



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Global Politics

Higher and Standard level

Specimen papers 1, 2 and 3

For first examinations in 2026

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Global Politics higher level paper 3 specimen markscheme

Global politics
Higher level and standard level
Paper 1

Specimen paper

1 hour 15 minutes

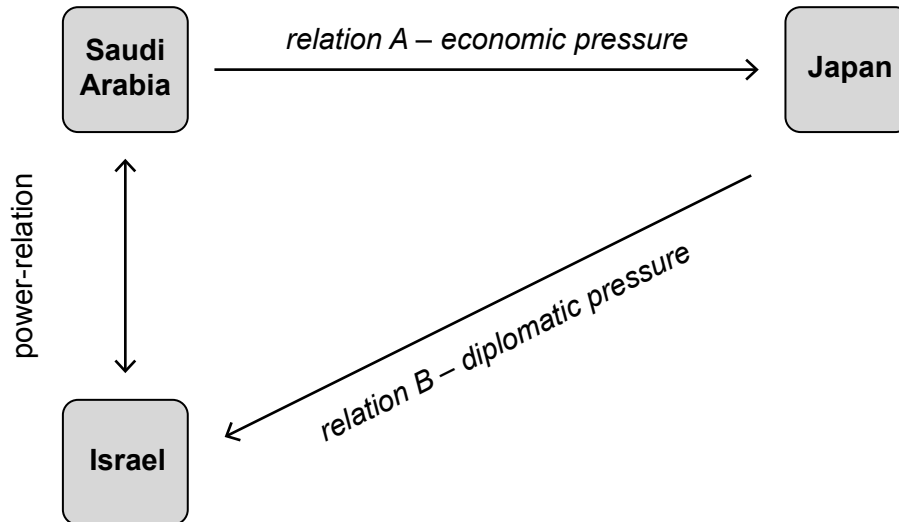
Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer all the questions.
- The maximum mark for this examination paper is **[25 marks]**.

Read the sources carefully and answer all the questions that follow.

Source A

Diagram outlining power relations and interdependence between Saudi Arabia, Japan and Israel. Adapted from *Reconceptualising structural power* by Andrej Pustovitovskij (2016).



Source B

Adapted from “Soft power is more than just a great reputation” by Steven Thomson, published in the *Global Soft Power Index 2023* by Brand Finance (2023).

The Global Soft Power Index uses a balanced scorecard approach to evaluate perceptions and indicators, recognizing that soft power encompasses elements of visibility, reach, weight. Soft power is more than reputation alone.

Of course, reputation is important. Soft power aims to impact attitudes and (ultimately) behaviour through attraction or persuasion rather than coercion, and for a nation to be attractive and a role model for others, its overall reputation must be as positive as possible.

But that is often not sufficient. There are plentiful examples of nations with positive reputations but somewhat limited soft power, beyond very specific areas or in neighbouring countries. We also emphasize the importance of familiarity and mental availability—if you have a good reputation you want as many people as possible to know about it—and to have frequent reminders and demonstrations of your qualities.

Another indicator is influence—the perceived presence and impact that your nation has in other countries, overall or in specific areas. Familiarity and reputation are positively correlated with influence, but the relationships between these three indicators is complex.

Source C

Adapted from *Is Smart power the new soft power? German and Russian examples* by Maria Usacheva, published by the Russian Council (2016).

According to the modern German foreign-policy concept, cultural and education-oriented non-governmental organizations should have a stronger influence in global politics. Examples include the German International Parliamentary Scholarship for young leaders worldwide, and Goethe-Institut programmes. Alumni of these initiatives are often tomorrow's leaders and elites in science, economy and politics in participating countries. Returning to their home states, they make a career in the political institutions, carrying and sometimes spreading love for Germany.

The other side of the smart power coin, as noticed, is hard power, including international weapons export and military aid. Germany as the world's third largest exporter, exports plenty of products worldwide including military hardware.

One of Germany's goals for increasing its international political influence is to obtain a permanent seat on the UN Security Council.

As the European Union's (EU) largest economy, Germany plays a leading role (together with France and Great Britain) and is expected to come to the rescue of Greece, Cyprus, Spain and other economically weaker states in the Eurozone¹. [...]

For realizing smart power, Germany initiates many activities using the tools of the EU and other organizations such as the Group of 20² (G20) or North Atlantic Treaty Organization³ (NATO). The G20 format was initiated by Germany in 1999 as a forum of financial ministers and heads of central banks to discuss the Asian financial crisis of the 1990s. This format is viewed in Germany as a real success.

¹ Eurozone: a group of 20 European countries that shares the same currency, the Euro

² Group of 20: a gathering of the world's 19 largest economies and the European Union

³ North Atlantic Treaty Organization: a military alliance of countries from Europe and North America

Source D

Adapted from “Reshaping U.S. smart power” by Iskren Ivanov, *Journal of Strategic Security*, published by the University of South Florida.

United States’ (U.S.) smart power after 9/11 emerged under the Obama administration (2009–2017). U.S.’ military operations in Iraq and Afghanistan have proven to be an excellent example of the American military strength. However, U.S. interventions in the Middle East also showed the limits of Washington’s hard power. U.S.’ hard power could not easily stop insurgencies⁴. President Obama announced the end of the war on terror and the beginning of a peaceful transition to a post-9/11 world order. Nevertheless, Obama’s purpose did not change—the President argued firmly that the U.S. should remain a global leader.

U.S.’ smart strategy relied on a variety of resources. President Obama’s strategy included a significant reduction in the use of hard power at the expense of soft power. President Trump’s administration (2017–2021) revised the Obama doctrine but continued to use a smart approach in his foreign policy. U.S.—North Korea diplomatic maneuvers were only part of this strategy. Trump’s approach, however, was different from that of Obama, who, under the appearance of smart power, relied on soft power.

The smart face of U.S.’ foreign policy changed after the global financial crisis of 2008. Smart power became much more popular in the U.S.’ executive government. For the Obama administration, hard power was necessary, but not inevitable or attractive.

