Internal assessment and other non-examination coursework assessment components – for examination sessions in 2022

Update for subjects/components for first assessment in 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.

Internal assessment and other non-examination coursework assessment components – for examination sessions in 2022 - *Update for subjects/components for first assessment in 2022*

Three subjects/components will have first assessment for the new iterations of those courses in May 2022. The following information supplements the guidance given in *Updated supporting guidance for M21/N21: for the completion of internal and non-examination/coursework assessment components* and provides supporting guidance for those subjects/components first being assessed in May 2022. Teachers must ensure that they are referring to the correct guidance depending on when their students are undertaking the assessment.

Economics (for first assessment in 2022)

IA Portfolio SL and HL	The economics IA Portfolio, consisting of three commentaries based on articles from published news media, can feasibly be completed by students working remotely, as the task is based on secondary research (research involving already-existing data). Importantly, each of the three commentaries **must** be based on a different unit of the syllabus and use a different key concept as a lens through which to analyse the published articles or extracts (each commentary must not exceed 800 words). As long as students have a reliable internet connection, they can access articles online and conduct research on the relevant articles on which to base their IAs. Students can communicate with their teachers using online communication tools in order to gain feedback on their first drafts and ask for guidance where required.
	Further guidance on the IA is provided on pp. 67 – 73 of the Economics guide (first assessment 2022).

Music (for first assessment in 2022)

The IB recognises the potential disruptions to practical work in DP music in the adapted assessments model. In the event that, two weeks before the submission deadline to the IB, work has not been completed, coordinators should contact support@ibo.org for further guidance.

Please do not submit partial work for any component.

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EA: Exploring music in context (SL and HL)	It is anticipated that this assessment can feasibly be completed remotely. With the ongoing support of their teacher students will be able to continue their research and writing as well as their practical exercises.
IA: Experimenting with music (SL and HL)	It is anticipated that this assessment can feasibly be completed remotely. With the ongoing support of their teacher students will be able to continue their research and practical experiments as well as their writing.
EA: Presenting music (HL ONLY in 2022)	This component has been removed for SL students. **For HL only in 2022** **Guidance on completing created works** When completing created works under conditions which may disrupt the completion of a work with the initial intention, students should consider adapting the works according to the new circumstances. This may include: • Revising and reducing the instrumentation in the created work(s). • Adapting works to available platforms, instruments and technology that students can access, to ensure there is an audio realization of their created work. Students who wish to submit an *Improvisation* may work with a backing track if accompaniment is needed, but unavailable. **Guidance on performed work** We recognise that there may be complications for some schools in preparing performed pieces for the programme remotely due to restricted access to practice and rehearsal spaces, as well as difficulties in teaching music performing remotely. In cases where schools do not reopen in time for students to perform with a live audience, students may upload performances without the requirement for a live audience and may submit recordings made at any time during the DP music course. Furthermore, virtual live performances are possible ways to allow students the experience of live performances to an audience even when restrictions do not permit them to perform in physical spaces. Where students are unable to perform with the appropriate accompaniment for the works submitted, students can submit their solo part unaccompanied or with a pre-recorded backing track accompaniment where this is available. Students MUST NOT play along to a full recording of the work that already includes their solo part.

	In the event that teaching and learning disruptions persist and students are unable to complete this component by two weeks before the submission deadline, please contact support@ibo.org for further guidance.
REMOVED **IA: The Contemporary music-maker (HL)**	This component has been removed for HL students.
Further guidance on creating work	When working remotely, both students and teachers will need to have access to the materials that students are working on. Furthermore, students will ideally require access to composition software. **Recommendations to support students in remote working situations** • Hosting student materials online, using a school-approved platform, for students and teachers to view, access and download work in progress and individual pieces. • Encouraging students to continue creating work using their own devices if they have the appropriate software available. • Providing guidance on free composition software options for students who are struggling to access specialist software. Where the limitations of available software impact the student's creating work, it is recommended that adaptations are made and discussed in the relevant places, e.g. the statement on implications in *Exploring music in context* and/or the report in *Experimenting with music*. • Providing guidance on converting files from one composition software to another. • Where students cannot access notation software and are creating using traditional written notation, students may be able to handwrite their scores. However, some features that notation software offers, such as midi-playback of various instruments, will not be available. It is advised that teachers and students think carefully about the implications of how to notate created work. Students may need to consider changing the instrumentation of their composition(s) to be able to manage the notation requirement. **Audio recording** Students are advised to submit midi recordings of their compositions. Where students are not able to midi-record their works, they may submit recordings of reductions they play themselves.

