

# 2021 and 2022: Learning, teaching and assessment

Guidance for schools on the 2021 and 2022 adapted assessment

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## **Diploma Programme and Career-related Programme 2021 and 2022: Learning, teaching and assessment**

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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# Introduction and summary

In response to requests from our community to mitigate the loss of instructional time and logistical challenges, we have made three decisions to help IB schools plan for a manageable, practical and achievable teaching and learning experience in the new school year.

**1. Postpone the introduction of revised subject guides for first teaching in 2021-22.** We will delay the launch of the revised Literature & Performance, Classical Languages, and Theatre guides from 2021-22 to 2022-23, and Computer Science from 2021-22 to 2023-24. We hope this removes the challenge of preparing and providing resources for revised courses. More details about subject guide releases can be found in the latest Coordinators' Note.

**2. Adapt the requirements for Creativity, Activity, Service (CAS).** During these unusual times of social distancing and lockdowns, we understand that completing CAS may be difficult for many students. We will still require schools to indicate a student has completed this requirement, but we will be flexible in how this looks for your students. We have every confidence that you will guide your students in making their best endeavours to meet CAS requirements with modifications so as not to compromise their health and safety.

**3. Adapt the May and November 2021 and 2022 examination sessions.** We introduced a range of targeted removal and/or amendment of assessment components or submission requirements to address the loss of instruction time while ensuring the following objectives are met for all students enrolled in DP and CP subjects:

- Rich, authentic and integrated curriculum
- Varied, valid and reliable assessment components to evidence student learning
- Student outcomes to be continuous and comparable with prior sessions
- Timely reporting of results aligned to national and international recognition standards

These adaptations aim to empower teachers to address each subject's aims and assessment objectives with flexibility and fairness in preparation for the May and November 2021 and 2022 sessions.

## Subject by subject adaptation details

As educators who understand the Diploma programme well, you will no doubt see why we are unable to apply a uniform adjustment approach to all subjects and still maintain validity and reliability of our assessments.

Each subject is designed to most meaningfully assess the learning aims particular to that subject, and has been designed by educators such as yourselves. Therefore, we have taken a detailed subject-by-subject approach to assure assessment objective coverage while maintaining breadth and depth of the programme as a whole.

As in normal practice, where necessary, examination mitigations used during marking, standardizing and awarding to promote fairness will continue to apply in the May and November 2021 and 2022 examination sessions.

## About adaptations for the May and November 2021/2022 examination sessions

Adaptations to DP/CP subjects and programmes address disruptions associated with COVID-19 by ensuring more manageable, practical, achievable teaching and learning experiences. Schools and teachers are encouraged to incorporate these adaptations into their planning and delivery as appropriate to their contexts. This may include, for instance, prioritizing time and resources to best meet the needs of their students as well as the different demands of each subject or programme area.

### Types of adaptations

Adaptations consist of a range of approaches including:

- Amendments to specific assessment components and requirements
- Removal of assessment components or requirements
- The use of in-examination session mitigations

Each DP/CP subject and programme area is unique. As such, subjects and areas may indicate different and/or multiple types of adaptation. This variability is to be expected. Careful deliberation was applied to each subject and programme area to ensure manageability and fairness for students.

### Rationale for subject and programme adaptations

Adaptations balance disruptions to teaching and learning while maintaining the quality, validity and reliability of the DP/CP experience. This approach ensures the best possible coverage of aims and objectives at a subject level while maintaining breadth and depth across both programmes as a whole.

For some subjects it was not possible to make advance adaptations without compromising the validity, reliability, or session-to-session comparability of the assessment. In these cases, the IB will apply in-examination session mitigations.

### Retained assessment components and tasks

The approach and objectives of retained assessment components and tasks remains unchanged. Retained examination papers will **not** be altered to include content from adapted or removed assessment components.

### Assessment weighting and scheduling

Where appropriate, the duration, marks and/or weighting for assessment components have been adjusted to ensure equity and fairness for students in the examination sessions. Details are included in this publication.

### Additional support and information

This guidance should be considered in conjunction with other supporting guidance and resources published on the Programme Resources Centre (PRC). For an up-to-date list of available resources please refer to the following document: [\*Information and/or support for the May and November 2021 and 2022 examination sessions – a comprehensive list\*](#)

At-a-glance: the May and November 2021 and 2022 examination sessions for the Diploma and Career-related Programmes

Component(s) removed		Components removed and amended	Component(s) amended		In-session mitigations <u>only</u>	
Remove one or more entire component(s).		Remove one or more components <u>and</u> amend requirements for others.	Amend component(s) by eliminating questions or sections, or by changing submission or delivery requirements.		Changes made, as necessary, during standardisation, marking, and grade awarding.	
Group 1: Language and literature	Group 2: Language acquisition	Group 3: Individuals and societies	Group 4: Sciences	Group 5: Mathematics	Group 6: The arts	School-based syllabuses
Language A: language and literature	Language <i>ab initio</i>	Business management	Biology	Mathematics: analysis and approaches	Dance	Art history
		Economics	Chemistry		Film	Astronomy
		Geography	Computer science		Music	Brazilian social studies
		Global politics	Design technology			Classical Greek and Roman Studies
Language A: literature	Language B	History	Environmental systems and societies (interdisciplinary)	Mathematics: applications and interpretation	Theatre	Food science and technology
		Information technology in a global society	Nature of science (pilot)			Marine science
		Philosophy			Theatre (pilot)	Modern history of Kazakhstan
Literature and performance (interdisciplinary)	Classical languages	Psychology	Physics		Visual arts	Political thought
		Social and cultural anthropology	Sports, exercise and health science			Turkey in the 20 <sup>th</sup> century
		World religions				World arts and cultures
DP core	Creativity, activity, service		Extended essay		Theory of knowledge	
CP core	Language development		Personal and professional skills		Service learning	

## 2021 and 2022 adapted assessment: Modified marks, weightings and examination times

As well as information on the adaptations, the following information is also shared:

- adjustments made to examination times for components that have been adapted for 2021 and 2022 examination sessions.
- modified marks and weightings, where appropriate and applicable, for components adapted for 2021 and 2022 examination sessions.

To ensure the continued quality of subject-specific and programme-wide student outcomes, all weightings have been carefully evaluated to ensure equity and reliability for grade award.

Where there have been no adaptations in a subject, the established guide marks and weightings have not been changed. For subjects that do have adaptations for 2021 and 2022, these principles have guided the determination of weightings:

- They are proportional to the 2021 and 2022 adaptations within each subject.
- The necessary balance between externally and internally-assessed components, including both examinations and coursework components, has been accounted for.
- Differentiation between SL and HL, where appropriate, has been maintained.

Schools and teachers are strongly encouraged to regularly visit the programme and subject specific pages of the programme resource centre for the most up-to-date official information. The online programme communities also provide a forum for teachers to share ideas and approaches.

## Language A: literature (Adaptations)

### SL and HL Paper 2— removed

The removal of paper 2 is intended to best balance disruptions to teaching and learning by allowing teachers to prioritise the skills that will be assessed in paper 1 as they teach the remaining works.

Teachers are encouraged to continue to develop and refine student skills in the comparison and contrast of works. Although these skills will not be explicitly assessed in paper 1, skill development in comparison and contrast will help to create a keener awareness in students of how meaning is created in different literary forms and of how various manifestations of the same form may differ. The study of the remaining works will in this way strengthen the students' understanding of literary forms, which is essential for paper 1.

Language A: literature marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	20	<b>20</b>	35%	<b>55%</b>
	Paper 2	30	<b>Removed</b>	35%	<b>N/A</b>
	IA	40	<b>40</b>	30%	<b>45%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
HL	Paper 1	40	<b>40</b>	35%	<b>50%</b>
	Paper 2	30	<b>Removed</b>	25%	<b>N/A</b>
	HL essay	20	<b>20</b>	20%	<b>25%</b>
	IA	40	<b>40</b>	20%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Language A: language and literature (Adaptations)

### SL and HL Paper 2— removed

The removal of paper 2 is intended to best balance disruptions to teaching and learning by allowing teachers to prioritise the skills that will be assessed in paper 1 as they teach the remaining literary works and non-literary texts or bodies of work.

Teachers are encouraged to continue to develop and refine student skills in the comparison and contrast of texts. Although these skills will not be explicitly assessed in paper 1, skill development in comparison and contrast will create a keener awareness in students of how meaning is created in different text-types (literary and non-literary), of what makes a non-literary text similar and different from a literary text and of how the analysis of literary texts may help in the understanding, interpretation, analysis and evaluation of non-literary texts.

The study of the remaining literary works will in this way support the students' preparation for paper 1.

Language A: language and literature marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	20	20	35%	55%
	Paper 2	30	Removed	35%	N/A
	IA	40	40	30%	45%
	Total weighting			100%	100%
HL	Paper 1	40	40	35%	50%
	Paper 2	30	Removed	25%	N/A
	HL essay	20	20	20%	25%
	IA	40	40	20%	25%
	Total weighting			100%	100%

## Literature and performance (interdisciplinary) (Adaptations)

### SL Paper 1 — removed

The removal of paper 1 is intended to balance disruptions to teaching and to acknowledge the role of other assessment components in addressing the assessment objectives of the course. Teachers are encouraged to continue to develop and refine student skills in the understanding, analysis, and identification of dramatic potential in works of literature.

