

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

*Further subject-by-subject details for schools
on the M21 adapted assessment*

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DP/CP further details for schools

About adaptations for the May 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-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-session mitigations.

Retained assessment components and tasks

The structure, approach and objectives of retained assessment components and tasks remains unchanged. Retained examination papers are **not** be altered to include content from adapted or removed assessment components.

Assessment component weighting

Where appropriate, weightings relative to each subject's assessment model have been amended to take into account adaptations. Weighting information is provided in this document for each subject.

Additional support and information

Additional support will continue to be available via the Programme Resource Centre. Schools and teachers are encouraged to visit both the programme and subject specific pages of the programme resource centre for the updated 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

Adaptations — further details

SL and HL Paper 2— removed

The removal of paper 2 is intended to best balance disruptions to teaching and learning and to acknowledge that other assessment components are likely to be at advanced stages of preparation or may have already been completed.

Teachers are encouraged to continue to develop and refine student skills in the understanding, interpretation, analysis and evaluation of the four literary forms.

The study of the remaining works will strengthen students' understanding of literary forms essential for paper 1. The development of comparative and contrastive skills that paper 2 explicitly assesses will be useful for paper 1, for example in comparing and contrasting how meaning is created in different literary forms and understanding how various manifestations of the same form may differ.

Language A: literature modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	20	20	35%	55%
	2	30	Removed	35%	N/A
	IA	40	40	30%	45%
				100%	100%
HL	1	40	40	35%	50%
	2	30	Removed	25%	N/A
	HL essay	20	20	20%	25%
	IA	40	40	20%	25%
				100%	100%

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 and to acknowledge that other assessment components are likely to be at advanced stages of preparation or may have already been completed.

Teachers are encouraged to continue to develop and refine student skills in the understanding, interpretation, analysis and evaluation of a variety of non-literary text-types and on exploring how meaning is constructed in them.

The study of the remaining literary works will support the students' preparation for paper 1. When studying literary works, teachers are encouraged to focus on comparing and contrasting how meaning is created in literary texts and in non-literary texts and on developing a keener understanding in students about what makes a text literary or non-literary.

Language A: language and literature modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	20	20	35%	55%
	2	30	Removed	35%	N/A
	IA	40	40	30%	45%
				100%	100%
HL	1	40	40	35%	50%
	2	30	Removed	25%	N/A
	HL essay	20	20	20%	25%
	IA	40	40	20%	25%
				100%	100%

Literature and performance (interdisciplinary)

Adaptations — further details

SL Paper 1— removed

The removal of paper 1 amends the number of literary works that students are required to study to **four literary works**.

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 non-dramatic literary work, 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.

Language A: literature and performance modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	20	Removed	20%	N/A
	2	25	25	20%	30%
	Coursework	20	20	20%	35%
	IA	40	25	40%	35%
				100%	100%

Group 2—language acquisition

Language ab initio

Adaptations — further details

SL Paper 1 — amended

Students answer only **one** question, from **either** Task A **or** Task 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 adapted IA stimulus requirements broaden 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 to focus on familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

Language ab initio modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	15	25%	30%
	2	65	40	50%	35%
	IA	30	30	25%	35%
				100%	100%

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 adapted IA stimulus requirements broaden 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 adapted HL IA stimulus requirements 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 adapted requirements allow 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 to focus on familiarizing students with the assessment format and technology used during the assessment of listening comprehension.

Language B modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	25%	35%
	2	65	40	50%	35%
	IA	30	30	25%	30%
				100%	100%
HL	1	30	30	25%	35%
	2	65	40	50%	35%
	IA	30	30	25%	30%
				100%	100%

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, students 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.

Classical languages modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	90	Removed	35%	N/A
	2	45	45	45%	70%
	IA	24	24	20%	30%
				100%	100%
HL	1	180	Removed	35%	N/A
	2	52	52	45%	70%
	IA	24	24	20%	30%
				100%	100%

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.

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 requirement

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 prior published guidance on completing internal assessments in the context of COVID-19.

Business management modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	40	30	30%	30%
	2	50	30	45%	35%
	IA	25	25	25%	35%
				100%	100%
HL					
HL	1	60	40	35%	30%
	2	70	50	40%	35%
	IA	25	25	25%	35%
				100%	100%

Economics

Adaptations — further details

SL Paper 2 — amended

Students answer only **one** question from **either** Section A **or** Section B. The expectations related to the other sections of paper 1 remain unchanged.

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. The expectations related to the other sections of paper 2 remain unchanged.

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.

Economics modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	50	50	40%	40%
	2	40	20	40%	30%
	IA	45	45	20%	30%
				100%	100%
HL	1	50	50	30%	35%
	2	40	20	30%	20%
	3	50	50	20%	20%
	IA	45	45	20%	25%
				100%	100%

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 investigation, 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 now be completed or examined, can 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. Further information addressing the Geography fieldwork question IA is available [here](#).

