SUPPORTING GUIDANCE FOR M21/N21

For the completion of internal and non-examination/coursework assessment components

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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.

M21/N21 ADDITIONAL GUIDANCE FOR THE COMPLETION OF INTERNAL AND OTHER NON-EXAMINATION/COURSEWORK ASSESSMENT COMPONENTS FOR DP SUBJECTS

The global Covid-19 (Coronavirus) pandemic has caused widespread school closures. Students have been undertaking learning at home and schools have had to switch to supporting students from afar through distance and online teaching and learning. These conditions will be referred to in this document as working "remotely".

This document provides additional guidance for schools completing coursework assessment (for M21/N21) remotely due to school closures. Coursework undertaken by students in the DP subjects taught as part of the Diploma and Career-related Programmes includes internal assessments (IA) and non-examination assessment components that are externally assessed (EA), such as theory of knowledge essays and extended essays. This document aims to supplement the subject guides and existing teacher support material (TSM) for DP subjects and to share guidance and advice on how teachers can support students working remotely to undertake this work. In addition to this guidance, teachers are encouraged to share ideas and resources in the IB Programme Communities pages for their subject in MyIB.

Contents include:

- General guidance applicable across DP subjects
- Subject specific guidance for internal assessment and other non-examination/coursework-assessment components.

General guidance applicable across DP subjects

1. How can we support students to complete their internal assessment and other non-examination/coursework assessment components whilst working remotely?

General guidance on remote teaching and learning is covered in the IB published resource entitled, Online learning, teaching and education continuity planning for schools. The guidance included in this publication is intended for teachers supporting students in schools that are closed or dealing with quarantine measures due to the Covid-19 (Coronavirus) pandemic. It contains suggestions and guidelines for online and blended learning, with further suggestions for free applications (apps) and solutions for schools that may not have online or mobile solutions in place at the time of closing.

For internal assessment and other non-examination/coursework assessment components, this document will provide subject specific guidance to support teachers and students to complete their work. The document must be read in conjunction with the specific guidance given in individual subject guides as it supplements already-published requirements. All subject guides are available for download in the programme resource centre or through your DP/CP coordinator.

If there are particular circumstances being faced by students that may impact their ability to complete their work, please contact support@ibo.org for further advice.

2. What advice is there to support teachers in guiding students to complete their internal assessment and other non-examination/coursework assessment components?

Depending on when a school was closed and when schools begin to work on their internal assessment and other non-examination/coursework assessment components, the advice might be different. The subject-specific sections that follow this general guidance attempt to anticipate different contexts and scenarios in the advice given. However, if there are specific circumstances that are not covered, please ask your DP/CP coordinator to contact support@ibo.org for further guidance.

3. How can we use virtual tools for student presentations, or to supervise internal assessment and other coursework components?

Subjects which have **required and assessed** *presentations or supervision sessions:*

To enable DP/CP students affected by school closures because of COVID-19 (Coronavirus) to complete their assessments with their teacher, the IB supports the remote completion of the theory of knowledge oral presentations, extended essay reflection sessions, including the viva voce, theatre research presentation, and the global politics HL extension presentations using video conferencing applications, such as:
- Skype,
- Microsoft Teams
- Google Hangouts
- Any other appropriate tool.

Ideally, the teacher should set up a virtual situation that resembles the face-to-face presentation as closely as possible. The IB recognizes that presenting via video conference is a different skill to presenting in person and that the students may find it to be a more difficult experience. However, because of the nature of the presentation, where the quality of the student's thinking is being assessed and not their presentation skills, this is a viable alternative in these exceptional circumstances.

When marking the presentations, the teacher is reminded that it is the subject matter that is being assessed and that adjustments for poor quality connections or problems with the sound are not warranted.. A reminder that for the EE, while the reflection meetings, including the viva voce/final reflection, may take place virtually, the student's written summary of the meeting must still be included on their EE/Reflections on planning and progress forms (EE/RPPF), which must be submitted for assessment along with the essay.

Subjects which have **required/recommended but non-assessed presentations:**

Many subjects require or recommend that students collaborate in the planning of their IA or other coursework components or undertake presentations to help inform their work, whether to the whole class, small groups or a teacher. Although these are not formally assessed, they play an important formative role in the final outcome of a student's work. For this reason, we recommend that teachers and students, where possible, use online tools to help facilitate this continued practice. Some of the tools that may be used, access permitting, are:

- Skype
- Microsoft Teams
- FaceTime
- Google Hangouts
- Any other appropriate tool.

Subjects which have **required/recommended but non-assessed supervision sessions:**

To enable DP/CP students impacted by school closure because of COVID-19 (Coronavirus) to complete their assessments with their teacher's guidance and to enable teachers to support students and ensure that the work submitted is the students' own work, the IB supports the remote completion of the theory of knowledge essay interactions, extended essay catch-up sessions, and other supervision sessions supporting the completion of IAs and other coursework using, as appropriate, telephone calls or video conferencing applications, such as:

- Skype
- Microsoft Teams
- FaceTime
- Google Hangouts
- Any other appropriate tool.

A reminder that for TOK, while the interactions may take place virtually, the student's written summary must still be included on their TOK planning and progress forms (TK/PPF), which, although not assessed, must be submitted along with the essay.

Please note that the IB does not promote or prescribe the use of specific tools and suggestions given in this document are ones that have been shared with us by teachers who have used them to facilitate teaching and learning, and the completion of assessment tasks. Teachers need to review their school's IT policy and work with platforms that are authorised by the school.

4. How can we use video conference or video calls for language oral assessments?

The IB has created a policy around conducting remote oral activities without the need for physical invigilation.

Maintaining academic integrity is paramount in the completion of all IB assessment. Therefore, teachers conducting assessments remotely, must ensure that they are conducted in full adherence to the guidelines described in relevant subject guides and in the *Assessment Procedures* when trying to replicate the conditions followed when completing such tasks in the school.

For language orals, please ensure that the principles and procedures below are adhered to:

- Copies of any extract or stimulus sent to the candidates must be clean copy
- Copies of any extract or stimulus sent to the candidates must not be previously known or discussed with the candidate
- The preparation time starts as soon as the student can access the extract or stimulus
- Preparation time must be supervised remotely *
- Notes taken during the supervised preparation time must be short, in accordance with the specific requirements laid out in the relevant subject guides
- Notes taken during the supervised preparation time must only be consulted and not read during the recording time
- The room should be free of any written material on the walls or ceilings, regardless of whether these appear to be related to the subject being examined (some judgement may be required regarding visual stimulus) **
- Only one blank piece of paper must be available on the candidate's desk for note taking **
- When carrying out the individual oral assessment, students may not bring into the room any additional resources such as computers, mobile phones (other than the device they are using for the video conferencing call), class notes, dictionaries (either online or paper), copies of texts, and so on.
- Individual oral assessment orals must be treated as exams and cannot be rehearsed or repeated.

Students must be fully visible on camera and their microphone should not be muted during the preparation time so that the teacher (or other staff member) can ascertain that the appropriate exam conditions are met
*** Students can be asked to show their rooms with their cameras (walls and areas underneath their desks) to confirm that no unauthorized materials are visible/hidden.*

Orals can be completed using video conferencing applications, such as:

- Skype
- Microsoft Teams
- FaceTime
- Google Hangouts
- Any other appropriate tool.

To prepare for the day of the oral assessment, students should be given clear instructions and there should be opportunities for teachers and students to practice with the digital platform that will be used and to test the technical aspects prior to the official assessment and recording. If students are aware of the format of the examination and have had a chance to understand and reflect on what will happen when the actual assessment and recording occurs, the experience is usually positive.

Many video conferencing applications include a recording function. However, for oral assessments being conducted remotely, it is recommended that an external recording device is (also) used to mitigate for any internet outages or technical difficulties (see below).

Teachers are advised to discuss privacy considerations with their DP/CP coordinator and to ensure that the use of any online tool meets the requirements of their own school's policies.

5. **What can I do in the event of internet outages or technical issues during remote oral assessments**

For oral assessments being conducted remotely, using Skype or similar applications, it is recommended that an external recording device is used. If technical or internet difficulties occur, the recording can be paused and restarted when the issue is resolved. If a recording is paused, the teacher should explain the reason (on the recording) after restarting.

Should internet outages or technical issues mean that the oral assessment cannot continue, it must be rescheduled to a later date. In this case, please ensure that a new assessment (a different stimulus material) is given to the candidate(s) concerned. The DP/CP coordinator must be notified of such occurrences. If there are repeated challenges with technology in conducting oral assessments please contact support@ibo.org for further guidance.

How can teachers authenticate work that is being completed remotely?

Academic integrity is a fundamental principle of an IB education and should be embedded throughout the learner journey and school ethos. Teachers **need to ensure, as usual, that all student work is prepared according to the assessment requirements published in the subject guide and in the** *Assessment Procedures* **and they** should follow normal procedures to authenticate work to the best of their knowledge and reiterate the importance of academic integrity with their students. The IB expects teachers to use best endeavours, but also recognizes the difficulties faced as a result of remote working. The IB will undertake additional checks for plagiarism and collusion.

It is the responsibility of the school to ensure that IB rules and regulations are adhered to. Please consult Academic Integrity for more information on the IB rules and regulations related to academic integrity.

Please review:

1. The school maladministration penalty matrix (page 28, section 1.2) and
2. The student academic misconduct penalty matrix (page 32, section 2.2)

Both matrices illustrate what the consequences are for instances where the rules and guidance are not followed and identified by the IB. The document also has a dedicated section for parents (page 17 – 18), which explains that undue assistance to their children is not acceptable.

The IB is aware of many tutoring companies across the world offering support to IB World Schools and IB candidates. Other individuals (or even parents) can also offer face-to-face "supporting services". Both cases are unacceptable as they provide students with "undue assistance".

It is the school's responsibility to follow IB rules and regulations. All IB documents are clear in what is and is not permitted in terms of support to IB candidates. IB World Schools are obliged to follow that guidance and authenticate only what is the true/genuine and unaided work of a candidate.

In a remote teaching and learning context, it becomes even more important than in a face-to-face context for teachers to find the appropriate strategies that will enable them to ensure that academic integrity is adhered to and to be in a position to authenticate all submitted work as the student's own. Teachers are advised to regularly review the progress of their students' work. Comparing the quality of the new work submitted with examples from past work of the student can also help teachers in detecting anomalies. To do this remotely, teachers need to review their school's IT policy and work with platforms that are authorised by the school (e.g. the school's learning management system). A possible way to approach this might include students sharing extracts of their research, findings and work in progress (e.g. written pieces/ drafts, video or audio recordings of their

rehearsal and practice sessions, photographs of art pieces at various stages of completion etc.) on a regular basis with their teacher. Similarly, supervision/ catch-up sessions can be conducted using video conferencing applications or by telephone (see above).

Ongoing support and guidance from the teacher will help with the early detection of plagiarism and will dissuade students from, for example, deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny. Thus, such strategies will enable teachers not only to provide feedback (bearing in mind the specific assessment requirements and procedures) and to keep track of the students' progress, but also to support sound academic practices and ensure that they can authenticate their students' work.

In addition, while it is not a requirement for schools to use plagiarism detection software and the IB does not endorse or recommend any particular online service, a significant number of IB World Schools do use plagiarism detection tools to check students' work for possible collusion and/or plagiarism. Schools may find tools such as Turnitin and Unicheck to be useful in helping teachers verify that the work submitted for assessment is the student's own.

6. Do ethical guidelines still need to be adhered to?

As with all teaching and learning, and assessment tasks, teachers and students must adhere to the ethical guidelines relevant to the subjects which they are studying and/or completing assessed work for. During this period when schools are closed and students are completing internal assessments and other non-examination/coursework assessment components remotely, ethical considerations for their subject are still applicable, and teachers and students are reminded to refer to the relevant sections in their subject guides. In the current context of remote teaching and learning, additional considerations include those related to the use of online tools to collect data. This includes but is not limited to:

- Privacy and confidentiality issues, including anonymity
- The recording and storing of electronic data
- Informed consent

Teachers must ensure that students using online tools and platforms for the collection of data and for communication and collaboration understand the ethical implications related to this.

7. What can I do if my students do not have access to a computer or the internet and are not be able to complete any assessment components remotely?

This document contains guidance and advice on how teachers can support students to complete assessment components remotely as long as teachers and students have access to the internet and appropriate devices.

Coordinators in schools where students where students have not returned to schoolto school and have poor or no internet access and/or no or limited access to appropriate devices or resources at home should contact support@ibo.org to get further guidance. Additionally, if it is not possible, due to local circumstances, to engage in remote teaching, please contact support@ibo.org.

Coordinators in schools that foresee difficulties for students to complete certain assessment components despite the additional subject-specific guidance provided below must contact support@ibo.org to get further advice as early as possible.

8. How do I mark and moderate student work remotely?

Marking the IA should be no different than previously, and assessment criteria should be applied in the same way. However, annotating student work on-screen and moderating remotely may be a new experience for some teachers.

Teachers should check with their DP/CP coordinator to see if their school has a policy on annotating IAs and whether there are any electronic tools they prefer you to use. Annotated PDFs, Word documents with electronic comments or hand-written and scanned documents can all be used. If you decide to annotate a PDF, be sure that the comments do not obscure the student's work. If you use comments in Word, have the comments showing when you convert the file to PDF, otherwise they may disappear. For more information on annotating student work, please consult the *Assessment Procedures*, available on the PRC or through your DP/CP coordinator.

As usual, if more than one teacher has been involved in the marking of an internal assessment component, it is essential that marking is standardized within the school before submitting marks to ensure that a single agreed standard is applied. In a remote working context, standardisation will need to be supported by appropriate online tools and platforms that allow the secure sharing of student work with the relevant faculty (e.g. through the school's learning management system) and discussions about the application of the assessment criteria (e.g. using video conferencing applications). Teachers need to review their school's IT policy and work with platforms that are authorised by the school. Schools/ Coordinators must provide the necessary support and structures to ensure that internal moderation/ standardization can take place.

9. Where can I find additional resources or online support?

In many of the subject specific guidance below recommendations and suggestions for online resources and tools are given. Teachers are also encouraged to participate in discussions and share ideas and resources in the online forums for their subjects in the IB Communities in MyIB.

