



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Updates for 2020-21: Learning, teaching and assessment



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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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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.

Updates for 2020-21: Learning, teaching and assessment

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

- 1. Postpone the introduction of revised subject guides for first teaching in 2021-22.** We will delay the launch of the revised Literature & Performance, Classical Languages, and Theatre guides from 2021-22 to 2022-23, and Computer Science from 2021-22 to 2023-24. We hope this removes the challenge of preparing and providing resources for revised courses. More details about subject guide releases can be found in the upcoming September Coordinators' Note.
- 2. Adapt the requirements for Creativity, Activity, Service (CAS).** During these unusual times of social distancing and lockdowns, we understand that completing CAS may be difficult for many students. We will still require schools to indicate a student has completed this requirement, but we will be flexible in how this looks for your students. We have every confidence that you will guide your students in making their best endeavours to meet CAS requirements with modifications so as not to compromise their health and safety.
- 3. Adapt the May 2021 session.** We introduced a range of targeted removal and/or amendment of assessment components or submission requirements to address the loss of instruction time while ensuring the following objectives are met for all students enrolled in DP and CP subjects:
 - Rich, authentic and integrated curriculum
 - Varied, valid and reliable assessment components to evidence student learning
 - Student outcomes to be continuous and comparable with prior sessions
 - Timely reporting of results aligned to national and international recognition standards

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

Subject by subject adaptation details

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

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

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

Support for the adaptations

In the coming months, additional support and guidance will be provided to schools that include:

- **FAQs:** FAQs addressing details of COVID related adaptations
- **Enhanced Support:** Additional learning and teaching support on a subject by subject basis
- **Assessment Preparation:** Pre-session reminders to help schools successfully deliver, implement and submit assessment materials

At-a-glance: the May 2021 examination session for the Diploma and Career-related Programmes

Component(s) removed	Components removed and amended	Component(s) amended	In-session mitigations <u>only</u>
Remove one or more entire component(s).	Remove one or more components and amend requirements for others.	Amend component(s) by eliminating questions or sections, or by changing submission or delivery requirements.	Changes made, as necessary, during standardisation, marking, and grade awarding.

Group 1: Language and literature	Group 2: Language acquisition	Group 3: Individuals and societies	Group 4: Sciences	Group 5: Mathematics	Group 6: The arts	School-based syllabuses
Language A: language and literature	Language <i>ab initio</i>	Business management	Biology	Mathematics: analysis and approaches	Dance	Art history
		Economics	Chemistry		Film	Astronomy
		Geography	Computer science		Music	Brazilian social studies
		Global politics	Design technology		Theatre	Classical Greek and Roman Studies
Language A: literature	Language B	History	Environmental systems and societies (interdisciplinary)	Mathematics: applications and interpretation	Theatre (pilot)	Food science and technology
		Information technology in a global society	Nature of science (pilot)			Marine science
		Philosophy	Physics			Modern history of Kazakhstan
Literature and performance (interdisciplinary)	Classical languages	Psychology	Sports, exercise and health science	Visual arts	Political thought	Turkey in the 20 th century
		Social and cultural anthropology	World arts and cultures			
		World religions				

DP core	Creativity, activity, service	Extended essay	Theory of knowledge
CP core	Language development	Personal and professional skills	Reflective project
			Service learning

Group 1—Studies in language and literature

Language A: literature

Component(s) removed

SL *Paper two*—removed

HL *Paper two*—removed

Language A: language and literature

Component(s) removed

SL *Paper two*—removed

HL *Paper two*—removed

Literature and performance (interdisciplinary)

Components removed and amended

SL *Paper one*—removed

Internal assessment—performance of transformation neither submitted nor assessed

Group 2—Language acquisition

Language *ab initio*

Component(s) amended

- SL** *Paper one*—amended; students answer only one question, from either Task A or Task B
Paper two—amended; listening comprehension removed
Internal assessment—amended; students can be shown five visual stimuli, one from each of the five themes

Language B

Component(s) amended

- SL** *Paper two*—amended; listening comprehension removed
Internal assessment—amended; students can be shown five visual stimuli, one from each of the five themes
-
- HL** *Paper two*—amended; listening comprehension removed
Internal assessment—amended; teachers may share two extracts from the same literary text with students

Classical languages

Component(s) removed

- SL** *Paper one*—removed
-
- HL** *Paper one*—removed

Group 3—Individuals and societies (page 1 of 2)

Business management

Component(s) amended

- SL** *Paper one*—amended; in section A students answer only one question
Paper two—amended; Section C removed
-
- HL** *Paper one*—amended; Section C removed
Paper two—amended; Section C removed

Economics

Component(s) amended

- SL** *Paper two*—amended; students answer only one question from either Section A or Section B
-
- HL** *Paper two*—amended; students answer only one question from either Section A or Section B

Geography

Component(s) amended

- SL** *Paper one*—amended; answer questions for only one option
Paper two—amended; Section C removed
-
- HL** *Paper one*—amended; answer questions for only one option
Paper two—amended; Section C removed

