

EXAM QUESTIONS ON PAPER 3 – HIGHER LEVEL EXTENSION – GLOBAL INTERACTIONS

Key features

Timing: You have 1 hour to do one question worth 25 marks. It is recommended that you write a short plan for your answer.

Choice: There is a choice of one out of three questions.

Structure

Part (a) uses straightforward terms such as *describe* and *explain*, whereas part (b) requires a more analytical approach. Examples and case studies should be used wherever appropriate.

Note: The term “global interaction” means a process of exchange between nations involving people, goods, services and ideas. Globalization includes global interactive processes and also their outcomes.

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| 1 a) Explain the process of cultural diffusion. | [10] |
| b) To what extent has global interaction reduced cultural diversity? | [15] |
| 2 a) Describe the characteristics and pattern of global interaction. | [10] |
| b) Examine the economic benefits that derive from participation in the global economy. | [15] |
| 3 a) Explain the role of technological changes in transport and communications upon the process of globalization. | [10] |
| b) Examine the environmental problems resulting from global interaction. | [15] |
| 4 a) Explain how and why globalization may be measured. | [10] |
| b) Examine the reasons why some countries are more globalized than others. | [15] |
| 5 a) “Increasing globalization helps to expand opportunities for nations and, on average, helps workers in rich and poor countries alike.” (World Bank Development Report)
Explain the argument being put forward in this statement. | [10] |
| b) Analyse the changing role of the nation state in an increasingly globalized world. | [15] |
| 6 a) Explain the causes, impacts and responses to one major global pollution incident. | [10] |
| b) Examine the growth of global concern over environmental issues arising from global interactions. | [15] |

ESSAY-WRITING GUIDELINES

THE RELATIVE IMPORTANCE OF ESSAYS AT HL AND SL

IB exams consist of a number of different approaches to assessment, including extended responses. The advice given here is directed towards conventional full-length essays, which are compulsory in Papers 1 and 3. In both cases, one essay carries a relatively heavy mark weighting, as shown below:

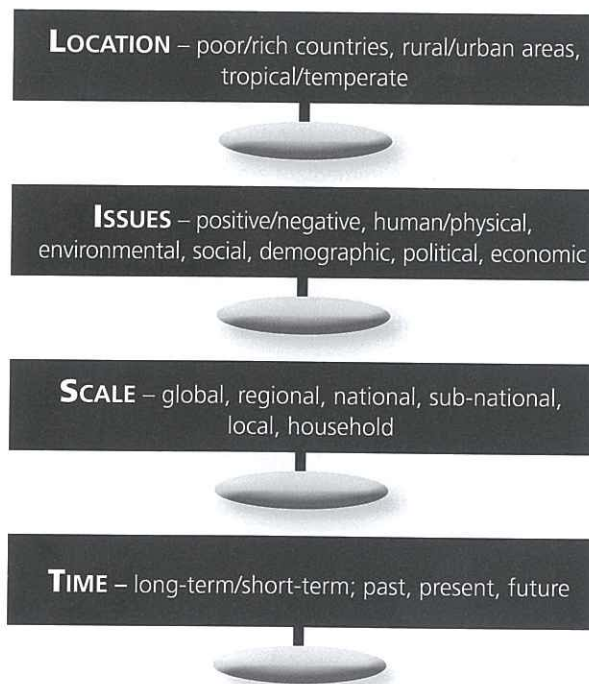
- Paper 1, Section B HL 6.25%, SL 10% of total marks
- Paper 3 (HL only) 20% of total marks. In this exam you will have one hour to answer the question, which appears as parts (a) and (b). These may be linked to the same topic, for example Economic Interactions, or may be independent. Either way, you should approach the two parts separately and assume that the examiner will not cross-credit them, i.e. transfer marks from one to the other if information is misplaced.

INTERPRETING THE ESSAY TITLE

- 1 Underline the keywords in the title.
- 2 Go through the checklist below to check each aspect against your essay title to see if it is relevant or not. This will ensure that you give the essay title its broadest interpretation. The title may be brief and leave you to think creatively and to comment on specific aspects of the subject which are not actually mentioned in the title but which are relevant to it. For example, if the question asks you to comment on the global variation in fertility rate, you would need to write about variations in time as well as space.

Checklist

Note that not all the items in this checklist will be relevant to your essay.



PLANNING

Planning is important. Reasons why you should plan your essay include:

- it allows you to order your thoughts before writing.
- you can return to the essay plan and insert new points as you get inspiration while writing.
- it presents a logical sequence of ideas that the reader can easily follow.
- examiners have little time and will credit a well-structured answer that is easy to follow.
- it allows you to focus on the question and make sure that the content is relevant.

STRUCTURE OF THE ESSAY

Introduction

The introductory paragraph gives an interpretation of the title, defines terms, indicates the slant or the direction of the argument and generally sets the scene.

The main body of the essay

Make sure that each paragraph in this part of your essay presents a distinct point or idea. The opening line of each paragraph should clearly indicate its content. The remainder of the paragraph elaborates on that point.

Examples, case studies and illustrations, such as sketch maps and diagrams, should appear in this section.

Conclusion

Here you should return to the essay title and provide an overview of your response. The conclusion should not contain new ideas; it should round off an argument and summarize the key features of the content.

THE LANGUAGE OF IB EXAMS

It is recommended that you become familiar with the command words and other terms listed and defined below. They are all found in IB geography exam questions – misinterpretation costs marks.

Analyse	break down in order to bring out the essential elements or structure
Annotate	add brief notes to a diagram or graph
Classify	arrange or order by class or categories
Compare	give an account of the similarities between two (or more) items or situations, referring to both (or all) of them throughout
Compare and contrast	give an account of similarities and differences between two (or more) items or situations, referring to both (or all) of them throughout
Construct	display information in a diagrammatic or logical form
Contrast	give an account of the differences between two (or more) items or situations, referring to both (or all) of them throughout
Define	give the precise meaning of, for example, a word, phrase, concept or physical quantity