⁴ insurgencies: active revolt or uprising

1. Identify what Source A tells us about how states might exercise power. [3]
 2. With explicit reference to Source B **and one** example you have studied, explain why it might be difficult to measure soft power. [4]
 3. Compare and contrast what Source C **and** Source D tell us about how countries may use smart power to achieve their goals. [6]
 4. Using **at least three** sources and your own knowledge, evaluate the claim that soft power is the preferred tool for states in 21st century world politics. [12]
-

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References:

- Source A** Pustovitovskij, A., 2018. *Reconceptualising Structural Power: A New Concept Made Out of Sterling Parts*. [infographic online] Available at: <https://www.e-ir.info/2016/12/18/reconceptualising-structural-power-a-new-concept-made-out-of-sterling-parts/> [Accessed 07 August 2023]. SOURCE ADAPTED.
- Source B** Thomson, S. 2023. Soft power is more than just a great reputation. In: *Global soft power index 2023*. [pdf] London: Brand Finance. Available at: <https://static.brandirectory.com/reports/brand-finance-soft-power-index-2023-digital.pdf> [Accessed 07 August 2023]. SOURCE ADAPTED.
- Source C** Usacheva, M., 2016. *Is smart power the new soft power? German and Russian examples*. [pdf] Available at: https://www.europeanleadershipnetwork.org/wp-content/uploads/2017/11/Soft_Smart_Power_RUS_GER_translation_FIN.pdf [Accessed 07 August 2023]. SOURCE ADAPTED.
- Source D** Ivanov, I., 2020. Reshaping U.S. smart power. *Journal of strategic security*, 13(03), pp.46–74. Available through: University of South Florida digital commons <<https://digitalcommons.usf.edu/jss/vol13/iss3/3/>> SOURCE ADAPTED.

Markscheme

Specimen paper

Global Politics

Higher level and standard level

Paper 1

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General marking guidance

Please note that session marking guidance may be presented differently than guidance found here.

Expect a range of approaches in candidate responses

Examination questions encourage independent thinking on the part of candidates. Expect a range of appropriate responses. Examiners should be aware that in some cases, candidates may take a different approach that, if appropriate, should be rewarded. If in doubt, check with your team leader.

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 candidates may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed. Additionally, in cases where a question asks for a certain number of items, read all answers and mark positively up to the maximum marks. Disregard incorrect answers.

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 for Q4 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 for this question.

1. Identify what Source A tells us about how states might exercise power. [3]

“Identify” is a command term that requires an answer from a range of possibilities. Additional details are not required.

Answers may include, but are not limited to:

- states can exercise economic pressure (Saudi Arabia – Japan)
- states can resort to diplomatic pressure (Japan – Israel)
- power can be exercised in different ways with similar intentions (economic vs. diplomatic pressure)
- states can exercise power directly (Saudi Arabia – Israel)
- states can exercise power indirectly (Saudi Arabia – Japan – Israel)
- the power relation between two states can involve or be affected by third-parties.

The list above is not exhaustive. Candidates are expected to provide relevant and accurate responses, but may choose a different word, example and/or approach in their response. Award [1] for each relevant point up to a maximum of [3].

2. With explicit reference to Source B **and one** example you have studied, explain why it might be difficult to measure soft power. [4]

“Explain” is a command term that requires giving a detailed account including reasons or causes.

Answers may include, but are not limited to:

- soft power encompasses multiple elements: visibility, reach, weight
- soft power perception depends on multiple factors: reputation, familiarity and influence
- nations might have positive reputations but still have limited soft power
- soft power might be limited to specific areas or neighboring countries.

Valid examples from own knowledge may include, but are not limited to:

- examples of states, countries or governments whose influence, familiarity or reputation has been affected by internal or external contexts
- other indexes or dimensions used to measure soft power
- specific examples of states, countries or governments whose actions have differing interpretations.

Possible examples related to points above may include:

- China’s attempts to use soft power: sometimes effective but at other times proved to be counterproductive as when Confucius Institutes opened in foreign countries in partnership with foreign universities and were later closed due to Chinese censorship/propaganda on its courses.
- Qatar trying to use soft power, to improve its image, gather support and soften conflicts with neighbouring countries, through the organization of the football World Cup; one possible example of an index measuring soft power is Soft Power 30 that attempts to quantify the perceived shifts in power.
- Saudi Arabia using soft power through foreign investments and granting more rights to women as a signal to the world of modernization and respect of Human Rights.
- South Korea taking advantage of the growing popularity of their culture through K-pop, film industry, Netflix fictions, etc.

*Other relevant points not listed can also be rewarded, **however if candidates use as own examples cases mentioned in sources C or D, no marks should be awarded as part of their own knowledge.** Candidates are not expected to make four separate*

points in order to achieve full marks. For each valid point a maximum of [2] may be awarded, up to a total of [4]. If there is no reference to another example studied award a maximum of [3].

3. Compare and contrast what Source C **and** Source D tell us about how countries may use smart power to achieve their goals.

[6]

“Compare and contrast” is a joint command term that requires to give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

Potential points of comparison:

- both sources show that the goals of both countries are to expand their global influence for their own benefit/interest using a variety of means; Source C mentions multiple international organizations and alliances where Germany has influence; Source D explains how both former presidents Obama and Trump wanted the US to remain a global leader
- both sources explain that Germany and the US use hard power to carry forward their goals; Source C says that Germany is one of the largest exporters in the world, including military hardware; Source D explains that the United States’ military operations in Iraq and Afghanistan have proven to be an excellent example of American military strength
- both sources imply that the use of hard or soft power alone is not enough; Source C mentions an array of strategies used by Germany including soft power, while also portraying Germany as a military producer and exporter of arms and heavy munitions giving it hard power; Source D also highlights the importance of smart power claiming that the US smart strategy relied on a variety of resources; president Obama’s strategy included a significant reduction in the use of hard power at the expense of soft power.

Potential points of contrast:

- Source C, in reference to Germany, highlights the importance this country attaches to belonging and leading intergovernmental organizations and forums such as the EU, G 20 and others; on the other hand, Source D focuses on the US and does not address intergovernmental organization membership
- while Source D emphasizes the importance of the change in actors in politics, and their approach to power showing some contrast between the Obama and Trump administrations, Source C addresses the modern German foreign-policy concept stressing that cultural and education-oriented organizations should play a bigger role; this excerpt from the source does not acknowledge the change of actors but seems to present a long-term policy
- Source C mentions the leading role of Germany in the European Union. In contrast, Source D focuses exclusively on the US and its foreign policy.

*Award [2] per effective point of comparison or contrast up to a maximum of [6]. For a [6] mark response expect detailed **comparison and contrast** but do not expect all of the points above and allow other valid points.*

If the view of only one source is discussed award a maximum of [2]. For a response which focuses significantly on one source with only minimal reference to the other source, award a maximum of [3]. For responses that discuss the sources separately, rather than in a running comparison or contrast, award a maximum [4].

4. Using **at least three** sources and your own knowledge, evaluate the claim that soft power is the preferred tool for states in 21st century world politics. [12]

“Evaluate” is a command term that requires to consider an argument or concept in a way that uncovers the assumptions and the interrelationships of the issue.