Global politics

Components removed and amended

- SL** *Paper one*—removed
-
- HL** *Paper one*—removed
Paper two—amended; students answer two essays
Internal assessment (extension, global political challenges)—amended; students submit one video presentation

History

Component(s) amended

- SL** *Paper two*—amended; students answer one question
-
- HL** *Paper two*—amended; students answer one question
Paper three—amended; students answer two essays, each from a different section

Information technology in a global society

Component(s) removed

- SL** *Paper two*—removed
-
- HL** *Paper two*—removed

Philosophy

Component(s) amended

- SL** *Paper one*—amended; Section B removed
-
- HL** *Paper one*—amended; Section B removed

Group 3—Individuals and societies (page 2 of 2)

Psychology

Components removed and amended

SL *Paper two*—removed

HL *Paper two*—amended; students answer only one question
Paper three—removed

Social and cultural anthropology

Component(s) amended

SL *Paper one*—amended; Question 5 removed
Paper two—amended; Section B removed

HL *Paper two*—amended; Section B removed

World religions

Component(s) amended

SL *Paper one*—amended; students answer one question from each of the three sections
Paper two—amended; students answer only one question, from either Section A or Section B

Group 4—Sciences (page 1 of 2)

Biology

Component(s) removed

SL *Paper three*—removed
Group 4 project—requirement removed

HL *Paper three*—removed
Group 4 project—requirement removed

Chemistry

Component(s) removed

SL *Paper three*—removed
Group 4 project—requirement removed

HL *Paper three*—removed
Group 4 project—requirement removed

Computer science

Component(s) removed

SL *Paper two*—removed
Group 4 project—requirement removed

HL *Paper two*—removed
Group 4 project—requirement removed

Design technology

Component(s) removed

SL *Paper one*—removed
Group 4 project—requirement removed

HL *Paper one*—removed
Group 4 project—requirement removed

Environmental systems and societies (interdisciplinary)

In-session mitigations

SL *No changes to assessment components*

Nature of science (pilot)

In-session mitigations

SL *No changes to assessment components*

Physics

Component(s) removed

SL *Paper three*—removed
Group 4 project—requirement removed

HL *Paper three*—removed
Group 4 project—requirement removed

Group 4—Sciences (page 2 of 2)

Sports, exercise and health science

Component(s) removed

SL *Paper three*—removed
Group 4 project—requirement removed

HL *Paper three*—removed
Group 4 project—requirement removed

Group 5—Mathematics

Mathematics: analysis and approaches

In-session mitigations

SL *No changes to assessment components*

HL *No changes to assessment components*

Mathematics: applications and interpretations

In-session mitigations

SL *No changes to assessment components*

HL *No changes to assessment components*

Group 6—The arts

Dance

Component(s) removed

SL *Composition and analysis*—removed

HL *Composition and analysis*—removed

Film

Components removed and amended

SL *Film portfolio*—amended; students submit evidence for only one role

HL *Collaborative film project*—removed

Music

Components removed and amended

SL *Paper one*—removed

Creating (SLC)—amended; students submit only one piece

Solo performing (SLS)—amended; students submit 10 minutes

Group performing (SLG)—amended; students submit 13–20 minutes

HL *Paper one*—removed

Creating—amended; students submit two pieces

Solo performing—amended; students submit 13 minutes

Theatre

Component(s) removed

SL *Collaborative project*—removed

HL *Collaborative project*—removed

Theatre (pilot)

Component(s) removed

SL *Collaborative project*—removed

HL *Collaborative project*—removed

Visual arts

Component(s) amended

SL *Process portfolio*—amended; removal of art-making forms table requirements and penalties

Exhibition—amended; students complete 4–6 resolved works

HL *Process portfolio*—amended; removal of art-making forms table requirements and penalties

Exhibition—amended; students complete 7–10 resolved works

School-based syllabuses

Art history

Component(s) amended

SL *Paper two*—amended; students answer only one theme

Astronomy

In-session mitigations

SL *No changes to assessment components*

Brazilian social studies

Component(s) amended

SL *Paper two*—amended; students answer only one question

Classical Greek and Roman studies

Component(s) amended

SL *Paper two*—amended; students answer on only one topic

Food science and technology

In-session mitigations

SL *No changes to assessment components*

Marine science

Component(s) removed

SL *Paper two*—removed

Modern history of Kazakhstan

In-session mitigations

SL *No changes to assessment components*

Political thought

Component(s) removed

SL *Paper one*—removed

Turkey in the 20th century

Component(s) amended

SL *Paper one*—amended; students answer two topics
Paper two—amended; students answer only one question

World arts and cultures

Component(s) amended

SL *Paper two*—amended; Section B removed

Programme cores

DP core: creativity, activity, service

In-session mitigations

No changes to component

DP core: theory of knowledge

In-session mitigations

No changes to components

DP core: extended essay

In-session mitigations

No changes to component

CP core: language development

In-session mitigations

No changes to component

CP core: personal and professional skills

In-session mitigations

No changes to component

CP core: reflective project

In-session mitigations

No changes to component

CP core: service learning

In-session mitigations

No changes to component