

I'm not a bot





Examples of Internal Assessments (IAs) can be found on Google, in the Files section of MB, or on OneDrive. These examples were written according to the criteria before May 2017 and should be used only as a guide. The topics include investigations into tropospheric ozone pollution, measuring age effects on recycling tendencies, fish population density, gender analysis on showering tendencies, and more. During the ESS IB course, students have a range of topics to choose from. Some examples include exploring how washing dishes affects water footprint, comparing CO2 emissions and life expectancy in France, examining the impact of acid rain on forests in Brazil, and investigating the effects of aerosol cans on the ozone layer. Students are encouraged to decide upon their own title or topic, with teacher support available if needed. A complete guide to IB ESS IA is also provided to help students learn how to write an Internal Assessment on environmental studies and societies. The list below offers 10+ topics for consideration: \* To what extent does washing the dishes in the sink affect water footprint? \* To what extent is there a gap between different age groups when it comes to recycling in Huston? \* To what extent does distance from a high way affect the growth of lichen? \* What is a correlation between CO2 emissions and life expectancy in France? \* To what extent does the quality of Green lake water affect fluoride levels of the ground water within 2 kilometres range? \* To what extent does acid rain affects forests in Brazil? \* To what extent does the distance from the forest affect the soil biodiversity? \* Is there a strong correlation between CO2 emissions and mortality rate caused by respiratory illnesses in Buenos Aires? \* To what extent do age groups affect the environmental philosophies of people in Mexico City? \* To what extent does agriculture affect biodiversity in Danube River in Germany? \* What are the effects of aerosol cans on the ozone layer? \* What are the effects of well water on the growth of Ocimum Basilicum? By scanning these ideas, students will find it easier to come up with a suitable topic for their IA assignment. Biodiversity, climate change and human population The environmental system and societies (ESS) course is focused on the major human impacts both locally and globally. It examines the primary causes of global warming and allows students to develop solutions for these problems. This includes laboratory work, field excursions, investigations, surveys and more. The ESS IB provides a wide range of inquiry opportunities to help students understand environmental issues and potential solutions. Whether environmental niches, such as mangrove ecosystems, exhibit zonation patterns or not is a topic of interest. Explore how the productivity of an ecosystem varies across its diverse habitats. Investigate the consequences of wildfires on climate change and pesticide usage on species variety. Delve into the impact of the US-Mexico border wall on desert bighorn sheep movement, acid rain's effects on plant development and germination, and salinization's influence on plant growth rates. Additionally, examine the rate at which biodegradable polymers degrade in the environment, the proportion of an individual's ecological footprint attributed to their income level, and the economic impact of carbon emissions and acid rain. Furthermore, investigate the effects of agricultural fertilizer on stream macro-invertebrate abundance and variety, forest proximity on surrounding soil biodiversity, and dishwashing practices on water usage. Also consider the factors contributing to differences in recycling habits among age groups in Huston, the influence of agriculture on Danube River ecosystems, and the relationship between CO2 emissions and life expectancy rates in France. Finally, explore the connections between well water use, Ocimum basilicum development, highway proximity, lichen development, and fluoride levels in groundwater near Green Lake.

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