Geography modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	40	20	35%	25%
	2	50	40	40%	40%
	IA	25	25	25%	35%
				100%	100%
HL	1	60	20	35%	20%
	2	50	40	25%	25%
	3	28	28	20%	25%
	IA	25	25	20%	30%
				100%	100%

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.

The instructions and time available for paper 2 will change so that HL students will need to write **two essays** from a **choice of eight** (rather than three), each selected from a different core unit.

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.

Global politics modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	25	Removed	30%	N/A
	2	50	50	45%	60%
	IA	20	20	25%	40%
				100%	100%
HL	1	25	Removed	20%	N/A
	2	75	50	40%	60%
	IA engagement activity	20	20	20%	20%
	IA HL extension	20	10	20%	20%
				100%	100%

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

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 3 — amended

The instructions and time available for paper 3 will change so that students will need to write **two essays**, each from a different section (rather than three essays).

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.

History – there are no changes to the weightings for history assessment components

Component	Current number of marks	Modified number of marks for M21	Current weighting	Weighting for M21
SL	1	24	30%	30%
	2	30	45%	45%
	IA	25	25%	25%
			100%	100%
HL	1	24	20%	20%
	2	30	25%	25%
	3	45	35%	35%
	IA	25	20%	20%
			100%	100%

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 an online, distance or blended teaching and learning context 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 an online, distance or blended teaching and learning context 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.

ITGS modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	P1	40	40	40%	70%
	P2	26	Removed	30%	N/A
	IA	30	30	30%	30%
				100%	100%
HL	P1	60	60	35%	50%
	P2	26	Removed	20%	N/A
	P3	30	30	25%	30%
	IA	30	30	20%	20%
				100%	100%

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 chosen optional themes. The skills developed and refined throughout the course 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 chosen optional themes. The skills developed and refined throughout the course will support their approach to the other assessment components.

Philosophy modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	50	25	50%	35%
	2	25	25	25%	35%
	IA	25	25	25%	30%
				100%	100%
HL	1	75	25	40%	25%
	2	25	25	20%	25%
	3	25	25	20%	25%
	IA	25	25	20%	25%
				100%	100%

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.

Psychology modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	Paper 1	49	49	50%	65%
	Paper 2	22	Removed	25%	N/A
	IA	22	22	25%	35%
				100%	100%
HL	Paper 1	49	49	40%	50%
	Paper 2	44	22	20%	20%
	Paper 3	24	Removed	20%	N/A
	IA	22	22	20%	30%
				100%	100%

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.

Social and cultural anthropology modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	20	40%	40%
	2	30	15	40%	30%
	IA	26	26	20%	30%
				100%	100%
HL					
HL	1	40	40	30%	40%
	2	45	15	45%	25%
	IA	33	33	25%	35%
				100%	100%

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.

World religions modified weighting

Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21	
SL	1	45	27	30%	30%
	2	30	15	45%	35%
	IA	30	30	25%	35%
				100%	100%

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

Biology modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	20%	30%
	2	50	50	40%	50%
	3	35	Removed	20%	N/A
	IA	24	24	20%	20%
				100%	100%
HL					
HL	1	40	40	20%	30%
	2	72	72	36%	50%
	3	45	Removed	24%	N/A
	IA	24	24	20%	20%
				100%	100%

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

Chemistry modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	20%	30%
	2	50	50	40%	50%
	3	35	Removed	20%	N/A
	IA	24	24	20%	20%
				100%	100%
HL	1	40	40	20%	30%
	2	90	90	36%	50%
	3	45	Removed	24%	N/A
	IA	24	24	20%	20%
				100%	100%

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 1, option content will not be assessed through an examination.

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

Computer science modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	70	70	45%	70%
	2	45	Removed	25%	N/A
	IA	34	34	30%	30%
				100%	100%
HL	1	100	100	40%	60%
	2	65	Removed	20%	N/A
	3	30	30	20%	20%
	IA	34	34	20%	20%
				100%	100%

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.

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

Design technology modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	Removed	30%	N/A
	2	50	50	30%	60%
	IA	36	36	40%	40%
				100%	100%
HL	1	40	Removed	20%	N/A
	2	50	50	20%	30%
	3	40	40	20%	30%
	IA	54	54	40%	40%
				100%	100%

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. More information about in-session mitigations is available in the [FAQ document](#).

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

ESS – there are no changes to marks or weightings for ESS					
	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	35	35	25%	25%
	2	65	65	50%	50%
	IA	30	30	25%	25%
				100%	100%

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. More information about in-session mitigations is available in the [FAQ document](#).

