Exercise walk-through

2.1

Rights, development and durable arrangements: supported rehearsal

International Baccalaureate · IB Diploma · Global Politics · HL

Rights and justice

- **Human rights** are rights that every person has because they are human.
- The **Universal Declaration of Human Rights** (UDHR) was adopted by the UN General Assembly on 10 December 1948.
- In 1966 two treaties made its rights legally binding for the states that join them: one on civil and political rights, one on economic, social and cultural rights.
- **Universalism** says that the same rights apply everywhere. **Cultural relativism** says that rights must be understood within each society's culture and values.

Peace and conflict

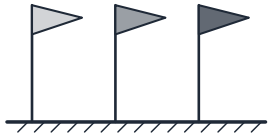
- **Conflict** can be **interstate** (between states) or **intrastate** (inside one state, such as a civil war).
- Since 1945 most wars have been **intrastate**, and many have outside states involved.
- The peace researcher Johan Galtung distinguished **negative peace**, the absence of direct violence, from **positive peace**, the presence of **justice**, fair institutions and cooperation.
- He also described **structural violence**: harm caused by unfair social structures, such as poverty or discrimination, even when no one is fighting.

Writing a Paper 2 essay

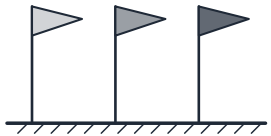
- The essay plan is the same as in history: a clear thesis, two or three arguments with named, recent cases, a counter-argument and a judgement.
- Use the theme's concepts by name.
- **Worked essay plan.** A sample question from the IB: *"To what extent is addressing **structural violence** increasingly important to achieving lasting peace?"*
- 1.

Exercises 2.1·2.2

2.1 Name the three generations of human rights with one example of each. [3]

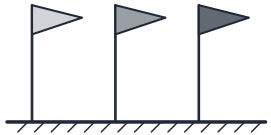


2.2 State the R2P principle and the two bodies of law it tensions. [2]



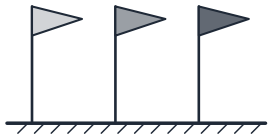
Exercises 2.1·2.2

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2.1 First generation (liberty): speech or vote (1); second (equality claims): work, education or health (1); third (solidarity): development, a healthy environment or peace (1).

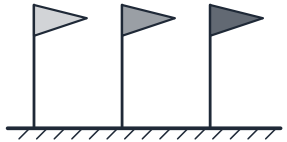
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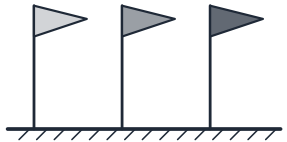
2.2 R2P: the state bears the duty to protect its people, and the international community bears a fallback duty when the state fails (1); it tensions sovereignty (non-intervention) against international human-rights law (1).

Exercises 2.3·2.4

2.3 Distinguish development as income from development as capability. [2]

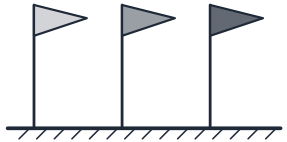


2.4 Name the HDI's three components. [2]



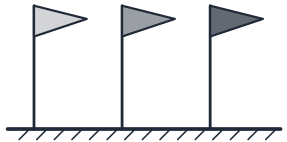
Exercises 2.3·2.4

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2.3 Income defines development as growth in output per head (1); capability defines it as the expansion of what people can be and do – health, knowledge, agency – so income is one means, not the measure (1).

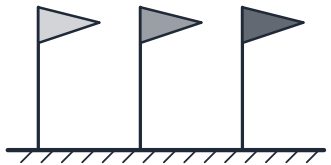
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2.4 Health (life expectancy), schooling (expected and mean years), and income (GNI per head, PPP) (2 – 1 for two).

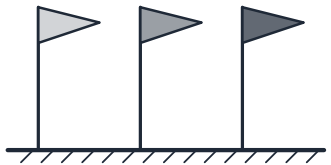
Exercise 2.5

2.5 Distinguish negative from positive peace, with one example of a negative peace. [2]



Exercise 2.5

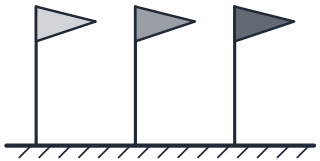
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2.5 Negative peace is the absence of direct violence (1); positive peace is the presence of justice and institutions – so a ceasefire holding over unresolved grievances is a negative peace, unstable by definition (1).

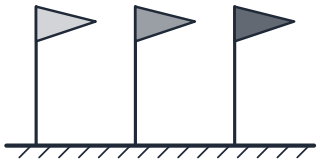
Exercise 3.1

3.1 *(Rights essay style.)* "R2P realigned legitimacy without disarming sovereignty." Using Libya 2011 and Syria, evaluate this claim. [6]



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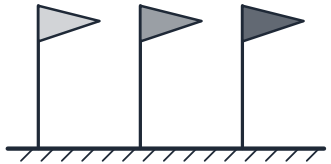
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3.1 Claim: R2P changed what the international community counts as legitimate (protection accepted as a ground for action) but did not remove the sovereign order's protections. Libya: Resolution 1973 mandated protection, so intervention carried UN legitimacy – the realignment at work (2); yet the mandate's contested execution (regime change beyond protection) deepened the suspicion that R2P is the strong's instrument, feeding the later blockages (2). Syria: R2P language was invoked by many, but the veto held: sovereignty's instruments intact and decisive; protection acknowledged, action impossible (1). Judgement: R2P relocated legitimacy from consent alone to performance, but enforcement remains sovereign – the gap is the finding (1).

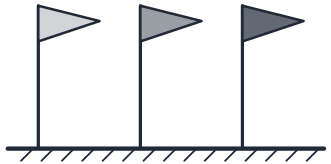
Exercise 3.2

3.2 *(Development essay style.)* Evaluate the SDGs as a development framework: two strengths and one limitation from their design. [5]



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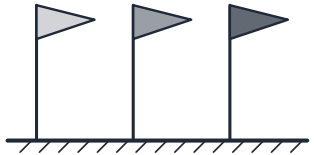
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3.2 Strength one: universality – every state reports against the same 17 goals, ending the rich-outside/poor-inside frame of the MDGs (2). Strength two: integration – climate action built inside poverty action, so the framework cannot trade the planet against the poor by design (1). Limitation: the accountability gap – reporting is voluntary, there is no enforcement, so the goals bind direction, not behaviour (2). Judgement: the SDGs work as a legitimacy and coordination device, with the norm-versus-enforcement gap recurring (accept any reasoned weighing).

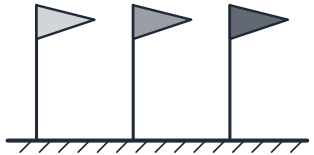
Exercise 3.3

3.3 *(Peace concept style.)* Explain why collective security depends on the P5's convergence, using one mandated and one blocked case. [4]



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3.3 Collective security's design runs through the Security Council, where each P5 member holds a veto – so action requires their convergence (2). Mandated: the Gulf 1991 (or Korea 1950), where the Council authorised reversal of aggression because the P5 converged (1). Blocked: Syria (or any veto-blocked crisis), where acknowledged crises produced no action because one member's interest diverged (1). Collective security is the concert of the great powers with a charter – working exactly when they agree.

Local review guidance: each case must carry BOTH the norm and the enforcement fact; (R1 3.2) strengths and limitation come from DESIGN, not implementation luck; (R1 3.3) explain the design feature (veto) before the cases. Authored guidance.