

Markscheme

May 2024

Global Politics

Higher level and standard level

Paper 1

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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.

1. Using Source A, outline how palm oil is linked to issues in development [3]

- Source A shows how palm oil is linked to issues of sustainable development and shows that smallholders might be tied to problematic work contracts and inhabitants subject to land contamination, and suggests little awareness of this by those purchasing the finished product.
- Source A highlights the economic benefits of palm oil production for small holders. Education, material goods, less labour. Help with economic development and potentially political stability as provincial governments might invest to help with modernizing production.
- Source A highlights how foreign MNCs (agricultural MNCs) from Malaysia can profit by investing in foreign states, Philippines, but the money is taken out of the state. This might lead to improved development for one party and not for the other.
- Source A highlights environmental aspects of farming and degradation of land. The image of the chainsaw shows how vulnerable the land is.
- Source A illustrates the issue of lucrative economic development through palm oil and the benefits that palm oil investment brings to a state. The illustration shows how cheap palm oil products and a focus on profits may be undermining sustainable production.
- Source A highlights the global nature of development issues. It illustrates political interconnectedness and shows how palm oil production links us across the globe, from states such as Malaysia to consumers in the EU.

Award [1] for each relevant point up to a maximum of [3].

Other relevant points not listed can also be rewarded.

2. With explicit reference to Source B and one example you have studied, explain how political factors may inhibit sustainable development. [4]

Answers may include, but are not limited to:

- Source B shows concern that environmental standards may inhibit investment. Malaysia is urging greater political cooperation and a trade deal based on its commitment to the environment. This would inhibit sustainable development. Source B suggests that Malaysia is not able to control its environmental reputation and shows frustration towards the EU policy on banning palm oil. Major trading blocs such as the EU are making political decisions to close markets based on concerns for environmental impact. This would inhibit sustainable development.
- Source B shows that poverty may be tied to environmental standards which are unaffordable to implement for smallholders. The withdrawal of market opportunities to farmers, will undermine development for the poorest and undermines a state's political power domestically. This would inhibit sustainable development.

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

- Own knowledge may be used to show how depletion or degradation of resources – i.e. logging, mining concessions, costs – i.e. societal harm, disinvestment, or instability are linked to political actions or responsibilities.
- Examples may include how states and politicians may focus on economic growth and a sense of progress or modernisation at the expense of more sustainable pathways.
- Examples may show how political actors seek to be sustainable and curb the influence of traders and MNCs where environmental impact hinders development (deforestation, contamination). Examples may include difficulties in regulating MNCs and routing

dividends back into the economy in the short term or long term – i.e. losing biodiversity of ancient forests and harming enterprise in pharmaceutical products.

Own example should contain exact details such as place, dates, names and also specify the way that this example shows political factors inhibiting sustainable development.

Other relevant points not listed can also be rewarded. 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 what Source C and Source D tell us about development and sustainability.

[8]

Potential points of comparison:

- Both sources focus on a range of less developed states and suggest that economic development and in particular, agricultural expansion, is playing a key role in determining the sustainability of development. Source C, Africa, Indonesia and Malaysia. Source D Cambodia, Brazil, Côte d'Ivoire and Ghana.
- Both sources show how crop production and land use is central to sustainable development. Source C describes how palm oil may be a better use of land, compared to less productive crops. Source D is about the dangers of deforestation i.e. for ecosystems in Brazil.
- Both sources show how development and sustainable development can be influenced by economic development and the role of markets and industry. Source C indicates how palm oil production is a huge growth area and is already crucial to the poorest, including millions of smallholders in Malaysia and Indonesia. Source D also shows how Cambodia lost tree cover to the rubber industry, and that agriculture businesses in Brazil are now contributing to deforestation. Source D shows how sustainable cocoa production is failing partly through lack of support by the chocolate industry.
- Both sources show how sustainable development is an increasingly international and global challenge. Source C shows demand for oil and for vegetable-based oils is increasing globally and will be linked to the rise of the middle class in developing and emerging regions. Source D emphasizes the importance of international industry standards and global NGOs in protecting resources and contributing to sustainability, and draws attention to global climate change.
- Both sources show that sustainable development is a shared responsibility and imply that less developed states can be impacted by non-state actors such as MNCs. Source C mentions that agriculture corporations are racing to secure land and Source D shows that MNCs are undermining the forest code in Brazil, and are not behaving sustainably in cocoa production more widely.

Only points of comparison can be credited. The origin/provenance of the source cannot be credited as a comparison unless accompanied by relevant source content.

*If the view of only one source is discussed award a maximum of [4]. For a response which focuses significantly on one source with only minimal reference to the other source, award a maximum of [5]. Award [2] per effective point of comparison up to a maximum of [8]. For an [8] response expect detailed comparison but do not expect all of the points above, and allow other valid points. **Using all sources and your own knowledge examine the view that states are the most effective actors in promoting sustainable development. [10]***

Question 4 is assessed according to the markbands that follow, in conjunction with these marking notes.

