

Supported Focus Companion

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

Source-supported focus teaching; remaining qualification requirements are held

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Original teaching and practice · exercises.lol

Contents

1. Foundation · supported focus	2
2. Ecology · supported focus	4
3. Biodiversity and conservation · supported focus.....	6
4. Water · supported focus.....	8
5. Land · supported focus	10
6. Atmosphere and climate change · supported focus.....	12
8. Human populations and urban systems · supported focus.	14
9. Experimental programme · supported focus	16

Foundation · supported focus

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

Scope and prerequisites

Supported SL focus. First assessment 2026; current SL/HL brief acquired. Remaining guide, assessment and practical requirements retain their recorded holds.

Prerequisites: read the stated quantities and units, use arithmetic and the model conditions below. Each lesson develops its own method before independent transfer.

These are original or explicitly fictional teaching examples, not actual measurements or completed assessed learner investigations.

Environmental systems, feedback and perspectives

■ What would explain this observation?

- A lake can respond to the same nutrient input differently depending on its current state. Environmental outcomes depend on **stocks**, **flows** and feedback.
- Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.

■ Build the model

- A system model has a boundary, stores and flows. Negative feedback counteracts change; positive feedback amplifies it. An environmental perspective shapes what people value and which management outcomes they prioritize.
- stock : An amount held within a system; flow : Transfer of an amount per unit time.



■ Choose evidence that can test it

- Separate physical evidence from value judgements. A stock is an amount at a time; a flow is an amount per time. Sustainability decisions require ecological, social and economic evidence and a stated scale.
- Draw the system boundary before calculating a budget. Identify inflows, outflows and possible unmeasured terms. Compare stakeholder claims using the same evidence, then explain where values lead to different choices.

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: a reservoir begins with 800 units, receives 120 and loses 90 during a week. Change in storage = inflow-outflow = $120 - 90 = 30$. Final storage = $800 + 30 = 830$ units. The model assumes no omitted flow.

Example:

A stock starts at 600, receives 80 and loses 110. Find final stock. Use the same sequence: known quantities → model → relation → substitution → unit and interpretation.

■ Check the conclusion and its limits

- A balance that closes mathematically can still omit a real process if terms were estimated to fit. Positive feedback does not mean a socially desirable result.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

Positive feedback always produces a socially beneficial outcome. This claim is false: A balance that closes mathematically can still omit a real process if terms were estimated to fit. Positive feedback does not mean a socially desirable result.

Key:

Environmental systems, feedback and perspectives: Separate physical evidence from value judgements. A stock is an amount at a time; a flow is an amount per time. Sustainability decisions require ecological, social and economic evidence and a stated scale.

Ecology · supported focus

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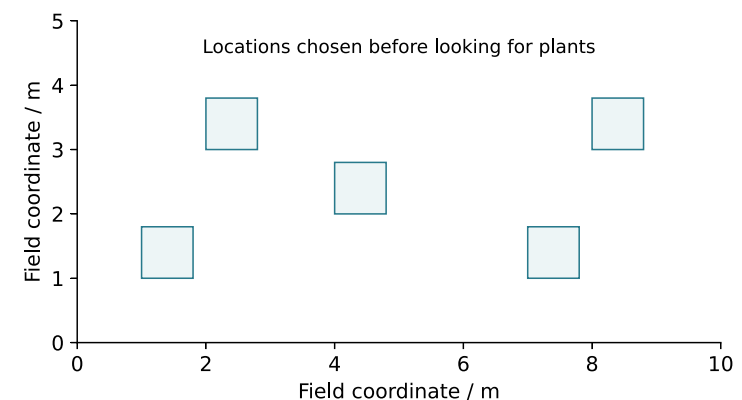
Sampling populations without choosing the answer

■ What would explain this observation?

- A field edge looks richer in plants than its centre. Choosing only the richest patches would build the desired result into the sampling method.
- Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.

■ Build the model

- A **population** consists of organisms of one species in a defined area. Random **quadrats** estimate density without deliberately selecting patches. A transect investigates change along an environmental gradient.
- quadrat : A defined area used for sampling; population: Organisms of one species in a defined area.