### SL Internal assessment — amended

Students will only submit an audio recording of their individual oral.

The performance of transformation will not be submitted or assessed as a realized, final staging of a transformation is not feasible for many students due to Covid-19 related disruptions.

Thus, for many students, the focus of the oral will be on their “practical exploration” of the dramatic potential of their chosen text, rather than a discussion of their fully realized final performance.

Students who have been able to complete a realized final performance may discuss that performance in the oral, but the performance itself will not be submitted or assessed.

In the oral, students may discuss how they investigated the dramatic potential of the text through use of their voice and body as well as other production elements. In the oral students, may also discuss how they would choose to approach the text in a planned or hypothetical performance.

To ensure schools submit the appropriate evidence, eCoursework upload screens for the SL internal assessment have been updated to reflect the adapted requirements.

Literature and performance modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	20	Removed	20%	N/A
	Paper 2	25	25	20%	30%
	Coursework	20	20	20%	35%
	IA	40	25	40%	35%
	Total weighting			100%	100%

# Classical languages - for 2021 and 2022 (Adaptations)

## SL Paper 1 — removed

The skill and proficiency in the classical language developed by Part one of the course and assessed in paper 1 can be developed through the study of the classical literature in Part two of the course.

As students' ability to critique and analyse classical literature is built upon their knowledge of the language and comprehension of texts, they are encouraged to continue to practise a variety of reading strategies, including translation, as part of teaching and learning and preparation for paper 2.

Students can, if possible, continue their study of Ovid, Cicero, or Xenophon. In some circumstances, disruptions may cause schools to favour an approach that focuses teaching and learning on the study of the prescribed texts in Part two, study of literature.

In such cases, students may focus on reading the prescribed texts more slowly, re-reading them through the lenses of both language *and* literature, or further contextualizing their study through exploration of Roman/Greek civilization and culture.

Teaching and learning may also need to account for limited access to physical libraries, museums or other location-specific resources. Students are able to complete their research dossier using electronic resources only.

## HL Paper 1 — removed

In addition to the approaches outlined above, HL students might also complement this work with the study of texts that can be used to support their argumentation in the extended response in Part B of paper 2.

Classical languages marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	90	Removed	35%	N/A
	Paper 2	45	45	45%	70%
	IA	24	24	20%	30%
	Total weighting			100%	100%
HL	Paper 1	180	Removed	35%	N/A
	Paper 2	52	52	45%	70%
	IA	24	24	20%	30%
	Total weighting			100%	100%



## Language ab initio - for May and November 2021 only, see below for 2022 details (Adaptations)

### SL Paper 1 — amended

Students answer only **one** question, from the six which were formerly separated in the examination booklet into sections A and B.

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr	<b>45 mins</b>

### SL Paper 2 — amended

The listening comprehension section is removed.

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 45 mins	<b>1 hr</b>

### SL Internal assessment — amended

Students can be shown **five** visual stimuli, one from each of the five themes.

The IA adaptation broadens the choice of visual stimuli by allowing a candidate to select a stimulus from any of the five themes of the course versus only from the two that the teacher would normally have presented. This means that each candidate will be able to choose the theme for which s/he has the most linguistic ability and cultural understanding.

These adaptations to the assessment model encourage students to continue to work on developing all communication skills but with a stronger focus on writing (which is the focus of paper 1), reading comprehension (paper 2) and interactive skills (IA).

The development of listening skills continues to be important and plays a role in the IA. However, teachers may adjust the amount of course time spent on developing listening comprehension as a discretely assessed skill and on familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

Language <i>ab initio</i> modified marks and modified weighting				
Component	Current number of marks	Modified number of marks for 2021 only	Current weighting	Modified weighting for 2021 only
<b>Paper 1</b>	30	<b>15</b>	25%	<b>30%</b>
<b>Paper 2</b>	65	<b>40</b>	50%	<b>35%</b>
<b>IA</b>	30	<b>30</b>	25%	<b>35%</b>
<b>Total weighting</b>			100%	<b>100%</b>

## Language B - for May and November 2021 only, see below for 2022 details (Adaptations)

### SL and HL Paper 2 — amended

The listening comprehension section is removed.

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 45 mins	<b>1 hr</b>
<b>HL Paper 2</b>	2 hrs	<b>1 hr</b>

### SL Internal assessment — amended

Students can be shown **five** visual stimuli, one from each of the five themes.

The SL IA adaptation broadens the choice of visual stimuli by allowing a candidate to select a stimulus from any of the five themes of the course (versus only from the two that the teacher would normally have presented). This means that each candidate will be able to choose the theme for which s/he has the most linguistic ability and cultural understanding.

### HL Internal assessment — amended

Teachers can share two extracts from the **same** literary text with students.

The HL IA adaptation provides teachers the option of presenting two stimuli from the same work and acknowledges that, although two literary works will have been studied during the course, equal time and depth of engagement with both may not have been possible. The adaptation allows the two extracts to come from the one literary work with which the student has been able to engage most fully.

These adaptations to the assessment model imply that both SL and HL students will continue to work on developing all communication skills but with a stronger focus on writing (which is the focus of paper 1), reading comprehension (paper 2) and interactive skills (IA).

The development of listening skills continues to be important and plays a role in the IA. However, teachers may adjust the amount of course time spent on developing listening comprehension as a discretely assessed skill and on familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

Language B modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021 only	Current weighting	Modified weighting for 2021 only
<b>SL</b>	<b>Paper 1</b>	30	<b>30</b>	25%	<b>35%</b>
	<b>Paper 2</b>	65	<b>40</b>	50%	<b>35%</b>
	<b>IA</b>	30	<b>30</b>	25%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	30	<b>30</b>	25%	<b>35%</b>
	<b>Paper 2</b>	65	<b>40</b>	50%	<b>35%</b>

Language B modified marks and modified weighting					
	<b>IA</b>	30	<b>30</b>	25%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New information for 2022

*The language B and language ab initio listening component (initially scheduled for first assessment May 2020) will, as previously announced, be introduced in the May 2022 examination session. The development of all language skills is essential and expected in language B and ab initio subjects, and so the decision to delay the assessment of listening comprehension was not an easy one to take. In general, the adapted DP/CP assessments mitigate disruptions to learning and teaching caused by the pandemic-related circumstances. In the case of listening comprehension, the IB acknowledged that, though listening skills could still be meaningfully developed in virtual or blended settings, schools might not have been in a position to administer this new component for M21 safely and successfully. In addition to the two-year delay for logistical arrangements to be completed, specimen assessments for all language B and ab initio subjects have been made available on the Programme Resource Centre to fully support candidates in their preparation for the listening component.*

## New! Language ab initio (Adaptations)

### SL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr	<b>45 mins</b>

Students answer only **one** question, from the six which were formerly separated in the examination booklet into sections A and B.

### SL Paper 2 — listening section re-introduced from May 2022

The development of listening skills is important and will be discretely assessed as part of Paper 2 from May 2022. Teachers should work with students on developing listening comprehension as a skill and are also responsible for familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

### SL Internal assessment — amended

Students can be shown **five** visual stimuli, one from each of the five themes.

The IA adaptation broadens the choice of visual stimuli by allowing a candidate to select a stimulus from any of the five themes of the course versus only from the two that the teacher would normally have presented. This means that each candidate will be able to choose the theme for which s/he has the most linguistic ability and cultural understanding.

Language <i>ab initio</i> modified marks and weighting					
	Component	Current number of marks	Marks for 2022 only	Current weighting	Weighting for 2022 only
SL	<b>Paper 1</b>	30	<b>15</b>	25%	<b>25%</b>
	<b>Paper 2 – listening</b>	25	<b>25</b>	25%	<b>25%</b>
	<b>Paper 2 – reading</b>	40	<b>40</b>	25%	<b>25%</b>
	<b>IA</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New! Language B (Adaptations)

### SL/HL Paper 2 — listening section re-introduced from May 2022

The development of listening skills is important and will be discretely assessed as part of Paper 2 from May 2022. Teachers should work with students on developing listening comprehension as a skill and are also responsible for familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

### SL Internal assessment — amended

Students can be shown **five** visual stimuli, one from each of the five themes.

The SL IA adaptation broadens the choice of visual stimuli by allowing a candidate to select a stimulus from any of the five themes of the course (versus only from the two that the teacher would normally have presented). This means that each candidate will be able to choose the theme for which s/he has the most linguistic ability and cultural understanding.

### HL Internal assessment — amended

Teachers can share two extracts from the **same** literary text with students.

The HL IA adaptation provides teachers the option of presenting two stimuli from the same work and acknowledges that, although two literary works will have been studied during the course, equal time and depth of engagement with both may not have been possible. The adaptation allows the two extracts to come from the one literary work with which the student has been able to engage most fully. If both works have been studied to approximately equal time and depth of engagement, it is strongly recommended that teachers present students with an extract from **each** of the works studied to allow the students to select the extract from their preferred work or the extract they feel they are most capable of presenting and discussing.

