

Discuss how you could use the ESS curriculum to support the development of the learner profile.

1. **Inquirers-** An integral part to ESS as a consequence of dealing with current and controversial topics such as Climate Change, Global Warming and Pollution to name a few. The ESS syllabus encourages students to analyse, discuss, evaluate, and investigate a variety of different international issues, thus promoting inquiry skills.
2. **Knowledgeable** - Due to the transdisciplinary nature of ESS students will be able to transfer their knowledge from other subjects and apply it to the ESS course and vice-versa.
3. **Thinkers-** some of the issues studied in ESS are very complex, and more often than not, there are not right or wrong answers. It is, therefore, essential that the ESS students develop the ability to think outside of the box to suggest ways to overcome problems without compromising on the academic integrity.
4. **Communicators-** ESS students are encouraged to communicate, both written and verbally, balanced and holistic views on controversial topics. Therefore the expression of their personal justified opinions should, through time, be improved.
5. **Principled-** the structure of the overall IBDP promotes academic honesty. Students are encouraged to take full responsibility for their own actions, which is supported by the IBDP programme. As a result of the previous Learner Profile characteristics, students personal principles will be challenged by peer learning. This will ensure that their opinions and beliefs can be supported as a result of their investigations.
6. **Open-minded-** Integrating global perspectives on controversial topics promotes an open-minded approach. Differences between different cultures, nationalities will vary depending on background. Allowing different cultural perspectives may offer an alternative way to perceive certain controversies.
7. **Caring-** ESS is very context driven. Due to the fact that most students will have some personal interaction of some of the issues, this should encourage interest and enthusiasm in topics. Consequently, enthusiasm and passion for the subject can be developed into practical work in the community. The course content can lend itself very well to CAS and to the International Award for Young People.
8. **Risk-takers-** can be developed throughout the practical and investigative work that students have to carry out. Encouragement of students to step outside of their comfort zone and interact with new experiences should undoubtedly promote the idea of taking evaluated risks with educational and social benefits.
9. **Balanced-** This characteristic runs alongside many of the other characteristics. The variety offered to students gives them a holistic view on environmental concepts, principles and issues. As a result of different global, local and individual perspectives should allow students to communicate balanced views and solutions on controversial environmental topics.
10. **Reflective-** ESS Internal Assessment lends itself very well to fulfilling this characteristic. To challenge what has been completed, the results and the limitations in order to improve for the next time.