This question should be assessed using the following notes and corresponding markbands.

Source material may include but not limited to:

Source A

- Source A shows how states might choose to use soft power indirectly to improve power relations, rather than exercising coercion directly
- however, it could be argued that even when no coercion is evident, hard power may be used to pressure third parties to become involved or not (who can in turn use either hard, soft or smart power in response); e.g., Saudi Arabia pressuring Japan to influence Israel.

Source B

- Source B evidences some of the complexities of soft power; for example, it encompasses multiple elements of visibility, reach, weight
- familiarity and reputation are positively correlated with influence, so it would be desirable for a state for other actors to know about them and their qualities
- a good reputation is not enough to exercise influence; many nations with positive reputations have limited soft power
- while the source partially agrees with the claim, it also provides a different viewpoint as it states that some states only have soft power in their neighbouring countries.

Source C

- smart power combines hard and soft power
- countries such as Germany make use of both hard power, which is very important as a military capability and for their economy, and soft power which helps them exert influence and be trusted by the international community
- having a permanent seat in the UN Security Council is not just a diplomatic tool of soft power but hard power as well; Germany is set on this goal and is working through membership and influence in other intergovernmental organizations and forums
- Source C emphasizes both the economic and the diplomatic power that Germany has by mentioning its leading role in the European Union.

Source D

- Source D shows hard power is important and leads to military successes but is not enough, as has been shown by the US’ military operations in Afghanistan and other parts of the Middle East
- Source D shows that US foreign policy changed after the financial crisis of 2008; smart power became more popular in the White House and for the Obama administration, hard power was necessary
- Source D shows that different political actors may consider different strategies at different times, resorting to hard or soft power or a clear combination of both according to their ideologies and/or contexts; the source clearly contrasts the use of smart power by President Obama compared to an approach that was less reliant on soft power by President Trump.

Own knowledge may include, but is not limited to:

- a definition of hard, soft, and smart power by Joseph Nye and/or other authors
- own real-world examples to illustrate arguments in favor or against the claim.
- acknowledgement of the characteristics of contemporary conflicts and the new approach of contemporary conflict resolution linked to types of power.
- an analysis connecting the given classification of power to theoretical perspectives: mainly Liberalism, Realism and Constructivism.
- an analysis connecting some states' or leaders' approaches to power to theoretical perspectives: mainly Liberalism, Realism and Constructivism
- as the world is increasingly interdependent, an acknowledgement of the complexities of modern global politics often requires a mix of different tools due to numerous global issues from international trade to migration and environmental concerns; as such, it is difficult to use only one tool and states deploy a mix of tools to maximize their influence.

Do not expect all the above, and reward other relevant points not listed. These points need to be woven into well-organized arguments and counter-arguments.

If only source material or only own knowledge is used, the response can only be awarded a maximum of [8]. To achieve the maximum [12], responses must refer to at least three sources.

Markbands for paper 1, question 4

Marks	Description
0	The work does not reach a standard described by the descriptors below.
1–3	• The response shows a limited understanding of the demands of the question. • Little relevant knowledge is demonstrated. • References to the sources are made, but they are mostly descriptive or no clear evidence is integrated in the response. • Different perspectives are not identified.
4–6	• The response shows some understanding of the demands of the question. • Some knowledge is demonstrated, but this is not always relevant or accurate. • Evidence from the sources is partially integrated into the response. • Different perspectives are identified, but not explored.
7–9	• The response shows adequate understanding of the demands of the question. • Relevant and accurate knowledge is demonstrated. • There is synthesis of own knowledge and source material. • Different perspectives are explored.
10–12	• The response shows an in-depth understanding of the demands of the question. • Relevant and accurate knowledge is demonstrated throughout. • There is effective synthesis of own knowledge and source material, with appropriate examples integrated in the response. • Different perspectives are explored and evaluated.

Global politics
Higher level and standard level
Paper 2

Specimen paper

1 hour 45 minutes

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Section A: answer one question.
- Section B: answer one question.
- The maximum mark for this examination paper is **[30 marks]**.

Section A

Answer **one** question from this section. Each question is worth [15 marks].

Thematic studies

1. “The contested meaning of rights has contributed to their politicization.” Discuss this view with reference to two specific real-world cases.
2. Evaluate the claim that the challenges of sustainability mean that development may no longer be possible.
3. Examine the claim that intra-state conflicts impact marginalized groups more significantly than inter-state conflicts.

Section B

Answer **one** question from this section. Each question is worth [15 marks].

Integrating questions

4. “The most significant cause of rights violations in global politics is structural violence.” Discuss this claim.
 5. Examine the view that development offers the greatest challenge to state sovereignty.
 6. “Conflict always violates human rights.” Evaluate this statement.
-

Markscheme

Specimen paper

Global Politics

Higher level and standard level

Paper 2

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

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About extended responses

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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. “The contested meaning of rights has contributed to their politicization.” Discuss this view with reference to two specific real-world cases.

Responses are likely to include a definition of rights as basic claims and entitlements. Candidates may also define human rights as those rights that, many argue, one should be able to exercise simply by virtue of being a human being. Candidates may note that the contested nature of rights arises from differing perspectives on the origin, scope, and universality of rights, as well as conflicting interests and cultural norms. Candidates are also likely to offer some definition of *politicization*. This may be done in terms of seeing (different conceptualizations of) rights being used as a political tool in partisan politics to block an opposing party or in identity politics to mobilize support, for instance. Ideally, though, candidates will demonstrate an understanding that politicization entails the use or manipulation of rights to achieve a specific goal. Candidates are expected to explore this question with reference to at least two specific real-world examples. These examples can be drawn from different levels of analysis. Candidates are likely to refer to specific forms of rights, e.g. individual rights, human rights, collective rights, etc. Alternatively, candidates may refer to the different generations of human rights.

Arguments in favour of the claim that the contested meaning of rights has contributed to their politicization may include:

- different conceptualizations of which rights matter most allows some states to refer to the human rights records of other states as a means to rationalize policy decisions (e.g. trade preferences), to seek or justify punitive measures (e.g. sanctions), or, conversely, to reward (e.g. aid packages)
- the language of rights is often untethered to specific legal interpretations and so is too spongy to prevent governments from politicizing them in the service of illiberal agendas.
- the existence of contested meanings of rights allows political actors to politicize such differences in order to achieve strategic goals, i.e. some have argued that prioritizing human rights over the right of the sovereign state to non-interference in its domestic affairs can allow for regime change under the guise of humanitarian protection; for example, the NATO intervention in Libya (2011)
- many countries in the Global South see the existing human rights regime's focus on individual rights as a Western construct and a tool for continued Western domination; such a culturally relative perspective argues that cultural differences are politicized and used as a weapon, e.g. opposition to the ICC within the African Union given the perception of neocolonialism, exemplified by Burundi's withdrawal from the ICC
- the prioritization of collectivist interpretations of rights may be used to restrict or repress individual human rights, e.g. the suppression of LGBTQI+ rights in many parts of the world on purported cultural or religious grounds
- at the national level, contested conceptualizations of whose rights matter provide the grounds for their politicization, e.g. the Trump administration's vilification of immigrants in the US to build a wall ostensibly to protect the rights of US citizens or lockdown restrictions and mandatory quarantine orders during the Covid-19 pandemic.