10. What are the submission deadlines for the M21 and N21 sessions?

These can be found in the *Assessment Procedures* document for DP which is available on the programme resource centre.
Please note the following:

For May 2021
- The screen(s) that teachers use for entering data on IBIS become available on **15 February**, three months before the written examinations.
- The theory of knowledge essay, extended essay and studies in language and literature written assignments/written tasks must be uploaded to IBIS via the eCoursework system no later than **15 March**.
- Marks for internal assessment (IA) and predicted grades (PG) for all subjects, including theory of knowledge and extended essay, must be entered on IBIS no later than **20 April**. (This is often referred to as "IA/PG entry".)
- All IA sample work must be uploaded to IBIS via the eCoursework system no later than **20 April**.
- Externally assessed components for film, dance, music, theatre and visual art must be uploaded to IBIS via the eCoursework system no later than **30 April**.

For November 2021
- The screen(s) that teachers use for entering data on IBIS become available on **15 July**, three months before the written examinations.
- The theory of knowledge essay, extended essay and studies in language and literature written assignments/written tasks must be uploaded to IBIS via the eCoursework system no later than **15 September**.
- Marks for internal assessment (IA) and predicted grades (PG) for all subjects, including theory of knowledge and extended essay, must be entered on IBIS no later than **20 October**. (This is often referred to as "IA/PG entry".)
- All IA sample work must be uploaded to IBIS via the eCoursework system no later than **20 October**.
- Externally assessed components for film, dance, music, theatre and visual art must be uploaded to IBIS via the eCoursework system no later than **30 October**.

Subject specific guidance for internal assessment and other non-examination/coursework components:

> ### All subject teachers should note the following advice:
>
> 1. Teachers should read this guidance in conjunction with the relevant sections of their subject guide and the *General Guidelines* section. They are advised to regularly review the progress of their students' work. To do this remotely, teachers need to review their school's IT policy and work with platforms that are authorised by the school. A possible way to approach remote working might include students sharing draft sections of their research, findings and work in progress on a regular basis with their teacher to get feedback. As part of this process, teachers must – as always – ensure that all student work is prepared according to the assessment requirements published in the guide and in the *Assessment Procedures*, including authenticating all submitted work as the student's own. See the *General Guidelines* section above for more information.
>
> 2. There are many online tools that may support remote working, including those to facilitate online collaboration, research and teacher/student engagement. Whilst the IB does not promote or prescribe the use of specific tools, teachers have shared that the following tools, access permitting – whether available to the student and/or permitted by the school, may be useful:
>   - Skype
>   - Microsoft Teams
>   - FaceTime
>   - Flipgrid
>   - Google Hangouts
>   - WebEx
>   - Google docs
>   - Signal
>   - Google apps
>   - Office 365
>   - Learning management systems, such as Managebac.
>   - Other appropriate tools.

Free online tools for surveys include, but are not limited to:
- Survey Monkey
- Survey Planet

In all cases teachers should consider the privacy and security features of any tools they use and if it is unclear what is permitted for use by their school, in terms of the IT policies, they should check with the DP/CP coordinator.

If your school uses a Learning Management System, you should contact your DP/CP coordinator to see whether/ how this can be used to help facilitate remote learning and assessment.

In some sections of the subject specific guidance, additional suggestions may be given for tools relevant to those subjects.

3. Teachers in need of additional guidance are encouraged to reach out to and participate in the online forums for their subjects in the Programme Communities in MyIB. Many of the subject forums are setting up discussion threads dedicated to supporting the completion of IA and other non-examination assessment components remotely, offering ideas, tips and resources.

4. For students who have limited online access, due to lack of appropriate devices and/or poor or no internet access at home, DP/CP coordinators should contact support@ibo.org for further guidance.

5. If teachers or DP/CP coordinators have any other questions or queries, they should first consult the FAQ pages on the IB's public website: Covid-19 (coronavirus updates) and if the query is not addressed there, please contact support@ibo.org for further guidance.

Subject sections:

Language A: language and literature	Social and cultural anthropology	Dance
Language A: literature	World religions	Film
Literature and performance	Biology	Music
Language ab initio	Chemistry	Theatre and theatre pilot
Language B	Computer science	Visual arts
Classical languages	Design technology	CAS
Business management	Nature of Science (Pilot)	Extended essay
Economics	Physics	Theory of knowledge
Geography	SEHS	SBS: Individuals and societies subjects
History	Group 4 project	SBS: Sciences
ITGS	Environmental Systems and Societies	
Philosophy	Mathematics: analysis and approaches	
Psychology	Mathematics: applications and interpretation	

Studies in language and literature

Language A: language and literature	Advice to schools for May 2021 and November 2021 ONLY *(Please note that depending on how long schools remain closed for N21 schools, additional guidance may be necessary. This will be communicated with schools in good time).*
IA: individual oral	It is expected that the individual oral component will have been introduced to students at an early stage of the first year of teaching, that in May-session schools some works and bodies of work will have been studied before COVID-19 lockdown and that students will have engaged with them in terms of connections to the fields of inquiry and to possible global issues in their learner portfolios. Students in some May-session schools may even be ready to record the individual oral, given the suggestion made in the guide that the oral be recorded at the end of the first year or beginning of the second year. In such cases, schools are entirely free to decide whether they want to record the orals remotely or whether they want to postpone the recording to some later point in time when face-to-face learning and teaching has been resumed. Please ensure that you are aware of the final submission deadlines required by the IB. The IB will accept orals recorded in a virtual setting as it did for the November 2020 session for schools who prefer the former alternative. If the recording of the individual oral is done remotely, please follow the guidelines provided in the COVID-19 frequently asked questions document for the May 2020 session. Given the importance of student agency and student choice in the preparation leading to the individual oral, it is not anticipated that, even if much of the preparation for the individual oral had been carried out in an online format, there would be a negative impact on student performance. In a context of prolonged online learning and teaching, teachers should make sure students have a clear understanding of what constitutes a relevant and well-defined global issue, how to formulate it and, in more general terms, what the characteristics of a good individual oral are. A remote learning setting need not be disadvantageous to the preparation of this component as it may facilitate individualised teacher feedback and guidance to students on the basis of the work done in the learner portfolios.

	Teachers who feel uncertain about the effectiveness of online learning in relation to students' readiness for the individual oral may decide to restrict, in this very exceptional context, the students' choice to those works or bodies of work studied before the beginning of lockdown and/or after regular face-to-face lessons have been resumed, provided there are at least two works and two bodies of work which students can choose from. This would limit students' choice in a way that is not meant to happen in this course but may be understandable in certain contexts. Teachers can otherwise postpone the completion of the component to the second year. In either scenario, in the case of HL candidates, if completion of the individual oral takes place after completion of the HL essay, it is important that teachers remind students that the individual oral **cannot** include the work or body of work used for the essay. Teachers are reminded that the some of the guidance given for language A: literature school-supported self-taught candidates (SSST) may be useful to all language A taught students in a remote learning context. **It is important for teachers to be aware that the SSST course is a literature course, though, and therefore not all advice in the SSST guide will apply to a language and literature course: particular care needs to be taken, if sharing this material with students, that they understand that the requirements for text selection are different in language A: literature**. However, given the large extent of the similarity between the two courses, much of the advice given, in this case, about the formulation of global issues or the individual oral itself may help guide taught students in a context in which more autonomy is expected of them. The unpacking of the assessment objectives as they apply to the individual oral in the SSST guide may prove to be useful to students, helping them make better sense of the assessment criteria. We recommend that these should be shared and discussed with students too. Teachers may also find it useful to share with students some sections of the TSM, for example, "Incorporating global issues into learning and teaching" and the assessed student samples for the individual oral. The advice from examiners may be particularly useful.
EA: HL essay	The HL essay is a component that allows students even more autonomy and agency than the internal assessment. Students can work on texts that were not discussed in class, provided that they are by the author or creator of a work or body of work that was studied as part of the course and as long as they could belong in that work or body of work. An online learning and teaching environment should therefore not be detrimental to students' preparation for this component, provided students have a clear understanding of the central concepts of the course and the nature of the HL essay as a component.

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	It is expected that students will have used their learner portfolios to explore connections between the works and bodies of works studied and the central concepts of the course from the very beginning of the course. Teachers should make sure students understand how the central concepts can be used to generate productive lines of inquiry and should monitor the work students do in their portfolios in relation to the HL essay. Teachers who feel uncertain about the effectiveness of online learning in relation to students' readiness for the HL essay may decide to recommend that students choose from the works or bodies of work studied before the beginning of lockdown and/or after regular face-to-face lessons have been resumed. This would not be in keeping with the element of student choice that is central in the new course but given the current circumstances, would be acceptable. Irrespective of whether teachers choose to manage student choice in this way or not, if completion of the HL essay takes place after completion of the individual oral, teachers should remind students that the HL essay **must not** be about a work or body of work used for the individual oral. Teachers are reminded that some of the guidance given for language A: literature school-supported self-taught candidates (SSST) may be useful to all language A taught students in a remote learning context, given the large extent of the similarity between the two courses. **It is important for teachers to be aware that the SSST course is a literature course, though, and that therefore not all advice in the SSST guide will apply to a language and literature course: particular care needs to be taken, if sharing this material with students, that they understand that the requirements for text selection are different in language A: literature.** Additionally, the SSST course is a standard level course so it does not offer advice on the HL essay as such, but the unpacking of the seven central concepts that the SSST guide contains, which can be found in the "Essential study tools" section, may be useful to students when exploring possible conceptual lines of inquiry to follow. Teachers may also find it useful to share some sections of the TSM with students, for example, the one related to advice about how to approach the HL essay which is included in the Assessment section. It may also be helpful to share the assessed student samples for the HL essay as well. The advice from examiners may be particularly useful. We recommend that this advice and the assessment criteria be shared and discussed with students.
Additional guidance	In a remote learning and teaching environment, it becomes even more important than in a face-to-face context to find appropriate strategies that will enable teachers to ensure that academic integrity is adhered to. It is important in this context to make students

	aware of what is expected of them and what their responsibilities are, as described in [the relevant section of the *Academic integrity document*]().
	Teachers should make sure that they can certify, to the best of their knowledge, the authenticity of their students' written work. [The section on student academic misconduct]() in the *Academic integrity* document may be of help for guidance on how to deal with academic misconduct. The learner portfolio will have a central role to play when in doubt about the authenticity of a student's work.
	Please also refer to the *General Guidlines section* of this document.
Ideas for resources	In addition to the specific resources and tools suggested above, here are a few additional ideas of how schools and teachers can support each other: • Make use of the Programme Communities in MyIB, which are moderated by experienced IB faculty, to ask for or offer advice to others and share helpful resources.The studies in language and literature community can be accessed through MyIB at https://internationalbaccalaureate.force.com/IBProgramme/s/topic/0TO0O00000090BFWAY/dp-studies-in-language-and-literature • On-line DP studies in language and literature workshops are available and include sessions on the IA, These can be found on ibo.org under "Professional development"

Language A: literature	**Advice to schools for May 2021 and November 2021 ONLY** *(Please note that depending on how long schools remain closed for N21 schools, additional guidance may be necessary. This will be communicated with schools in good time).*
IA: individual oral	It is expected that the individual oral component will have been introduced to students at an early stage of the first year of teaching, that in May-session schools some works will have been studied before COVID-19 lockdown and that students will have engaged with them in terms of connections to the fields of inquiry and to possible global issues in their learner portfolios. Students in some May-session schools may even be ready to record the individual oral, given the suggestion made in the guide that the oral be recorded at the end of the first year or beginning of the second year. In such cases, schools are entirely free to decide whether they want to record the orals remotely or whether they want to postpone the recording to some later point in time

when face-to-face learning and teaching has been resumed. Please ensure that you are aware of the final submission deadlines required by the IB. The IB will accept orals recorded in a virtual setting as it did for the November 2020 session for schools who prefer the former alternative. If the recording of the individual oral is done remotely, please follow the guidelines provided in the COVID-19 frequently asked questions document for the May 2020 session.

Given the importance of student agency and student choice in the preparation leading to the individual oral, it is not anticipated that, even if much of the preparation for the individual oral had been carried out in an online format, there would be a negative impact on student performance.

In a context of prolonged online learning and teaching, teachers should make sure students have a clear understanding of what constitutes a relevant and well-defined global issue, how to formulate it and, in more general terms, what the characteristics of a good individual oral are. A remote learning setting need not be disadvantageous to the preparation of this component as it may facilitate individualised teacher feedback and guidance to students on the basis of the work done in the learner portfolios.

Teachers who feel uncertain about the effectiveness of online learning in relation to students' readiness for the individual oral may decide to restrict, in this very exceptional context, the students' choice to those works studied before the beginning of lockdown and/or after regular face-to-face lessons have been resumed, provided there are at least two works written in the language A studied and two studied in translation which students can choose from. This would limit students' choice in a way that is not meant to happen in this course but may be understandable in certain contexts. Teachers can otherwise postpone the completion of the component to the second year.

In either scenario, in the case of HL candidates, if completion of the individual oral takes place after completion of the HL essay, it is important that teachers remind students that the individual oral **cannot** include the work used for the essay.

Teachers are reminded that the guidance given for language A: literature school-supported self-taught candidates (SSST) may be useful to language A: literature taught students in a remote learning context. . The sections about about the formulation of global issues or the individual oral itself may help guide taught students in a context in which more autonomy is expected of them. The unpacking of the assessment objectives as they apply to the individual oral in the SSST guide may prove to be useful to students, helping them make better sense of the assessment criteria. We recommend that these should be shared and discussed with students too.