	Music technology
	If students stored their data only on school computers or systems, teachers should try to send MIDI/stem files to students. If the student is using a different software at home, she/he needs to import the MIDI/stems of the original project in their own DAW. Some adjustments may be necessary, and students may already be able to navigate between different platforms.
	
	Resources
	Music Notation Software
	• https://flat.io
	• https://www.noteflight.com
	• https://musescore.org/en
	• https://scorecloud.com
	• https://www.finalemusic.com/products/notepad/
	
	DAW Software
	• Waveform Free
	  https://www.tracktion.com/products/waveform-free
	• Cakewalk by BandLab
	  https://www.bandlab.com/products/cakewalk
	• Podium Free
	  https://zynewave.com/podium-free/
	• Studio One 4 Prime
	  https://shop.presonus.com/Studio-One-4-Prime
	• Pro Tools First
	  https://www.avid.com/pro-tools
	• LMMS https://lmms.io

Further guidance on performing work	When working remotely, there are different ways to engage with performing material, including but not limited to virtual lessons or pre-recording materials to be shared using school-approved platforms which allow for audio and audio-visual data exchange and storage. Teachers must follow school's and/or national safety guidelines. For submission of assessment material, students are permitted to use devices available to them, including recording apps on a smart phone. Where students are recording performed work on their own devices, they must ensure that any recording is of sufficient quality for the examiner to be able to mark the work.

	(Students, for example, should listen back to their recordings to ensure they can hear any nuance they would want examiners to hear.) Students need to also ensure that they submit their work to teachers in a format that is suitable for upload to the IB. Teachers need to guide students in how to set-up the equipment, how to collect material of appropriate recording quality and how to generate a recording in the appropriate format. <u>Assessment procedures for May and November 2021</u> At all times, it should be remembered that the IB DP music teachers must be able to authenticate student work for assessment.

Theory of Knowledge (for first assessment in 2022

EA: TOK essay	The TOK essay on a prescribed title can reasonably straightforwardly be completed by students working remotely with regular guidance and support from their teachers (as outlined in the TOK guide) and access to appropriate resources. Teachers are reminded of the importance of the three interactions between teachers and students outlined in the TOK guide . These three interactions guide students through the process from an initial discussion of the titles to feedback on a full draft of their essay. These three interactions must still take place using an alternative format such as Skype or a telephone conversation and they must be recorded on the TK/PPF form that must be submitted along with the essay
IA: TOK Exhibition	The M22 session is the first assessment session for the new TOK exhibition IA task. The exhibition task has been designed to be extremely flexible in how it is implemented, and TOK teachers are encouraged to utilise this flexibility to help support the completion of this task in the exceptional circumstances facing schools and students this session. For example, students are required to create an exhibition of three objects that connect to one of the 35 IA prompts provided in the TOK subject guide. However, these can be digital objects, or students can use photographs of their objects if they do not have access to the physical objects themselves for their exhibitions. Similarly, there is a great deal of flexibility as to how the exhibition itself is organised by schools. The requirement is that students are provided with an opportunity to showcase their completed exhibitions to an audience, but who that audience consists of and the format that the exhibition takes is very flexible and can be adapted to take into account the school's context and any restrictions due to COVID. For example, a school could decide to hold a small-scale exhibition within a regular TOK class, a virtual exhibition for parents and other members of the school community, an exhibition in the school library for younger students in the school, etc.

	The TOK exhibition is marked by teachers and externally moderated. Students are required to submit a single file consisting of a title clearly indicating their selected IA prompt, images of their three objects, a commentary on each object, and appropriate citations and references. Teachers are reminded that there is no planning document required for the exhibition task. Further guidance on the TOK exhibition task, including marked and annotated examples of student work, can be found in the Theory of knowledge teacher support material.