Arguments against the claim that the contested meaning of rights has contributed to their politicization may include:

- many rights are broadly agreed upon and so are uncontested, e.g. the right to life appears in all regional codifications of human rights (the Inter-American Human Rights Convention, the African Charter of Human and Peoples' Rights, etc.)
- the politicization of rights has been driven by a variety of other factors, including social and economic inequality, and the influence of interest groups, e.g. anti-abortion groups in the US, growing income inequality globally has led to an increase in identity politics and the prioritization of 'native' rights over those of immigrants
- the causal chain may work in the other direction with increased political polarization in many parts of the world meaning that adherence to one set of rights helps to identify the boundary of the group and acts as a 'gatekeeper', e.g. many Republican politicians in the US must subscribe to the inviolability of gun rights
- different conceptualizations of rights are interdependent and so the assumption that their meanings are contested might be a false one, e.g. civil-political rights often depend upon the fulfilment of economic, social and cultural rights, and vice versa
- the contested meaning of rights does not necessarily result in their politicization; it can be argued that the ongoing debates and diverse interpretations of rights are a natural part of the process of refining and clarifying the understanding of rights; for example, in the case of *Goodwin v. United Kingdom* (2002), the European Court of Human Rights ruled that the right to respect for private life, as guaranteed by Art. 8 of the ECHR, includes protection for transgender individuals; this decision was a landmark moment in recognizing and affirming the rights of transgender people.

Responses should demonstrate a clear understanding of rights and that the contested meanings of rights can be used as a political tool by states and non-state actors. Responses should contain references to specific contemporary real-world examples. Arguments in favour of the claim could note that moral rules, including (human) rights, function within dynamic moral communities and so contestation is inevitable. The political contestation of rights serves as a catalyst for change, pushing societies to address gaps and injustices, e.g. marriage equality and LGBTQI+ rights. They may also note that politicians and interest groups may exploit the contested nature of rights to advance their own agendas or to divide society for their own benefit. For example, actors including NGOs and transnational rights activists often interpret rights through their own political biases, which politicizes human rights dialogues, e.g. Amnesty International and Human Rights Watch see rights through a distinctly liberal Western lens. Arguments against the claim may reference the fact that rights are, by their nature, political and so it is likely that they would be politicized regardless of whether their meaning was contested or not. Candidates may also argue that the contested meaning of rights does not necessarily result in their politicization and that ongoing debates are a natural part of the process of refining and clarifying the understanding of rights. For example, Art. 19 of the UDHR enshrines the right to freedom of expression. While this right has been subject to various interpretations and debates worldwide, the objective standard set forth by the UDHR has been instrumental in shaping international human rights law and jurisprudence. Finally, candidates may conclude that the politicization of rights is integral to their understanding, monitoring, protection, and enforcement. The contested meaning of rights may provide opportunities for deeper exploration and education about the principles underlying these rights. As different interpretations are presented and debated, it may foster a more nuanced understanding of these rights. For example, debates around affirmative action policies have prompted discussions about the intersectionality of rights and the historical context of systemic discrimination in both the US and Europe while the extension of the right of women to drive in Saudi Arabia was influenced by domestic and international pressure exerted by women's advocates. This and any other valid approach or example should be evaluated positively.

Responses should include a conclusion on the degree to which the candidate agrees with the claim that it is the contested meaning of rights that has contributed to their politicization.

2. Evaluate the claim that the challenges of sustainability mean that development may no longer be possible.

Responses should include a definition or description or demonstrate understanding of sustainability along the lines of the Brundtland Report (1987): “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”, and make reference to the multidimensional and contested nature of development and the different means of measuring it. In defining development, responses may identify different types of development—economic, social or political. They may also discuss different models of development and how they are more or less compatible with sustainability.

Arguments that support the claim that the challenges of sustainability mean that development may no longer be possible may include:

- ambitious economic development (especially if synonymous with growth) and sustainability are seen as in conflict with each other; recent and growing evidence of climate change has started to alter priorities towards the latter; for example, SDG Watch Europe, a Brussels based pressure group, argued in 2017 that economic growth is not environmentally sustainable; further development would only be possible if an economy can be managed without growth
- growth and development is funded and fueled by debt; this is borrowing against a future which can no longer be like the past, meaning that repayment may not be possible; the financial system is already prone to instability caused by financial crises such as 2008, and conflicts which may cause global inflation; against this background, sustainable development looks riskier
- it has been argued that all non-renewable resources are finite and that therefore they should not be used; given current dependence on fossil fuels, minerals and other raw materials, sustainable development is not possible at current rates of consumption
- environmental evidence of degradation and the deteriorating quality of the natural environment, such as air and water and prevalence of plastics, has led to arguments that current modes of development have to stop and be reversed
- because the ability of the natural environment to absorb high levels of pollutants is increasingly limited, a tipping point may be reached so it is better to halt development now; climate change is seen increasingly as evidence that the assimilative capacity of ecosystems is being reached
- even if all development, sustainable and otherwise, were to stop now, some indicators such as rising sea level change would continue, so development needs not only stopping but reversing; climatologists have argued that wealthy nations now need to adopt a degrowth strategy because sustainable development is itself an oxymoron.

Arguments against the claim that the challenges of sustainability mean that development may no longer be possible may include:

- the adoption in 2015 of the UN's 17 Sustainable Development Goals for 2030 shows that there is international consensus that development remains possible but by different paths than the ones followed previously
- a series of environmental disasters related to climate change has brought the feasibility of sustainable development towards the top of the academic agenda, e.g. wildfires, extreme hurricanes; for example, Jeffrey Sachs, has argued that the technology and political will exist and has linked further development to good governance
- the UN Decade of Education for Sustainable Development (2005–2014) implies that education can change behaviours, values and priorities to make sustainability possible; outcomes included summits and agreements such as Rio (2012) and Paris (2015)
- climate change agreements such as Kyoto and Paris (2015, signed by 196 states) show that such issues are being taken seriously at the highest levels and that the decision to limit global temperature increase to 1.5°C shows consensus to reach risk-reducing targets
- the emergence, adoption and government promotion of new technologies based on renewable energy supplies shows that business and consumers can respond to altered priorities, e.g. solar panels, wind turbines; for example, in the UK, 2020 was the year that renewable energy generation overtook coal and gas generation; in 2022 Norway generated 72% of its energy from renewables, Sweden 51% and Brazil 46%
- actions taken by developed countries show that further development is possible, e.g. Netherlands railways running on renewables, Singapore's rooftop SolarNova programme.