	Teachers may also find it useful to share with students some sections of the TSM, for example, "Incorporating global issues into learning and teaching" and the assessed student samples for the individual oral. The advice from examiners may be particularly useful.
EA: HL essay	The HL essay is a component that allows students even more autonomy and agency than the internal assessment. Students can work on texts that were not discussed in class, provided that they are written by the author of a work that was studied as part of the course and as long as they could belong in that work . An online learning and teaching environment should therefore not be detrimental to students' preparation for this component, provided students have a clear understanding of the central concepts of the course and the nature of the HL essay as a component. It is expected that students will have used their learner portfolios to explore connections between the works studied and the central concepts of the course from the very beginning of the course. Teachers should make sure students understand how the central concepts can be used to generate productive lines of inquiry and should monitor the work students do in their portfolios in relation to the HL essay. Teachers who feel uncertain about the effectiveness of online learning in relation to students' readiness for the HL essay may decide to recommend that students choose from the works studied before the beginning of lockdown and/or after regular face-to-face lessons have been resumed. This would not be in keeping with the element of student choice that is central in the new course but given the current circumstances, would be acceptable. Irrespective of whether teachers choose to manage student choice in this way or not, if completion of the HL essay takes place after completion of the individual oral, teachers should remind students that the HL essay **must not** be about a work used for the individual oral. Teachers are reminded thatthe guidance given for language A: literature school-supported self-taught candidates (SSST) may be useful to language A: literature taught students in a remote learning context,The SSST course is a standard level course so it does not offer advice on the HL essay as such, but the unpacking of the seven central concepts that the SSST guide contains, which can be found in the "Essential study tools" section, may be useful to students when exploring possible conceptual lines of inquiry to follow.

	Teachers may also find it useful to share some sections of the TSM with students, for example, the one related to advice about how to approach the HL essay which is included in the Assessment section. It may also be helpful to share the assessed student samples for the HL essay as well. The advice from examiners may be particularly useful. We recommend that this advice and the assessment criteria be shared and discussed with students.
Additional guidance	In a remote learning and teaching environment, it becomes even more important than in a face-to-face context to find appropriate strategies that will enable them to ensure that academic integrity is adhered to. It is important in this context to make students aware of what is expected of them and what their responsibilities are, as described in the relevant section of the *Academic integrity* document.
	Teachers should make sure that they can certify, to the best of their knowledge, the authenticity of their students' written work. The section on student academic misconduct in the *Academic integrity* document may be of help for guidance on how to deal with academic misconduct. The learner portfolio will have a central role to play when in doubt about the authenticity of a student's work.
	Please also refer to the *General Guidelines section* of this document.
Ideas for resources	In addition to the specific resources and tools suggested above, here are a few additional ideas of how schools and teachers can support each other:
	• Make use of the Programme Communities in MyIB, which are moderated by experienced IB faculty, to ask for or offer advice to others and share helpful resources.The studies in language and literature community can be accessed through MyIB at https://internationalbaccalaureate.force.com/IBProgramme/s/topic/0TO0O00000090BFWAY/dp-studies-in-language-and-literature
	• On-line DP studies in language and literature workshops are available and include sessions on the IA, These can be found on ibo.org under "Professional development"

Literature and performance	Advice to schools for May 2021 and November 2021 ONLY
EA: Written coursework	It is anticipated that this assessment can feasibly be completed by students working remotely, with support from teachers if necessary. If a student has not had an opportunity to perform a selected scene from a dramatic work in class, the student may still engage in "practical exploration" of a chosen character in the text through performance. This can be done independently and/or via distance learning. Provided that in the practical exploration, the student considers how specific textual elements inform specific performance choices, they will be able to complete the final essay without disadvantage.
IA: Performance and Individual oral presentation	This component requires a group performance followed by an individual oral. If the individual oral needs to be conducted remotely, please follow the guidelines provided in the *General Guidelines* section. For students unable to complete the transformative performance in a school setting, we recognise that there will be significant challenges in creating and performing the transformation remotely and collaboratively. Recommendations for attempting to complete the work include: • Encouraging the ensemble to collaborate online and find creative solutions to the inevitable challenges of rehearsing and performing together, such as participating in online meetings and rehearsals and performing parts of the piece individually, simultaneously online. • Selecting texts for the transformation that can be performed individually • Suggesting changes to the chosen performance materials to ensure the piece can feasibly be performed and video recorded at home. • Being flexible with the ruling regarding the video recording, allowing students to be creative with how they capture and edit together parts of their performance, where these skills and technologies are available. Examiners will accept work which has been edited together from multiple pieces of video.

Language Acquisition

Language ab initio	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual oral	**Guidance on teaching and preparation** To the extent that this is possible in a remote learning context, students should interact orally and visually with their teacher, classmates and, ideally, with other target language speakers in order to build skills that contribute to the individual oral assessment. We encourage teachers to attempt to replicate those activities that they would normally use in preparing students for the individual oral assessment in the face-to-face classroom environment, utilising technology and online tools. Although this guidance is being produced to support remote learning, teachers may want to consider continuing to use some of these same strategies, technologies and online tools once face-to-face learning resumes as a way of enhancing student-student and student-teacher engagement and of encouraging continued development of digital skills. We suggest that students can do individual, peer or teacher/student practice of the individual oral (or of its individual parts), as long as the stimuli being used for practice are not the same as those which will be used for the individual oral assessment. 1) For working with the practice stimuli, teachers can • Issue practice stimuli to students and have them brainstorm vocabulary and grammar that can be used in describing and discussing these. Brainstorming can happen individually, in pairs or in larger groups via online meeting platforms. • Encourage students to determine and discuss the links that can be made between the stimuli and the target culture(s). • Ask students to take notes as they describe, make links and discuss the stimuli as this will help prepare them for doing this on the individual oral assessment. • Ask students to source their own stimuli for practice and to justify why each would be appropriate to the target culture(s).

	2) For developing discussion and interactive skills, teachers can
	    • Have students develop questions regarding the stimuli and have them ask each other these questions.
	    • Have students record question and answer practice sessions or invite their teacher to join in/observe these in real-time to offer feedback.
	
	Recording each practice session can prove a valuable reflective tool. Students can listen to their performance, be reminded of teacher feedback and also see how they have improved over time.
	
	Whether the individual oral assessment is being conducted remotely or face-to-face, we encourage teachers to remind students that it is their oral productive and interactive skills which are being assessed: the ability to produce and understand communication in the target language, and to use the target language for successful interaction.
	
	Guidance on conducting the oral
	
	Regardless of how the individual oral assessment is conducted (face-to-face or online), teachers must adhere to the requirements and guidance set forth in the Language ab initio guide (First assessment 2020). If the individual oral needs to be conducted remotely, please follow the guidelines provided in the *General Guidelines* section.
	
	Teachers are reminded that the individual oral assessment must be scheduled during the final year of the course. (p. 37)

Language B	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual oral	**Guidance on teaching and preparation** To the extent that this is possible in a remote learning context, students should interact orally and visually with their teacher, classmates and, ideally, with other target language speakers in order to build skills that contribute to the individual oral assessment. We encourage teachers to attempt to replicate those activities that they would normally use in preparing students for the individual oral assessment in the face-to-face classroom environment, utilising technology and online tools Although this guidance is being produced to support remote learning, teachers may want to consider continuing to use some of these same strategies, technologies and online tools once face-to-face learning resumes as a way of enhancing student-student and student-teacher engagement and of encouraging continued development of digital skills. We suggest that students can do individual, peer or teacher/student practice of the individual oral (or of its individual parts), as long as the stimuli being used for practice are not the same as those which will be used for the individual oral assessment. For working with the practice stimuli, teachers can • Issue practice stimuli to students and have them brainstorm vocabulary and grammar that can be used in describing and discussing these. Brainstorming can happen individually, in pairs or in larger groups via online meeting platforms. • Encourage students to determine and discuss the links that can be made between the stimuli and the target culture(s). • Ask students to take notes as they describe, make links and discuss the stimuli as this will help prepare them for doing this on the individual oral assessment. • Ask students to source their own stimuli for practice and to justify why each would be appropriate to the target culture(s).

For developing discussion and interactive skills, teachers can
- Have students develop questions regarding the stimuli and have them ask each other these questions.
- Have students record question and answer practice sessions or invite their teacher to join in/observe these in real-time to offer feedback.

Recording each practice session can prove a valuable reflective tool. Students can listen to their performance, be reminded of teacher feedback and also see how they have improved over time.

Whether the individual oral assessment is being conducted remotely or face-to-face, we encourage teachers to remind students that it is their oral productive and interactive skills which are being assessed: the ability to produce and understand communication in the target language, and to use the target language for successful interaction.

Guidance on conducting the oral

If the individual oral needs to be conducted and recorded remotely, please follow the guidelines provided in the *General Guidelines* section.

Regardless of how the individual oral assessment is conducted (face-to-face or online), teachers must adhere to the requirements and guidance set forth in the Language B guide (first exams 2020).

Teachers are reminded that the individual oral assessment must be scheduled during the final year of the course. (p. 45,53)

Classical languages	Advice to schools for May 2021 and November 2021 ONLY
IA: Research dossier	It is expected that students can complete this assessment component while engaged in remote teaching and learning. At the heart of the component is the collection of primary sources from the classical world that help the student answer their research question. Students and schools that continue to use remote learning or who do not have access to museums or school, university, or local library buildings, might consider the following strategies for identifying and selecting primary sources for use in the dossier: • Using e-books and e-reading technology to access print sources, where possible, and library memberships that provide access to digital texts; • Accessing digitized museum collections and archives to arrange virtual museum visits and conduct research; • Accessing digitized collections of classical texts and images of primary sources. Schools might consider arranging virtual support sessions with school or local research librarians to support students in identifying and searching library catalogues, to introduce students to classics-specific databases and to support them in primary source analysis and evaluation. Teachers' support for students completing the research dossier might place an increased focus on: • selecting appropriate research questions (or revising research questions) that can be answered using the methods and tools available to students learning remotely; • identifying primary sources.

Individuals and societies

Business management	Advice to schools for May 2021 and November 2021 ONLY
SL IA: Written commentary	The business management SL IA is a written commentary that addresses a business problem or issue. Since it is based on secondary research it can feasibly be completed by students working remotely. If students have a reliable internet connection, they can carry out research based on relevant secondary sources from which they can select three to five supporting documents. Please refer to pages 74-75 of the subject guide for specific examples of secondary sources. For students who may have used primary research to support their secondary research, please refer to the HL IA section below. Students can communicate with their teachers using online communication tools in order to gain feedback on their first drafts and ask for guidance where required. In accordance with IB guidelines all work undertaken by students and submitted to the IB for moderation or assessment must be authenticated by a teacher. Further guidance on the SL IA is provided on pp.73 – 79 of the Business Management Guide.
HL IA: Research project	The business management HL IA is a research project that addresses an issue facing a business organization or range of organizations or analyses a decision to be made by a business organization or range of organizations. It is based on primary research. It is anticipated that some students may have already started to collect the relevant primary data and begun the process of collating data. However, for those who may have not, it is still possible to collect primary data remotely. The following recommendations will help students to collect data remotely: • Students can collect data via email, video conferencing or other online tools • The school/department could: o send out an email/newsletter to parents asking for assistance. Many parents may work for a business or have contacts at a business, which could form the basis of the HL IA. o contact key stakeholders to provide support for business management students. Parents, teachers, governors could all be asked if they have business contacts which could provide the basis of the HLIA.

	Students can communicate with their teachers using online communication tools in order to gain feedback on their first drafts and ask for guidance where required. In accordance with IB guidelines, all work undertaken by students and submitted to the IB for moderation or assessment must be authenticated by a teacher. Further guidance on the HLIA is provided on pp.79 – 86 of the Business Management Guide.

Economics	Advice to schools for May 2021 and November 2021 ONLY
IA: Portfolio	The economics IA Portfolio, consisting of three commentaries based on articles from published news media, can feasibly be completed by students working remotely, as the task is based on secondary research (research involving already-existing data). As long as students have a reliable internet connection, they can access articles online and conduct research on the relevant articles on which to base their IAs. Students can communicate with their teachers using online communication tools in order to gain feedback on their first drafts and ask for guidance where required. Further guidance on the IA is provided on pp. 88 – 94 of the Economics guide

Geography	Advice to schools for May 2021 and November 2021 ONLY
IA: Fieldwork report	The geography guide (published February 2017, updated November 2019) outlines the need to adhere to ethical guidelines and the conducting of a risk assessment ahead of a fieldwork investigation. The example is given that if necessary when there are logistical or security concerns that the school site may be used and can provide several fieldwork possibilities. If the school site is impractical an area or amenity close to students' homes such as a rural facility, park, garden or urban area could be fieldwork sites for environmental and social quality or stress management evaluation, microclimate studies, or an examination of factors that shape places into sites of leisure.

	Further possibilities for locally based fieldwork investigations could be explored using teacher networks or the IB geography programme communities page. Participation in the IB online Category 3 geography workshop as well as face to face Category 1 and 2 workshop offerings, when available, are other opportunities to explore contingency fieldwork options with other educators. It is anticipated that many students will have undertaken the planning and gathering of data for the fieldwork investigation in year one of the course. If this is the case and they have already begun writing up their research, they should be able to continue working on this remotely with support from their teacher, as appropriate. Once the results from the fieldwork have been collated or in cases where they are still in original or fieldnotes form the raw data and other information or images can be loaded in to an online folder and shared using the school's preferred platform – such as Google Drive. (Google Docs is not recommended if the information has been digitized as the documents are editable unless locked). A teacher could organise a group video call, using tools such as Microsoft Teams or Skype, so that students can collaborate on findings and explore suitable methods of presentation. Students should be able to use breakout rooms if they are working in smaller groups to help facilitate discussion. As stated in the subject guide, the emphasis is on individual work once the group or team research is completed and the necessary fieldwork information and possible methods of presentation exchanged. When the individual work stage is in progress there is an expectation that there is time for consultation between the teacher and the student; again an online voice or video application such as Skype or Microsoft Teams can be utilised if the students are not attending school itself or only partially present. The student would be expected to share their screen during any call or provide the work or documents in progress ahead of the meeting. In the unlikely event that no fieldwork data can be collected teachers/coordinators should contact support@ibo.org for further advice.

Global politics	Advice to schools for May 2021 and November 2021 ONLY
IA: Engagement activity	This advice consists of guidance which is offered to supplement the guidance provided on pp. 31-37 of the subject guide.

