Exercise walk-through

2.3 Thematic study: peace and conflict

International Baccalaureate · IB Diploma · Global Politics · SL

Thematic studies

- explain **human rights**, how they are protected, and the debate between **universalism** and relativism;
- explain the meanings of development and **sustainability** and how they are measured;
- explain the causes of conflict, the kinds of peace and the rules on the use of force;
- write a Paper 2 essay with a thesis, real cases, a counter-argument and a judgement.

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.

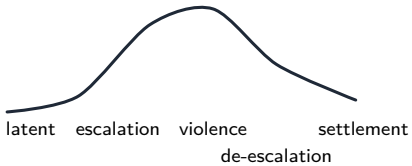
Writing a Paper 2 essay

- 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 Distinguish **negative peace** from **positive peace**. [2]

2.2 The diagram shows the stages of a conflict. Explain why a ceasefire at the stage of de-escalation does not guarantee lasting peace. [3]



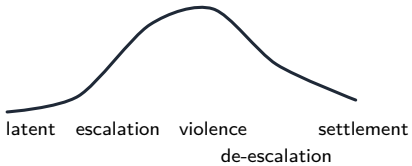
Exercises 2.1·2.2

2.1 Distinguish **negative peace** from **positive peace**. [2]

2.1

negative peace: the absence of direct violence, e.g. a ceasefire; positive peace: also the absence of structural violence: justice, rights and fair institutions

2.2 The diagram shows the stages of a conflict. Explain why a ceasefire at the stage of de-escalation does not guarantee lasting peace. [3]



2.2

a ceasefire stops direct violence only: negative peace; the causes, e.g. disputes over land, identity or unfair institutions, may remain; so the conflict can escalate again unless peacebuilding addresses structural violence

Exercises 2.3·2.4

2.3 Explain **two** causes of intrastate conflict, with an example. [4]

2.4 Apply **three** criteria of **jus ad bellum** to a use of force you have studied. [6]

Exercises 2.3·2.4

2.3 Explain **two** causes of intrastate conflict, with an example. [4]

2.3

any two, explained with an example: identity divisions used by leaders, e.g. Rwanda in 1994; competition for resources such as land, oil or minerals, e.g. diamonds in Sierra Leone's civil war (1991–2002); a weak or unjust government that excludes groups, e.g. Syria from 2011; outside intervention that prolongs fighting

---

2.4 Apply **three** criteria of **jus ad bellum** to a use of force you have studied. [6]

2.4

for each of three criteria: the criterion stated correctly (e.g. just cause, legitimate authority, last resort, proportionality, chance of success, right intention); and applied to the chosen case with evidence, e.g. NATO in Kosovo (1999): just cause (stopping ethnic cleansing), but no Security Council authorization (legitimate authority)

Exercise 3.1

3.1 *(Paper 2 style.)* Evaluate the effectiveness of **peacekeeping** in resolving conflicts. [15]



Exercise 3.1

3.1 *(Paper 2 style.)* Evaluate the effectiveness of **peacekeeping** in resolving conflicts. [15]



3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge and real-world examples used as evidence, concepts applied, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: definitions: peacekeeping, peacemaking, peacebuilding; successes: UN missions can hold ceasefires, e.g. Cyprus since 1964 has prevented renewed war; mis-

Full solution on next slide

Full solution 3.1

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge and real-world examples used as evidence, concepts applied, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: definitions: peacekeeping, peacemaking, peacebuilding; successes: UN missions can hold ceasefires, e.g. Cyprus since 1964 has prevented renewed war; missions after civil wars, e.g. Sierra Leone (1999–2005), supported disarmament and elections; research suggests missions reduce the chance of war restarting; failures: Rwanda (1994): peacekeepers too few and without a mandate to stop the genocide; Srebrenica (1995): a "safe area" fell; limits: missions depend on consent of the parties and on troops from member states; keeping the peace is not resolving the conflict: Cyprus remains divided (negative peace); perspectives: host states may see missions as outside interference; conclusion: a clear judgement, e.g. effective at stopping violence when combined with peacebuilding, weak at resolving its causes