Exercise walk-through

1.3
Political issues and sources (Paper 1 skills)

International Baccalaureate · IB Diploma · Global Politics · HL

Legitimacy

- **Legitimacy** is the belief that a government or an action has the right to exercise power.
- Power without legitimacy must rely on force, which is costly.
- The sociologist Max Weber described three types of **authority** :
- Legitimacy can come from **consent** (people accept the government, for example through elections) and from **performance** (the government delivers security, jobs and services).

Interdependence

- It is **symmetric** when both sides depend on each other equally, and **asymmetric** when one side depends more. The less dependent side then has more power, for example the power to threaten **sanctions** .
- It encourages cooperation, because conflict becomes expensive for everyone.
- It also creates risks: a problem in one place (a blocked canal, a pandemic, a financial crisis) spreads quickly.

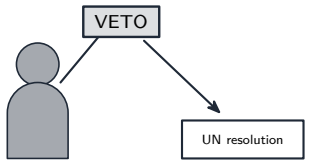
Reading political sources

- For Paper 1, read each source with three questions:
- 1. **Claim** : what does the source say? 2. **Evidence** : what does it use to support this (data, examples, expert views)? 3. **Perspective** : who is speaking, from what position, and what do they want?
- Then connect the source to a concept and to your own example.
- A sample question from the IB: *"Using Source C and one example you have studied, explain the reasons why international cooperation may be problematic for some states."*

Exercises 2.1·2.2

2.1 State the **claim** of Source B, and **one** piece of evidence it gives. [2]

2.2 The cartoon shows a large figure holding a "VETO" stamp over a small figure labelled "UN Security Council resolution". Explain the message of the cartoon. [3]



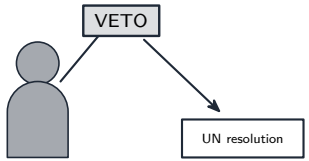
Exercises 2.1·2.2

2.1 State the **claim** of Source B, and **one** piece of evidence it gives. [2]

2.1

claim: the UN cannot stop great powers from using force / the Charter's promise of peace is weak in practice; evidence: the five permanent members can veto any action against themselves or their friends

2.2 The cartoon shows a large figure holding a "VETO" stamp over a small figure labelled "UN Security Council resolution". Explain the message of the cartoon. [3]



2.2

the large figure stands for a permanent member of the Security Council; the stamp shows that one state can block a resolution supported by others; message: the veto makes the UN weak when a great power's interests are involved

Exercises 2.3·2.4

2.3 Explain **two** ways in which Source A and Source B are **similar** or **different**. [4]

2.4 Evaluate the **origin** and **purpose** of Source B for a student investigating whether the UN prevents war. [6]

Exercises 2.3·2.4

2.3 Explain **two** ways in which Source A and Source B are **similar** or **different**. [4]

2.3

any two, explained: both are about the use of force between states; A is a legal rule, B an opinion about how the rule works in practice; A has a universal purpose (rules for all members), B was written to persuade readers; A says the Security Council has a role; B says the Council is blocked by the veto

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2.4 Evaluate the **origin** and **purpose** of Source B for a student investigating whether the UN prevents war. [6]

2.4

origin: a newspaper comment; value: it shows a common criticism of the UN in public debate; limitation: an opinion, not a study; it gives no specific cases or numbers; purpose: to persuade readers that the UN is weak; value: makes the veto problem clear; limitation: one-sided; it leaves out UN successes, e.g. peacekeeping or the role of the General Assembly

Exercises 3.1·3.2

3.1 *(Paper 1 style.)* With reference to Source A, identify **three** situations in which force may be used legally under the UN Charter. Use your own knowledge for the third. [3]

3.2 *(Paper 1 style.)* With reference to Sources A and B, explain why the rule on the use of force is hard to enforce. [4]

Exercises 3.1·3.2

3.1 *(Paper 1 style.)* With reference to Source A, identify **three** situations in which force may be used legally under the UN Charter. Use your own knowledge for the third. [3]

3.1

self-defence against an armed attack (Article 51); collective self-defence by allies (Article 51); own knowledge: action authorized by the Security Council (Chapter VII)

3.2 *(Paper 1 style.)* With reference to Sources A and B, explain why the rule on the use of force is hard to enforce. [4]

3.2

Source A forbids force but relies on states to obey and on the Security Council to act; Source B: the veto lets a permanent member block action; the UN has no army of its own; it depends on members to provide forces (own knowledge); self-defence (Article 51) can be claimed to justify force, so the rule is open to interpretation

Exercise 3.3

3.3 *(Paper 1 style.)* Using Sources A and B and your own knowledge, discuss the view that the United Nations has failed to prevent the use of force between states. [8]

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3.3

Mark with the markbands: [top] a clear answer, both the sources and own knowledge used as evidence, different perspectives weighed, a reasoned judgement; [middle] sources and own knowledge used, some analysis, judgement not fully supported; [bottom] description of the sources only, little analysis. Points that may be included: for: Source B: the veto blocks action against great powers; own example, e.g. the Russian veto on resolutions about Ukraine (2022); the UN has no army; against: Source A sets a clear legal norm against force that most states accept most of the time; interstate wars are less frequent than before 1945; peacekeeping and mediation, e.g. UN missions in Cyprus since 1964;

the General Assembly can still condemn, e.g. the March 2022 resolution on Ukraine; a reasoned judgement