■ Choose evidence that can test it

- Estimate total abundance by multiplying mean density by area, with consistent units. This assumes sampled areas represent the habitat. Patchiness and too few samples widen uncertainty.
- Choose coordinates with random numbers before visiting the patches. Record quadrat area and counting rules. For a transect, use fixed distances and measure a relevant abiotic variable. Do not damage habitats or sample unsafe locations.

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: five 0.25 square metre quadrats contain 3, 4, 6, 5 and 2 plants. Mean count = $20/5 = 4$. Density = $4/0.25 = 16$ plants per square metre. Estimated abundance in 100 square metres = $16 \times 100 = 1,600$ plants.

Example:

Mean count is 6 in a 0.5 square metre quadrat. Find density per square metre. Use the same sequence: known quantities → model → relation → substitution → unit and interpretation.

■ Check the conclusion and its limits

- Quadrats suit organisms that do not move quickly. A food chain arrow shows the direction of energy transfer, not the direction a predator travels.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

Sampling only the most crowded patches gives an unbiased population estimate. This claim is false: Quadrats suit organisms that do not move quickly. A food chain arrow shows the direction of energy transfer, not the direction a predator travels.

Key:

Sampling populations without choosing the answer: Estimate total abundance by multiplying mean density by area, with consistent units. This assumes sampled areas represent the habitat. Patchiness and too few samples widen uncertainty.

Biodiversity and conservation · supported focus

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

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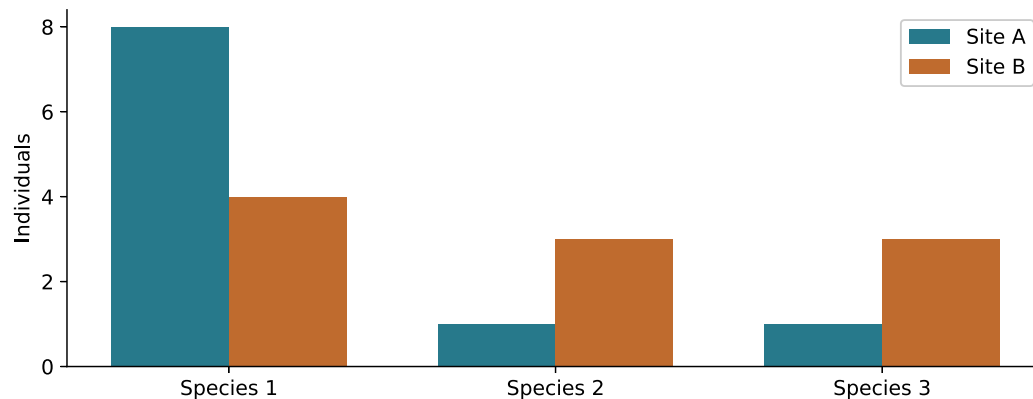
Biodiversity, conservation and sampling evidence

■ What would explain this observation?

- A site with many individuals can still be dominated by one species. Abundance, richness and **evenness** describe different features of biodiversity.
- Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.

■ Build the model

- **Species richness** counts species. Evenness concerns relative abundance. Conservation can protect habitats, populations or genetic diversity; a management judgement must state the conservation goal.
- species richness: The number of species recorded; evenness: How evenly individuals are distributed among species.



■ Choose evidence that can test it

- Compare surveys with similar area, effort, season and identification rules. A diversity index is meaningful only with its formula and conventions specified. Habitat fragmentation can affect movement and gene flow even when total area changes little.
 - Use non-destructive field sampling approved by the school. Identify organisms with a suitable key and record uncertain identifications rather than inventing species. Combine ecological evidence with stakeholder perspectives on land use.
-

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: site A has counts 8, 1 and 1; site B has 4, 3 and 3. Both have richness 3 and total abundance 10. The most abundant species occupies 80% in A and 40% in B. B is more even under these counts.

Example:

A survey records 6, 5, 3 and 2 individuals in four species. Find species richness. Use the same sequence: known quantities → model → relation → substitution → unit and interpretation.

■ Check the conclusion and its limits

- An index cannot by itself explain the cause of a difference. A newly recorded species may reflect improved observation rather than a recent ecological arrival.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

A larger total number of individuals always means greater species richness. This claim is false: An index cannot by itself explain the cause of a difference. A newly recorded species may reflect improved observation rather than a recent ecological arrival.

