 3.5% in 2020, slowing development and widening inequalities especially in developing countries and hugely increasing public debt in developing countries.
- Climate change can also significantly impact the development of a state. In Somalia, for example, worsening droughts have led to even greater food insecurity further threatening the future standard of living, political stability and well-being of the population. Chad is thought to be the country most vulnerable to climate change due to its dependence on rural agriculture and livestock farming. Floods affected 2.5 million people in Nigeria in 2022.
- Development is a multifaceted and complex concept, and it cannot be said that it solely depends on power. Many factors influence development and although power may be one of them it is very limiting to say that it is the only factor. For example, the UN Sustainable Development Goals highlight the importance of a diverse range of approaches to promote development including gender equality (SDG 5) and climate action (SDG 13).

Responses should contain reference to specific examples demonstrating how development is solely dependent on different types of power. Examples could be given showing how the power of the government impacts development in both positive and potentially negative ways. For example, political corruption impacts states such as Somalia which has been identified as one of the most corrupt states in the world by Transparency International (2023) and is also the least developed state on the UN's Human Development Index (2023). Students should present an argument which answers the question as to whether power within a state is "solely" what determines its development. This question is an integrated question meaning the candidate should demonstrate an understanding of the key concept of "power" as well as demonstrating an understanding of how power within a state manifest in the real world. Different perspectives may be that other factors besides power (such as geography, globalization, climate change etc.) play a role in development. Applicable theoretical perspectives such as Liberalism or Realism could be used when considering perspectives.

Responses should include a conclusion on the degree to which the student agrees with the claim that development depends solely on different types of power.

6. Discuss the view that conflict always violates human rights.

Responses are likely to include a definition of the key concept of conflict, which 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. Responses should also demonstrate a clear understanding of the key concept of human rights, defined basic claims and entitlements that one should be able to exercise simply by virtue of being a human being. Focusing on how conflict may violate human rights, responses should evaluate the likelihood that conflict always violates human rights, and whether it is possible to have conflict without human rights violations. Responses may distinguish between violent and non-violent conflicts, types of conflict (e.g. interstate and intrastate conflict) as well as types of violence (e.g. direct violence; structural violence), reflecting on how they differ in their effect on human rights. A disaggregation of human rights may also be given to provide insight into how first-generation human rights, such as right to life, differ from second or third generation rights, such as the right to a healthy environment, and may go on to link this to types of conflict.

Arguments in favour of the view that conflict always violates human rights may include:

- Conflict involving direct violence violates bodily integrity and therefore it is impossible to have conflict without violating human rights (e.g. Syrian civil war starting in 2011).
- Conflict often has spillover effects (e.g. health issues; refugees) which are impossible to eliminate completely and result in human rights violations. For instance, displaced the Yemen civil war starting in 2014 displaced over 4.5 million Yemenis.
- Conflicts involving structural forms of violence entail violations of human rights exacerbating economic and social inequalities. For instance, the 2014 Flint water crisis highlights how systemic neglect and institutional failures caused suffering, disproportionately affecting a marginalized population (e.g. denial of access to safe water).
- Violent conflicts lead to the breakdown of the rule of law and a lack of accountability for human rights violations, disrupting the ability to uphold fundamental human rights (e.g. Lybia 2011).
- In violent conflict, it is impossible to remove the potential of mistakes, from friendly fire to incorrect targeting, resulting in human rights violations (e.g. US drone strike in Kabul in 2021).

Arguments against the view that conflict always violates human rights may include:

- Lower-level conflicts, such as workplace disputes or interpersonal disagreements, do not necessarily entail the violation of human rights. For instance, the Google employee walkouts in 2018 to protest the company's handling of sexual harassment cases and workplace culture demonstrate dissatisfaction with corporate policies, transparency, and accountability but did not amount to human rights violations.
- Traditional military conflict is fought between states and their militaries and therefore there is no expectation that human rights would be violated in such conflicts (e.g. Russia–Georgia war in 2008).
- International laws protecting human rights during time of military conflict, from rights of combatants to those of civilians, act as deterrent towards future human rights violations. The case of Ratko Mladić, the former Bosnian Serb general convicted in 2017 by the International Criminal Tribunal for the Former Yugoslavia (ICTY), is an example of how international laws protecting human rights during military conflicts are enforced.

- Revolutions and armed resistance can actually expand human rights. Some conflicts lead to the overthrow of oppressive regimes and the establishment of more democratic systems, ultimately improving human rights (e.g. Tunisian revolution 2010–2011).
- Peacekeeping and military intervention can prevent worse human rights violations. In some cases, armed conflict is necessary to stop large-scale atrocities and human rights violations (e.g. Libya 2011).

Responses should contain references to specific examples. Students should provide a balanced conclusion that reflects on the extent to which conflict always violates human rights. As arguments in favour of the claim, students could highlight how violent conflict always impacts negatively on human rights, and in particular physical integrity (e.g. Syria, South Sudan, Yemen). As arguments against the claim, students might refer to cases of non-violent conflict or cases where conflict does not entail violations of human rights, or where the use of violence is instrumental in enhancing human rights (e.g. LGBTQ+ rights movement in the US). Any other valid approach should be evaluated positively.

Responses should include a conclusion on the extent to which the student agrees with the view that conflict always violates human rights.