



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Adapted assessment for 2021 and 2022



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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.

Adapted assessment for 2021 and 2022

Due to the continued loss of instructional time which will also have impacted students who began their studies in 2020, for first assessment in 2022, the IB has decided to extend the adaptations which were put in place for 2021 to 2022. You can view the adaptations in the following document: [Teaching, Learning and Assessment](#).

This document provides information for subjects/components which will be first assessed in 2022: economics, music and TOK. There is also important information on the *listening component* for language acquisition. Please use the following guidance for students due to undertake assessments in these subjects/components in 2022:

Economics (first assessment 2022)

Adaptations — further details

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.

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.

Adapted assessment: Modified marks, weightings and examination times

Assessment component	Current examination time	Amended examination time
HL Paper 3	1 hr 45 mins	1 hr

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

Music (first assessment 2022)

Adaptations — further details

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 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 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 M22	Current weighting	Modified weighting for M22
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%
	The contemporary music-maker	32	Removed	30%	N/A
	Total weighting			100%	100%

Theory of Knowledge (first assessment 2022)

Adaptations — further details

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.

Language acquisition – Language B and ab initio

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.

An important note:

All documents related to the adaptations, and guidance and support resources that have been published on the PRC for the 2021 examination sessions are currently being updated to reflect these changes and will be re-published in the coming weeks.

In the meantime, if you have any questions please contact support@ibo.org