Source material may include, but is not limited to:

Source A

- Source A includes reference to the government or state as a key actor
- As a counterclaim, Source A includes reference to companies and other actors who may shape this issue and limit the effectiveness of the state.
- Source A shows disadvantaged workers and smallholders and this suggests that the state may not be effective in protecting their rights.
- Source A shows that consumers need to be educated on this issue and it is arguably whether this is a state responsibility.

Source B

- Source B provides counterclaims and shows that global markets are central to considering environmental and sustainability issues. States alone cannot control these forces. As one part of the world slumps, so another may become more central and its resources at stake.
- Source B show that the Malaysian government has taken significant steps to curb the impact of palm oil on the environment with a new 'sustainable standard'.
- Source B suggests that Malaysia is vulnerable to soft power or virtue signalling from other actors about sustainability and palm oil concerns (and suggests a previous lack of political will rather than power).

Source C

- Source C helps dispute the claim by focusing on development more broadly and food production. It makes the point that people and their food choices evolve as states develop, and markets can shift in ways that states cannot easily control. Agricultural corporations, not states, are helping to feed the planet by securing palm oil for developing and emerging regions.
- In tension with this, Source C draws attention to the world's poor and their dependency on this crop. The 'land grab', and potential exploitation of this market by non-state actors is a significant risk to principles of sustainability
- As a further counterclaim, Source C refers to two strong trends since 1950 that could have been anticipated by states (and were recorded by the FAO and therefore managed – demand for fat and demand for vegetable fats and associated land use.

Source D

- Source D shows a positive link with agribusiness and environmental protection in Brazil in promoting sustainability
- As a counterclaim Source D shows Brazil has weakened aspects of its Forest Code under pressure from non-state actors which shows a lack of political will or power Source D suggests that states do have the power to minimise environmental impact but have been slow to act and have not enforced their own treaties i.e. on cocoa
- As a counterclaim Source D also shows a link between economic development in Cambodia (correlating the growth of global rubber industry and extreme deforestation) suggesting that states have failed to protect the environment
- Source D is written by an INGO activist, and shows that major INGOs play a role in pushing states towards more responsible behaviour. States have agency but do not show responsibility on this issue unless pushed.

Own knowledge could include, but is not limited to:

- Students might think critically about the concept of power in relation to states – in terms of hard power, or soft power, relative power or pooled power (EU); or limits on

power in an interdependent world or theories such as realism/liberalism which do not always make sustainability relevant to their concerns about relative and short-term gains for example.

- The impact of climate change can be considered as a force multiplier – in the sense that all states are causing it and impacted by it – but it has uneven impact. States need to act together to solve it yet are also facing increased costs and complexities which are often affecting least developed populations more.
- Candidates may be aware of the contested nature of data produced by states and state bodies (i.e. on deforestation) which make it difficult for states to prove their capacity in this regard.
- Different understandings of development can be identified i.e. sustainable development.
- Students may introduce the UN Sustainable Development Goals (SDGs) which run until 2030. They could assess how effective states have been in working towards these. They might suggest other political actors as significant helpers or disruptors in achieving these goals.
- Students may know the top 5 (or more) states for progress with SDGs. Currently: Finland, Sweden, Denmark, Germany, Austria. Lowest 5 (of those which report data) are: Somalia, Yemen, Chad, Central African Republic, South Sudan. Students might conclude that location and lack of conflict is more important than the state as a political actor per se.
- Students may refer to the Paris Treaty 2015 or other treaties relevant to sustainable development.

Students may refer to recent court cases where states have been taken to court by their citizens. e.g. KlimaSeniorinnen v Switzerland (ECtHR). Suggests that legal frameworks at regional or international level might be more effective in protecting the environment to ensure sustainable development.

If only source material or only own knowledge is used, the response can only be awarded a maximum of [6]. To achieve the maximum [10], responses must refer to all four sources.

Do not expect all of the above, and reward other relevant points not listed.

Markbands for question 4

Marks	Level descriptor
0	<ul style="list-style-type: none"> • The work does not reach a standard described by the descriptors below.
1-2	<ul style="list-style-type: none"> • There is little relevant knowledge and a very limited awareness of the demands of the question. • There is little or no attempt to synthesise own knowledge and source material. • Responses at this level are often largely descriptive and contain unsupported generalizations.
3-4	<ul style="list-style-type: none"> • There is limited awareness of the demands of the question or the question is only partially addressed. • There is some knowledge demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively. • Responses at this level are often more descriptive than evaluative.
5-6	<ul style="list-style-type: none"> • Answers show some awareness of the demands of the question. • Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material. • Counterclaims are implicitly identified but are not explored.
7-8	<ul style="list-style-type: none"> • Answers are focused and show good awareness of the demands of the question. • Relevant and accurate knowledge is demonstrated, there is some synthesis of own knowledge and source material, and appropriate examples are used. • The response contains claims and counter claims.
9-10	<ul style="list-style-type: none"> • Answers are clearly focused and show a high degree of awareness of the demands of the question. • Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, and appropriate examples are used. • The response contains clear evaluation, with well balanced claims and counter claims.