Language B marks and weighting					
	Component	Current marks	Marks for 2022 only	Current weighting	Weighting for 2022 only
SL	<b>Paper 1</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Paper 2 – listening</b>	25	<b>25</b>	25%	<b>25%</b>
	<b>Paper 2 – reading</b>	40	<b>40</b>	25%	<b>25%</b>
	<b>IA</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
HL	<b>Paper 1</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Paper 2 – listening</b>	25	<b>25</b>	25%	<b>25%</b>

Language B marks and weighting					
	<b>Paper 2 – reading</b>	40	<b>40</b>	25%	<b>25%</b>
	<b>IA</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Business management (Adaptations)

### SL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr 15 mins	<b>1 hr</b>

Students answer only **one** question in Section A. The expectations related to the other sections of paper 1 remain unchanged. The instructions and time available for paper 1 will change. The case study booklet required for paper 1 will be published as normal on the Programme Resource Centre.

### SL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 45 mins	<b>1 hr 15 mins</b>

Section C is removed. The expectations related to the other sections of paper 2 remain unchanged.

Students are encouraged to engage with the complete Business management syllabus. Adaptations to examination papers mitigate disruptions to learning and teaching time and provide additional flexibility for assessment preparation, including the completion of the internal assessment task.

### HL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 1</b>	2 hrs 15 mins	<b>1 hr 15 mins</b>

Section C is removed. The expectations related to the other sections of paper 1 remain unchanged. The case study booklet required for paper 1 will be published as normal on the Programme Resource Centre.

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	2 hrs 15 mins	<b>1 hr 45 mins</b>

Section C is removed. The expectations related to the other sections of paper 2 remain unchanged.

Teaching and learning is encouraged to engage with the complete Business management syllabus. Adaptations to examination papers mitigate disruptions to teaching and learning time and provide additional flexibility for assessment preparation, including completion of the internal assessment task.

### HL internal assessment — amended

The requirement associated with primary and secondary sources and data is amended for the May 2021 session: the IA may now include supporting secondary, as well as primary, sources and data. There must be some significant primary data collected related to the organisation being investigated; collecting primary



data only from customers or other stakeholders, without contacting the organisation itself, is inappropriate. Selected and collected data must continue to contribute to the analysis and evaluation, conclusions, recommendations and reflection as required for this task.

Students must ensure that their research adequately addresses the demands of all the assessment criteria, including the requirement to demonstrate the appropriate, varied and sufficient selection and collection of sources and data.

This amended guidance supplements published guidance on completing internal assessments in the context of COVID-19. **For further information please see the following document: Amended guidance and criterion B for the HL internal assessment task.**

<b>Business management modified marks and modified weighting</b>					
	<b>Component</b>	<b>Current number of marks</b>	<b>Modified number of marks for 2021/2022</b>	<b>Current weighting</b>	<b>Modified weighting for 2021/2022</b>
<b>SL</b>	<b>Paper 1</b>	40	<b>30</b>	30%	<b>30%</b>
	<b>Paper 2</b>	50	<b>30</b>	45%	<b>35%</b>
	<b>IA</b>	25	<b>25</b>	25%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	60	<b>40</b>	35%	<b>30%</b>
	<b>Paper 2</b>	70	<b>50</b>	40%	<b>35%</b>
	<b>IA</b>	25	<b>25</b>	25%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Economics (for May and November 2021 only – see below for May and November 2022) (Adaptations)

### SL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question from **either** Section A **or** Section B.

Students are encouraged to engage with the complete Economics guide. This adaptation mitigates disruptions to learning and teaching time and provides additional flexibility for assessment preparation including the completion of the internal assessment task.

There are no changes to paper 1 or the internal assessment.

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question from **either** Section A **or** Section B.

Students are encouraged to engage with the complete Economics syllabus. This adaptation mitigates disruptions to learning and teaching time and provides additional flexibility for assessment preparation including the completion of the internal assessment task.

There are no changes to paper 1, paper 3 or the internal assessment.

Economics modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for M21/N21	Current weighting	Modified weighting for M21/N21
<b>SL</b>	<b>Paper 1</b>	50	<b>50</b>	40%	<b>40%</b>
	<b>Paper 2</b>	40	<b>20</b>	40%	<b>30%</b>
	<b>IA</b>	45	<b>45</b>	20%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	50	<b>50</b>	30%	<b>35%</b>
	<b>Paper 2</b>	40	<b>20</b>	30%	<b>20%</b>
	<b>Paper 3</b>	50	<b>50</b>	20%	<b>20%</b>
	<b>IA</b>	45	<b>45</b>	20%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New! Economics (first assessment 2022, applicable for May and November) (Adaptations)

### HL Paper 3 — amended

Students answer only **one** question out of the two provided.

Students are encouraged to engage with the complete Economics syllabus. This adaptation mitigates disruptions to learning and teaching time, ensures optionality in each of the examination papers and provides additional flexibility for assessment preparation including the completion of the internal assessment task.

There are no changes to HL paper 1, HL paper 2 or the internal assessment.

Assessment component	Current examination time	Amended examination time
<b>HL Paper 3</b>	1 hr 45 mins	<b>1 hr</b>

### SL – no change

There are no changes to SL paper 1, SL paper 2 or the internal assessment.

## In-examination-session mitigations will be applied where necessary

The non-optional and integrated nature of the syllabus requires the use of in-session mitigations to best address COVID-19 associated disruptions.

Teachers are encouraged to continue with their best endeavours to address the curriculum content in preparation for assessment in the knowledge that the IB will apply mitigations that take into account the loss of instructional time and related impacts for teaching and learning.

	Component	Current number of marks	Number of marks for M22/N22	Current weighting	Weighting for M22/N22
<b>SL</b>	<b>Paper 1</b>	25	<b>25</b>	30%	<b>30%</b>
	<b>Paper 2</b>	40	<b>40</b>	40%	<b>40%</b>
	<b>IA</b>	45	<b>45</b>	30%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
	Component	Current number of marks	Modified number of marks for M22/N22	Current weighting	Modified weighting for M22/N22
<b>HL</b>	<b>Paper 1</b>	25	<b>25</b>	20%	<b>25%</b>
	<b>Paper 2</b>	40	<b>40</b>	30%	<b>35%</b>
	<b>Paper 3</b>	60	<b>30</b>	30%	<b>20%</b>
	<b>IA</b>	45	<b>45</b>	20%	<b>20%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Geography (Adaptations)

### SL and HL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hour 30 mins	<b>45 mins</b>
<b>HL Paper 1</b>	2 hours 15 minutes	<b>45 mins</b>

The adapted requirement is for students to answer questions on only **one option** rather than two for SL and from three for HL. The choice of option will allow for the prioritisation of a theme that will meet the needs of the fieldwork question for the internal assessment, a broader or particular interest in a field of geography, or even the requirements for university entrance.

The holistic conceptual framework of the course means that any themes that have already been studied, and might not be chosen as the single examination option, can further develop skills, inform knowledge and broaden understanding of other syllabus and assessment areas.

### SL and HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hour 15 mins	<b>1 hr</b>
<b>HL Paper 2</b>	1 hours 15 minutes	<b>1 hr</b>

Section C is removed. Paper 2 will remain a common paper on geographic perspectives of global change for both SL and HL with the removal of section C, which is the extended response question where students are given a choice of two titles

The amendment will give the opportunity to conceptually examine key global issues of our time using detailed examples without the need to spend additional time on extensive case studies. This will allow for the prioritisation of the development of skills, knowledge and understanding related to the information and data response elements of sections A and B of the paper.

For HL, the core extension allows for further exploration of the key issues of global perspectives of change along with focusing on the broader conceptual perspectives of global interactions. The need to explore case studies in preparation for paper 3 remains unchanged.

This amended guidance supplements prior published guidance on completing internal assessments in the context of COVID-19. **For further information please see the following document: Geography fieldwork question report.**

Geography modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	<b>Paper 1</b>	40	<b>20</b>	35%	<b>25%</b>
	<b>Paper 2</b>	50	<b>40</b>	40%	<b>40%</b>
	<b>IA</b>	25	<b>25</b>	25%	<b>35%</b>

Geography modified marks and modified weighting					
	Total weighting			100%	100%
HL	Paper 1	60	20	35%	20%
	Paper 2	50	40	25%	25%
	Paper 3	28	28	20%	25%
	IA	25	25	20%	30%
	Total weighting			100%	100%

## Global Politics (Adaptations)

### SL Paper 1 — removed

Students are encouraged to explore as much of the core units (Power, sovereignty and international relations; Human rights; Development; Peace and conflict) as possible, but the removal of Paper 1 means that up to two core units can now be covered partially or not at all in situations when learning and teaching time has been lost. In paper 2, SL students will continue to write two essays from a choice of eight, each selected from a different core unit.

### HL Paper 1 — removed

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	2 hours 45 minutes	<b>1 hr 45 mins</b>

Students are encouraged to explore as much of the core units (Power, sovereignty and international relations; Human rights; Development; Peace and conflict) as possible, but the removal of paper 1 and the amendment to paper 2 means that up to two core units can now be covered partially or not at all in situations when learning and teaching time has been lost.

### HL IA extension: global political challenges — amended

Students submit the video recording of **one** presentation only. Students are encouraged to carry out two case studies chosen from two different HL extension topics if possible, but the adjustment of the requirement to submit video recorded oral presentations from two presentations to **one presentation** will support students under pressure to complete their case study research when learning and teaching time has been lost.

