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# Updates for 2020-21: Learning, teaching and assessment

Further details for schools on the M21 and N21 adapted assessment



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## **Diploma Programme and Career-related Programme Updates for 2020-21: Learning, teaching and assessment**

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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.



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# Further details for schools

## About adaptations for the May and November 2021 session

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 may be adjusted to ensure equity and fairness for students in the May 2021 session. Once finalised, official details for these adjustments will be provided through the Programme Resource Centre as well as directly via email to coordinators. The May and November 2021 examination schedule, including paper durations, is forthcoming and will be published on the Programme Resource Centre.

### Additional support and information

This guidance should be considered in conjunction with the accompanying publication "Addendum for May and November 2021 (only) guidance on internal and other non-examination coursework assessment components." Both documents supersede prior published guidance. Additional support is available via the programme resource centre includes the following documents:

## Additional and related support for May and November 2021

Access type	Resource	Purpose/scope	Link
<b>Open access</b>	<b>COVID-19: resources for a new landscape in education</b>	The hub for all official guidance and resources for students, schools, teachers and IB families during the COVID-19 pandemic	<a href="https://ibo.org/covid-19-support/">https://ibo.org/covid-19-support/</a>
	<b>COVID-19 news</b>	A collection of the latest key news stories	<a href="https://ibo.org/covid-19-support/news/">https://ibo.org/covid-19-support/news/</a>
	<b>COVID-19 updates</b>	Critical updates, with the most recent changes marked	<a href="https://ibo.org/news/news-about-the-ib/covid-19-coronavirus-updates/">https://ibo.org/news/news-about-the-ib/covid-19-coronavirus-updates/</a>
	<b>Support materials</b>	General support materials	<a href="https://ibo.org/covid-19-support/support-materials/">https://ibo.org/covid-19-support/support-materials/</a>
	<b>Community stories</b>	Stories and inspiration from members of the IB community	<a href="https://ibo.org/covid-19-support/community-stories/">https://ibo.org/covid-19-support/community-stories/</a>
	<b>COVID-19 programme resources</b>	The gateway to programme specific resources	<a href="https://ibo.org/covid-19-support/programme-resources/">https://ibo.org/covid-19-support/programme-resources/</a>
<b>DP and CP resources</b>			
<b>Programme resource centre</b> <i>(MyIB login required)</i>	<b>UPDATED: FAQs</b>	A set of frequently asked questions	<a href="https://resources.ibo.org/dp/topic/COVID19-resources/resource/11162-46798/?lang=en">https://resources.ibo.org/dp/topic/COVID19-resources/resource/11162-46798/?lang=en</a>
	<b>Updates for 2020-21: Learning, teaching and assessment</b>	Overview details of the May and November 2021 adapted assessment model	<a href="https://resources.ibo.org/dp/resource/11162-413751/?lang=en">https://resources.ibo.org/dp/resource/11162-413751/?lang=en</a>
	<b>Updates for 2020-21: Learning, teaching and assessment</b> <b>Further details for schools on the M21/N21 adapted assessment</b>	Full subject-by-subject details of the May and November 2021 adapted assessment model	<a href="https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-415057/?lang=en">https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-415057/?lang=en</a>
	<b>M21/N21 adapted assessment: Modified marks, weightings and examination times</b>	Provides information on the modified marks and weightings and examination times for all subjects related to the adapted assessment model for May and November 2021	<a href="https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-416109/?lang=en">https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-416109/?lang=en</a>
	<b>UPDATED: Supporting guidance for May and November 2021 (For the completion of internal and other non-examination/coursework assessment components)</b>	Guidance for schools and teachers in supporting students working remotely in completing internal and other non-examination/coursework assessment components for DP subjects	<a href="https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-413519/?lang=en">https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-413519/?lang=en</a>
	<b>Managing sciences and geography extended essays without lab work or fieldwork</b>	Additional guidance for schools and teachers on completing science and geography extended essays without access or limited access to labs or the ability to do fieldwork	<a href="https://resources.ibo.org/dp/subject-group/Extended-essay-first-assessment-2018/resource/11162-413746?lang=en">https://resources.ibo.org/dp/subject-group/Extended-essay-first-assessment-2018/resource/11162-413746?lang=en</a>
	<b>Business management HL IA support</b>	Additional guidance to support teachers and students in the completion of the HL internal assessment task for business management	<a href="https://resources.ibo.org/dp/subject-group/Business-management/resource/11162-413805?lang=en">https://resources.ibo.org/dp/subject-group/Business-management/resource/11162-413805?lang=en</a>
	<b>Amendments to DP design technology for May and November 2021</b>	Outlines the amendments made to the design technology internal assessment task for SL and HL students	<a href="https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-416059?lang=en">https://resources.ibo.org/dp/topic/M21-and-N21-adaptations-and-guidance/resource/11162-416059?lang=en</a>
	<b>Geography IA support: fieldwork question report</b>	Additional guidance to support teachers and students in the completion of the SL and HL internal assessment task for geography	<a href="https://resources.ibo.org/dp/subject-group/Geography/resource/11162-413757/?lang=en">https://resources.ibo.org/dp/subject-group/Geography/resource/11162-413757/?lang=en</a>

