Exercise walk-through

# 4.3
# HL: Paper 3 practice

International Baccalaureate · IB Diploma · Global Politics · HL

# Global political challenges

- explain why some problems are global political challenges that no state can solve alone;
- analyse a challenge in five steps: define, levels, actors and interests, governance, evaluation;
- use researched cases on climate change, pandemics, forced **migration** and artificial intelligence;
- explain the links between challenges and answer Paper 3.

# Links between challenges

- Paper 3 often asks how challenges connect.
- Use a chain:
- **Worked plan.** A sample question from the IB: *"With reference to two of the cases you have researched, examine the links between multiple global political challenges."*
- 1.

# Sources for this lesson

- International Baccalaureate, *Global Politics guide* (first assessment 2026), the **HL extension** and Paper 3.
- Government of Pakistan and others, *Pakistan Floods 2022: Post-Disaster Needs Assessment* (October 2022).
- United Nations Framework Convention on Climate Change (1992), the Kyoto Protocol (1997) and the Paris Agreement (2015).

# Exercise 2.1

**2.1** Identify **two** global political challenges in the stimulus. [2]

# Exercise 2.1

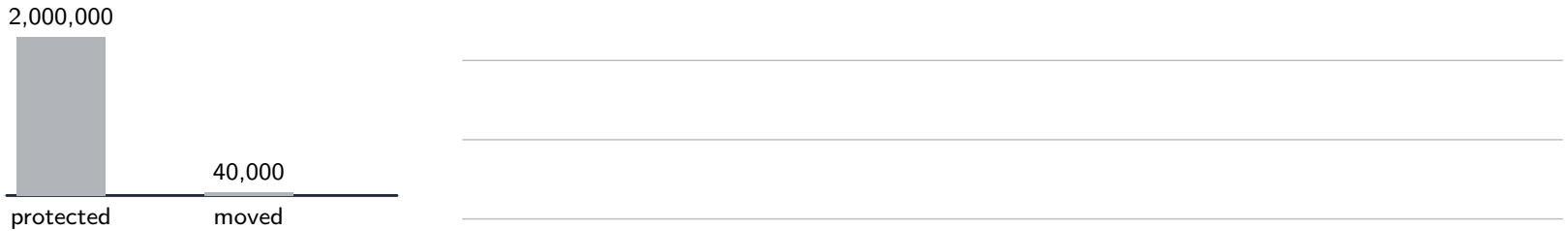
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**2.1**

any two: environment (flooding, sinking land, sea-level rise); poverty / equality (informal settlements; residents moved without consultation); identity or borders (who has a right to the land); interdependence through the foreign loan

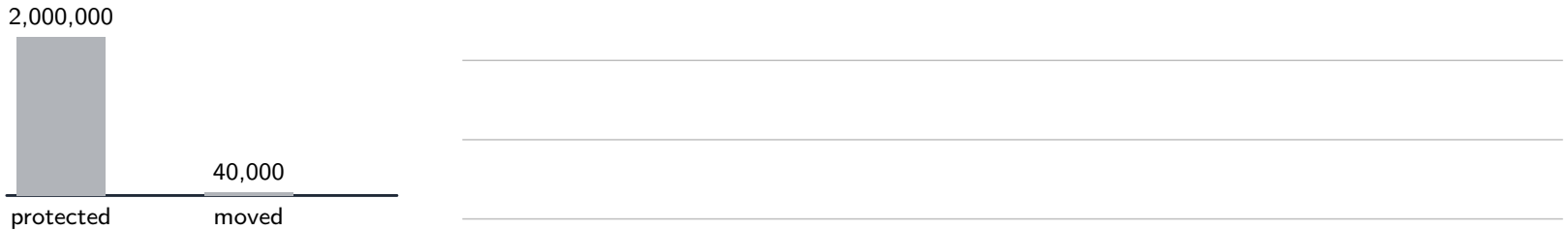
# Exercise 2.2

**2.2** The NGO says 40,000 people will lose their homes and the lender says 2 million will be protected. Calculate the ratio of people protected to people moved, and explain why this calculation does not settle the debate. [3]



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**2.2**

$2\,000\,000/40\,000 =$ **50** people protected for each person moved; the costs fall on a poor group that was not consulted, so it is a question of justice and legitimacy, not only numbers; the figures come from actors with interests: the lender wants the project, the NGO opposes it

# Exercises 2.3·2.4

**2.3** Explain how the concept of **legitimacy** applies to the government's plan. [4]

**2.4** Explain **two** perspectives on the plan that are missing from the stimulus, and why they matter. [6]

# Exercises 2.3·2.4

**2.3** Explain how the concept of **legitimacy** applies to the government's plan. [4]

**2.3**

legitimacy is the acceptance of the right to rule; input legitimacy is weak because residents were not consulted; output legitimacy may be strong if the wall protects 2 million people; a judgement, e.g. moving people without consultation can reduce trust and lead to protest, so the plan risks its legitimacy

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**2.4** Explain **two** perspectives on the plan that are missing from the stimulus, and why they matter. [6]

**2.4**

first missing perspective identified, e.g. the residents themselves; why it matters: those most affected have no voice in the source; second missing perspective, e.g. taxpayers who repay the loan / environmental scientists / city government; why it matters, e.g. alternative solutions such as stopping groundwater pumping

# Exercise 3.1

**3.1** *(Paper 3 style.)* Using the stimulus and **at least one** case study you have studied, discuss how far protecting people from environmental risk can be balanced with **justice** for the least powerful. [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 may be included: uses the stimulus with detail: sea wall, foreign loan, 40,000 moved, no consultation; own case study with detail, e.g. Jakarta's sinking and the plan to move the capital to Nusantara; or Pacific island responses; concepts: justice, legitimacy, power, sovereignty, interdependence; for balance: projects can protect many people and create jobs; consultation and fair compensation can make projects legitimate; against: the costs often fall on the poor, who have least power; foreign loans create debt and dependence; perspectives of different actors weighed; comparison between the stimulus and the case study; conclusion: a clear judgement