Responses should contain references to specific examples. Candidates could, for example, consider the arguments over the recent Amazon fires which appeared to have tacit approval from political leaders. Responses could also consider that this is an area of data conflict, where reliability, omission and interpretation of data is highly contestable. Also, responses may refer to recent writing on this debate, e.g. Deep Adaptation or lack of political will to confront it, especially among populist leaders. Responses might refer to disagreements within the academic professions as mainstream economists try to argue that growth and development can be decoupled from environmental impacts: Kenneth Boulding, an economist, said that “anyone who believes that exponential growth can go on forever in a finite world is either a madman or an economist.”

Responses may make reference to the IPCC's 2018 critical target of 1.5°C (formerly 2°C) above baseline pre-industrial levels and its likely imminent achievement (formerly by 2050 or 2100) as justification for the claim and for urgent action.

Responses should include a conclusion on the degree to which the candidate agrees with the claim that the challenges of sustainability mean that development may no longer be possible.

3. Examine the claim that intra-state conflicts impact marginalized groups more significantly than inter-state conflicts.

Responses should demonstrate an understanding of the nature and practice of both intra-state conflict and inter-state conflict and how each type of conflict may impact the lives of marginalized, vulnerable non-combatants. Intra-state conflict describes sustained political violence taking place within a state; usually between the state itself and armed non-state actors. Inter-state conflict takes place between two states. Candidates should show an understanding that marginalized, vulnerable non-combatants could be those in society who are treated differently due to their race, gender, sexuality, nationality, social class and/or economic status. Additionally, people can also be considered vulnerable due to other factors such as substance addiction, being elderly, being stateless, being pregnant or, being a child. Candidates should evaluate whether the impact on these people is more significant in the case of intra-state or inter-state conflict.

Responses may distinguish between contested meanings of conflict (e.g. latent and overt) and contested meanings of violence (e.g. direct, structural and cultural) and reflect on how they differ in terms of the impact on the lives of marginalized groups. Causes of conflict may be considered, as socio-economic divisions within society can lead to intra-state conflict.

Arguments in favour of the claim that intra-state conflicts impact marginalized groups more significantly than inter-state conflicts are:

- marginalized groups (such as LGBTQI+) are more vulnerable to discrimination and abuse and internal conflict within a state can sometimes be caused by or elevated by this discrimination and abuse even to the point of genocide; e.g. Myanmar and the Rohingya
- violent non-state actors are likely to use violence with vulnerable people often being the victims; e.g. Christian civilians frequently terrorized and attacked by non-state Islamic Defenders Front (FPI) in Indonesia
- intra-state conflict can disrupt day to day life significantly (e.g. cutting off access to schools/education, restricting access to food, disrupting transportation, preventing access to healthcare) making life even harder for vulnerable populations (for example the impoverished); e.g. there has been significant increase of attacks on schools in Burkina Faso, Niger and Mali by multiple non-state armed groups
- it's possible to lead a relatively normal life in the case of inter-state conflict if the violence is not nearby but this is not normally the case of intra-state conflict; e.g. The Russian-Ukraine conflict has been ongoing since 2022 but for most Russians, especially those living far away from the border, life continued without much disruption (at least initially). Although international sanctions were imposed, the Russian economy remained somewhat stable throughout 2023 and signs of normalcy including cafe culture and film/theatre festivals continued to be a part of everyday life in the major cities. In contrast, during the Syrian civil war, most of the normalcy was disrupted, especially for already marginalized groups
- state sovereignty may prevent vulnerable groups from appealing for help from the international community/ NGOs.

Arguments in favour of the claim that inter-state conflicts impact marginalized groups more significantly than inter-state conflicts are:

- international sanctions (particularly economic) imposed by the international community in response to an inter-state conflict can cause a dramatic reduction in necessary goods and services and vulnerable people are most impacted; Russia, Haiti
- women are often the targets of sexual violence in the event of inter-state conflict;
- the scale of inter-state conflict can mean more sophisticated weaponry and bombing campaigns have a greater impact on all including those in marginalized groups;
- states may use the inter-state conflict as an excuse to imprison or terrorize groups because of their race or nationality or perceived association with the state in conflict; e.g. the ongoing Armenian–Azerbaijan conflict has left vulnerable ethnically Armenian people living in the Azerbaijan controlled area of outside Nagorno-Karabakhi; hate-speech against Armenians is

seen in state sanctioned media, peace-building initiatives involving civil society have been blocked and physical assaults have occurred

- marginalized groups are more frequently forced to flee states to seek asylum in inter-state conflict because this kind of conflict is more likely to involve conventional warfare which is more destructive and damaging to infrastructure; e.g. Ukraine, South Sudan, Yemen, Iraq.

The question asks if intra-state conflict impacts marginalized groups more significantly than inter-state conflict. Candidates should examine diverse perspectives and might present an argument that both types of conflict impact marginalized groups significantly and in similar ways and therefore the claim is false. Modern cases used should provide examples of both types of conflict and a consideration of how marginalized people, in particular, are impacted.

Most intra-state conflicts today involve stakeholders from outside the state so can any modern conflict ever truly be “intra-state”? Intra-state conflict examples which have escalated to the point of genocide could include Myanmar and the Rohingya and Darfur. Marginalized groups including migrants have been the targets of violent terrorist acts in several countries including Germany and Canada. Afghanistan’s Taliban has targeted women.

Examples of intra-state conflicts involving violent non-state actors severely impacting marginalized groups could include Syria where thousands have been forced to flee their homes and women and children have been particularly victimized.

Inter-state conflicts could include Russia–Ukraine war, Saudi Arabia–Yemen conflict, Azerbaijan–Armenia conflict.

Responses should include a conclusion on the degree to which the candidate agrees with the claim that intra-state conflict impacts marginalized groups more significantly than inter-state conflict.

Section B

4. “The most significant cause of rights violations in global politics is structural violence.” Discuss this claim.