Global politics modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	25	<b>Removed</b>	30%	<b>N/A</b>
	<b>Paper 2</b>	50	<b>50</b>	45%	<b>60%</b>
	<b>IA</b>	20	<b>20</b>	25%	<b>40%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	25	<b>Removed</b>	20%	<b>N/A</b>
	<b>Paper 2</b>	75	<b>50</b>	40%	<b>60%</b>
	<b>IA</b>	20	<b>20</b>	20%	<b>20%</b>

Global politics modified marks and modified weighting					
	<b>engagement activity</b>				
	<b>IA HL extension</b>	20	<b>10</b>	20%	<b>20%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## History (Adaptations)

### SL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

The instructions and time available for paper 2 will change so that students will need to write **one essay** (rather than two).

Students are encouraged to explore two world history topics if they can, but the adjustment in the number of essays required in paper 2 means that **only one world history topic needs to be studied fully** in situations where learning and teaching time has been lost. The same number of essay choices will be available for each world history topic.

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students are encouraged to explore two world history topics if they can, but the adjustment in the number of essays required in paper 2 means that **only one world history topic needs to be studied fully** in situations where learning and teaching time has been lost. The same number of essay choices will be available for each world history topic.

### HL Paper 3 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 3</b>	2 hrs 30 mins	<b>1 hr 45 mins</b>

Students are encouraged to explore three sections of their HL regional option if they can, but the adjustment in the number of essays required in paper 3 means that **only two sections need to be studied fully** in situations where learning and teaching time has been lost. Students must answer two questions, each from a different section. The same number of essay choices will be available for each section.

History modified marks and weightings					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	24	24	30%	30%
	Paper 2	30	15	45%	45%
	IA	25	25	25%	25%
	Total weighting			100%	100%
HL	Paper 1	24	24	20%	20%



History modified marks and weightings					
	<b>Paper 2</b>	30	<b>15</b>	25%	<b>25%</b>
	<b>Paper 3</b>	45	<b>30</b>	35%	<b>35%</b>
	<b>IA</b>	25	<b>25</b>	20%	<b>20%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Information technology in a global society (Adaptations)

### SL Paper 2 — removed

Students should continue their engagement with the integrated content of the course. The removal of paper 2 is intended to mitigate the loss of instructional time by eliminating the non-optional response to an unseen article. Teachers and students are encouraged to focus their attention on preparing for the remaining examination papers as well as completing the internally assessed project.

The IA project is unchanged. Guidance to support coursework in online, distance or blended teaching and learning contexts is available on the Programme Resource Centre.

Paper 1 is unchanged.

### HL Paper 2 — removed

Students should continue their engagement with the integrated content of the course. The removal of paper 2 is intended to mitigate the loss of instructional time by eliminating the non-optional response to an unseen article. Teachers and students are encouraged to focus their attention on preparing for remaining examination papers as well as completing the internally-assessed project.

The IA project is unchanged. Guidance to support coursework in online, distance or blended teaching and learning contexts is available on the Programme Resource Centre.

Paper 1 and paper 3 are unchanged. The case study booklet required for paper 3 is available on the Programme Resource Centre.

Information technology in a global society marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	40	40	40%	70%
	Paper 2	26	Removed	30%	N/A
	IA	30	30	30%	30%
	Total weighting			100%	100%
HL	Paper 1	60	60	35%	50%
	Paper 2	26	Removed	20%	N/A
	Paper 3	30	30	25%	30%
	IA	30	30	20%	20%
	Total weighting			100%	100%

# Philosophy (Adaptations)

## SL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr 45 mins	<b>1 hr</b>

Section B is removed.

Paper 1 will now require students to write only one essay, on the core theme. Section B questions on the optional themes have been removed and students are not required to write an essay on an optional theme. Students are encouraged to continue their engagement with their chosen optional theme where possible. The skills developed and refined through the study of this theme will support their approach to the other assessment components.

## HL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 1</b>	2 hrs 30 mins	<b>1 hr</b>

Section B is removed.

Paper 1 will now require students to write only one essay, on the core theme. Section B questions on the optional themes have been removed and students are not required to write any essays on any optional themes.

Students are encouraged to continue their engagement with their chosen optional themes where possible. The skills developed and refined through the study of these themes will support their approach to the other assessment components.

Philosophy modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	50	<b>25</b>	50%	<b>35%</b>
	<b>Paper 2</b>	25	<b>25</b>	25%	<b>35%</b>
	<b>IA</b>	25	<b>25</b>	25%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	75	<b>25</b>	40%	<b>25%</b>
	<b>Paper 2</b>	25	<b>25</b>	20%	<b>25%</b>
	<b>Paper 3</b>	25	<b>25</b>	20%	<b>25%</b>
	<b>IA</b>	25	<b>25</b>	20%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Psychology (Adaptations)

### SL Paper 2 — removed

Under normal circumstances, paper 2 is an opportunity for students to apply the core content (paper 1) within the options (paper 2).

Students are encouraged to study one option in full or partially, as the teaching and learning of these options supports the development of critical thinking skills assessed in other aspects of SL assessment components. Content studied within the options may also be used in paper 1, if used to demonstrate an understanding of the demands of the examination question. The removal of the paper means that, in situations where learning and teaching time has been lost, teachers can explore the options partially or not at all.

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	2 hrs	<b>1 hr</b>

Students answer only **one** question.

Paper 2 is an opportunity for students to apply the core content (paper 1) within the options (paper 2).

Students are encouraged to explore the application of two options to extend their knowledge of psychology and offer additional choice when selecting an examination question. The teaching and learning associated with paper 2 develops critical thinking skills assessed in other aspects of the HL assessment components. The adapted paper allows teachers to explore one or two options.

### HL Paper 3 — removed

Paper 3 focuses on the approaches to research, through questions drawing on stimulus material. Students and teachers are encouraged to use paper 3 static questions when studying psychological research in preparation for the internal assessment component.

Employing methodological evaluation is one aspect of teaching and learning in psychology that contributes to the development of critical thinking skills used in other aspects of the HL assessment components.

The removal of the paper means that in situations where teaching and learning time has been lost, teachers can devote time to the internal assessment, where students apply knowledge and skills associated with researching behaviour.

Psychology modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	49	<b>49</b>	50%	<b>65%</b>
	<b>Paper 2</b>	22	<b>Removed</b>	25%	<b>N/A</b>
	<b>IA</b>	22	<b>22</b>	25%	<b>35%</b>

Psychology modified marks and modified weighting					
	Total weighting			100%	100%
HL	Paper 1	49	49	40%	50%
	Paper 2	44	22	20%	20%
	Paper 3	24	Removed	20%	N/A
	IA	22	22	20%	30%
	Total weighting			100%	100%

## Social and cultural anthropology (Adaptations)

### SL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr 30 mins	<b>1 hr</b>

Question 5 is removed.

Paper 1 is a holistic paper based on part one of the syllabus – *engaging with anthropology* – and drawing from *engaging with ethnography*. Students are expected to be able to demonstrate their breadth of learning and that they have studied a range of ethnographic material. Teachers and students are encouraged to continue to explore the big anthropological questions (BAQs) where possible. The removal of the question from the paper means that, in situations where learning and teaching time has been lost, teachers can explore them partially or not at all. Teachers are encouraged to continue, where possible, to use the BAQs as a teaching and learning tool to support the development of critical thinking skills, which will continue to be assessed in other aspects of SL assessment components.

### SL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Section B is removed.

Paper 2 is based on part two of the syllabus – *engaging with ethnography*. It assesses students' ability to use their knowledge of ethnographic material framed within an area of inquiry. Teachers and students are encouraged to explore three areas of inquiry if they can, but the removal of section B means that they will only need to apply this knowledge in relation to its use in section A, thus addressing situations where teaching and learning time has been lost and it may not be possible to complete three areas of inquiry fully. The range of ethnographic material studied in the areas of inquiry will additionally support students' assessment on paper 1.

The expectations for retained assessment components remain the same.

### HL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>HL Paper 2</b>	2 hrs 30 mins	<b>1 hr</b>

Section B is removed.

Paper 2 is based on part two of the syllabus – *engaging with ethnography*. It assesses students' ability to use their knowledge of ethnographic material framed within an area of inquiry. Teachers and students are encouraged to explore four areas of inquiry if they can, but the removal of section B means that they will only need to apply this knowledge in relation to its use in section A, addressing situations where teaching and learning time has been lost and it may not be possible to complete four areas of inquiry fully. The range of ethnographic material studied in the areas of inquiry will additionally support students' assessment on

paper 1, including the big anthropological question, as well as providing stimulus and insights for their internal assessment task.

The expectations for retained assessment components remain the same.

<b>Social and cultural anthropology modified marks and modified weighting</b>					
	<b>Component</b>	<b>Current number of marks</b>	<b>Modified number of marks for 2021/2022</b>	<b>Current weighting</b>	<b>Modified weighting for 2021/2022</b>
<b>SL</b>	<b>Paper 1</b>	30	<b>20</b>	40%	<b>40%</b>
	<b>Paper 2</b>	30	<b>15</b>	40%	<b>30%</b>
	<b>IA</b>	26	<b>26</b>	20%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Paper 1</b>	40	<b>40</b>	30%	<b>40%</b>
	<b>Paper 2</b>	45	<b>15</b>	45%	<b>25%</b>
	<b>IA</b>	33	<b>33</b>	25%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## World religions (Adaptations)

### SL Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 1</b>	1 hr 15 mins	<b>45 mins</b>

Students answer **one** question from each of the **three** sections.