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

NOS –there are no changes to the marks or weightings for NOS

Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	60	40%	40%
	2	45	30%	30%
	IA	28	30%	30%
			100%	100%

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

Physics modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	20%	30%
	2	50	50	40%	50%
	3	35	Removed	20%	N/A
	IA	24	24	20%	20%
				100%	100%
HL	1	40	40	20%	30%
	2	90	90	36%	50%
	3	45	Removed	24%	N/A
	IA	24	24	20%	20%
				100%	100%

Sports, exercise and health science

Adaptations — further details

SL 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.

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 and AHL 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 practise and develop important collaboration, critical thinking, inquiry and research skills.

SEHS modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	20%	30%
	2	50	50	35%	50%
	3	40	Removed	25%	N/A
	IA	24	24	20%	20%
				100%	100%
HL	1	40	40	20%	30%
	2	90	90	35%	50%
	3	50	Removed	25%	N/A
	IA	24	24	20%	20%
				100%	100%

Group 5—mathematics

Mathematics: analysis and approaches

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 2021 examination sessions. 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 unadapted assessments while facing disruption to teaching and learning.

Mathematics: analysis and approaches –*there are no changes to marks or weightings for mathematics: analysis and approaches assessment components*

	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	80	80	40%	40%
	2	80	80	40%	40%
	IA	20	20	20%	20%
				100%	100%
HL	1	110	110	30%	30%
	2	110	110	30%	30%
	3	55	55	20%	20%
	IA	20	20	20%	20%
				100%	100%

Mathematics: applications and interpretation

Adaptations — further details

SL and HL — No changes to assessment components. In-session mitigations

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 2021 examination sessions. 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 unadapted assessments while facing disruption to teaching and learning.

Mathematics: applications and interpretation – *there are no changes to marks or weightings for mathematics: applications and interpretation assessment components*

	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	80	80	40%	40%
	2	80	80	40%	40%
	IA	20	20	20%	20%
				100%	100%
HL	1	110	110	30%	30%
	2	110	110	30%	30%
	3	55	55	20%	20%
	IA	20	20	20%	20%
				100%	100%

Group 6—the arts

Dance

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 acknowledged 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 takes into account specific requirements for collaboration (with students as choreographers / with other dancers) in this assessment component which may present obstacles to completion of the assessment task.

The remaining tasks of the assessment components Dance Performance and Dance Investigation ensure practical work is included in the overall grade.

Where current measures in students' home countries continue to adversely impact or prevent group rehearsals or performances, schools are encouraged to contact support@ibo.org for further advice.

Dance modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	C & A	20	Removed	40%	N/A
	Investigation	20	20	20%	35%
	Performance	22	22	40%	65%
				100%	100%
HL	C & A	30	Removed	35%	N/A
	Investigation	25	25	25%	40%
	Performance	22	22	40%	60%
				100%	100%

Film

Adaptations — further details

The IB recognises the value of production work in this practical arts course. However, it is also acknowledged that carrying out extensive individual and collaborative filmmaking activities is a significant challenge for our schools at this time.

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.

Film modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	Textual analysis	28	28	30%	35%
	Comparative study	32	32	30%	40%
	Film portfolio	24	8	40%	25%
				100%	100%
HL					
HL	Textual analysis	28	28	20%	30%
	Comparative study	32	32	20%	30%
	Film portfolio	24	24	25%	40%
	Collaborative film project (HL only)	24	Removed	35%	N/A
			100%	100%	

Music

Adaptations — further details

The IB recognises the potential for limited access to instruments and other resources to support creating and rehearsal. To address these circumstances, assessment requirements have been adapted as detailed in this section. Where current measures in students' home countries continue to adversely impact or prevent group rehearsals or performances, schools are encouraged to contact support@ibo.org for further advice.

SL and HL Paper 1 — removed

Teachers and students are encouraged to find ways to engage with diverse music as well as 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

Students submit only **one** piece.

SL Solo performing (SLS) — amended

Students submit 10 minutes.

SL Group performing (SLG) —amended

Students submit 13–20 minutes.

HL Creating — amended

Students submit **two** pieces.

HL Solo performing — amended

Students submit 13 minutes.

Music modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	80	Removed	30%	N/A
	Musical Links (Compulsory)	20	20	20%	50%
	Creating (Option)*	30	30	50%	50%
	Group (Option)*	20	20	50%	50%
	Solo (Option)*	20	20	50%	50%
	* One of the three is chosen by the student				100%
HL	1	100	Removed	30%	N/A
	Musical Links	20	20	20%	50%
	Creating	30	30	25%	25%
	Solo	20	20	25%	25%
					100%

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.

Theatre modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	Director's Notebook	32	32	35%	50%
	Research Presentation	32	32	30%	50%
	Collaborative project	32	Removed	35%	N/A
				100%	100%
HL	Director's Notebook	32	32	20%	35%
	Research Presentation	32	32	20%	35%
	Collaborative project	32	Removed	25%	N/A
	Solo theatre piece (HL only)	32	32	35%	30%
				100%	100%

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.