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, which are inalienable and essential for living a life of dignity. Candidates should also provide a definition of structural violence as a form of violence wherein some social structure or social institution may harm people by preventing them from meeting their basic needs and/or from allowing them to realize their full potential. Structural violence may also be defined in terms of inequalities in the share of power to decide the distribution of resources.

Arguments in favour of the claim that the most significant cause of human rights violations in global politics is structural violence may include:

- structural violence constrains human agency to the extent that human needs (food, water, shelter, etc.) cannot be attained and is therefore the most significant cause of human rights violations, both within a state and between states, e.g. racial inequality in the US and the distribution of the global poor
- structural violence is responsible for a greater number of human rights violations worldwide given the numbers of starving and diseased people as well as the hundreds of millions still living in absolute poverty, e.g. poverty forces many families in the Global South to rely on their children’s labour to contribute to household income, often resulting in the denial of education, hazardous working conditions, and low wages
- structural violence violates the right to development, which fully integrates civil and political rights as well as social, economic and cultural rights; therefore, by perpetuating underdevelopment, structural violence is the most significant cause of human rights violations; for example, in Sub-Saharan Africa structural violence in the form of limited education opportunities disproportionately affects marginalized communities, perpetuating cycles of poverty and inequality
- in a related sense, structural violence is the most significant cause of human rights violations via its impact on poverty and liberty, i.e., Amartya Sen has asserted that severe poverty causes massive under-fulfilment of fundamental social and economic as well as civil and political rights
- structural violence in the form of unequal access to education and health care, disproportionate rates of incarceration, restricted voting rights, structural economic inequalities and issues surrounding policing are present in both developing and developed states, e.g. African Americans and Native Americans experience disproportionately higher rights of arrest and police violence in the US
- structural violence is the most significant cause of human rights violations as it is entirely avoidable, i.e., inequalities associated with class, race, ethnicity, religion, etc. are not natural and betray the fact that an unrealized fundamental human right/need is avoidable.

Arguments against the claim that the most significant cause of human rights violations in global politics is structural violence may include:

- direct violence is a more significant cause of human rights violations in global politics than structural violence as it is more immediately devastating; furthermore, it is more visible and thus potentially compels global and national actors to address its effects, e.g. the displacement of millions due to the Syrian civil war
- while structures and institutions may be significant causes of human rights violations, Realists would argue that it is agency—the actual choices actors make to protect/violate human rights—that is more significant
- by legitimizing structural violence, cultural violence is a more significant cause of human rights violations; that is, cultural violence allows structural violence to become more intransigent by providing cover for it to the extent that we are even unaware of the latter's existence
- it may be easier to make legislative changes to institutions to correct structural violence (i.e. policing reforms) than to address direct violence such as an inextricable civil conflict, e.g. the war in Yemen or Syria
- what qualifies as a human rights violation may vary; for example, cultural practices throughout the world systematically discriminate against women where they are denied the right to vote, suffer from domestic abuse, and are excluded from employment opportunities; for example, women in Saudi Arabia still face limited legal protections and societal stigmatization when reporting domestic abuse and gender-based violence
- an even more extreme view argues that the existence of cultural differences precludes even the notion of human rights violations as there is no such thing as universal human rights, e.g. the recognition and protection of LGBTQI+ rights vary significantly across the globe due to cultural, religious, and societal differences.

Candidates should include reference to specific examples to support their evaluation of the claim in the question. Arguments in favour of the claim could reference data highlighting growing inequality, both within and between states as well as any examples demonstrating how certain populations, especially the poor, experience more constraints and limits on their agency when it comes to fulfilling their human rights. For example, The World Food Programme has noted that poverty and hunger are mutually constitutive with hunger being the number one cause of death in the world, killing more than HIV/AIDS, malaria, and tuberculosis combined. Candidates may also mention other forms of structural violence, i.e. those that feature in economic, political, medical or legal systems. Arguments against the claim might reference any relevant example of more visible and immediate human rights violations, e.g. the incarceration of Uighurs in Xinjiang or the ongoing operation of Camp Delta (Guantanamo Bay). Finally, candidates may argue that it is neither easy nor accurate to distinguish between different forms of violence and so it may not be the case that any single form of violence is the most significant cause of human rights violations. Any other valid and relevant approaches and examples should be evaluated positively.

Responses should include a conclusion on the degree to which the candidate believes that structural violence is the most significant cause of human rights violations in global politics.

5. Examine the view that development offers the greatest challenge to state sovereignty.

Responses should include definitions of development and state sovereignty. State sovereignty is taken to mean that a state has the supreme legal responsibility and authority of an independent state to regulate and govern political life within its territory without foreign interference or influence. Alternatively, responses might approach statehood as comprising the four features identified by the UN: functioning government, defined boundaries, a permanent population and the ability to enter international affairs. Development is taken to mean sustained increases in living standards and welfare leading to higher income, improved services, reduced poverty, inequality and unemployment and increased sustainability.

Arguments that support the view that development offers the greatest challenge to state sovereignty may include:

- international trade agreements, a feature of development, can lead to economic integration and thus the erosion of state borders; for example, the Trans-Pacific Partnership and the European Union require states to open their markets to foreign competition, limit their trade barriers and conform to labour or environmental standards; within the EU, the Schengen Zone allows for freer movement than would be expected between sovereign states
- development is associated with the emergence of large multi- and transnational corporations which can be larger than the states in which they operate and challenge the sovereignty of states by operating across their borders and influencing their decisions; these huge corporations may demand certain changes before investing within a state, such as tax breaks and regulatory exemptions
- globalization, another feature of development, fosters interdependence; for example, it may be hard to establish the 'economic nationality' of a product such as a car whose components are made in different countries, yet tariffs (which raise revenue) are a part of a state's sovereignty
- global flows of goods, people and ideas have led to a weakening of states' power to exercise domestic policies in the face of international influences; for example, the anti-headscarf protests in Iran
- development has also fostered IGOs such as the United Nations, World Bank, International Monetary Fund, World Trade Organization and the International Criminal Court, which have created rules and regulations which can supersede domestic laws; for example, the IMF and World Bank can impose policies and conditions on states in return for loans or financial assistance; these may conflict with the state's own goals and thus limit sovereignty.