Students are encouraged to explore five religions in Part I of the course if they can, but the adjustment in the number of questions required in paper 1 means that only **three religions** need to be studied fully in situations where learning and teaching time has been lost. Students must still study at least one religion from each of the three columns in the chart of world religions. In paper 1, students will answer a total of three questions, selecting one question from each section: A, B and C.

### SL Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>SL Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question, from **either** Section A **or** Section B.

Students are encouraged to study two religions in depth in Part II of the course if they can, but the adjustment in the number of questions required in paper 2 means that only **one religion** needs to be studied in depth in situations where learning and teaching time has been lost.

World religions modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	45	<b>27</b>	30%	<b>30%</b>
	<b>Paper 2</b>	30	<b>15</b>	45%	<b>35%</b>
	<b>IA</b>	30	<b>30</b>	25%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>



## New! General information for Biology, chemistry, physics, and sports, exercise and health sciences

Use of simulations in the sciences' individual investigation.

As a result of schools being closed or students not having access to a science laboratory, we are seeing an increase in the number of internal assessment (IA) reports using simulations. As examiners may not have access to some simulations, can teachers please remind students to include screenshots so that the examiner is able to get an understanding of the functionality of the simulation. These screenshots should aim to show the examiner how much input the student is able to give and to what extent the student is able to control and manipulate variables. This will allow for the examiner to understand the teacher's marking of the coursework.

Health and safety when carrying out experiments at home.

During times when schools are closed, one approach to collecting data for the internal assessment is to carry out the experiment at home. It is important to remind teachers that they are required to complete a risk assessment before allowing the student to begin data collection. In addition, teachers must adhere to any local or national policies around experiments being carried out at home.

## Biology (Adaptations)

### SL and HL Paper 3 — removed

With the removal of paper 3, students are no longer required to study one of the four options and instead can focus their learning on the core material, as section B of paper 3 focuses exclusively on Option material.

In addition, there will be no formal assessment of the prescribed practicals or associated skills as normally found within section A of paper 3. It must, however, be stressed that experimental skill development is required to support the internal assessment and remains an important aspect of the subject.

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Biology marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%
HL	Paper 1	40	40	20%	30%
	Paper 2	72	72	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Chemistry (Adaptations)

### SL and HL Paper 3 — removed

With the removal of paper 3, students are no longer required to study one of the four options and instead can focus their learning on the core material, as section B of paper 3 focuses exclusively on Option material.

In addition, there will be no formal assessment of the prescribed practicals or associated skills as normally found within section A of paper 3. It must, however, be stressed that experimental skill development is required to support the internal assessment and remains an important aspect of the subject.

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Chemistry marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%
HL	Paper 1	40	40	20%	30%
	Paper 2	90	90	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Computer science (Adaptations)

### SL and HL Paper 2 — removed

Students are encouraged to engage with the complete Computer science syllabus including the optional content which will support their work with internal assessment component. With the removal of paper 2, optional content will not be assessed through an examination.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Computer science marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	70	<b>70</b>	45%	<b>70%</b>
	Paper 2	45	<b>Removed</b>	25%	<b>N/A</b>
	IA	34	<b>34</b>	30%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>
HL	Paper 1	100	<b>100</b>	40%	<b>60%</b>
	Paper 2	65	<b>Removed</b>	20%	<b>N/A</b>
	Paper 3	30	<b>30</b>	20%	<b>20%</b>
	IA	34	<b>34</b>	20%	<b>20%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Design technology (Adaptations)

### SL and HL Paper 1 —removed

The multiple-choice paper 1 examination is removed. Students are encouraged to engage with the complete Design technology syllabus as they prepare for the retained assessment components.

Retained components enable students to demonstrate knowledge and understanding of the required course material.

#### SL and HL internal assessment - amended

Amended to be assessed against criteria A, B and C only. At HL, any work submitted for criteria D, E and F will not be marked by the examiner. At SL, any work submitted for criteria D will not be marked by the examiner.

### Impact on teacher directed activities

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP Design technology. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as learning open source CAD packages for modelling, or time making 3D models and prototypes in a home environment for the Internal Assessment components can all contribute towards the teacher-directed activity hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Design technology modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	Removed	30%	N/A
	Paper 2	50	50	30%	60%
	IA	36	27	40%	40%
	Total weighting			100%	100%
HL	Paper 1	40	Removed	20%	N/A
	Paper 2	50	50	20%	30%
	Paper 3	40	40	20%	30%
	IA	54	27	40%	40%

Design technology modified marks and modified weighting			
	Total weighting	100%	100%

## Environmental systems and societies (interdisciplinary) (Adaptations)

### No changes to assessment components. In-session mitigations will be applied.

The non-optional and integrated nature of the syllabus requires the use of in-session mitigations to best address COVID-19 associated disruptions.

Teachers are encouraged to continue with their best endeavours to address the curriculum content in preparation for assessment in the knowledge that the IB will apply mitigations that take into account the loss of instructional time and related impacts for teaching and learning. For more information about in-examination session mitigations, see the following information on the IB public website: [Information for May 2021 examination session](#).

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

Based on the current ESS guide the group 4 project is not a requirement for ESS students.

Environmental systems and societies marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	35	<b>35</b>	25%	<b>25%</b>
	Paper 2	65	<b>65</b>	50%	<b>50%</b>
	IA	30	<b>30</b>	25%	<b>25%</b>
	Total weighting			100%	<b>100%</b>

## Nature of science (pilot) (Adaptations)

### No changes to assessment components. In-session mitigations will be applied.

The non-optional and integrated nature of the syllabus requires the use of in-session mitigations to best address COVID-19 associated disruptions.

Teachers are encouraged to continue with their best endeavours to address the curriculum content in preparation for assessment in the knowledge that the IB will apply mitigations that take into account the loss of instructional time and related impacts for teaching and learning. For more information about in-session mitigations, see the following information on the IB public website: [Information for May 2021 examination session](#).

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course.

We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice to develop important collaboration, critical thinking, inquiry and research skills.

Nature of science marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	60	60	40%	40%
	Paper 2	45	45	30%	30%
	IA	28	28	30%	30%
	Total weighting			100%	100%



## Physics (Adaptations)

### SL and HL Paper 3 — removed

With the removal of paper 3, students are no longer required to study one of the four options and instead can focus their learning on the core material, as section B of paper 3 focuses exclusively on Option material.

In addition, there will be no formal assessment of the prescribed practicals or associated skills as normally found within section A of paper 3. It must, however, be stressed that experimental skill development is required to support the internal assessment and remains an important aspect of the subject.

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Physics marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%
HL	Paper 1	40	40	20%	30%
	Paper 2	90	90	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Sports, exercise and health science (Adaptations)

### SL and HL Paper 3 — removed

With the removal of paper 3, students are no longer required to study two of the four options and instead can focus their learning on the SEHS core material, as paper 3 focuses exclusively on Option material.

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

Sports, exercise and health science marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	35%	50%
	Paper 3	40	Removed	25%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%
HL	Paper 1	40	40	20%	30%
	Paper 2	90	90	35%	50%
	Paper 3	50	Removed	25%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Mathematics: analysis and approaches (Adaptations)

### SL and HL — No changes to assessment components. In-session mitigations will be applied.

The IB recognises that teaching and learning of mathematics will have been disrupted at different times and to varying extents for our students and teachers as they prepare for the May 2021 examination session. We recognise that the order of teaching the mathematics content and skills can vary widely and can be dependent on the nature of a cohort, how classes have been structured, and that local and national requirements, in particular university recognition, also play a part.

The non-optional nature of the syllabus design, which is fully integrated in the assessment, means that content and assessment objectives are not generally isolated to one assessment component. In practice the structure of the courses and the nature of the assessments means that content could be, and is, assessed across papers in either papers 1 or 2 or, for HL students, in paper 3.

In maintaining all assessment components teachers are encouraged to continue with their best endeavours to cover the curriculum content in the knowledge that the IB will be applying in-examination session mitigations, which will take into account that students completed non-adapted assessments while facing disruption to teaching and learning.

Mathematics: analysis and approaches marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	80	<b>80</b>	40%	<b>40%</b>
	Paper 2	80	<b>80</b>	40%	<b>40%</b>
	IA	20	<b>20</b>	20%	<b>20%</b>
	Total weighting			100%	<b>100%</b>
HL	Paper 1	110	<b>110</b>	30%	<b>30%</b>
	Paper 2	110	<b>110</b>	30%	<b>30%</b>
	Paper 3	55	<b>55</b>	20%	<b>20%</b>
	IA	20	<b>20</b>	20%	<b>20%</b>
	Total weighting			100%	<b>100%</b>

## Mathematics: applications and interpretation (Adaptations)

### SL and HL — No changes to assessment components. In-session mitigations will be applied.

The IB recognises that teaching and learning of mathematics will have been disrupted at different times and to varying extents for our students and teachers as they prepare for the May 2021 examination session. We recognise that the order of teaching the mathematics content and skills can vary widely and can be dependent on the nature of a cohort, how classes have been structured, and that local and national requirements, in particular university recognition, also play a part.