Theatre pilot modified weighting

Component		Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	Production proposal	20	20	30%	50%
	Research presentation	24	24	30%	50%
	Collaborative project	24	Removed	40%	N/A
				100%	100%
HL	Production proposal	20	20	20%	35%
	Research presentation	24	24	20%	35%
	Collaborative project	24	Removed	25%	N/A
	Solo theatre piece (HL only)	24	24	35%	30%
				100%	100%

Visual arts

Adaptations — further details

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 criteria are also removed.

Students are encouraged to demonstrate their best endeavours in art-making using a variety of forms as available to them given their circumstances.

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 second exhibition photograph is also amended as optional. Teachers are encouraged to review published guidance on exhibition strategies that involve online, distance or blended learning.

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 criteria are also removed. Students are encouraged to demonstrate their best endeavours in art-making using a variety of forms as available to them given their circumstances.

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 second exhibition photograph is also amended as optional. Teachers are encouraged to review published guidance on exhibition strategies that online, distance or blended learning.

Visual arts –there are no changes to marks or weightings for visual arts					
	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	Process portfolio	30	30	20%	20%
	Comparative study	34	34	40%	40%
	Exhibition	30	30	40%	40%
				100%	100%
HL	Process portfolio	42	42	20%	20%
	Comparative study	34	34	40%	40%
	Exhibition	30	30	40%	40%
				100%	100%

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.

SBS Art history modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	40	40	30%	40%
	2	30	15	40%	25%
	IA	34	34	30%	35%
				100%	100%

Astronomy

Adaptations — further details

No changes to assessment components. In-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 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 unadapted assessments while facing disruption to teaching and learning.

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

SBS Astronomy –there are no changes to marks or weightings for astronomy					
	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	30	30	30%	30%
	2	60	60	50%	50%
	IA	24	24	20%	20%
				100%	100%

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 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 **geography**) 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.

SBS Brazilian social studies –*there are no changes to the marks or weightings for Brazilian social studies*

	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	40	40	40%	40%
	2	40	20	40%	40%
	IA	20	20	20%	20%
				100%	100%

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 stimulus response questions 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.

SBS Classical Greek and Roman studies modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	40	40	40%	50%
	2	40	20	40%	25%
	IA	20	20	20%	25%
				100%	100%

Food science and technology

Adaptations — further details

No changes to assessment components – in-session mitigations

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 unadapted assessments while facing disruption to teaching and learning.

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 practise and develop important collaboration, critical thinking, inquiry and research skills.

SBS Food science and technology –there are no changes to marks or weighting for food science and technology

	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	40	40	30%	30%
	2	80	80	50%	50%
	IA	24	24	20%	20%
				100%	100%

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 and Section A of paper two, 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 practise and develop important collaboration, critical thinking, inquiry and research skills.

SBS Marine science modified weighting					
	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	65	65	50%	70%
	2	35	Removed	30%	N/A
	IA	24	24	20%	30%
				100%	100%

Modern history of Kazakhstan

Adaptations — further details

No changes to assessment components. In-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 unadapted assessments while facing disruption to teaching and learning.

SBS Modern history of Kazakhstan –*there are no changes to marks or weightings for modern history of Kazakhstan*

	Component	Current number of marks	Number of marks for M21	Current weighting	Weighting for M21
SL	1	24	24	30%	30%
	2	30	30	45%	45%
	IA	25	25	25%	25%
				100%	100%

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 one 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.

SBS Political thought modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	Removed	30%	N/A
	2	40	40	40%	60%
	IA	25	25	30%	40%
				100%	100%

Turkey in the 20th 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.

SBS Turkey in the 20th century modified weighting

	Component	Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	45	30	30%	25%
	2	40	20	30%	30%
	IA	50	50	40%	45%
				100%	100%

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. Teaching focused on conceptual understanding and the development of critical thinking skills will continue to be addressed through **part 1 and part 2 Section A** of the syllabus.

SBS World arts and cultures modified weighting

Component		Current number of marks	Modified number of marks for M21	Current weighting	Modified weighting for M21
SL	1	30	30	30%	35%
	2	30	15	45%	30%
	IA	24	24	25%	35%
				100%	100%

Programme cores

DP core: CAS, theory of knowledge and extended essay

Adaptations — further details

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

In maintaining continuity of the holistic programme experience, teachers should continue with their best endeavours to design, implement and assess each DP core component.

The IB takes into consideration that students will be completing the DP core components without changes to assessment or completion requirements while facing disruption to teaching and learning.

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.

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

Adaptations — further details

No changes to CP core components. In-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 2021 has been provided [here](#), 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.