	<b>Biology internal assessment: Strategies to overcome school closures and restrictions</b>	Additional guidance to support teachers and students in the completion of the biology internal assessment with advice from the senior moderator	<a href="https://resources.ibo.org/dp/subject-group/Biology/resource/11162-416128?lang=en">https://resources.ibo.org/dp/subject-group/Biology/resource/11162-416128?lang=en</a>
	<b>Chemistry internal assessment: Strategies to overcome school closures and restrictions</b>	Additional guidance to support teachers and students in the completion of the chemistry internal assessment with advice from the senior moderator	<a href="https://resources.ibo.org/dp/subject-group/Chemistry/resource/11162-416129?lang=en">https://resources.ibo.org/dp/subject-group/Chemistry/resource/11162-416129?lang=en</a>
	<b>ESS internal assessment: Strategies to overcome school closures and restrictions</b>	Additional guidance to support teachers and students in the completion of the ESS internal assessment with advice from the senior moderator	<a href="https://resources.ibo.org/dp/subject-group/Environmental-systems-and-societies/resource/11162-416132?lang=en">https://resources.ibo.org/dp/subject-group/Environmental-systems-and-societies/resource/11162-416132?lang=en</a>
	<b>Physics internal assessment: Strategies to overcome school closures and restrictions</b>	Additional guidance to support teachers and students in the completion of the physics internal assessment with advice from the senior moderator	<a href="https://resources.ibo.org/dp/subject-group/Physics/resource/11162-416131?lang=en">https://resources.ibo.org/dp/subject-group/Physics/resource/11162-416131?lang=en</a>
	<b>SEHS internal assessment: Strategies to overcome school closures and restrictions</b>	Additional guidance to support teachers and students in the completion of the SEHS internal assessment with advice from the senior moderator	<a href="https://resources.ibo.org/dp/subject-group/Sports-exercise-and-health-science/resource/11162-416133?lang=en">https://resources.ibo.org/dp/subject-group/Sports-exercise-and-health-science/resource/11162-416133?lang=en</a>
	<b>NEW:</b> Design technology: Further guidance on May 2021 amendments to the IA component	A narrated PowerPoint presentation to assist teachers and students in implementing the amendments to the internal assessment	<a href="https://resources.ibo.org/dp/subject-group/Design-technology/videos/dp-deste-advice-m21-amendments/?lang=en">https://resources.ibo.org/dp/subject-group/Design-technology/videos/dp-deste-advice-m21-amendments/?lang=en</a>
	<b>NEW:</b> DP mathematics – preparing for HL paper 3 for first assessment in 2021	A narrated PowerPoint presentation to support teachers as they prepare students for the mathematics HL paper 3 for first assessment in May 2021	<a href="https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416247?lang=en">https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416247?lang=en</a>
	<b>NEW:</b> DP mathematics – both courses: guidance on teaching and learning in preparation for the May and November 2021 examinations	A narrated PowerPoint presentation providing information on the assessment sessions for mathematics; explains in-session mitigations and provides guidance on resources and further support available. A PDF version of the presentation so that teachers can directly access the resources mentioned using links.	Narrated PowerPoint presentation: <a href="https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416280?lang=en">https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416280?lang=en</a>  PDF version of the presentation: <a href="https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416281?lang=en">https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/topic/Videos/resource/11162-416281?lang=en</a>
	<b>NEW:</b> Literature and performance: Supporting students in the May 2021 adapted internal assessment	A narrated PowerPoint presentation to support teachers in their implementation of the adapted internal assessment component for the May 2021 session.	<a href="https://resources.ibo.org/dp/subject-group/Literature-and-performance/resource/11162-416160/?lang=en">https://resources.ibo.org/dp/subject-group/Literature-and-performance/resource/11162-416160/?lang=en</a>
	<b>NEW:</b> Literature and performance: Applying assessment criteria to the adapted May 2021 internal assessment	Guidance to support teachers in the application of the assessment criteria for the adapted component.	<a href="https://resources.ibo.org/dp/subject-group/Literature-and-performance/resource/11162-416158/?lang=en">https://resources.ibo.org/dp/subject-group/Literature-and-performance/resource/11162-416158/?lang=en</a>
	<b>DP resources</b>	Links to all programme and curriculum resources	<a href="https://resources.ibo.org/dp?lang=en">https://resources.ibo.org/dp?lang=en</a>
	<b>DP news items</b>	All DP news items, most recent first	<a href="https://resources.ibo.org/news/?lang=en&amp;categories=dp">https://resources.ibo.org/news/?lang=en&amp;categories=dp</a>