Key:

Biodiversity, conservation and sampling evidence: Compare surveys with similar area, effort, season and identification rules. A diversity index is meaningful only with its formula and conventions specified. Habitat fragmentation can affect movement and gene flow even when total area changes little.

Water · supported focus

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

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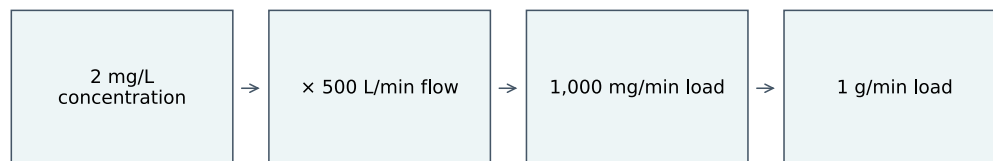
Water, pollution and management trade-offs

■ What would explain this observation?

- A downstream sample has less dissolved oxygen after a nutrient input. The explanation must connect biological processes with the water-system evidence.
 - Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.
-

■ Build the model

- **Eutrophication** can begin with nutrient enrichment, followed by greater producer growth and increased decomposition after organisms die. Decomposer respiration can lower dissolved oxygen. Water availability depends on quantity, quality and access.
- eutrophication: Nutrient enrichment with ecological consequences; **pollutant load** : Mass of pollutant transferred per time.



■ Choose evidence that can test it

- Distinguish concentration from total pollutant load. Dilution can reduce concentration without removing the pollutant mass. A management plan should consider upstream causes, users and effects on other parts of the catchment.
 - Collect approved water-quality observations at matched sites and times. Use calibrated instruments and consistent sampling depth. Avoid contact with contaminated water and do not infer potability from clarity.
-

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: concentration is 2 mg per litre and flow is 500 litres per minute. Load = concentration $\times$ flow = $2 \times 500 = 1,000$ mg per minute = 1 g per minute. A lower concentration during high flow can still produce a high total load.

Example:

Concentration is 3 mg/L and flow 200 L/min. Find load in mg/min. Use the same sequence: known quantities $\rightarrow$ model $\rightarrow$ relation $\rightarrow$ substitution $\rightarrow$ unit and interpretation.

■ Check the conclusion and its limits

- Clear water is not necessarily safe water. Nutrient enrichment does not directly use up oxygen; the pathway includes biological activity and decomposition.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

Clear water is always safe to drink. This claim is false: Clear water is not necessarily safe water. Nutrient enrichment does not directly use up oxygen; the pathway includes biological activity and decomposition.

Key:

Water, pollution and management trade-offs: Distinguish concentration from total pollutant load. Dilution can reduce concentration without removing the pollutant mass. A management plan should consider upstream causes, users and effects on other parts of the catchment.

Land · supported focus

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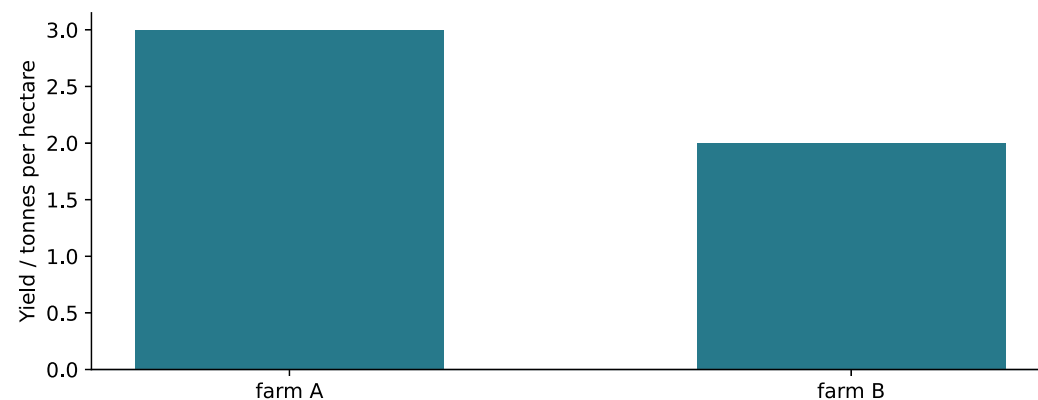
Land, food and resource decisions

■ What would explain this observation?