The work for the IA Engagement activity can feasibly be completed by students working remotely, with the support of their teachers as outlined on p. 36 of the guide. Students will need remote opportunities to receive guidance from their teachers on the requirements of the IA engagement activity (and this guidance should include providing students with access to the relevant pages of the global politics guide), on their choice of engagement, on the relevance and sufficiency of their research, and on their overall plans for the activity.

The use of video or telephone interviewing techniques (or even interviews carried out by e-mail) can always form part of any engagement activity. Video conferencing interviews involve the student in active engagement with the subject: to carry these out successfully, students need to plan the interview approach, gauge non-verbal communication, reflect on the answers given and develop a course of action in response to the interview. They also have to gauge the tone of voice, body language etc. Engagement involving exchanges of questions and answers by e-mail will be strongest when this is *not* the sole means of engagement, because the emphasis of this engagement activity is on experiential learning. E-mail is best used in addition to other engagement experiences, such as a simulation, CAS experience, or engagement with a lecture or conference.

It is important to note that local political issues can form an excellent basis for the engagement activity, e.g. understanding the impact of environmental policy on a local farmer's business. There is no expectation that students should engage with high-profile political actors of national or global importance.

Students who have not yet carried out some or all of their engagement may find that their options for activities are more limited. Students in this position may wish to consider making use of the following activities:

- Students can use past experiences during the Diploma Programme as the foundation for their engagement activity, for example attendance at conferences, or engagement with school visitors. While students may not have undergone these experiences with the engagement activity primarily in mind, they could revisit their experiences, write up their reflections and consider whether they could enrich the engagement with an additional experience (perhaps via video conferencing applications or e-mail). |

	• Where local conditions permit, students or teachers may be in a position to organise individual or group engagements face-to-face or online, either with political actors or with local or national organisations. Previous subject reports have cautioned students against relying on group engagements because of the difficulties they pose for criterion A (students often failed to explain why the engagement and political issue were of interest to them) and criterion B (students often failed to make clear what they actually did as they often described 'and then we did this, and then we asked this'). If students are guided in approaching such engagement from different angles, are clearly instructed to focus on their own role in the engagement and can explain why they chose the engagement, then a group engagement could be successful. • Students can build upon their CAS experiences. There are clear rules against 'double dipping' (the guidance on p. 8 of the guide explains this in detail), but if students can use elements of one or more of their CAS experiences, supported by advice from their CAS coordinator, then these could be a good foundation for their engagement activity. For example, a Service activity carried out with a charitable community service provider or similar experiences could, with proper guidance, be used as part of a worthwhile engagement. Teachers and students should be reminded that the ethical guidelines for the engagement activity (pp. 36-37) continue to apply, and in particular that under no conditions should the safety of the student or any other participants in the activities be compromised.
HL extension IA: Global political challenges	This advice consists of guidance which is offered to supplement the guidance provided on pp. 37-46 of the guide. The work for the HL extension IA Global political challenges can feasibly be completed by students working remotely, with the support of their teachers as outlined on p. 40 of the guide. Students will need remote opportunities to receive guidance from their teachers on the requirements of the HL extension IA (and this guidance should include providing students with access to the relevant pages of the Global Politics guide), on their choice of case studies, on their research and ideas for presenting it, and on the overall development of their presentation skills. The research process for the case studies should, as usual, be self-directed and teacher supported. Students may require additional advice and guidance from their teachers to ensure that they can access appropriate research sources.

	The conclusions of the research should be communicated through an oral presentation, as described on pp. 39-40 of the guide. If students are completing their presentations remotely, they should be completed as virtual presentations using video conferencing applications, such as Skype, Microsoft Teams or similar methods. Ideally, the teacher should set up a virtual situation that resembles the face-to-face presentation as closely as possible. It is recognized that presenting via video conference is a different skill to presenting in person and that students may find it to be a more difficult experience. However, because of the nature of the oral presentation (where the quality of the student's thinking is being assessed and not their presentation skills) this is a viable alternative in these exceptional circumstances. When marking the presentations, the teacher is reminded that it is solely the elements mentioned in the global impression marking rubric that are being assessed. If the quality of the connection or sound impedes the ability to award using the marking rubric, contact support@ibo.org for guidance.

History	Advice to schools for May 2021 and November 2021 ONLY
IA: Historical investigation	This advice consists of guidance which is offered to supplement the guidance provided on pp. 83-87 of the Guide. The work for the IA historical investigation can feasibly be completed by students working remotely, with the guidance and support of their teachers as outlined on pp. 83-84 of the guide. The school librarian and some of the facilities of the school library may also be available to support both students and teachers with their work for the IA historical investigation. The research process for the case studies should, as usual, be self-directed and teacher supported. Students will need remote opportunities to receive guidance from their teachers on the requirements of the IA (and this guidance should include providing students with access to the relevant pages of the History Guide), to ask questions, for progress monitoring and review, and for individual consultation with their teachers (including on the draft of the historical investigation). Students may require additional advice and guidance from their teachers to ensure that they can access appropriate research sources.

ITGS	Advice to schools for May 2021 and November 2021 ONLY
IA: Project	The ITGS IA can be completed during a period of remote learning provided that students and teachers have access to devices with reliable internet connections. Teachers are encouraged to adapt teaching strategies to online and remote learning contexts. The IB has published a document outlining possible strategies [here](#). The ITGS IA is a digital project. Students should be able to complete their work remotely without significant changes in approach. The guidance below supplements information published in the ITGS guide. **Working with a client** As per normal, students will need to work with a chosen client throughout the lifetime of the project. This work can be completed remotely using online resources and tools. It is recommended that, wherever possible, students select a client who is known to them or their family. This could also include members of the school community, local clubs and/or businesses. It is strongly advised that a contributor's agreement is digitally signed. **Criteria Considerations** • For Criterion A, communication between the student and the client is critical. This can determine the success of the IA. Students should ensure that methods chosen for working with a client will allow for ongoing remote communication. • For Criterion B, Criterion D and Criterion E, students may need to consider alternative remote and/or online approaches to acquire the knowledge, resources and skills necessary to create the product. Online tutorials, resources and tools are widely available for no cost.

| HL EA: Paper 3 Case study | The HL Case study can be shared with students remotely.

Teaching, learning and collaboration to support student preparation for the associated Paper 3 examination can be completed remotely provided that students and teachers have access to devices with reliable internet connections. |
|---|---|
| Ideas for resources | Teachers in need of additional guidance are encouraged to participate in the online ITGS forumslocated in Programme Communities via MyIB. |

Philosophy	Advice to schools for May 2021 and November 2021 ONLY
IA: Philosophical analysis	The philosophy IA requires students to write a philosophical analysis of a non-philosophical stimulus such as a novel, film, painting, or TV show. It should be reasonably straightforward to complete this work remotely as long as students have regular guidance and support from their teachers (as outlined in the philosophy guide) and are able to access appropriate resources.
Ideas for resources	Teachers are encouraged to share ideas on the Programme Communities in MyIB.

Some online resources that other philosophy teachers have found useful include:
• Philosophy bites podcasts https://philosophybites.com/
• Philosophy Now magazine https://philosophynow.org/
• Arts and Letters Daily https://www.aldaily.com/ |

Psychology	Advice to schools for May 2021 and November 2021 ONLY
IA: Experimental study	It is anticipated that students should have begun designing, conducting, and/or reporting results of a simple experiment. IA work can be completed by students working remotely, with the support of their teachers if necessary. For instances where the IA task has not been started, the following recommendations will help students to start and complete the work at different stages of the IA task. **Designing the IA** Students are required to work as part of a group to plan and conduct the investigation. The group must consist of a minimum of two students and a maximum of four. Studies which can be conducted in a remote learning setting include, but are not limited to: • Loftus and Palmer – Car Crash • Music and Memory • Paper colour and memory • Social facilitation • Stroop effect Several online tools and software applications make it possible to achieve the IA requirements in a remote learning setting. When selecting a study consider the various tools available to control variables and conduct the experiment. Examples include, but are not limited: • Designing the data collection tool using Google Docs, Google Forms, or other platforms. • Creating a MS PowerPoint (PPT) presentation with built in audio instructions and research materials. At the end of the presentation students could have a link to the data collection tool for collecting participant responses. • Collecting data with Google forms enables the use of Google Spreadsheets for depicting raw data, calculating descriptive and inferential statistics, and creating a results table and graph. The use of VasserStats or other online programs may assist with calculating inferential statistics.

Conducting a simple experiment and data collection

Selecting a study and developing materials

Using online platforms, like Skype,, or Google Hangouts, students can meet to select a study. Using Google Documents or by emailing Word documents, students should be able to select and develop materials for conducting the IA. After designing the research materials needed to conduct the experiment, students can select several ways to gather and engage participants in the experiment. Ideas below include, but are not limited to:

Collecting participants – ethical considerations
It is anticipated that students have email addresses and other contact information of friends and family who could participate. Strategies for collecting participants include, but are not limited to:
- Inviting individuals to participate via social media
- Providing a consent form with more information about the experiment as a link or attachment to social media invites.
- Building the consent form into the PPT presentation or virtual experiment by including a statement of participant ethical rights.

Conducting the experiment
It is anticipated that students have access to the Internet and can conduct the experiment using online platforms. Examples include, but are not limited to:
- Using Skype, Google Hangouts or other virtual meeting places
- Developing a MS PowerPoint presentation with a data collectiontool
- Assigning participants to a condition by sending a specific link for each condition (i.e. Colour and memory – blue background on a Google form and a white background would require two separate links).

Reporting results of a simple experiment
It is anticipated once students collect raw data they should be able to individually analyse the data and report on the results of the simple experiment. This is done individually and primarily using MS Word and MS Excel type software.

	Ethical considerations Students must be mindful of the ethical considerations associated with their research. Teachers and students must refer to the relevant sections of the psychology guide that refer to ethical practice as well as the ethical guidelines for the IA, and the *General Guidelines* section .
Ideas for resources	Appropriate websites for material on social media include but are not limited to: 23 Experiment Ideas for Psychology Assignments (Note: some examples are not a true experiment.) https://www.verywellmind.com/psychology-experiment-ideas-2795669 Simply psychology: Experimental Method: https://www.simplypsychology.org/experimental-method.html **For material on research methods:** Breakwell, G. M., Smith, J. A., & Wright, D. B. (Eds.) (2012). Research Methods in Psychology: 4th edition. London, U. K.: Sage Publications. Fielding Nigel G., Raymond M. Lee, Grant Eds. (2016). *The SAGE Handbook of Online Research Methods* (includes material on ethical issues, virtual ethnography, online surveys and the future of online research). London: Sage.

Social and cultural anthropology	Advice to schools for May 2021 and November 2021, and at SL May 2022

[SL IA: Doing anthropology - limited fieldwork](#)	Theguidance offered here supplements the guidance provided on pages 81-86 of the subject guide.
	
	The IB recommends that this assessment should be completed in the first six months of the course, with Step 1 completed in the first few weeks. On this basis, students for the **May 2021** session should have completed Step 1, and may have undertaken Steps 2 and 3 in terms of data collection. Any remaining work can be completed by students working remotely, with the support of their teachers if necessary.
	
	For **November 2021** students, Step 1 may have been completed prior to schools closing but not Steps 2 and 3. For **May 2022** students will be starting this task in August/September 2020, they will be starting from Step 1.
	The following guidance considers various scenarios in terms of where students may be in the completion of this assessment component.
	   1. If students have not completed Step 1: *Observation and report* - teachers may wish to postpone this until schools re-open or quarantine and lockdown restrictions have been lifted. Alternatively, students could be guided to choose an observation site that respects the restrictions in place in their local context. They could also choose to observe an online community activity.
	   2. Where students have not completed steps 2-4 of the task, the following recommendations will help students to complete the work:
	
	If students have completed their initial observation but, due to restrictions as a result of Covid-19 (Corona Virus), are unable to return to their fieldwork site, to undertake step 2 and 3 of the task, they can consider alternative ways to collect data remotely. For example:

- Cases where students undertook the initial observation in a fieldwork site where they knew the people they observed,(for example within their school): students can contact people they observed using online tools, and use online surveys or interviews to collect additional data.
- Cases where students undertook the initial observation in a fieldwork site which it is not possible to return to(for example a shopping centre or coffee shop, or church): students can use online tools to survey or interview people they know who go to these places, or similar places, or places with the same function and similar context.

The IA task requires the application of non-participant observation and a second research method together with an evaluation of methods in relation to the conceptually framed and focused research question. Students are required to compare, discuss and evaluate the data collected using the two different research methods (i.e. non-participant observation and whatever second method the student has chosen).

The current situation may make it impossible for students to return to their fieldwork site, but this is also a reality for many anthropologists who because of the current situation or for other reasons may not be able to return to a fieldwork site. In spite of this, anthropologists may follow up on research questions using alternative methods that can be applied using technology. Reflectings on the challenges presented when a fieldwork site or informants/interlocutors are no longer accessible, and what can be learnt from the process of using technology as an alternative means to collect data can be discussed in the completion of Step 4 of the assessment: *critical reflection of fieldwork, methods and concepts.* Students may, in their reflection, respond to the following prompts:
- a critical comparison and evaluation of the methods used in their two fieldwork experiences
- a discussion of the position of the researcher and how this may have affected the results
- an account of what has been learnt through the process of gathering fieldwork data.

Ethical considerations
Students must be mindful of the ethical considerations associated with their research. Teachers and students must refer to the relevant section in the subject guide (p.79) and the *General Guidelines* section.

	Health and safety (p.79) Schools are advised to follow best practice in health and safety for social and cultural anthropology for both SL and HL internal assessments. This may mean undertaking a risk assessment evaluation with students as part of the planning process depending on the nature of their research focus. Each school is responsible for ensuring the health and safety of its students. In addition, during this time teachers and students must observe official recommendations in their local context with respect to the Covid-19 (Corona Virus) situation.

HL IA: Doing anthropology - fieldwork	The guidance offered here supplements the guidance provided on pages 86-95 of the subject guide.
	
	Students may be at varying stages of the IA data collection and analysis depending on when the task was introduced to them. It is anticipated that students can, if necessary, complete the majority of this assessment task remotely with the support of their teachers.
	