**CP specific resources**

Programme resource centre (MyIB login required)	<b>Navigating changing times in the Career-related programme</b>	Guidance for schools and teachers on different modes of learning and teaching	<a href="https://resources.ibo.org/cp/works/cp_1162-413803?lang=en">https://resources.ibo.org/cp/works/cp_1162-413803?lang=en</a>
	<b>Supporting guidance for CP schools May and November 2021</b>	Guidance for schools completing the CP core, including the externally moderated reflective project, remotely or online.	<a href="https://resources.ibo.org/cp/resource/1162-413715/?lang=en">https://resources.ibo.org/cp/resource/1162-413715/?lang=en</a>
	<b>CP resources</b>	Links to all programme and curriculum resources	<a href="https://resources.ibo.org/cp?lang=en">https://resources.ibo.org/cp?lang=en</a>
	<b>NEW:</b> Reflective project nano-PD	Support for teachers and supervisors of the reflective project, through unpacking the May 2020 results.	<a href="https://pds.ibo.org/cpreflectiveproject/#/menu/5f33a31200e81f2332203fa3">https://pds.ibo.org/cpreflectiveproject/#/menu/5f33a31200e81f2332203fa3</a>
	<b>NEW:</b> Reflective project results webinar	A narrated PowerPoint presentation to support teachers and supervisors of the reflective project, through unpacking the May 2020 results	<a href="https://resources.ibo.org/cp/subject-group/CP-core/resource/11162-416276/?lang=en">https://resources.ibo.org/cp/subject-group/CP-core/resource/11162-416276/?lang=en</a>
	<b>NEW:</b> CP podcasts	A podcast series with practical ideas for programme implementation from CP educators starting with <a href="#">Navigating the reflective project</a>	<a href="https://podcasts.apple.com/us/podcast/ib-voices/id1482481149">https://podcasts.apple.com/us/podcast/ib-voices/id1482481149</a>
	<b>NEW:</b> CP learning stories	In support of the new Programme Standards and Practices we are also developing CP <a href="#">learning stories</a> , where schools share their story of enhancing their IB practices.	<a href="https://resources.ibo.org/cp/topic/Learning-stories/?lang=en">https://resources.ibo.org/cp/topic/Learning-stories/?lang=en</a>
	<b>NEW:</b> CP core infographics	A series of infographics on the CP core components, ready to be pushed out via your own networks.	Seven can be found on CP section of the <a href="#">Digital Toolkit</a> and more can be found.
	<b>CP news items</b>	All CP news items, most recent first	<a href="https://resources.ibo.org/news/?lang=en&amp;categories=cp">https://resources.ibo.org/news/?lang=en&amp;categories=cp</a>

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.