Arguments against the view that development offers the greatest challenge to state sovereignty may include:

- economic development can greatly enhance the power and influence of a country and thus allow it to enhance its sovereignty through both hard and soft power; for example, its economic weight might allow it to afford a stronger defense force
- development might allow a state to create preferential trade agreements or spheres of political influence or in historical terms, empires which fortify its sovereignty. For example, home-grown MNCs might actually enhance the sovereignty of their home states; Boeing, a US based MNC, earns huge income from commercial aviation but works closely with the US government on military and weapons development boosting its sovereignty; similarly Huawei, a Chinese MNC, has strong ties to the government and may even use data and information to support it
- other factors may offer greater challenges to state sovereignty than development, for example, climate change, a common threat to all states, is forcing co-operation through international agreements which may limit the sovereignty of individual states and inhibit development that relies on non-renewable resources
- another factor which may offer greater threats to state sovereignty than development is terrorism and cyber warfare which have made it increasingly difficult for states to keep control of their information and communications infrastructure
- states remain free to reassert their sovereignty by withdrawing from international organizations; a recent example is the United Kingdom's withdrawal from the EU.

Responses should contain references to specific examples. Candidates could, for example, point to the use of sanctions by IGOs to deliberately limit the sovereignty of states: UN members are not allowed to trade freely with Iran, even though it would be beneficial to both sides. NGOs might be included in the list of institutions which potentially diminish sovereignty. Because their goals are often humanitarian, they may highlight the weakness of sovereign states to provide for their people. Oxfam for example advocates for the homeless and the involvement of women in positions of power which gives a type of internal soft power that challenges the state's authority.

Responses should include a conclusion on the degree to which the candidate agrees with the view that development offers the greatest challenge to state sovereignty.

6. “Conflict always violates human rights.” Evaluate this statement.

Responses should demonstrate an understanding of the concepts of human rights and conflict; human rights being the basic claims and entitlements many argue are entitled to all people, and conflict as actual and perceived opposition between individuals and/or groups which can be either violent or non-violent. Candidates should discuss how conflict may violate human rights, such as through repression, collateral damage, forced relocations, and in creating refugees. It 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 types of conflict (e.g. interstate conflict; ideological conflict) as well as types of violence (e.g. direct violence; structural violence) and reflect 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 claim 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. Syria, Ukraine, domestic violence
- conflict often has spillover effects (e.g. health issues; refugees) which are impossible to eliminate completely and result in human rights violations; e.g. displaced elderly and disabled people unable to receive health care in Afghanistan, Cameroon, the Central African Republic, Israel/Palestine, Jordan, Lebanon, South Sudan, Syria, Ukraine or children of refugees unable to receive an education
- unintended consequences of conflict often result in the violation of human rights; e.g. peaceful protest marches can be overtaken by violent mobs (France, USA), police can overreact to peaceful protestors using tear gas and depriving them of their right to free speech; destruction of infrastructure can lead to mass unemployment and homelessness
- in violent conflict, it is impossible to remove the potential of mistakes, from friendly fire to incorrect targeting, resulting in violations
- structural or cultural violence is a form of conflict that guarantees human rights violations; e.g. maternal mortality rates of black women in the US are 3 times higher than white women, Afghanistan’s treatment of women under the Taliban, India’s caste system
- conflict undertaken to protect human rights is still conflict and violates human rights; e.g. R2P Libya.

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

- lower-level conflicts, such as interpersonal conflicts, don’t necessarily entail the violation of human rights
- 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
- there are international laws protecting human rights during time of military conflict, from rights of combatants to those of civilians; international humanitarian law finds its sources in treaties and in customary international law; e.g. The Hague Regulations respecting the Laws and Customs of War on Land; The Geneva Convention and the threat of being held accountable at the International Criminal Court, can deter the violation of human rights in military conflict
- non-violent conflict can be a useful mechanism for bringing about social change and improve human rights; e.g. social movements, resistance movements such as Black Lives Matter in the USA or Greta Thunberg’s School Strike for Climate protests
- IGO’s and civil society including NGOs can intervene in cases of conflict to protect human rights; e.g. shelters for victims of domestic abuse, legal aid for workers deprived of wages or benefits; access to vaccines and medical care, R2P etc.
- some conflicts arise in response to human rights violations and although these may violate some human rights in the short term, the aim to make lasting change which will improve human rights in the long term; e.g. Tulip Revolution in Kyrgyzstan 2005, Iceland’s Kitchenware Revolution in 2008, The Iranian Green Movement 2009.

Modern examples should be provided and linked to the relationship between conflict and human rights, such as: violent conflict and physical integrity in Syria, South Sudan and Yemen; political conflict in various forms such as economic sanctions' effect on human rights in Iran and Venezuela; and religious and/or ideological conflict and the right to self-determination (e.g. the Rohingya in Myanmar) or the right to freedom of movement (e.g. the Islamic religious police in Saudi Arabia). Any other valid approach should be evaluated positively.

Candidates may effectively use violent conflicts to support the claim and non-violent conflicts to offer a counter claim or alternate perspective.

Cultural relativism could be used to support the idea that there are multiple interpretations of human rights, but this is not to say that those who question the UDHR do not believe in any human rights at all. Therefore, even when considering that there are differing interpretations of human rights, the question must still be answered with real world examples and by examining multiple perspectives.

Responses should include a conclusion on the degree to which the candidate agrees with the statement that conflict always violates human rights.

Global politics
Higher level
Paper 3

Specimen paper

1 hour 30 minutes

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Answer all the questions.
- The maximum mark for this examination paper is **[28 marks]**.

Read the stimulus carefully and answer all the questions that follow.

Stimulus Adapted from *Making global policy* by Diane Stone (2019), published as part of the Cambridge Elements Series “Public Policy”.

Global problems are everywhere. So too are many answers to these problems. Often the causes of problems are already well known. Communities of scientists, researchers and other kinds of “experts” have provided a wealth of theories, data or other forms of evidence with some kind of scientifically rigorous explanation or analysis of problems. Many times, these experts and scientists are pressed into being advisers, to explain to governments or society at large what the problem is and what causes the problem as well as to provide solutions. Yet, problems persist and are particularly “wicked”: global problems are often interconnected in nature and grow at a faster rate than the mustering of inter-state cooperation to deal with them.

Global policy incorporates both governmentally steered processes of “international public policy”, better known today as “trans-governmentalism”, and “transnational policy processes”, where there is a greater degree of authoritative steering from non-state actors. The word “transnational” will be encountered far more frequently than the words “international” or “intergovernmental”. “International” or “intergovernmental” refer to formal political relations between nation-states. By contrast, “transnational” recognizes the integral roles of business, civil society and scientific actors in global and regional policy making.

New domains of public action above and beyond the nation-state have prompted an increase in the number and diversity of policy actors. Official actors—governments and international organizations—have become partners in global policy with private actors in the corporate world and civil society.