	Where teachers have not yet introduced the task to students, it may be possible to delay the start of the task if schools are likely to re-open in the near future. The decision on this should be discussed with your DP/CP coordinator and should take into consideration final submission deadlines to the IB.
	In cases where students have not been able to complete some or any of the steps for the HL IA, the following recommendations will help students complete their IAs:
	
	1. For students who have completed Steps 1 and 2 but have been unable to collect fieldwork data using their identified methods for collection:
	   • In some cases, students may be able to continue to use their original selected research methods but will have to administer them differently. For example, they may need to use online tools, or other technology (e.g. telephones) to undertake surveys, focus groups, interviews, to conduct fieldwork based on visual anthropology methods or to gather life histories.
	   • In other cases, students may have to change the research methods to ones that can be administered using online tools, or other technology (e.g. telephones). This may include: non-participant observation in online communities; surveys administered through email or online survey tools; interviews conducted over the telephone, or using online tools, such as FaceTime, WhatsApp, Skype; life histories using the telephone or online tools; or focus groups using online tools.

- In a few cases students may need to re-do their HL IA. In these instances, it might be possible for a student to conduct fieldwork online participating in an online group (with appropriate ethical considerations in place) or gather data which is in the public domain.

Students can reflect on these changes to their IA as part of Step 4 in the *evaluation of the research process.*

Please note: If students do need to change their methods of data collection or administer them in a different way (facilitated by technology, including online tools), or even change their fieldwork site from a real world to a virtual environment, they must **not** retrospectively make changes to their original research proposal or critical reflection but rather use this as a valid discussion point in their critical evaluation of the research process in Step 4. Students should also consider whether different ethical issues presented themselves with the change in their data gathering method, or whether their role as the researcher changed and how this impacted the data collected.

2. Teachers should guide students who have not yet started their HL IA them to choose research areas and fieldwork sites that respect the relevant Covid-19 health and safety guidelines in place where they are living or even change their fieldwork site from a real world to an online environment. Teachers can guide students to choose research areas and develop research questions that can be explored remotely, using online tools and other technology.
- In some cases, students may still be able to use non-participant observation, depending on the restrictions in place in their context, ensuring that national requirements on social distancing are adhered to, or undertake observation from a distance - observing activity on their street from a balcony or terrace, for example. Or they may choose non-participant observation of an appropriate online community.
- Presentations can be doneusing video conferencing tools, such as Skype, Microsoft Teams, or similar in cases where students have not been able to give their presentations in person. Alternatively, if this is not possible, teachers can provide appropriate written or verbal feedback on their research proposal. The feedback should be similar to that which a student would have received if they had given their presentation. Feedback should only be given once.

Ethical considerations
Students must be mindful of the ethical considerations associated with their research. Teachers and students must refer to the relevant section in the subject guide (p.79) and the *General Guidelines* section.

	Health and safety (p.79)
	Schools are advised to follow best practice in health and safety for social and cultural anthropology for both SL and HL internal assessments. This may mean undertaking a risk assessment evaluation with students as part of the planning process depending on the nature of their research focus. Each school is responsible forensuring the health and safety of its students.
	In addition, during this time teachers and students should observe official recommendations in their local context with respect to the Covid-19 (Corona Virus) situation.
Ideas for resources	Ideas for reading/references include, but are not limited to:
	Resources in Spanish
	Castillo-Torres, D. Núñez-Pacheco, R. y López-Pérez, B. (2019). Aportes metodológicos de la etnografía digital latinoamericana basados en World of Warcraft. En *Revista Uruguaya de Antropología y Etnografía*, Enero-junio de 2019, año IV, n.º 1. Pp. 31-45.
	Escobar, A. (2005). Bienvenidos a Cyberia. Notas para una antropolog*ía* de la cibercultura. *Revista de Estudios Sociales no. 22, diciembre de 2005, pp 15-35*
	Estalella, A. y Ardévol E. (2010). Internet: instrumento de investigación y campo de estudio para la antropología visual. *Revista Chilena de Antropología Visual no.15, Agosto 2010, pp1-21*
	Rocío Ruiz Méndez, M. y Aguirre Aguilar, G. (2015). Etnografía virtual, un acercamiento al método y a sus aplicaciones. *Estudios sobre las Culturas Contempor*áneas, vol. XXI, no.41 pp.67-96.
	Winocur, R. (2013). Etnografías multisituadas de la intimidad online y offline. *Revista de Ciencias Sociales, no. 23, pp.7-27*.
	2018 Conferencia Daniel Miller - ¿Qué es un smartphone? https://www.youtube.com/watch?time_continue=8&v=8-otfr28JKA&feature=emb_logo
	Por que publicamos/Why we post – Daniel Miller

https://www.ucl.ac.uk/why-we-post/spanish/por-que-publicamos

Resources in English

Appropriate sites for material on social media includes, but are not limited to:

Why we post
https://www.ucl.ac.uk/why-we-post/

How to conduct an ethnography during social isolation – Daniel Miller

https://www.youtube.com/watch?v=NSiTrYB-0so&fbclid=IwAR126nfwjqJdlMukG-wZCsI6oZ_eoQ0HUb2jTEZRd4UAJKDxNO7i0s-44HY

Much of the work of Daniel Miller is summarised on the following website: Daniel Miller. It is an excellent resource for insights into digital anthropology.

For material on research methods:

Banks, Marcus. 2001. *Visual Methods in Social Research*. London: Sage.

Boellstorff, T., Nardi, B., Pearce, C., & Taylor, T. L. 2012. *Ethnography and virtual worlds: A handbook of method*. Princeton, NJ: Princeton University
Press.

Fielding Nigel G., Raymond M. Lee, Grant 2016. Eds. *The SAGE Handbook of Online Research Methods* (includes material on ethical issues, virtual ethnography, online surveys and the future of online research). London: Sage.

Hine, C. (2000). *Virtual ethnography*. London, UK: Sage.
Mann, C. and F. Stewart. 2000. *Internet Communication and qualitative research: A handbook for researching online*. London: Sage.

	Markham, A. 2013. "Fieldwork in Social Media What Would Malinowski Do?" *Qualitative Communication Research*, Vol. 2, No. 4, Winter 2013, pp. 434–446 https://www.researchgate.net/profile/Annette_Markham/publication/271801945_Fieldwork_in_Social_Media/links/5835906008ae1 02f073d297f/Fieldwork-in-Social-Media.pdf **General texts:** Miller, D., & Slater, D. 2001. *The Internet: An ethnographic approach*. Oxford, UK: Berg.

World Religions	**Advice to schools for May 2021 ONLY**
IA: SL investigative study	For students who have yet to complete their research for this task, we recognise that the present situation could present challenges if the student has chosen an investigation that relies on site visits or interviews. Recommendations for attempting to complete the work include: • Reminding students there are no requirements regarding interviews or site visits in the task description or marking criteria; noting relevant examples of source-based investigations in the guide and teacher support materials. • Increasing focus on primary and secondary source analysis in the investigation. • Online interviewing • Changes to the focus of the investigation to topics that can be authentically investigated through primary and secondary source material. • Utilizing the resources of museums and libraries now offering online exhibits and open access to resources • Observe religious ceremonies now being streamed online. • If students undertook any initial site visitation, they may be able to contact them using online tools, or other technology and use surveys or interviews to collect additional data.

	• Encouraging students to reflect on the challenges they have encountered during this process in the *Critical reflection and evaluation* section of their written analysis and indicating the imaginative solutions they have found.

Sciences

Biology	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA, the advice could be different. **Case 1: Students have already collected their data** Students will be able to work on their report by analysing the data and complete the work. One issue to note is that they might not be able to retrospectively repeat any sets of data which look flawed/problematic, but this should be addressed in the evaluation of the investigation. **Case 2: Students have already started planning their IA as a hands-on experiment** Students may be able to continue their experiment from home depending on the nature of the experiment undertaken. A student may have to change the methodology to one that can be administered using online tools or other technology. These could include accessing a database for secondary data or turning it into a (computational) modelling task using appropriate software. Databases and simulation packages (e.g. https://en-roads.climateinteractive.org, http://cobweb.ca, PhET) can also be used, but it is for teachers to decide whether these are appropriate and suitable for students and provide guidance should they decide to use them. **Case 3: Students have not yet started planning their IA** Where possible, students should work closely with their teacher to come up with a research question which can be answered using a database (secondary data), simulation (with guidance from teachers about appropriateness, and using guidance in the current TSM), or a modelling task.

	The following are a few ideas to support such an approach:
	- real time computer-based data (secondary data) – e.g. air quality apps/websites; weather data; ocean temperature data; - simple germination/growth of seeds data – e.g. limiting factors linked to pollution/air quality/ soil types - using household items; - garden fieldwork – e.g. the clearing of garden areas and observing succession by allowing areas to grow, quadrat studies assessing vegetative growth in combination with sensors taken from phone apps; - database mining – e.g. population databases; - physiology experiments – e.g. observing breathing and heart rate with posture, recovery rate from medium exertion; - exploring food miles and calculating water-carbon-ecological footprints using online tools; - schools can connect and collect data on a variety of variables, creating their own databases that students can then mine – e.g. physical data from apps– (weather etc.), recording waste in household.
EA: Paper 3 section A	In order to prepare for Paper 3 section A, schools should encourage students to use videos (e.g. YouTube) and simulations (e.g. http://onlinelabs.in/biology, http://cobweb.ca) to explore the prescribed practical activities expected for the course. In addition, there are several past paper questions dating back to 2016 where students can gain experience in the type of questions which will be expected for this aspect of the course.
Practical work	The time spent exploring simulations online can be added to a school's practical scheme of work, thus helping schools to complete the required 40/60 hours for SL/HL respectively.
Group 4 project	See below for guidance on the Group 4 project.
Ideas for resources	Explorelearning.com Learn.genetics.utah.edu Phschool.com/science/biology_place/labbench/index.html

Chemistry	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA the advice could be different. Schools should explore which routes students can safely and feasibly explore within their local context and timeframe. All investigations should be focussed on the collection and analysis of primary or secondary data to answer an individual research question. They should not be literature reviews. **Case 1: Students have already collected their data** Students will be able to work on their report by analysing the data and complete the work. One issue to note is that they might not be able to retrospectively repeat any sets of data which look flawed/problematic, but this should be addressed in the evaluation. **Case 2: Students have already started planning their IA as a hands-on experiment** In such cases we would advise students to rethink their ideas and use a database for secondary data or to turn it to a (computational) modelling task using appropriate software (using guidance provided in the current TSM). Some databases and simulation packages are freely available (e.g. Royal Society of Chemistry, American Chemical Society, PhET, NetLogo). It is for teachers to decide whether these are appropriate and suitable for students and provide guidance should they decide to use them. **Case 3: Students have not yet started planning their IA** Where possible, students should work closely with their teacher to come up with a research question which can be answered using a database (secondary data), simulation (using guidance provided in the current TSM), or a modelling task.
EA: Paper 3 section A	In order to prepare for Paper 3 section A, schools should encourage students to use videos (e.g. YouTube) and simulations (e.g. Royal Society of Chemistry, American Chemical Society, PhET) to explore the prescribed practical activities expected for the course. In addition, there are several past paper questions dating back to 2016 where students can gain experience in the type of questions which will be expected for this aspect of the course.

Practical work	The time spent exploring simulations online can be added to a school's practical scheme of work, thus helping schools to complete the required 40/60 hours for SL/HL respectively.
Group 4 project	See below for guidance on the Group 4 project.
Ideas for resources	Teachers are advised to refer to the Programme Communities page for chemistry in MyIB, where a discussion thread will be started for teachers to share their resources and ideas, focusing on supporting the IA.

Computer Science	Advice to schools for May 2021 and November 2021 ONLY
IA: Solution	Depending on when the school was closed and when schools begin to work on the IA the advice could be different.

Students should be able to complete their IA remotely without significant changes in approach as the development of a computational solution is largely a digital product and the project has a digital output.

Communication between the student and the client and/or adviser is important as it can influence the success of the whole IA.

Students are advised to plan how they will communicate with clients and advisers throughout the development of the IA. They should devise a strategy that identifies the method(s) they intend to use to communicate with the client and/or adviser at the various stages of the IA.

For Criterion C, students may need to consider alternative approaches to acquire the skills necessary to create the solution. They may also need to consider whether to develop a less sophisticated solution if they do not feel they will be able to acquire the skills necessary using only online information. |

HL EA: Paper 3 Case study	The HL case study can be shared with students remotely. Teachers should plan the delivery and teaching of the case study through their normal remote teaching practices. Teaching, learning and collaboration to support student preparation can be completed remotely provided that students and teachers have access to devices with reliable internet connections.
Group 4 project	See below for guidance on the Group 4 project.

Design Technology	Advice to schools for May 2021 and November 2021 ONLY
IA: Design project	Depending on when the school was closed and when schools begin to work on the IA, the advice could be different. Therefore, the following advice focuses on specified aspects of the design cycle. **Aspect 1: CAD, concept modelling and technical drawings** Many students may not have CAD software available at home; however, as CAD <u>is not</u> a required element of the design project, students can use a range of other techniques to create concept models and/or technical drawings. This may include sketches, paper and card modelling, and the use of materials which are available at home. Technical drawings can be hand drawn and then scanned or photographed. Using these techniques will enable students to meet the modelling requirements. **Aspect 2: Creating the prototype(s)** Students are encouraged to manufacture their own prototype; however, this can be outsourced (Guide p111). If it is not possible to create one fully functional prototype, a series of prototypes may be created to provide proof of concept for each aspect of the design specification. No marks are awarded for the quality of the prototype or how it was made.

	Aspect 3: Testing the prototype with users
	Students may be able to use social media platforms or other online communication tools to obtain feedback on particular aspects of the design specification, for example demonstrating aesthetics and function to others. Students may also be able to test performance aspects of a prototype themselves.
Group 4 project	See below for guidance on the group 4 project.