# Group 1—studies in language and literature

## Language A: literature

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### Adaptations — further details

#### 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: language and literature

## Adaptations — further details

### 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.

# Literature and performance (interdisciplinary)

## Adaptations — further details

### 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.

# Group 2—language acquisition

## Language *ab initio*

### Adaptations — further details

#### 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.

#### SL Paper 2 — amended

The listening comprehension section is removed.

#### 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 B

## Adaptations — further details

### SL and HL Paper 2 — amended

The listening comprehension section is removed.

### 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.

# Classical languages

## Adaptations — further details

### 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.

# Group 3—individuals and societies

## Business management

### Adaptations — further details

#### SL Paper 1 — amended

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.

#### SL Paper 2 — amended

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. The case study booklet required for paper 1 will be published as normal on the Programme Resource Centre.

#### HL Paper 1 — amended

Section C is removed. The expectations related to the other sections of paper 1 remain unchanged.

#### HL Paper 2 — amended

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. The case study booklet required for paper 1 will be published as normal on the Programme Resource Centre.

#### 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](#).**

# Economics

## Adaptations — further details

### SL Paper 2 — amended

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

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.

# Geography

## Adaptations — further details

### SL and HL Paper 1 — amended

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

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](#).**

# Global Politics

## Adaptations — further details

### 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

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.

# History

## Adaptations — further details

### SL Paper 2 — amended

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

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

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. The same number of essay choices will be available for each section.

# Information technology in a global society

## Adaptations — further details

### 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.

# Philosophy

## Adaptations — further details

### SL Paper 1 — amended

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

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.

# Psychology

## Adaptations — further details

### 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

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.

# Social and cultural anthropology

## Adaptations — further details

### SL Paper 1 — amended

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

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

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.

# World religions

## Adaptations — further details

### SL Paper 1 — amended

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

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.

# Group 4—sciences

## Biology

### Adaptations — further details

#### 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

## Adaptations — further details

### 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.

# Computer science

## Adaptations — further details

### 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.

# Design technology

## Adaptations — further details

### 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.

### 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.

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

### **Adaptations — further details**

**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 document 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.

## Nature of science (pilot)

### Adaptations — further details

**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 document 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.

# Physics

## Adaptations — further details

### 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.

# Sports, exercise and health science

## Adaptations — further details

### 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.

# Group 5—mathematics

## Mathematics: analysis and approaches

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### Adaptations — further details

**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

### Adaptations — further details

**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.

# Group 6—the arts

## Dance

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### Adaptations — further details

#### **SL and HL Composition and analysis — removed**

The IB recognises the value of Composition and Analysis for the practical dance course. However, it is 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.

# Film

## Adaptations — further details

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](mailto: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.

### 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.

# Music

## Adaptations — further details

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.

# Theatre

## Adaptations — further details

### 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 (pilot)

### Adaptations — further details

#### 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.

# Visual arts

## Adaptations — further details

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.

# School-based syllabuses

## Art history

### Adaptations — further details

#### Paper 2 — amended

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.

# Astronomy

## Adaptations — further details

**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, and through the removal of the requirement to complete the group 4 project.

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 document 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.

# Brazilian social studies

## Adaptations — further details

### Paper 2—amended

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 and 1 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.

# Classical Greek and Roman studies

## Adaptations — further details

### Paper 2 — amended

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 a 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.

# Food science and technology

## Adaptations — further details

### **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 addressing the practical scheme of work, and the group 4 project.

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 document 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.

# Marine science

## Adaptations — further details

### 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.

# Modern history of Kazakhstan

## Adaptations — further details

**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 document on the IB public website: [Information for May 2021 examination session](#).

# Political thought

## Adaptations — further details

### 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.

# Turkey in the 20<sup>th</sup> century

## Adaptations — further details

### Paper 1 — amended

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

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.

# World arts and cultures

## Adaptations — further details

### Paper 2 — amended

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.

# Programme cores

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

### Adaptations — further details

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

For more information about in-examination session mitigations see the following document 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.

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

### Adaptations — further details

**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](#).