The non-optional nature of the syllabus design, which is fully integrated in the assessment, means that content and assessment objectives are not generally isolated to one assessment component. In practice the structure of the courses and the nature of the assessments means that content could be, and is, assessed across papers in either papers 1 or 2 or, for HL students, in paper 3.

In maintaining all assessment components teachers are encouraged to continue with their best endeavours to cover the curriculum content in the knowledge that the IB will be applying in-examination session mitigations, which will take into account that students completed non-adapted assessments while facing disruption to teaching and learning.

Mathematics: applications and interpretation marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	80	<b>80</b>	40%	<b>40%</b>
	Paper 2	80	<b>80</b>	40%	<b>40%</b>
	IA	20	<b>20</b>	20%	<b>20%</b>
	Total weighting			100%	<b>100%</b>
HL	Paper 1	110	<b>110</b>	30%	<b>30%</b>
	Paper 2	110	<b>110</b>	30%	<b>30%</b>
	Paper 3	55	<b>55</b>	20%	<b>20%</b>
	IA	20	<b>20</b>	20%	<b>20%</b>
	Total weighting			100%	<b>100%</b>

## Dance (Adaptations)

### SL and HL Composition and analysis — removed

The IB recognises the value of Composition and Analysis for the practical dance course. However, it also acknowledges that carrying out extensive collaborative dancemaking activities involves significant challenges for our students and schools at this time.

The removal of the Composition and Analysis assessment component considered the specific requirements for collaboration (with students as choreographers/with other dancers) in this assessment component that may present obstacles to completion of the assessment task.

The remaining assessment components, Dance Performance and Dance Investigation, ensure practical work is included in the overall grade.

Where current measures in students' local jurisdictions adversely impact or prevent group rehearsals or performances, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

Dance marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	C & A	20	Removed	40%	N/A
	Investigation	20	20	20%	35%
	Performance	22	22	40%	65%
	Total weighting			100%	100%
HL	C & A	30	Removed	35%	N/A
	Investigation	25	25	25%	40%
	Performance	22	22	40%	60%
	Total weighting			100%	100%

## Film (Adaptations)

The IB recognises the value of production work in this practical arts course. However, it also acknowledges that carrying out extensive individual and collaborative filmmaking activities is a significant challenge for our schools at this time. Where current measures in students' local jurisdictions adversely impact or prevent practical work, schools are encouraged to contact support@ibo.org for further advice.

### SL Film portfolio — amended

Students submit evidence for only **one** role. The expectation for SL students to have carried out a range of practical exercises, experiments and completed film projects across at least three film production roles under the current circumstances is unrealistic. As such, in May 2021, the IB will only be assessing one film production role for SL students within the film portfolio. This single role is a free choice, taking the place of film production role 1, which can be either a reel of exercises and experiments or a completed film, as determined by each student. The assessment criteria will not change in any way.

SL students must **not** submit evidence for more than one role, even if their individual teaching and learning circumstances were such that it would be feasible to do so. Assessment evidence in excess of the limit outlined above will **not** be considered by examiners.

### HL Collaborative film project — removed

For HL students, the requirement to collaboratively create, shoot and edit an original 7-minute film is a time-consuming and challenging task that requires continuous face-to-face group work. The intense collaborative nature of the HL project task made it the most appropriate to remove for HL students. As such, the HL students will undertake the film portfolio task in its entirety, maintaining an authentic and manageable differentiation between the expectations of the SL course (assessed in one film production role) and the HL course, where HL students have an additional 90 hours to undertake practical film exercises, experiments and completed film projects (to be assessed in three film production roles). These can be either entirely individual or partially collaborative where feasible, manageable and safe to do so.

Film modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Textual analysis	28	<b>28</b>	30%	<b>35%</b>
	Comparative study	32	<b>32</b>	30%	<b>40%</b>
	Film portfolio	24	<b>8</b>	40%	<b>25%</b>
	Total weighting			100%	<b>100%</b>
HL	Textual analysis	28	<b>28</b>	20%	<b>30%</b>
	Comparative study	32	<b>32</b>	20%	<b>30%</b>
	Film portfolio	24	<b>24</b>	25%	<b>40%</b>

Film modified marks and modified weighting					
	<b>Collaborative film project (HL only)</b>	24	<b>Removed</b>	35%	<b>N/A</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Music (for May and November 2021 only – see below for May and November 2022) (Adaptations)

The IB recognises the potential disruptions caused by limited access to instruments and other resources to support creating and rehearsal. Where current measures in students' local jurisdictions continue to adversely impact or prevent group rehearsals or performances, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

### SL and HL Listening paper — removed

Teachers and students are encouraged to continue to engage with diverse music and listening tasks, where possible. With this adaptation, the study of set works and musical genres will not be assessed in the form of an examination paper.

### SL Creating (SLC) — amended

If this option is chosen, students submit only **one** piece.

### SL Solo performing (SLS) — amended

If this option is chosen, students submit 10 minutes.

### SL Group performing (SLG) — amended

If this option is chosen, students submit 13–20 minutes.

### HL Creating — amended

Students submit **two** pieces.

### HL Solo performing — amended

Students submit 13 minutes.

Students must **not** submit evidence in excess of the limits outlined above for creating, group performing, or solo performing, even if the circumstances of their teaching and learning were such that it would be feasible to do so. Assessment evidence in excess of the limits outlined above will **not** be considered by examiners, nor should it be considered by teachers marking internal assessments.

#### Music marks and modified weighting

	Component	Current number of marks	Modified number of marks for M21/N21	Current weighting	Modified weighting for M21/N21
SL	Listening paper	80	Removed	30%	N/A
	Musical Links (Compulsory)	20	20	20%	50%
	Creating (Option)*	30	30	50%	50%



Music marks and modified weighting					
	<b>Group (Option)*</b>	20	<b>20</b>	50%	<b>50%</b>
	<b>Solo (Option)*</b>	20	<b>20</b>	50%	<b>50%</b>
	<i>* One of the three is chosen by the student</i>				
	<b>Total weighting</b>			100%	<b>100%</b>
<b>HL</b>	<b>Listening paper</b>	100	<b>Removed</b>	30%	<b>N/A</b>
	<b>Musical Links</b>	20	<b>20</b>	20%	<b>50%</b>
	<b>Creating</b>	30	<b>30</b>	25%	<b>25%</b>
	<b>Solo</b>	20	<b>20</b>	25%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New! Music (first assessment 2022, applicable for May and November)

The IB recognises the potential disruptions to practical work in DP music in the adapted assessments outlined below. Where current measures in students' local jurisdictions continue to adversely impact or prevent group rehearsals, performances or day-to-day teaching and learning in a way that would prevent students from completing the adapted assessments, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

### HL The contemporary music maker — removed

Where conditions permit, teachers and students are encouraged to continue to engage with diverse musical material and relate, where possible, students' music making to the challenges and opportunities afforded musicians in real life contexts.

The IB would welcome schools' submitting multimedia presentations for The contemporary music maker component for possible use as teacher and workshop support material. Schools interested in doing so should contact [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org) and note "The contemporary music maker" in the message's subject line.

### SL Presenting music — removed

Where conditions permit, teachers and students are encouraged to continue to engage with diverse musical material and the processes of selecting a programme and refining material for presentation. Teachers should offer opportunities for students to present work, for example in a virtual setting, as part of the teaching and learning. Students may find that material intended for use in the Presenting music component can be repurposed for use in the exploration portfolio or experimentation report.

The nature of the adaptations is such that students who had intended to pursue the DP music course at SL, but who are able to complete the presenting music component and wish to submit it for assessment, may consider registering for DP music at HL in May/November 2022.

Music marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2022	Current weighting	Modified weighting for 2022
SL	Exploring music in context	24	24	30%	50%
	Experimenting with music	28	28	30%	50%
	Presenting music	38	Removed	40%	N/A
	Total weighting			100%	100%
HL	Exploring music in context	24	24	20%	30%
	Experimenting with music	28	28	20%	30%
	Presenting music	38	38	30%	40%

Music marks and modified weighting					
	<b>The contemporary music-maker</b>	32	<b>Removed</b>	30%	<b>N/A</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Theatre (Adaptations)

### SL and HL Collaborative project — removed

The requirement for both SL and HL theatre students to collaboratively create, rehearse and perform a piece of original theatre, and for them to gather authentic audience feedback, is a time-consuming and challenging task that requires continuous face-to-face group work. The IB recognises that teaching the necessary skills for this (with the students practically exploring the roles of creators, directors, designers and performers) is very challenging in socially-distanced teaching spaces. While the skills covered in this part of the course are valuable to all of the other assessment tasks, it was felt that the intense collaborative nature of this specific task made it the most appropriate assessment component to remove for the May 2021 assessment session.

