Exercise walk-through

2.2
Thematic study: development and sustainability

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.

Sources for this lesson

- International Baccalaureate, *Global Politics guide* (first assessment 2026).
- United Nations, ***Universal Declaration of Human Rights*** (1948) and the *Charter of the United Nations* (1945), Articles 2(4) and 51 and Chapter VII.
- World Bank, *Poverty and Shared Prosperity* reports and the Poverty and **Inequality** Platform; World Bank and Development Research Center of the State Council, *Four Decades of Poverty Reduction in China* (2022).

Key terms (2)

- **Sustainable development**: development that meets the needs of the present without harming the ability of future generations to meet theirs.
- **Positive peace**: not only the absence of war, but also the absence of **structural violence** such as poverty and discrimination.
- **Structural violence**: harm caused by social structures, such as unequal access to food, health or education.

Exercises 2.1·2.2

2.1 Distinguish **economic development** from **human development**. [2]

2.2 Country X has a GDP of US$120 billion and a population of 40 million. Calculate its GDP per capita, and explain **two** limitations of GDP per capita as a measure of development. [3]

GDP ÷ population = per person

Exercises 2.1·2.2

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2.1

economic development: growth in income and output, measured e.g. by GDP per capita; human development: wider choices and capabilities, e.g. health, education and freedom, measured e.g. by the HDI

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GDP ÷ population = per person

2.2

$120\,000\,000\,000 / 40\,000\,000 =$ **US$3,000**; it is an average, so it hides inequality between rich and poor; it ignores health, education, unpaid work and damage to the environment

Exercises 2.3·2.4

2.3 Explain **two** ways in which **non-state actors** can promote development. [4]

2.4 Compare **market-led** and **state-led** paths to development, with **one** example of each. [6]

Exercises 2.3·2.4

2.3 Explain **two** ways in which **non-state actors** can promote development. [4]

2.3

any two, explained: NGOs deliver services, e.g. Médecins Sans Frontières provides health care in crises; MNCs bring investment, jobs and technology, e.g. factories that train local workers; social movements and local communities campaign for rights and resources, e.g. land rights or clean water; foundations fund research and programmes, e.g. vaccine campaigns

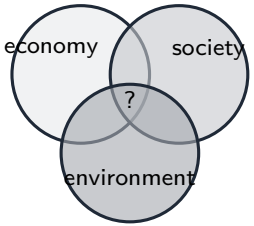
2.4 Compare **market-led** and **state-led** paths to development, with **one** example of each. [6]

2.4

market-led: free trade, privatization, foreign investment, a small state; example, e.g. reforms promoted by the IMF and World Bank in the 1980s–90s ("Washington Consensus"); state-led: the state plans, invests and protects key industries; example, e.g. South Korea from the 1960s; comparison: both aim at growth; they disagree on the role of the state and of markets; evaluation, e.g. most successful cases mixed both; market reforms sometimes raised inequality

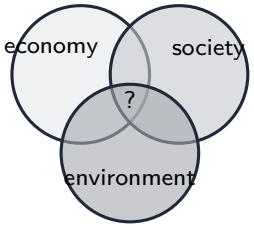
Exercise 3.1

3.1 *(Paper 2 style.)* To what extent is economic growth compatible with sustainability? [15]



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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

Full solution on next slide

Full solution 3.1

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