- A farm can increase yield while increasing soil loss or water demand. Food-system evaluation requires more than tonnes harvested.
 - Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.
-

■ Build the model

- Soil supports nutrient cycling, water storage and organisms. **Erosion** removes soil; nutrient depletion changes fertility. **Resource** use involves extraction, production, distribution and waste.
- erosion: Removal and transport of soil or rock; resource: A material or service used to meet needs.



■ Choose evidence that can test it

- Distinguish total yield from yield per area and energy input. Sustainable management must consider regeneration rates and impacts beyond the farm boundary. Different stakeholders may rank food security, biodiversity and income differently.
- Compare management options using a stated functional unit and the same timescale. Use approved secondary datasets or non-destructive soil observations. Explain trade-offs instead of claiming a method has no disadvantages.

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: farm A harvests 18 tonnes from 6 hectares. Yield per area = $18/6 = 3$ tonnes per hectare. Farm B harvests 20 tonnes from 10 hectares, so its yield is 2 tonnes per hectare despite a larger total harvest.

Example:

A farm harvests 28 tonnes from 7 hectares. Find yield per hectare. Use the same sequence: known quantities → model → relation → substitution → unit and interpretation.

■ Check the conclusion and its limits

- A high yield is not proof of long-term soil health. Renewable resources can be depleted when use exceeds regeneration.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

A renewable resource cannot be depleted. This claim is false: A high yield is not proof of long-term soil health. Renewable resources can be depleted when use exceeds regeneration.

Key:

Land, food and resource decisions: Distinguish total yield from yield per area and energy input. Sustainable management must consider regeneration rates and impacts beyond the farm boundary. Different stakeholders may rank food security, biodiversity and income differently.

Atmosphere and climate change · supported focus

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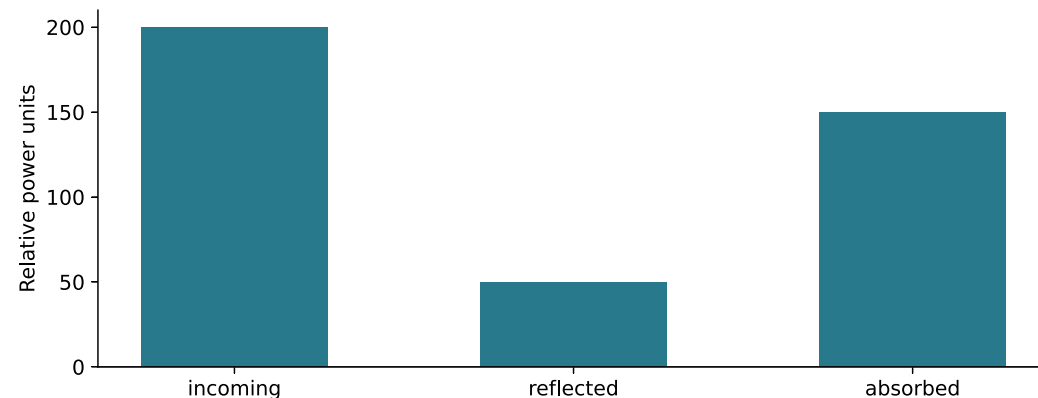
Climate evidence, energy budgets and policy

■ What would explain this observation?

- One cold day does not disprove a warming climate. Weather describes short-term conditions; climate describes distributions over longer times and regions.
- Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.

■ Build the model

- The Earth energy balance includes incoming solar radiation, reflection, absorption and outgoing infrared radiation. Greenhouse gases absorb and emit infrared radiation. Feedback can alter the response to an initial forcing.
- **mitigation** : Actions addressing causes of environmental change; **adaptation** : Actions reducing harm from environmental impacts.