Where current measures in students' local jurisdictions adversely impact or prevent practical work, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

Theatre marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Director's Notebook	32	32	35%	50%
	Research Presentation	32	32	30%	50%
	Collaborative project	32	Removed	35%	N/A
	Total weighting			100%	100%
HL	Director's Notebook	32	32	20%	35%
	Research Presentation	32	32	20%	35%
	Collaborative project	32	Removed	25%	N/A
	Solo theatre piece (HL only)	32	32	35%	30%
	Total weighting			100%	100%

## Theatre (pilot) (Adaptations)

### SL and HL Collaborative project—removed

The requirement for both SL and HL theatre students to collaboratively create, rehearse and perform a piece of original theatre, and for them to gather authentic audience feedback, is a time-consuming and challenging task that requires continuous face-to-face group work. The IB recognises that teaching the necessary skills for this (with the students practically exploring the roles of creators, directors, designers and performers) is very challenging in socially-distanced teaching spaces. While the skills covered in this part of the course are valuable to all of the other assessment tasks, it was felt that the intense collaborative nature of this specific task made it the most appropriate assessment component to remove for the May 2021 pilot assessment session.

Where current measures in students' local jurisdictions adversely impact or prevent practical work, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

Theatre (pilot) marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Production proposal	20	<b>20</b>	30%	<b>50%</b>
	Research presentation	24	<b>24</b>	30%	<b>50%</b>
	Collaborative project	24	<b>Removed</b>	40%	<b>N/A</b>
	<b>Total weighting</b>			100%	<b>100%</b>
HL	Production proposal	20	<b>20</b>	20%	<b>35%</b>
	Research presentation	24	<b>24</b>	20%	<b>35%</b>
	Collaborative project	24	<b>Removed</b>	25%	<b>N/A</b>
	Solo theatre piece (HL only)	24	<b>24</b>	35%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Visual arts (Adaptations)

The IB recognises the potential disruptions caused by limited access to art-making spaces and resources. Where current measures in students' local jurisdictions continue to adversely impact or prevent art-making to meet the demands of assessments to be submitted, schools are encouraged to contact [support@ibo.org](mailto:support@ibo.org) for further advice.

### SL Process portfolio — amended

The requirement that students submit works in at least **two** forms from the published art-making forms table is removed. Associated limits on awarding marks in this task's criterion A are also removed, but please note that this criterion still requires “sustained experimentation and manipulation of a range of skills, techniques and processes, showing the ability to select and use materials appropriate to the artist's intentions”. Students are encouraged to demonstrate their best endeavours in art-making using a variety of forms as available to them given their circumstances. There are no other changes to this task.

### SL Exhibition — amended

The range of resolved works submitted for the exhibition task is amended to **4-6 works**. This adjusts the published maximum while maintaining the minimum to ensure marking reliability. The requirement about the submission of two exhibition photographs is also amended: only **one** exhibition photograph is mandatory, and the second exhibition photograph is now optional. Teachers are encouraged to review published guidance on exhibition strategies that involve online, distance or blended learning. There are no other changes to this task.

### HL Process portfolio — amended

The requirement that students submit work in at least **three** forms from the published art-making forms table is removed. Associated limits on awarding marks in this task's criterion A are also removed, but please note that this criterion still requires “sustained experimentation and manipulation of a range of skills, techniques and processes, showing the ability to select and use materials appropriate to the artist's intentions”. Students are encouraged to demonstrate their best endeavours in art-making using a variety of forms as available to them given their circumstances. There are no other changes to this task.

### HL Exhibition — amended

The range of resolved works submitted for the exhibition task is amended to **7-10 works**. This adjusts the published maximum and minimum resolved artworks while maintaining marking reliability. The requirement about the submission of the two exhibition photographs is also amended: only **one** exhibition photograph is mandatory and the second exhibition photograph is now optional. Teachers are encouraged to review published guidance on exhibition strategies that involve online, distance or blended learning. There are no other changes to this task.

Students must **not** submit evidence for the exhibition in excess of the limits outlined above, even if the circumstances of their teaching and learning were such that it would be feasible to do so. Assessment evidence in excess of the limits outlined above will **not** be considered by examiners, nor should it be considered by teachers marking internal assessments.

To ensure schools submit the appropriate evidence, eCoursework upload screens for the SL/HL exhibition have been updated to reflect the adapted requirements.

Visual arts marks and weightings					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Comparative study	30	30	20%	20%
	Process portfolio	34	34	40%	40%
	Exhibition	30	30	40%	40%
	Total weighting			100%	100%
HL	Comparative study	42	42	20%	20%
	Process portfolio	34	34	40%	40%
	Exhibition	30	30	40%	40%
	Total weighting			100%	100%

# Art history (Adaptations)

## Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** theme.

Paper 2 is an extended-response paper based on the six core themes of the course. Adjusting the number of themes that students are required to address in this paper from two to one will have a positive impact on teachers' allocation of learning and teaching time in situations where this has been impacted, as the students will need to explore just one theme.

Retaining paper 1 in its current form ensures that both two topics studied by students are assessed. Addressing this theme, together with the two topics of study and the IA, allow for continued positive development of the skills in inquiry, methodology and practice encountered in art history.

SBS Art history modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	<b>Paper 1</b>	40	<b>40</b>	30%	<b>40%</b>
	<b>Paper 2</b>	30	<b>15</b>	40%	<b>25%</b>
	<b>IA</b>	34	<b>34</b>	30%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>



## Astronomy (Adaptations)

### No changes to assessment components. In-examination session mitigations will be applied.

The non-optional nature of the syllabus means that each syllabus topic is assessed in both paper 1 and paper 2. Teachers are likely to cover topics in different orders, according to the teaching and learning programmes designed at a school level. Consequently, it is considered best not to amend or remove either paper one or paper two. Rather, learning and teaching time may be saved by reducing the number of hours devoted to the practical scheme of work.

In maintaining all assessment components teachers are encouraged to continue with their best endeavours to cover the curriculum content in the knowledge that the IB will be applying in-examination session mitigations, which will take into account that students completed non-adapted assessments while facing disruption to teaching and learning. For more information about in-examination session mitigations, see the following information on the IB public website: [Information for May 2021 examination session](#).

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

SBS Astronomy marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	30	30	30%	30%
	Paper 2	60	60	50%	50%
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Brazilian social studies (for 2021 only – see below for 2022 details) (Adaptations)

### Paper 2—amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question.

Paper 2 consists of essay questions based on the syllabus topics. Section A: Six questions: two questions on each of the syllabus topics 1, 3 and 4 (Brazilian geography). [Topic 2 is the prescribed topic for paper 1 and is not assessed on paper 2]. Section B: Six questions: two questions on each of the syllabus topics 5, 6, and 8 (Brazilian history). [Topic 7 is the prescribed topic for paper 1 and is not assessed on paper 2]. Normally, students answer two questions, one from each section. Requiring students to answer one rather than two questions, from either section A (Brazilian geography) **or** section B (Brazilian history) will allow teachers to make informed adjustments to their teaching and learning to reflect the impacts of lost time. Teachers are encouraged to maintain the students' exposure to both disciplines, geography and history.

SBS Brazilian social studies modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021	Current weighting	Modified weighting for 2021
SL	<b>Paper 1</b>	40	<b>40</b>	40%	<b>50%</b>
	<b>Paper 2</b>	40	<b>20</b>	40%	<b>25%</b>
	<b>IA</b>	20	<b>20</b>	20%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New! Brazilian social studies (for 2022 only) (Adaptations)

### Paper 2—amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question.

Paper 2 consists of essay questions based on the syllabus topics. Section A: Six questions: two questions on each of the syllabus topics 1, 2 and 4 (Brazilian geography). [Topic 3 is the core topic for paper 1 and is not assessed on paper 2]. Section B: Six questions: two questions on each of the syllabus topics 5, 6, and 8 (Brazilian history). [Topic 7 is the core topic for paper 1 and is not assessed on paper 2]. Normally, students answer two questions, one from each section. Requiring students to answer one rather than two questions, from either section A (Brazilian geography) **or** section B (Brazilian history) will allow teachers to make informed adjustments to their teaching and learning to reflect the impacts of lost time. Teachers are encouraged to maintain the students' exposure to both disciplines, geography and history.

SBS Brazilian social studies modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2022	Current weighting	Modified weighting for 2022
SL	<b>Paper 1</b>	40	<b>40</b>	35%	<b>45%</b>
	<b>Paper 2</b>	30	<b>15</b>	40%	<b>25%</b>
	<b>IA</b>	28	<b>28</b>	25%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Classical Greek and Roman studies (Adaptations)

### Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer on only **one** topic.

Paper 2 is a short-answer paper based on documentary sources relating to part B of the syllabus: Topic 5 Alexander the Great; Topic 6 Athenian Vase Painting; Topic 7 Roman Architecture; Topic 8 Augustan Rome. There are two sets of questions based on stimulus material per topic. Requiring students to answer on only one topic means that teachers can make informed adjustments to their teaching and learning to reflect the impacts of lost time. Retention of paper 1 in its current form ensures a balance of study across Greek and Roman studies.

SBS Classical Greek and Roman studies modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	40	<b>40</b>	40%	<b>50%</b>
	<b>Paper 2</b>	40	<b>20</b>	40%	<b>25%</b>
	<b>IA</b>	20	<b>20</b>	20%	<b>25%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## Food science and technology (Adaptations)

### No changes to assessment components — in-examination session mitigations will be applied.

The non-optional nature of the syllabus means that each syllabus topic is assessed in both paper one and paper two. Teachers are likely to cover topics in different orders, according to the programming designed at a school level. Consequently, it is considered best not to amend or remove either paper one or paper two. Rather, learning and teaching time may be saved by reducing the number of hours devoted to the practical scheme of work.