Nature of science (pilot course)	Advice to schools for May 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA the advice could be different. Students should be able to complete their IA remotely without significant changes in approach. If students are including experimental data as part of their individual investigation then please read the advice given for biology, chemistry or physics within this document.
Practical work	The time spent exploring simulations online, analysing secondary data, data gathering exercise and fieldwork can be added to a school's practical scheme of work (PSOW), thus helping schools to complete the required hours
Group 4 project	See below for guidance on the Group 4 project.
Ideas for resources	Teachers are advised to refer to the Nature of Science Basecamp group to share their resources and ideas, focusing on supporting the IA, but also to support teaching and learning of the course.

Physics	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA, the advice could be different. **Case 1: Students have already collected their data** Students will be able to work on their report by analysing the data and complete the work. One issue to note is that they mightnot be able to retrospectively repeat any sets of data which look flawed/problematic, but this should be addressed in the evaluation of the investigation. Students may need additional help to produce graphs electronically. There are many free graphing packages available, If drawing graphs by hand, students may need advice on how to insert a photograph into their work and images should be carefully checked to ensure they are readable (as well as checking that graphs are drawn as accurately as possible). Students may also need additional help to produce formula within their IA. Word processing software usually has a symbols palette and equation editor add-ons are available. Other equation editing add-ons such as MathType often have free trial periods. **Case 2: Students have already started planning their IA as a hands-on experiment** Students may be able to continue their experiment from home depending on the nature of the experiment undertaken. Students may have to change the methodology to one that can be administered using online tools, or simple equipment which is available from home. This could include a (computational) modelling task using appropriate software. Databases and simulation packages (e.g. PhET) can also be used, but it is for teachers to decide whether these are appropriate and suitable for students and provide guidance should they decide to use them. **Case 3: Students have not yet started planning their IA** Where possible, students should work closely with their teacher to come up with a research question which can be answered through the use of a database (secondary data), simulation (with caution, and using guidance provided in the

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	current TSM), or a modelling task. If students have access to the internet and a smart phone, there is a range of apps which can be downloaded for free to turn the smart phone into a sensor which can be used to measure a wide range of physical quantities.
EA: Paper 3 section A	In order to prepare for Paper 3 section A, schools should encourage students to use simulations (e.g. PhET) to explore the prescribed practical activities expected for the course. In addition, there are several past paper questions dating back to 2016 where students can gain experience in the type of questions which will be expected for this aspect of the course.
Practical work	The time spent exploring simulations online can be added to a school's practical scheme of work (PSOW), thus helping schools to complete the required 40/60 hours for SL/HL respectively.
Group 4 project	See below for guidance on the Group 4 project.
Ideas for resources	Teachers are advised to refer to the Programme Communities page for physics in MyIB, where a discussion thread has been started for teachers to share their resources and ideas, focusing on supporting the IA.

SEHS	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA, the advice could be different. Schools should explore which routes students can safely and feasibly explore within their local context and timeframe. The key thought is that all investigations should be focussed on the collection and analysis of either primary or secondary data to answer an individual research question. They should not be literature reviews. Case 1: Students have already collected their data Students will be able to work on their report by analysing the data and complete the work. One issue to note is that they might not be able to retrospectively repeat any sets of data which look flawed/problematic, but this should be addressed in the evaluation. Case 2: Students have already started planning their IA as a field experiment In such cases we would advise students to rethink their ideas and modify it to an experiment which can be conducted outside of school using simple equipment, or to turn it into a (computational) modelling task using appropriate software. Databases and simulation packages can also be used (e.g. NetLogo). It is for teachers to decide whether these are

	appropriate and suitable for students and provide guidance should they use them. Online face-to-face interviews or collaboration between students to generate more data is also an alternative, and there are various online tools that students could use. As indicated in the *General Guidelines* section of this document, there may be additional ethical considerations that students must pay attention to. **Case 3: Students have not yet started planning their IA** Where possible, students should work closely with their teacher to come up with a research question which can be answered in a remote learning setting. If students have access to the internet and a smart phone there is a range of apps which can be downloaded for free to turn the smart phone into a sensor which can be used to measure a range of physical quantities. Online face-to-face interviews, databases (secondary data), a simulation (using guidance in the current TSM), or a modelling task are possible alternative.
Practical work	The time spent by exploring simulations online can be added to a school's practical scheme of work, thus helping schools to complete the required 40/60 hours for SL/HL respectively.
Group 4 project	See below for guidance on the Group 4 project.
Ideas for resources	Teachers are advised to refer to the Programme Communities page for SEHS in MyIB, where a discussion thread will be started for teachers to share their resources and ideas, focusing in particular on supporting the IA.

Group 4 project	Advice to schools for May 2021 and November 2021 ONLY
Group 4 project	Schools should make every effort to ensure that students are involved in the group 4 project. The project typically has three stages: • Planning (2 hours) • Action (6 hours) • Evaluation(2 hours)

	Students should work in mixed subject groups for this part of the course, but this may be more difficult to set up while working remotely. However, this is not a requirement and schools can adapt the task to meet their current situation. The use of some online tools may help facilitate collaboration between students. This could also be an ideal time for schools to collaborate with other schools. Teachers can be encouraged to use the Programme Communities in MyIB to find other schools carrying out a similar project. While this part of the course is not assessed, students are required to complete a short reflection at the end of the project, and the completed forms need to be retained by schools. If students and teachers have access to the internet, an online collaboration platform approved by the school and breakout rooms could be used to enable students to discuss topics which could be investigated and to allow teachers to speak to the students. Secondary data could be collected and analysed. While students are expected to work in mixed subject groups, there is no requirement that students are doing anything specifically related to their DP science subject, but rather that they contribute skills, techniques, ideas and understandings from their science subject to the team. As such, a wide range of topics could be chosen, and this would be an ideal opportunity to consider bringing in references to the Sustainable Development Goals (SDGs).

Environmental systems and societies	Advice to schools for May 2021 and November 2021 ONLY
IA: Individual investigation	Depending on when the school was closed and when schools begin to work on the IA, the advice could be different. **Case 1: Students have already collected their data**

Students will be able to work on their report by analysing the data and complete the work. One issue to note is that they might not be able to retrospectively repeat any sets of data which look flawed/problematic but this should be addressed in the evaluation of the investigation.

Case 2: Students have already started planning their IA as a hands-on experiment

Students may be able to continue their experiment from home depending on the nature of the experiment undertaken.

Some students may have to change their chosen methodology to one that can be administered using online tools, or other technology. These could include accessing a database for secondary data or turning it into a (computational) modelling task using appropriate software. Databases and simulation packages (e.g. https://en-roads.climateinteractive.org/, http://cobweb.ca, PhET) can also be used, but it is for teachers to decide whether these are appropriate and suitable for their students, and provide guidance should they decide to use them.

Surveys and questionnaires may be administered remotely through appropriate online survey tools.

Case 3: Students have not yet started planning their IA

Where possible, students should work closely with their teacher to come up with a research question which can be answered through the use of a database (secondary data), simulation (with caution, and using guidance in the current TSM), or a modelling task.

For all scenarios stated above, possible areas of focus include but are not limited to:

- collecting data at home – **e.g.** food, water, waste, electricity usage;
- real time computer-based data (secondary data) – e.g. air quality apps/websites; weather data; ocean temperature data.
- simple germination/growth of seeds data – e.g. limiting factors linked to pollution/air quality/ soil types/ using household items;

	• garden fieldwork – e.g. the clearing of garden areas and observing succession by allowing areas to grow;
	• local walks (restrictions permitting) – e.g. litter survey, lichen on trees, homemade quadrats, diversity off paths;
	• database mining – e.g. accessing cemetery databases and studying survivorship curves; population databases;
	• making models of windmills – e.g. cascading of water and related energy impact can be built at home from simple materials. From these investigations it is possible to alter variablesor the parameters in which the investigation is carried out and data recorded.
	• a variety of apps can be downloaded and used – e.g. light intensity which can be used for exploring the impact of sunscreens or type of cloth;
	• exploring food miles and calculating water-carbon-ecological footprints using online tools;
	• schools can connect and collect data on a variety of variables - creating their own databases that students can then mine – e.g. physical data from apps - weather etc, recording wastes in household;
	• online surveys/questionnaires to study values and attitudes on specific environmental policies or legislation related to aspects of food sources / air pollution / levels of consumption – e.g. electronics or fashion.

Mathematics

Mathematics	Advice to schools for May 2021 and November 2021 ONLY
Mathematics: analysis and approaches SL and HL Mathematics: applications and	May 2021 will be the first assessment for Mathematics: analysis and approaches and Mathematics: applications and interpretation. Teachers should ensure that they are aware of the nature of the exploration and that the IA marking criteria is the same for both new subjects as detailed in the relevant guides available on the programme resource centre (PRC). Each subject's website on the PRC also includes extensive guidance on the exploration in the "In practice" section and student assessed work exemplars are available in the "Assessment" section.

interpretation SL and HL	This document supplements the teacher support material (TSM) for [Mathematics: analysis and approaches](#) and for [Mathematics: applications and interpretation](#), and aims to pass on advice which has been offered by teachers who have already had to introduce and manage the IA, to provide feedback to students, and to mark and moderate the IA remotely.
IA: The exploration	The exploration can be completed at any time during the course. Under normal circumstances most schools start the IA at the end of year 1 or at the beginning of year 2. Students taking examinations in May 2021 and November 2021 may therefore be in different stages of the IA:
	• some students may not have started their IA at all
	• some students may have begun their IA in class and now have to complete the IA remotely with the support of their teacher;
	• some students may have already finished their IA and now their teachers are looking for support with the marking and moderating;
	This advice aims to support teachers no matter which stage of the IA they are in.
	Introducing the IA
	• Ensure students have access to the IA criteria and some examples of the assessed student work from the programme resource centre on your own school's learning management system.
	• Have students use the criteria to mark one or two IAs and share and discuss their marks using an online collaboration tool.
	• Online collaboration platforms have breakout rooms and polling features that can be very useful at this stage. For example, chat facilities often allow students to express opinions they might not have expressed face-to-face.

Choosing a topic and stimuli

- The "List of previously submitted IA titles" and "Further reading – for teachers and students" from the TSM for the mathematics courses may be useful to share with students.
- Make use of free online websites as you normally would and ask students to share any good sites they come across with the group.
- Some great sources of inspiration available online, recommended to us by teachers include 3blue1brown, Numberphile, Doodling in class by Vihart. Searching questions from international mathematics competitions or classic mathematics problems can also provide inspiration, as can podcasts such as these offered by the BBC and these resources in Spanish.
- When students come across good sources of inspiration, ask them to share these electronically with the class.

Developing a schedule

- Try to keep to internal deadlines as you would normally and ensure these are recorded and visible to students and their parents.
- The TSM for both mathematics subjects contains a section on planningand here you will also find some forms that you might find useful when working remotely from your students. These forms are not an assessment requirement.

Supporting students while they are writing their IA and providing feedback to students

- If students need to gather data, primary data can be gathered remotely using free online survey tools such as Survey Monkey, Easypolls or Typeform, sending questionnaires electronically or with online interviews. Teachers may need to facilitate this where students do not have access to contact information for their fellow students maintaining usual levels of confidentiality regarding personal information such as email addresses.
- There are also options for gathering primary data from simulations such as PhET interactive simulations or Geogebra and Desmos simulations, or Maths et Tiques in French.
- There are many sources of secondary data available online that students can use in a variety of ways and can take samples from (for instance census at school, the World Bank, or national census data). Summary statistics are available by searching on "public data" or in sites like gapminder, this resource in Spanish, or this resource in French.

	• Use online collaboration platforms and breakout rooms to allow you to speak to the students about their work as well as to allow students to speak to each about their work. If there are recurring themes in the conversations in the groups share these with the whole group as you would in class. • Students may need additional help to produce graphs electronically. There are many free graphing packages available, for instance Desmos and Geogebra. If drawing graphs by hand, students may need advice on how to insert a photograph into their work and images should be carefully checked to ensure they are readable (as well as checking that graphs are drawn as accurately as possible). • Students may also need additional help to produce mathematics text within their IA. Word processing software usually has a symbols palette and equation editor add-ons are available. Other equation editing add-ons such as MathType often have free trial periods. **Marking and moderating the IA** • Marking the IA should be no different than previously. Teachers should ensure that they are using the criteria for the new mathematics courses as detailed in the guide and the TSM. However annotating student work on-screen and moderating remotely may be a new experience for some teachers. Guidance on annotating the IAs and moderation can be found in the *General Guidelines* section. • If students have had to teach themselves how to use a new piece of mathematical software while they have been working remotely, you can comment on this.
Ideas for resources	In addition to the specific resources and tools suggested above, here are a few additional ideas of how schools and teachers can support each other: • Make use of the Programme Communities in MyIB to ask for or offer advice to others and share helpful resources. There are many threads on the IA, for instance: https://internationalbaccalaureate.force.com/IBProgramme/s/search/All/Home/exploration are good starting points • Social media groups often have discussions about managing the IA and members who are more than willing to offer practical advice and support • On-line DP mathematics workshops are available and include sessions on the IA, as well as a specific on-line workshop "Mathematics: a focus on internal assessment". These can be found on ibo.org under "Professional development"

The Arts

Dance	Advice to schools for May 2021 and November 2021 ONLY
EA: Composition and analysis	We recognise that there will be challenges to work on this component remotely due to restricted access to practice and rehearsal spaces, restrictions in preparing group work under quarantine circumstances as well as difficulties in teaching and coaching dance composition remotely. It is advised that teachers and students think carefully about the implications and impact of remote working and quarantine circumstances on their choice of compositions and possible collaborations. As in real-life, students should aim at feasible solutions given the circumstances, even if this means restricting some of their artistic vision for the time being. **Suggestions for working on Dance 1 at SL and HL** *SOLO PERFORMED BY SELF* Students are advised to workon their composition bearing in mind the health and safety guidance below. **Suggestions for working on Dance 2 at SL and HL** *SOLO OR DUET PERFORMED BY OTHER(S) (SL), BY SELF AND/OR OTHER(S) (HL)* Students are advised to work on this composition as best as possible. For example, students may be able to remotely teach individual parts to their collaborators where the composition demands this. In this case, students and their collaborators should practise their parts, so that they are well prepared if schools resume before the May/November 2021 sessions. In the event that schools do not return, further guidance will be given. Where working with others is not possible at this time, students may be able to consider changing the work to a solo piece. This is to ensure students have dances to submit should school not be possible to be accessed again before May/November 2021.