■ Choose evidence that can test it

- Distinguish mitigation, which addresses drivers, from adaptation, which reduces harm from impacts. A policy assessment needs evidence about effectiveness, cost, equity and uncertainty; one criterion is not the entire decision.
 - Compare multi-year data using consistent baselines. State the region, timescale and uncertainty. At HL, connect a management decision to law, economics and ethics rather than treating these lenses as extra definitions only.
-

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: a surface receives 200 power units and reflects 50. Absorbed input = incoming-reflected = $200 - 50 = 150$. Reflected fraction = $50/200 = 0.25 = 25\%$. A change in reflectivity alters the absorbed budget under this model.

Example:

Incoming energy is 240 units and reflected energy 72. Find reflected percentage. Use the same sequence: known quantities → model → relation → substitution → unit and interpretation.

■ Check the conclusion and its limits

- The greenhouse effect is not the same process as ozone depletion. A carbon footprint estimate depends on its system boundary.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

One local weather observation establishes a global climate trend. This claim is false: The greenhouse effect is not the same process as ozone depletion. A carbon footprint estimate depends on its system boundary.

Key:

Climate evidence, energy budgets and policy: Distinguish mitigation, which addresses drivers, from adaptation, which reduces harm from impacts. A policy assessment needs evidence about effectiveness, cost, equity and uncertainty; one criterion is not the entire decision.

Human populations and urban systems · supported focus

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

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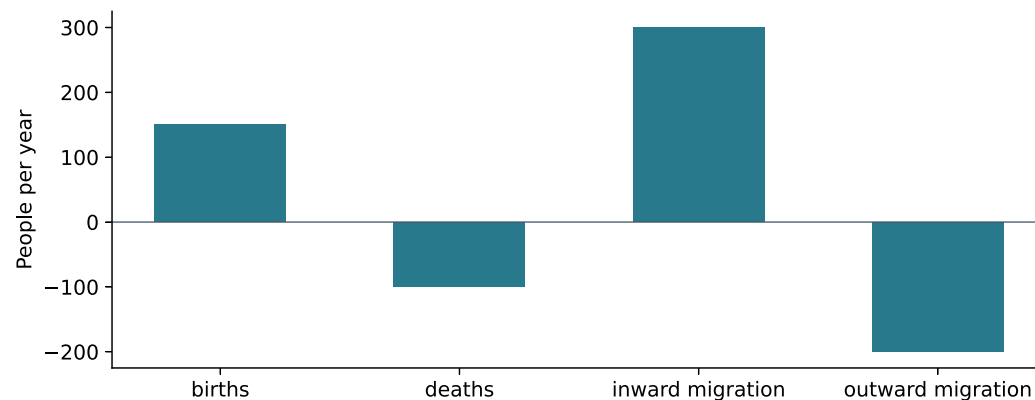
Population, urban systems and indicators

■ What would explain this observation?

- A city can grow because people move into it even when births equal deaths. Population change has several flows.
 - Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.
-

■ Build the model

- Population change depends on births, deaths, **immigration** and emigration. Urban systems exchange energy, materials and waste with a wider region. A sustainability **indicator** measures a specified feature rather than total wellbeing.
- immigration: Movement into a population; indicator: A measure of a specified condition.



■ Choose evidence that can test it

- Compare rates with a common denominator and interval. An average can hide unequal access to services. At HL, evaluate how economic incentives, legal responsibilities and ethical priorities change an urban management proposal.
 - Use published demographic and city-service data with dates and definitions. Protect privacy when collecting local opinions. Compare the same geographical boundary rather than mixing an urban core with a whole metropolitan region.
-

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: a city has 10,000 people; births 150, deaths 100, immigration 300 and emigration 200 in one year. $\text{Change} = 150 - 100 + 300 - 200 = 150$. Growth percentage $= 150 / 10,000 \times 100 = 1.5\%$.

Example:

A population of 2,000 grows by 40 in a year. Find percentage growth. Use the same sequence: known quantities $\rightarrow$ model $\rightarrow$ relation $\rightarrow$ substitution $\rightarrow$ unit and interpretation.

■ Check the conclusion and its limits

- A projected population is conditional on assumptions. Urban growth does not automatically mean improved health, income or environmental quality for every resident.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

Population growth depends only on births and deaths. This claim is false: A projected population is conditional on assumptions. Urban growth does not automatically mean improved health, income or environmental quality for every resident.