In maintaining all assessment components teachers are encouraged to continue with their best endeavours to cover the curriculum content in the knowledge that the IB will be applying in-examination session mitigations, which will take into account that students completed non-adapted assessments while facing disruption to teaching and learning. For more information about in-examination session mitigations, see the following information on the IB public website: [Information for May 2021 examination session](#).

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

SBS Food science and technology marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	40	40	30%	30%
	Paper 2	80	80	50%	50%
	IA	24	24	20%	20%
	Total weighting			100%	100%

## Marine science (Adaptations)

### Paper 2 — removed

Section B of paper 2 assesses Options A, B and C. Removal of this paper means that where teaching and learning time has been lost teachers can choose to explore the options partially or not at all. The Core topics, examined in paper one, still provide good coverage of the knowledge and skills central to Marine Science. And, where it is possible to teach some of the options the skills developed can be utilised in other assessment components.

In addition, there will be no formal assessment of the experimental skills and techniques normally found within section A of paper 2. It must, however, be stressed that experimental skill development is required to support the Internal assessment and remains an important component of the subject.

### Impact on practical scheme of work

Given the extended nature of COVID associated disruption, it may prove to be challenging to complete the number of practical hours for DP sciences. Teachers are encouraged to continue explore with students as full a range of subject specific skills and techniques as is possible under the current circumstances. If students have access to technology, for example, any time spent on virtual tasks such as exploring simulations, extracting and analysing data from a database, or modelling exercises can all contribute towards the practical hours.

### Group 4 project — requirement removed

The completion of the group 4 project will not be a requirement and no evidence is expected to be collected. While some schools have already completed the group 4 project, other schools have faced challenges in completing this aspect of the course. We encourage schools to continue to organise the group 4 project as this is a valuable opportunity for students, enabling them to explore an area of their own choice and to develop important collaboration, critical thinking, inquiry and research skills.

SBS Marine science marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	65	65	50%	70%
	Paper 2	35	Removed	30%	N/A
	IA	24	24	20%	30%
	Total weighting			100%	100%

## Modern history of Kazakhstan (Adaptations)

### No changes to assessment components. In-examination session mitigations will be applied.

The non-optional nature of the syllabus means that each syllabus topic has relevance to both paper one and paper two. Teachers are likely to cover topics differently, according to the programming designed at each school. Consequently, it is considered best not to amend or remove either paper one or paper two.

In maintaining all assessment components teachers are encouraged to continue with their best endeavours to cover the curriculum content in the knowledge that the IB will be applying in-examination session mitigations, which will take into account that students completed non-adapted assessments while facing disruption to teaching and learning. For more information about in-examination session mitigations, see the following information on the IB public website: [Information for May 2021 examination session](#).

SBS Modern history of Kazakhstan marks and weighting					
	Component	Current number of marks	Number of marks for 2021/2022	Current weighting	Weighting for 2021/2022
SL	Paper 1	24	24	30%	30%
	Paper 2	30	30	45%	45%
	IA	25	25	25%	25%
	Total weighting			100%	100%

## Political thought (Adaptations)

### Paper 1 — removed

Paper 1 consists of three questions that are set on textual sources, which are extracted from the prescribed topic 1 texts of the four political thinkers. Removing paper 1 means that where teaching and learning time has been impacted teachers can make informed adjustments to their planning. However, it should be noted that students are still expected to read and understand some of the key works (topic 1) and use them to illuminate and inform their thinking about the key political concepts that they will study in topic 2. The depth to which the key works are studied will be appropriate for their use in paper 2.

SBS Political thought marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
SL	Paper 1	30	Removed	30%	N/A
	Paper 2	40	40	40%	60%
	IA	25	25	30%	40%
	Total weighting			100%	100%



## Turkey in the 20<sup>th</sup> century (for 2021 only – see below for 2022 details) (Adaptations)

### Paper 1 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 1</b>	1 hr 30 mins	<b>1 hour</b>

Students answer **two** topics.

Paper 1 consists of three compulsory short-answer, structured questions, based on Topics 1, 2 and 3 of the syllabus. Adjusting the number of topic questions to be answered in paper 1 from three to two will impact the number of topics needing to be taught from three to two in situations where teaching and learning time has been lost.

### Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question.

Paper 2 is based on topics 4, 5 and 6 of the syllabus. It consists of two extended-response questions on each topic. Candidates normally answer two questions on any one topic. Adjusting the number of essay questions to be answered in paper 2 from two to one will not necessarily impact teaching hours, as one topic from three will still need to be taught. However, teachers may choose to adjust the depth in which some parts of the topic are covered, as students will now not need to answer both questions for the topic they choose to respond to.

SBS Turkey in the 20 <sup>th</sup> century modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021	Current weighting	Modified weighting for 2021
<b>SL</b>	<b>Paper 1</b>	45	<b>30</b>	30%	<b>25%</b>
	<b>Paper 2</b>	40	<b>20</b>	30%	<b>30%</b>
	<b>IA</b>	50	<b>50</b>	40%	<b>45%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## New! Turkey in the 20<sup>th</sup> century (for 2022 only) (Adaptations)

### Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Students answer only **one** question.

The instructions and time available for paper 2 will change so that students will need to write **one essay** (rather than two). Two essay choices will be available for each topic (excluding the topic examined in paper 1). Adjusting the number of questions (and topics) that students are required to answer in paper 2, from two to one, supports students in situations where learning and teaching time has been lost.

SBS Turkey in the 20 <sup>th</sup> century modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2022	Current weighting	Modified weighting for 2022
<b>SL</b>	<b>Paper 1</b>	24	<b>24</b>	30%	<b>35%</b>
	<b>Paper 2</b>	30	<b>15</b>	45%	<b>35%</b>
	<b>IA</b>	25	<b>25</b>	25%	<b>30%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## World arts and cultures (Adaptations)

### Paper 2 — amended

Assessment component	Current examination time	Amended examination time
<b>Paper 2</b>	1 hr 30 mins	<b>45 mins</b>

Section B is removed.

Paper 2 consists of two Sections, A and B. Section A: three extended-response questions based on the intercultural studies section of part 2 of the syllabus. Section B: two extended-response questions based on the regional study section of part 2 of the syllabus. Candidates normally answer one question from each section. Removing Section B means that teachers will then not need to allocate learning and teaching time to exploring two thematic case studies through which students investigate aspects of the cultural identity of the region in which the school is located.

SBS World arts and cultures modified marks and modified weighting					
	Component	Current number of marks	Modified number of marks for 2021/2022	Current weighting	Modified weighting for 2021/2022
<b>SL</b>	<b>Paper 1</b>	30	<b>30</b>	30%	<b>35%</b>
	<b>Paper 2</b>	30	<b>15</b>	45%	<b>30%</b>
	<b>IA</b>	24	<b>24</b>	25%	<b>35%</b>
	<b>Total weighting</b>			100%	<b>100%</b>

## DP core: CAS, theory of knowledge and extended essay (Adaptations)

### No changes to assessment components. In-examination session mitigations will be applied.

For more information about in-examination session mitigations see the following information on the IB public website: [Information for May 2021 examination session](#). For information on completing theory of knowledge presentations remotely please see the following document: [Supporting guidance for May 2021 and November 2021](#).

The entirety of the DP core is essential to a student's learning experience, offering important experiences of transferable skills as well as opportunities for personal development that support student success. In maintaining continuity of the holistic programme experience, teachers should continue with their best endeavours to design, implement and assess each DP core component.

## New! Theory of Knowledge (first assessment 2022, applicable for May and November) (Adaptations)

### No changes to assessment components

May/November 2022 is the first assessment session for the new TOK course. Students are required to complete an essay on a prescribed title and a TOK exhibition.

The TOK essay will be externally assessed as usual and students are also required to complete an essay planning and progress form (TK/PPF). The TOK exhibition internal assessment task will be marked by teachers and then a sample submitted for moderation. There is no planning document required for the exhibition task and schools have the flexibility to hold their TOK exhibitions in a variety of different formats, including virtual exhibitions.

We do understand the challenges that schools are facing due to COVID-19 but to help maintain the continuity of the holistic programme experiences, the DP core assessment components have all been maintained for May/November 2022.

**In-examination-session mitigation will be made where necessary.**

## CP core: language development, personal and professional skills, reflective project, service learning

### No changes to CP core components. In-examination session mitigations will be applied.

In maintaining continuity of the holistic programme experience, CP teachers are encouraged to continue with their best endeavours to design, implement and assess each core component.

The IB takes into consideration that students will be completing the CP core components without changes to assessment or completion requirements while facing disruption to teaching and learning.

The entirety of the CP core is essential to a student's learning experience, offering important experiences of transferable skills as well as opportunities for personal development that support the Diploma and Career-related studies aspects of the framework.

Additional guidance for May and November 2021 has been provided for each CP core component, sharing advice on how teachers can support students working remotely and online, either in the short term or over longer periods of disrupted learning, to fulfil the requirements of the CP core. **For further information please see the following document:** [Supporting guidance for CP schools May and November 2021](#).