Students may be able to work with one other student. In this case the student may need to teach the composition to the other student via remote coaching. A strategy to teach the composition to the other student might include video recording short sections of the composition and sharing these with the other student via school-approved platforms, and by the other student in return recording their practiced parts and sending it back to the composition student for feedback and further guidance. The feedback may be filmed as well to demonstrate artistic vision and dance movement.

Suggestions for working on Dance 3 at HL
GROUP WORK PERFORMED BY OTHERS

For the time being, HL students are advised to continue working on their group work as best as possible. For example, students may be able to remotely teach individual parts to their collaborators. Their collaborators should practise their parts, so that they are well prepared once schools resume before the May/November 2021 examination sessions. In the event that schools do not return in the coming months and students are unable to complete this component by two weeks before the submission deadline, please contact support@ibo.org for further guidance.

General

The process of working remotely, choices in works and any changes that were undertaken should also be carefully logged in the analytical statement, for the examiner to understand the artistic decisions based on the circumstances, and the advantages and challenges resulting from this form of working.

Any composition work and rehearsal footage must be recorded in a location that does not pose any health or safety risks to the student [see guidance below].

Submissions

Teachers must instruct students carefully with regard to the filming of work for this assessment component according to the instructions in the subject guide.

	Students need to ensure that they submit their work to teachers in a format that is suitable for upload to the IB. Teachers need to guide students accordingly. Students must share their work with teachers via school approved platforms.
EA: Dance investigation	It is anticipated that this assessment task can feasibly be completed remotely with the on-going support of their teacher.
IA: Performance	We recognise that there will be challenges working on this component due to restricted access to practice and rehearsal spaces, as well as difficulties in teaching dance performance remotely. It is advised that teachers and students think carefully about the implications and impact of remote working and quarantine circumstances on their choice of performed works and possible collaborations. As in real-life, students should aim at feasible solutions given the circumstances, even if this means restricting some of their artistic vision for the time being. Where duet or group work is not possible at this time, students may be able to consider learning (an) additional solo piece(s). This is to ensure students have dances to submit should school not be accessed again before the May/November 2021 examination sessions. Students must ensure that the dances they prepare are contrasting in styles and demonstrate the range of their ability. Students must ensure that the submission meets the requirements regarding time limits. Students may also consider adapting the group or duet work into a solo piece. Discussion regarding choices made and student interpretation can be explained in the accompanying programmenotes. Where such an adaptation is not possible, students should continue practising their part of the duet or group work, so that they will be well prepared when school does resume. In the event that schools do not return in the coming months and students are unable to complete this component by two weeks before the submission deadline, please contact support@ibo.org for further guidance.

	Any performance work and rehearsal footage must be recorded in a location that does not pose any health or safety risks to the student [see guidance below].

Additional health and safety guidance for *composition and analysis,* and *performance*	**Dance wear**
	
	When working on compositions and performance works, all students involved must wear purposeful and safe attire, which includes:
	- Form fitting dance wear, for example leotard, shorts, tights, stockings.
	- Physical education uniform or clothes.
	- No rude or inappropriate slogans on singlets or shirts.
	- Hair pulled back off the face into a secure bun or ponytail.
	- No jewellery that hinders movement.
	- Footwear appropriate to the style, for example:
	    o Contemporary: bare feet or foot thongs
	    o Ballet: ballet shoes (canvas, silk or leather) or pointe shoes
	    o Jazz: jazz shoes
	    o Tap: tap shoes and a surface that allows the rhythms to be heard
	    o Flamenco: flamenco shoes and a surface that allows rhythms to be heard
	    Note: if working outside, runners or sports shoes are appropriate as well.
	
	Please note: When recording dances for assessment, all clothing should contrast sufficiently with the background so that the dancer(s) is (are) visible throughout.
	
	Healthy and safe dance practices
	
	- Students must conduct a warm up and cool down, including stretching and strengthening exercises as part of each practical lesson or rehearsal.
	- Students should refrain from dancing on concrete floors (or other hard surfaces) for extended periods of time.

- Students must modify the dance to suit the surface and space they are working on.
  For example: If working on a concrete floor, jumps, movements into and out of the floor and floor work should be modified to ensure safety. In this instance, students should walk through or orally describethese movements only.
- Students should discuss space and surface with teachers to gain advice.
- Students must be mindful of the restrictions of the space they are working in and create movement appropriate to that space.

Recording the dance performance

Students and parents/guardians must ensure that the dance works are filmed with proper consideration of safety, health and privacy:
- Dance works should be recorded in a room/ space that is clear of furniture and any other obstructions.
- Works should be filmed in a communal space, i.e. living room or garage (please see notes above regarding hard surfaces).
- NO work is to be filmed within the student's bedroom.
- Outdoor venues such as back yards or verandas are appropriate; however, these must also be free of obstructions.
- Railings and other special elements need to be secured.
- Before filming, a sound check should be made to ensure appropriate audio recording levels.
- In so far as possible, the work should be filmed according to curriculum guidelines. At minimum, the camera/phone should be in a fixed position without panning or zoom. The full performance space should be visible at all times, so that the use of overall movement in relation to the space is visible throughout.
- Footage must only be shared via school-approved platforms (see the *General Guidelines section*).

Film	Advice for schools for May 2021 and November 2021 only
EA: Textual analysis	It is anticipated that this assessment can feasibly be completed remotely if necessary.
EA: Comparative study	It is anticipated that this assessment can feasibly be completed remotely if necessary, though we recognise that access to specialist editing equipment and digital copies of the chosen films might prove challenging. Please note that the comparative study could be completed as a recorded PowerPoint or Keynote presentation using still frames from the chosen films and the student's recorded voiceover and still fulfil the task criteria (the comparative study does not have to be a video essay). There are also numerous free or low-cost editing platforms available online. In the event that two weeks before the submission deadline to the IB work has not been completed as per the suggestions below, candidate work for this component should not be submitted and coordinators should contact support@ibo.org for further guidance. Please do not submit partial work for this component.
IA: Film portfolio	For students who have yet to complete this task, we recognise that there will be significant challenges in undertaking a range of filmmaking activities in a range of film production roles. In the event that two weeks before the submission deadline to the IB work has not been completed as per the suggestions below, candidate work for this component should not be submitted and coordinators should contact support@ibo.org for further guidance. Please do not submit partial work for this component. Students who have partially completed this task already will need to have access to the footage/materials from their filmmaker exercises, experiments and completed films they created during the course, and will require access to editing software to compile the three film reels. Recommendations for supporting students in attempting to complete the work where safe, appropriate and feasible to do so, include the following: • Hosting the existing student materials online, using a school-authorised platform, for students to access and download their individual pieces. • Encouraging students to carry out filmmaking exercises and experiments themselves, capturing and editing footage using their own devices. Students do not need access to professional filmmaking equipment to be able to demonstrate excellence in any single film production role. • Providing guidance on free editing software options for students who are struggling to access specialist software from home. • Considering sharing pre-made templates for the film reels to enable students to appropriately present their work with the necessary black slates and titles. • Reaching out to the community of DP film teachers via the community forum for top tips and recommended resources for supporting this task. • Reminding students that the maximum three-minute time limits stated in the guide are for guidance only, and that reels do not have to fill the three-minute marker to be able to meet the criteria. • Ensuring that students reflect on the challenges they have faced and the creative solutions they have found and making sure they discuss these in the portfolio pages.

IA: Collaborative film project (HL only)	For students who have yet to complete this task, we recognise that there will be significant challenges in working collaboratively to shoot a completed film. In the event that two weeks before the submission deadline to the IB work has not been completed as per the suggestions below, candidate work for this component should not be submitted and coordinators should contact support@ibo.org for further guidance. Please do not submit partial work for this component. For students who have partially completed this task already, recommendations for supporting students in attempting to complete the work where safe, appropriate and feasible to do so, include the following: • Suggesting possible changes or modifications to the script to reduce the number of locations and actors required and working with the limited locations and actors available (as appropriate, and within feasible health and safety parameters). All production work should continue to be in line with appropriate safeguarding practices. • Encouraging the core production team, who are likely to be dispersed and unable to meet in person, to collaborate online and find creative solutions to the inevitable challenges, such as participating in shoots via live video links. • Being flexible with the ruling regarding one film production role per student and allowing students to collaboratively take on different strands of multiple roles to ensure the film is completed, under the guidance of the nominated student (this will be accepted by the team of examiners). For example, one student may choose to film under the virtual guidance of the cinematographer and share this material digitally with the other members of the core production team. • Encouraging students to film and edit using their own devices. Students do not need access to professional filmmaking equipment to be able to demonstrate excellence in a film production role. • Ensuring students reflect on the challenges they have faced and the creative solutions they have found and making sure they discuss these in the project report.

Music	Advice to schools for May 2021 and November 2021 ONLY
EA: Musical links investigation	It is anticipated that this assessment can feasibly be completed remotely. With the ongoing support of their teacher students will be able to continue their research and writing.
IA: Creating (SL and HL)	Students who have started their creating work will need to have access to the materials created during the course up until the point of school closure and will ideally require access to composition software. Recommendations to support students continue their work include: • Hosting the existing student materials online, using a school-approved platform, for students to access and download their individual pieces. • Encouraging students to continue creating work using their own devices if they have the appropriate software available. • Providing guidance on free composition software options for students who are struggling to access specialist software. Where the limitations of available software impact the student's created work, it is recommended that adaptations are made and discussed in the relevant reflection. • Providing guidance on converting files from one composition software to another. • Recordings of created works may be submitted as computer generated sound files where it is not possible to record the performance by live musicians. • Where students cannot access notation software and are composing using traditional written notation, students may be able to handwrite their scores. However, some features that notation software offers, such as midi-playback of various instruments, will not be available. It is advised that teachers and students think carefully about the implications of this way of notating the compositions. Students may need to consider changing the instrumentation of their composition(s) to be able to manage the notation requirement. • Where continuing a larger score is not possible, students must consider adapting the composition and scaling down on parts in the composition. This is to ensure that students have created works to submit, should school not be possible to access again before May/November 2021.

- Another possibility may include that students adapt projects to available platforms, instruments and technology they have access to, to ensure there is an audio realization of their composition work.
- Students may want to address any limitations in notation and sound quality or any changes in recreating their work in the reflective statement.

Audio recording

Students are advised to submit midi recordings of their compositions, rather than actual recordings of live performers.

Where students are not able to midi record their works, they may submit recordings of reductions they play themselves.

Music technology

If students stored their data only in the school's computer, teacher should try to send MIDI/stem files to students. If the student is using a different software at home, she/he needs to import the MIDI/stems of the original project in their own DAW. Some adjustments may be necessary, and students may already be able to navigate between different platforms. Otherwise, teachers should support students where necessary to learn the skills to do this as this is an important MTech skill.

Resources

Music Notation Software
- https://flat.io
- https://www.noteflight.com
- https://musescore.org/en
- https://scorecloud.com
- https://www.finalemusic.com/products/notepad/

	DAW Software • Waveform Free https://www.tracktion.com/products/waveform-free • Cakewalk by BandLab https://www.bandlab.com/products/cakewalk • Podium Free https://zynewave.com/podium-free/ • Studio One 4 Prime https://shop.presonus.com/Studio-One-4-Prime • Protocols First https://www.avid.com/pro-tools • LMMS https://lmms.io
IA: Group performing (SL and HL)	This assessment cannot feasibly be completed remotely and that submission of group performances relies on the ability of the group to collaborate. Students should continue practising their part of the group work, so they will be well prepared when school does resume before the May/November 2021 session. In the event that schools do not return in the coming months and students are unable to complete this component by two weeks before the submission deadline, please contact support@ibo.org for further guidance.
IA: Solo performing (SL and HL)	We recognise that there will be complications preparing the solo performing programme remotely due to restricted access to practice and rehearsal spaces, as well as difficulties in teaching music performing remotely. In cases where schools do not reopen in time for students to perform with a live audience, students may upload solo performances without the requirement for a live audience and may submit recordings made at any time during the DP Music course.

| | Where they are unable to perform with the appropriate accompaniment for the works submitted, students can submit their solo part unaccompanied or with a pre-recorded backing track accompaniment where this is available. (Please note: this does not include a play-along to a full recording of the work.)

Students are permitted to use devices available to them, including recording apps on smart phone.

Where students are recording their performances on their own devices, they must ensure that the recording is of sufficiently good quality for the examiner to be able to mark the work. Students need to ensure that they submit their work to teachers in a format that is suitable for upload to the IB. Teachers need to guide students accordingly. Students must share their work with teachers via school approved platforms.

Where students have chosen an ensemble piece as part of their programme and it is no longer possible to work as an ensemble, students are strongly advised to consider learning (an) additional solo piece(s). This is to ensure students have a sufficient number of pieces to submit should it not be possible to access school again before their May/November 2021 examination session.

 In the event that schools do not return in the coming months and students are unable to complete this component by two weeks before the submission deadline, please contact support@ibo.org for further guidance. |

Theatre & Theatre (pilot)	Advice for schools for May 2021 and November 2021 only
EA: Director's notebook	It is anticipated that this assessment can feasibly be completed remotely if necessary.
EA: Production proposal (pilot course only)	It is anticipated that this assessment can feasibly be completed remotely if necessary.
EA: Research presentation	It is anticipated that this assessment can feasibly be completed remotely if necessary. Recommendations for completing the work remotely include: • Using a background TV or computer monitor to display their accompanying slides as necessary while they are presenting, and these slides should be submitted as a PDF, combined with their list of sources and other supporting material. The student must be clearly visible and audible throughout the presentation. • Carrying out the filming of the presentation in a well-lit room, where possible. • Reminding students to ensure that their camera captures their full demonstration of the performance convention in a suitable space which is as neutral as possible. Students are permitted to move the camera mid-presentation to achieve this, as necessary.
IA: Collaborative project	For students who have yet to complete this task, we recognise that there will be significant challenges in creating and performing the original piece of theatre collaboratively. In the event that two weeks before the submission deadline to the IB work has not been completed as per the suggestions below, candidate work for this component should not be submitted and coordinators should contact support@ibo.org for further guidance. Please do not submit partial work for this component. Recommendations for supporting students in attempting to complete the work where safe, appropriate and feasible to do so, include the following: • Counselling students in their selection of appropriate starting points and the formation of specific theatrical intentions, ensuring that the original theatre piece is deliberately intended to be feasibly performed and captured remotely via digital means. • Encouraging the ensemble to collaborate online and find creative solutions to the challenges of rehearsing and performing together, such as participating in online meetings and rehearsals and performing parts of the piece individually, but simultaneously using an online communication platform.