1. Using **at least two** examples, distinguish between transnational and intergovernmental political processes. [3]

2. The stimulus refers to the collaboration of multiple actors in relation to policy design.
 - (a) With explicit reference to a political issue identified in one of your researched case studies, explain the involvement of three types of actors or stakeholders. [4]
 - (b) Based on the political issue identified in 2(a), recommend a course of action that would increase the influence of a specific non-state actor. [6]

3. The stimulus mentions the interconnected nature of global problems. With reference to one of your researched case studies, examine the links between **at least two** of the HL topic areas. [15]

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References:

Stone, D., 2019. *Making global policy*. Cambridge: Cambridge University Press. SOURCE ADAPTED.

Markscheme

Specimen paper

Global Politics

Higher level

Paper 3

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General marking guidance

Please note that session marking guidance may be presented differently than guidance found here.

Expect a range of approaches in candidate responses

Examination questions encourage independent thinking on the part of candidates. Expect a range of appropriate responses. Examiners should be aware that in some cases, candidates may take a different approach that, if appropriate, should be rewarded. If in doubt, check with your team leader.

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 candidates may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed. Additionally, in cases where a question asks for a certain number of items, read all answers and mark positively up to the maximum marks. Disregard incorrect answers.

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 for Q3 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 for this question.

1. Using **at least two** examples, distinguish between transnational and intergovernmental political processes.

[3]

“Distinguish” is a command term that requires making clear the differences between two or more concepts or items.

As outlined in the source:

- intergovernmental political processes: “speak to formal political relations between nation-states”
- transnational “recognizes the integral roles of business, civil society and scientific actors”, providing “a greater degree of authoritative steering from non-state actors”.

Candidates are not required or expected to use the exact definitions or quotes from the source, and they may include any examples to illustrate the differences between the two concepts, as long as the distinction is clear.

If the response distinguishes between the two terms but does not use specific examples to illustrate the distinction, award **[1]**.

If the response distinguishes between the two terms and provides examples, but the relation between these is not fully clear, award **[2]**.

If the response distinguishes between the two terms and provides examples, and the relation between these is clear, award **[3]**.

2. The stimulus refers to the collaboration of multiple actors in relation to policy design.

- (a) With explicit reference to a political issue identified in one of your researched case studies, explain the involvement of three types of actors or stakeholders. [4]

This question should be assessed using the following notes and corresponding markbands.

“Explain” is a command term that requires giving a detailed account including reasons or causes.

Candidates are expected to contextualize a political issue from their independently researched case studies, identifying at least three types of political actors or stakeholders involved. These could be, among others: states, sub-national and local governments, IGOs, NGOs and other organized civil society, private actors, social movements, resistance movements, political parties, interest and pressure groups, political leaders, formal and informal political forums, the media, MNCs, TNCs, terrorist groups and criminal organizations.

It is required that responses make reference to a political issue (e.g. Brexit, migration of refugees from Eastern Europe to EU countries) and that they clearly frame and explain the specific political issue being referred to, offering any required context. For example, candidates could outline the main identified causes of the political issue, any relevant perspectives of the involved stakeholders, important events or actions taken, any recent developments in the situation, among other elements.

Marks	Description
0	The work does not reach a standard described by the descriptors below.
1–2	• The demands of the question are partially addressed • The response is mostly descriptive. • Some knowledge of the political issue is demonstrated, but it is not all relevant or accurate.
3–4	• The demands of the question are addressed. • The response provides a clear analysis of a political issue. • Relevant and accurate knowledge of the context is demonstrated.

If the response does not identify three different types of actors or stakeholders while contextualizing the political issue, a maximum of **[2]** may be awarded.

If the response lists three types of stakeholders but it is not fully clear how they are involved in the political issue, a maximum of **[2]** may be awarded.

- (b) Based on the political issue identified in 2 (a), recommend a course of action that would increase the influence of a specific non-state actor.

[6]

This question should be assessed using the following notes and corresponding markbands.

“Recommend” is a command term that requires presenting an advisable course of action with appropriate supporting evidence/reasons in relation to a given situation, problem or issue. In this case, the recommendation should be related to the political issue contextualized in part (a) of the question.

Examiners should consider the extent to which any recommendation made in the response:

- properly addresses/responds to the identified political issue
- identifies the most affected or vulnerable stakeholders
- outlines a clear course of action that would increase the influence of these identified stakeholders (individuals or groups).
- offers appropriate supporting evidence/reasons.

Candidates should provide enough detail on the particular actions, approaches or changes suggested as part of their policy/solution and should be accompanied with supporting evidence to justify it. This could include (but is not limited to):

- reference to other studied cases where similar solutions have been introduced successfully
- previous proposals or calls to action by specific stakeholders involved in the political issue
- theoretical approaches or models of analysis which favour certain approaches for particular issues
- reference to elements (frameworks, mechanisms or agreements) which may already be in place that could facilitate implementation of suggested measures.

All of the previous could make reference to particular HL extension topic areas (*borders, environment, equality, health, identity, poverty, security, technology*) or to the prescribed core topics or thematic studies of the course (*rights and justice, development and sustainability, peace and conflict*) as guiding elements.

Marks	Description
0	The work does not reach a standard described by the descriptors below.
1–2	• A recommendation is presented, but it is vague or unclear. • The recommendation does not clearly address the identified political issue.
3–4	• An adequate recommendation is presented. • The recommendation addresses the identified political issue. • No possible challenges or implications are considered.
5–6	• A clear and well supported recommendation is presented. • The recommendation addresses the identified political issue effectively. • Implications and possible challenges or unintended consequences are considered.

3. The stimulus mentions the interconnected nature of global problems. With reference to one of your researched case studies, examine the links between **at least two** of the HL topic areas.

[15]

This question should be assessed using the following notes and corresponding markbands.

“Examine” is a command term that requires a consideration of an argument or concept in a way that uncovers assumptions and interrelationships of the issue.

The question requires reference to **one** case the student has researched and **two** HL extension topic areas (*borders, environment, equality, health, identity, poverty, security, technology*). The specific content of the response will vary depending on the particular selection of case study and HL topic areas operated by the candidates, but the focus should be on a clear examination of the identified links through a particular case. Responses may examine links corresponding to multiple elements or criteria. For example: common or contributing causes (e.g. poverty and health cycle), a particular perspective or approach that ties them together (e.g. securitization of borders), a contradiction in how they are addressed by affected stakeholders (e.g. borders, environment). Specific knowledge from the case selected should be evidenced, as well as a good understanding of how each global political challenge may be examined.

A diversity of approaches is possible. Candidates may wish to first explain the possible connections between the topic areas in general and then illustrate them through their selected case study or they may examine the particular case study while evidencing identified links.

If the connections between two topic areas are examined but no continuous supporting reference is made to a particular case (or if this is done superficially) award a maximum of **[8]**.

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.