Key:

Population, urban systems and indicators: Compare rates with a common denominator and interval. An average can hide unequal access to services. At HL, evaluate how economic incentives, legal responsibilities and ethical priorities change an urban management proposal.

Experimental programme · supported focus

International Baccalaureate · IB Diploma · Environmental Systems and Societies · SL

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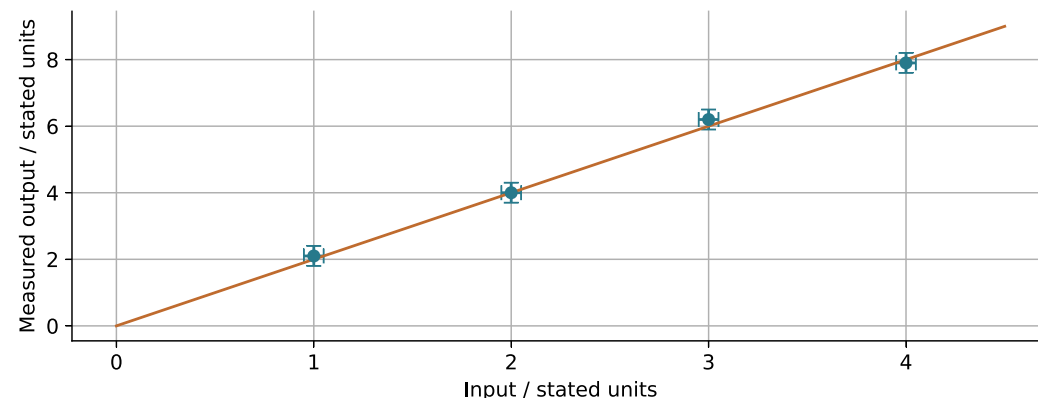
Uncertainty, gradients and model testing

■ What would explain this observation?

- A line passing near every data point is useful, but its gradient can still be uncertain. A graph is evidence for a model within the measurement range.
 - Start with a prediction. State the quantities or features you would compare, then decide what evidence could distinguish two explanations.
-

■ Build the model

- Random variation makes repeated readings differ. **Systematic error** shifts results consistently. Absolute **uncertainty** has the measured unit; relative or percentage uncertainty compares uncertainty with the measured value.
- uncertainty: A quantified limitation on a measured result; systematic error: A consistent measurement bias.



■ Choose evidence that can test it

- For a product or quotient, adding fractional uncertainties is a common maximum-uncertainty approximation. For a difference, add absolute uncertainties. A nonzero intercept can reveal an offset or an incomplete model.
- Show units on axes and choose a sensible scale. Plot uncertainty bars where justified, draw a best-fit line rather than joining every point, and estimate steepest and shallowest plausible gradients when the course method calls for them.

■ Work from known quantities

- State the known values and their units. Choose the relation because its assumptions fit this case, then rearrange before substitution.
- Known: length = 50.0 mm with uncertainty 1.0 mm. Percentage uncertainty = $\text{absolute uncertainty}/\text{value} \times 100 = 1.0/50.0 \times 100 = 2.0\%$. For a quotient of two independently measured quantities with maximum percentage uncertainties 2% and 3%, the summed maximum estimate is 5%.

Example:

A 40 cm reading has an absolute uncertainty of 1 cm. Find percentage uncertainty. Use the same sequence: known quantities $\rightarrow$ model $\rightarrow$ relation $\rightarrow$ substitution $\rightarrow$ unit and interpretation.

■ Check the conclusion and its limits

- Repeating readings reduces random uncertainty in a mean but does not automatically remove a zero error. Do not quote more decimal places than your measurement can support.
- Return to the original observation. Explain what the result supports, which conditions it assumes, and one way to test a competing explanation.

Warn:

Repeating a measurement always removes a calibration offset. This claim is false: Repeating readings reduces random uncertainty in a mean but does not automatically remove a zero error. Do not quote more decimal places than your measurement can support.

Key:

Uncertainty, gradients and model testing: For a product or quotient, adding fractional uncertainties is a common maximum-uncertainty approximation. For a difference, add absolute uncertainties. A nonzero intercept can reveal an offset or an incomplete model.