



International Baccalaureate®  
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# 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 and November 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 and November 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 and November 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 and November 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 <u>and</u> amend requirements for others.	Amend component(s) by eliminating questions or sections, or by changing submission or delivery requirements.	Changes made, as necessary, during standardisation, marking, and grade awarding.

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

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

<b>SL</b>	<i>Paper one</i> —amended; in section A students answer only one question <i>Paper two</i> —amended; Section C removed
<b>HL</b>	<i>Paper one</i> —amended; Section C removed <i>Paper two</i> —amended; Section C removed

### Economics

#### Component(s) amended

<b>SL</b>	<i>Paper two</i> —amended; students answer only one question from either Section A or Section B
<b>HL</b>	<i>Paper two</i> —amended; students answer only one question from either Section A or Section B

### Geography

#### Component(s) amended

<b>SL</b>	<i>Paper one</i> —amended; answer questions for only one option <i>Paper two</i> —amended; Section C removed
<b>HL</b>	<i>Paper one</i> —amended; answer questions for only one option <i>Paper two</i> —amended; Section C removed

### Global politics

#### Components removed and amended

<b>SL</b>	<i>Paper one</i> —removed
<b>HL</b>	<i>Paper one</i> —removed <i>Paper two</i> —amended; students answer two essays <i>Internal assessment (extension, global political challenges)</i> —amended; students submit one video presentation

### History

#### Component(s) amended

<b>SL</b>	<i>Paper two</i> —amended; students answer one question
<b>HL</b>	<i>Paper two</i> —amended; students answer one question <i>Paper three</i> —amended; students answer two essays, each from a different section

### Information technology in a global society

#### Component(s) removed

<b>SL</b>	<i>Paper two</i> —removed
<b>HL</b>	<i>Paper two</i> —removed

### Philosophy

#### Component(s) amended

<b>SL</b>	<i>Paper one</i> —amended; Section B removed
<b>HL</b>	<i>Paper one</i> —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	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed
HL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed

### Chemistry

#### Component(s) removed

SL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed
HL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed

### Computer science

#### Component(s) removed

SL	<i>Paper two</i> —removed <i>Group 4 project</i> —requirement removed
HL	<i>Paper two</i> —removed <i>Group 4 project</i> —requirement removed

### Design technology

#### Component(s) removed and amended

SL	<i>Paper one</i> —removed <i>Internal assessment - amended</i> <i>Group 4 project</i> —requirement removed
HL	<i>Paper one</i> —removed <i>Internal assessment - amended</i> <i>Group 4 project</i> —requirement removed

### Environmental systems and societies (interdisciplinary)

#### In-session mitigations

SL	<i>No changes to assessment components</i>
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### Nature of science (pilot)

#### In-session mitigations

SL	<i>No changes to assessment components</i>
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### Physics

#### Component(s) removed

SL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed
HL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed

# Group 4—Sciences (page 2 of 2)

## Sports, exercise and health science

Component(s) removed

SL	<i>Paper three</i> —removed <i>Group 4 project</i> —requirement removed
HL	<i>Paper three</i> —removed <i>Group 4 project</i> —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 20<sup>th</sup> 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*