	• Being flexible with the ruling regarding the video recording, allowing students to be creative with how they capture and edit together parts of their performance, where these skills and technologies are available. Examiners will accept work which has been edited together from multiple pieces of video. • Sharing the final video recording of the collaborative piece online, using a school-approved platform, and encouraging audience members to provide feedback remotely. • Encouraging students to reflect on the challenges they have encountered during this process in their written work and indicating the imaginative solutions they have found while problem-solving.
EA: Solo theatre piece (HL only)	For students who have yet to complete this task, we recognise that there will be challenges in performing the solo piece live and collecting audience feedback. For students who have selected theorists, aspects of theory or performance materials which require specialist technical equipment or production elements this will be an even greater challenge. In the event that two weeks before the submission deadline to the IB work has not been completed as per the suggestions below, candidate work for this component should not be submitted and coordinators should contact support@ibo.org for further guidance. Please do not submit partial work for this component. Recommendations for supporting students in attempting to complete the work where safe, appropriate and feasible to do so, include the following. • Counselling students in their selection of appropriate theatre theorists and aspects of theories to ensure that the work feasibly be explored at home and requiring the minimum level of specialist technical production elements to perform. • Suggesting changes to the chosen performance materials to ensure the piece can feasibly be performed and video recorded at home. • Encouraging students to be creative with how they implement technical elements of the performance. It is acceptable for the student to use basic effects, adapted lighting sources (such as portable hand torches or colour filters) and mock-up scenery, props or costume items to indicate the effects they were hoping to create (depending on the specific theatre theorist and strand of theory chosen). These representative elements will be accepted by the team of examiners. • Sharing the final video recording of the solo theatrepiece online, using a school-approved platform, and encouraging audience members to provide feedback remotely. • Recommending open-invitation Microsoft Teams or Skype sessions to elicit feedback from audience through focused questions and discussion • Encouraging students to reflect on the challenges they have encountered during this process in their written work and indicating the imaginative solutions they have found while problem-solving.

Visual arts	Advice to schools for May 2021 and November 2021 ONLY
EA: Comparative study	The comparative study can be completed during a period of remote learning provided that students and teachers have access to devices with reliable internet connections. HL students will also require access to art-making materials and tools. In the event of distance learning, teachers need to find ways to meet with students at each stage of inquiry, action and reflection to discuss progress made and to verify the authenticity of coursework. The teacher should discuss the choice of selected artworks, objects and artifacts with each student. It is important that the selected pieces are the student's own choice. Teachers should also continue to ensure that the students are acknowledging all sources used and referencing them appropriately. Additional guidance to supplement information published in the visual arts guide includes: **HL criterion F "Making connections"** For HL Criterion F "Making connections," visual evidence of the candidate's artmaking in progress may be used if students are unable to access resolved studio works or if these remain incomplete. **Students who have limited access to art-making materials and tools (HL only)** For HL students with limited access to art-making materials and tools, coordinators should contact support@ibo.org.
EA: Process Portfolio	The process portfolio can be completed during a period of remote learning provided that students and teachers have access to devices with reliable internet connections and access to a range of art-making materials and tools. In the event of distance learning, teachers need to find ways to meet with students at each stage of inquiry, action and reflection to discuss progress made and to verify the authenticity of coursework. Teachers should discuss with each student their art-making experimentation and ensure that students have worked in the correct number of art-making forms, as outlined in the art-making forms table. Teachers should also ensure that students are acknowledging all sources used and referencing them appropriately.

	Additional guidance to supplement information published in the visual arts guide includes: **Range of screens and works** Please note that the submission requirements state that a range of screens can be submitted for assessment. Students are not penalized for submitting the minimum required screens. Students are reminded that a focus on fewer works (around four to five works most often) will in most cases allow them to show more of their ideation, experimentation, processes, refinements and reflections in detail and with thoroughness. **Use of Visual arts journals** For students who have yet to complete this task, they will need to have access to materials from their Visual arts journals and artwork created during the course. Access to student materials may also be supported where possible by teachers remotely hosting and sharing documentation. **Students who have limited access to art-making materials and tools** Coordinators in schools where students have limited access to art-making materials and tools should contact support@ibo.org.
IA: Exhibition	The exhibition can be completed during a period of remote learning provided that students and teachers have access to devices with reliable internet connections and access to a range of art-making materials and tools. Additional guidance to supplement information published in the visual arts guide includes: **Planning and documenting the exhibition** Students will not be penalised if a planned <u>formal</u> exhibition is cancelled or cannot be held.

Schools should bear in mind that the space where an exhibition is presented does not influence the marking and does not bias marking for this task.

A student who is unable to set up a formal exhibition due to adverse circumstances may instead photograph the resolved artworks they have selected for their exhibition together as a collection.

Students can add information about the alternative solutions they had to put in place for their exhibitions in their curatorial rationale.

Resolved artworks

The submission must include only those resolved pieces that the candidate selected to upload as individual artworks for assessment.

Exhibition photographs

A digital collage of the artworks to fulfil the requirements of the two exhibition photographs is also permitted. Students should try, if possible, to give a sense of the scale of the pieces.

Virtual exhibitions

Virtual exhibitions are not required but are permitted.

Software to create digital 3D versions of exhibitions can be used. For virtual exhibitions students must submit screenshots/photographs of the virtual exhibition that they have created. The IB does not accept links to external sites for the submission of an assessment task. A video or screencast file is not an accepted format for exhibition photographs.

Students and schools should not incur extra costs associated with online services or software in mounting virtual exhibitions as this is not a requirement for the task.

	Digital tools and artmaking
	Students might decide to complete artwork using digital tools. In these cases, this should be mentioned in the Medium section of the eCoursework upload and in the Exhibition text for that artwork. This is an artistic choice and there should be no pressure on students to do so should they not feel confident or should they not want to.
	Teacher marking and moderation
	As usual, teachers must assess the student's exhibition awarding marks against each of the IA assessment criteria referring to the digital, on-screen version of the student's submission. In their supporting comments, teachers must, as usual, include any relevant information to support the assessment of the exhibition.
	Students who have limited access to art-making materials and tools
	Coordinators in schools where students have limited access to art-making materials and tools should contact support@ibo.org.

The DP Core and School Based Syllabuses (SBSs)

CAS	Advice to schools for May 2021 and November 2021 ONLY
CAS Projects	Depending on the local context and the lifting of some lockdown restrictions it is anticipated some students may have opportunities to engage in CAS project within the community. The possibilities for this will be very much dependent on local conditions and the guidance of the schools as well as official recommendations on social distancing, etc.

In the event that a CASd project or some events, may be cancelled, or future circumstances may prevent face to face events from taking place, it is reminded the completion of the CAS programme is focused on meeting the learning |

	outcomes, not the specific nature of projects. In these cases student CAS projects can be considered complete if the planning of the event and other aspects of the project still contribute to meeting the CAS learning outcomes. Examples include, but are not limited to: Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience - Creatinga CAS experience with specific targets and learning objectives in mind Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively - Identifying the strengths of the team with regard to the planning and carrying out of a CAS project.
CAS Experiences	It is anticipated that students will be able to continue with creativity, activity and service experiences in a remote or online setting, although the nature of these experiences is likely to have to be adapted and adjusted and will be dependent on the local context and the official guidelines in place. For example, in terms of **creativity** engagements, it is anticipated that students will have access to social media platforms where they could engage in creative activities, bearing in mind the ethical and safety considerations associated with the use of social media. Additionally, working in a new space allows for creative ideas when planning CAS activities. Ideas include, but are not limited to: Learning Outcome 1: Identify own strengths and develop areas for growth - Engaging in an online art or painting course - Learning how to play a musical instrument through online courses or videos Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process - Developing innovative ways to help undertake CAS activities remotely In terms of **physical** activities, it is suggested that students could continue to complete various activities focused on well-being. Ideas include, but are not limited to:

	Learning Outcome 4: Show a commitment to and perseverance in CAS experiences - Engaging in an online Yoga or mindfulness class - Exercising to an online video programme - Taking a daily walk or run (local restrictions permitting) In terms of **service**, students could work virtually to accomplish service engagements such as advocacy activities. Ideas include, but are not limited to: Learning Outcome 6: Demonstrate engagement with issues of global significance - Working with the local community to organise the donation of food to elderly members of the community
CAS Portfolio	Students are still expected to maintain and complete a CAS portfolio. This portfolio should be discussed through the three scheduled CAS interviews. It is anticipated that CAS coordinators and students will have already engaged in the interview process, or where there are outstanding interviews that these can be undertaken using online communication tools or by telephone. These tools and approaches can be used to facilitate any other support sessions that a CAS advisor may need to provide.

Extended Essay	Advice to schools for May 2021 and November 2021 ONLY
General advice	All extended essays can be researched and written based on secondary research, so it is recommended that students now working on their EEs for May 2021, or beginning them for November 2021, avoid including elements of primary research that involve direct physical interaction with others. It is still possible to use information and data that are obtained using online survey tools, or interviews carried out online or via phone. As always, students should make sure that the resources and methods they choose to use are suitable for their research question and the subject(s) they are using to frame their investigation.
Essays that could include lab work or fieldwork	For sciences extended essays involving experiments and lab work, it is recommended that students choose and work on investigation topics that can be managed in the home environment, under the remote guidance of their supervisor. If this is not possible, students should explore a research topic using secondary data. Another

	approach to consider is the use of a modelling task. Physics in particular lends itself nicely to this method, which can be carried out using Excel, Desmos, Algodoo, or similar tools.
	Teachers can read the individual subject specific guidance for the sciences on the Extended Essay website for additional guidance.
	Students undertaking other extended essays that could involve fieldwork, such as in geography, or some World Studies EEs, are advised to instead use secondary sources, and information/data that is obtained using online survey tools, or interviews carried out online or via phone.
Sessions with EE supervisors	The three mandatory reflection sessions should still take place using online communication tools such as Skype. If any technical or personal reason prevents a session occurring, then the student should communicate with the DP/CP Coordinator to work out an alternative. Reflections should be recorded on students' EE/RPPFs, which must be submitted for assessment.
	Check-in sessions can also continue to take place, using online communication tools.

Theory of Knowledge	Advice to schools for May 2021 and November 2021 ONLY
IA: Oral presentation	Because of these exceptional circumstances facing students for this session, we support the remote completion of theory of knowledge presentations as virtual presentations using video conferencing applications such as Skype or similar methods.
	Ideally, the teacher should set up a virtual situation that resembles the face-to-face TOK presentation as closely as possible. We recognize that presenting via video conference is a different skill to presenting in person and that students may find it to be a more difficult experience. However, because of the nature of the TOK presentation, where the quality of the student's thinking is being assessed and not their presentation skills, this is a viable alternative in these exceptional circumstances.

	When marking the TOK presentations, teachers are reminded that it is the subject matter that is being assessed and that adjustments for poor quality connections or problems with the sound or presentation skills are not warranted. Teachers are also reminded that, while the presentation may take place virtually, students will need to complete and submit the TK/PPD, as this will continue to be used for moderation of the TOK presentation as usual.
EA: TOK essay	The TOK essay on a prescribed title can reasonably straightforwardly be completed by students working remotely with regular guidance and support from their teachers (as outlined in the TOK guide) and access to appropriate resources. Teachers are reminded of the importance of the three interactions between teachers and students outlined in the TOK guide . These three interactions guide students through the process from an initial discussion of the titles to feedback on a full draft of their essay. These three interactions must still take place using an alternative format such as Skype or a telephone conversation and they must be recorded on the TK/PPF form that must be submitted along with the essay.

SBS in Individuals and Societies	Advice to schools for May 2021 and November 2021 (if applicable)
General advice	SBS group 3 - Art history, Classical Greek and Roman studies, Brazilian social studies, Modern history of Kazakhstan, Turkey in the 20th Century, World arts and cultures, and Political thought - all have individual research tasks for their IAs that do not need to involve fieldwork. Art history and World arts and cultures students may be looking to view in person artworks, architecture or artefacts that are the focus of their research, but doing this research online is equally acceptable.
Subjects that involve fieldwork in their IA	One of the suggestions for the choice of investigation for the IA of SBS Modern History of Kazakhstan describes "a historical topic based on fieldwork, for example, a museum, archaeological site, battlefields, places of worship such as mosques or churches, historic buildings". Students can opt for one of the other two suggested approaches: "a historical topic or theme using a variety of written sources or a variety of written and non-written sources"; or "a local history study".

SBS Classical Greek and Roman Studies students can access archaeological records online, thereby avoiding on-site and museum visits.

SBS in the Sciences	Advice to schools for May 2021
General advice	SBS sciences - Marine science, Astronomy, Food science and technology - all have IAs that are individual scientific investigations based on research methods of the student's choice. However, it would be advisable for students at this time to choose and work on investigation topics that can be managed in the home environment as they prepare for May 2021 exam sessions, under the remote guidance of their teacher. As in the mainstream DP sciences, the SBS sciences have the collaborative group 4 project component (see the Group 4 project section in this guidance document), but there are ways to undertake this as a virtual exercise. Students are actually encouraged to collaborate virtually with students in other schools, so there is plenty of scope. Ideas can be found in the Subject Guide. Experiments that can be managed at home are recommended. It is also worthwhile considering using secondary data. Students who might otherwise choose to use fieldwork or a lab-based practical for their IA have alternatives: • using a spreadsheet for analysis and modelling • extracting data from a database and analysing it graphically • using a simulation provided it is interactive and open-ended Another approach is to consider using a modelling task. Such tasks can be done using Excel, Desmos or Algodoo (or similar).