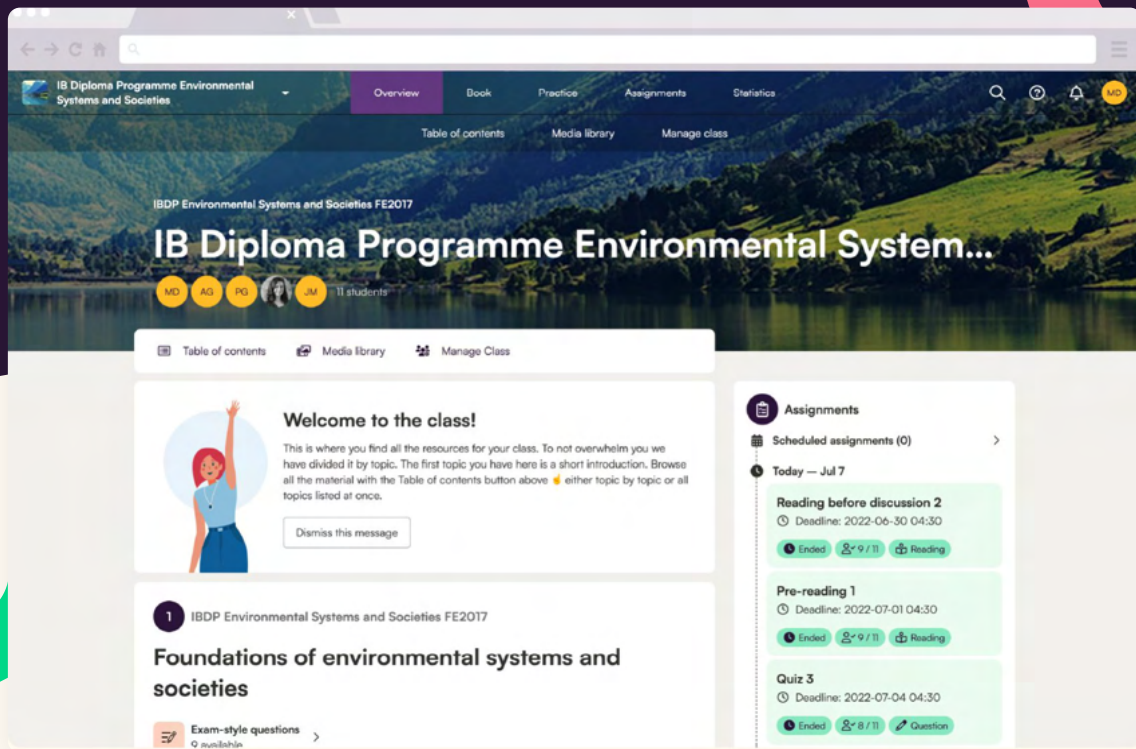


IBDP Environmental Systems & Societies

Our IBDP Environmental Systems & Societies subject supports the full DP syllabus for the first examination from 2017.



Key Features

In addition to the fully syllabus-aligned textbook, Kognity Environmental Systems and Societies includes a detailed support guide for the Internal Assessment as well as a fully-equipped practice centre.

Table of contents	
#	All
1	Foundations of environmental systems and societies
1.1	Environmental value systems
1.2	Systems and models
1.3	Energy and equilibria
1.4	Sustainability
1.5	Humans and pollution
2	Ecosystems and ecology
3	Biodiversity and conservation

4	Ecosystems and ecology
3	Biodiversity and conservation
4	Water and aquatic food production systems and societies
5	Soil systems and terrestrial food production systems and societies
6	Atmospheric systems and societies
7	Climate change and energy production
8	Human systems and resource use
9	Internal and external assessment

Students are encouraged to make interconnections between topics with the big questions that are supported throughout the book. The adoption of this concept-based approach is strengthened by the inclusion of real-world examples.



The sections and marks for the internal assessment

Your IA will be assessed against six criteria as shown in Table 1. These will be discussed in more detail later.

Table 1. The sections and marks for the IA.

Section title	Marks
Identifying the context	6
Planning	6
Results, analysis and conclusion	6
Discussion and evaluation	6
Applications	3
Communication	3
Total	30

Diagrams, illustrations, photos and videos add a visual perspective to key concepts of the syllabus and can be found throughout all sections of Kognity's Environmental Systems and Societies.

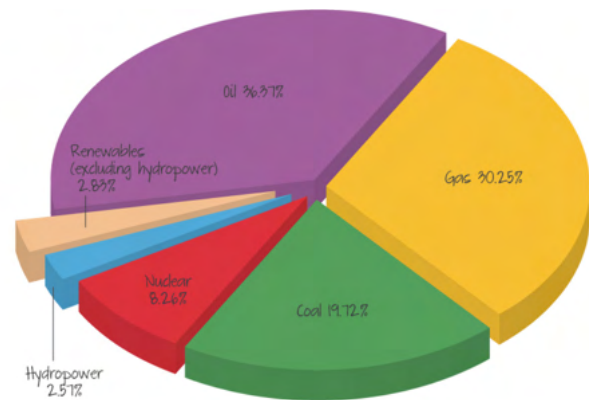


Figure 4. Energy sources in the USA, 2014.

Kognity Environmental Systems and Societies contains a wide variety of highly relevant case studies that have an international focus, making it clear that all aspects of Environmental Systems and Societies need to be considered in an international context.

Fukushima Daiichi nuclear accident

The Tōhoku earthquake and tsunami on 11 March 2011, caused high waves to breach the seawalls near the Fukushima nuclear power plant. Seawater flooded the nuclear power plant including the main generator and the rooms containing the emergency backup generators. With the resulting failure of all the generators used to circulate cooling waters, the reactors overheated resulting in meltdown and production of gases causing a number of explosions. This released radioactive material into the atmosphere.



Figure 5. Location of Fukushima Daiichi, evacuation zone and the epicentre of Tōhoku

International Mindedness and TOK are brought to the forefront with useful prompts and reminders that can be found consistently throughout Kognity's Environmental Systems and Societies. This promotes students to consider that the actions they take in one place can have global implications.



International Mindedness

Although the use of nuclear power is often decided at a national level the impacts of a nuclear accident could have regional or global implications.



Theory of Knowledge

Prescribed Title Exploration

Prescribed Title #5, May 2017: Given access to the same facts, how is it possible that there can be disagreement between experts in a discipline? Develop your answer with reference to two areas of knowledge.

Ontario Wind Resistance provides a counterclaim to wind power in Ontario, saying that rather than being a sustainable, ethical method of gaining energy, it has a destructive effect on other areas of the environment. See the [article here](#).

How can we know which claims about wind turbines are accurate?

