



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Adverse Circumstances Policy

Applicable when grades are awarded with exams
May 2022 examination session



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Adverse Circumstances Policy

Applicable when grades are awarded with exams
May 2022 examination session

Adverse Circumstances Policy

Published February 2022

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: ibo.org

© International Baccalaureate Organization 2022

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

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms etc) is prohibited and requires a subsequent written license from the IB. License requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

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.

Adverse Circumstances Policy

(Applicable when grades are awarded with exams)

1. Principles of adverse circumstances during the pandemic

- The pandemic is an adverse circumstance that has affected all schools worldwide. As a result of this, students of the May 2022 cohort unfortunately may have experienced uncertainty, fear and resultant stress. Hence for this session we are considering uncertainty and stress as the standard, and only individual candidate circumstances that are over and beyond this standard will go through the adverse circumstances route.
- In situations where a school faces challenges before or during the examinations (for the entire school cohort, part of the cohort or individual students in the school) because of the pandemic, this will not go through the adverse circumstances route (see below for how these will be channelled). This includes shutting down of schools before or during the examinations.
- To give every candidate who has experienced a *unique* adverse circumstance a fair chance in their May 2022 IB assessment. Unique here refers to individual circumstances that may or may not be caused by the pandemic.
- To be consistent and use the same standards for all candidates.

2. What would be included as adverse circumstances for the May 2022 session?

Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance. These may include:

- specific individual circumstances that are related to the pandemic but *over and above* the challenges caused by the pandemic due to which the candidate's coursework has been affected. This would include candidate illness, family bereavement and severe (ongoing) illness in the family.
- individual candidate circumstances (such as obsessive-compulsive disorder or generalized anxiety) that have had their onset before the pandemic but have been exacerbated due to the pandemic.
- medical conditions/illness including mental health difficulties (with onset or occurrence up to within three months of the examination session)
- exacerbation of long term medical or mental health challenges

- accident or injury
- severe stress/anxiety
- exceptionally difficult family circumstances
- bereavement (within the six-month period preceding the start of the examinations)
- events that may threaten the health or safety of a candidate.
- civil unrest or natural disaster such as floods affecting the entire school cohort

3. What does not constitute adverse circumstances for the May 2022 session?

Circumstances related to the pandemic that would not constitute as adverse circumstances:

- Group circumstances affecting the entire or a large part of a school cohort due the pandemic, such as where a school has lost teaching time, disruption to examinations because of local or national lockdowns, students unable to complete coursework at home
- Individual circumstances directly related to the pandemic such as poor attendance, lack of internet connectivity impacting participation in online teaching and learning delivered by the school, completion of coursework components etc.
- Any concerns over poor or reduced quality of completed coursework components or unpreparedness for the examinations due to the pandemic
- Failure or difficulty to deliver a course due to the absence of a teacher (including teacher illness or bereavement), frequent changes of a subject teacher for a class of candidates, difficulty in making available teaching or other teaching material for students.

For requests/ queries that fall under the above, schools must contact support@ibo.org.

Other circumstances that would not constitute as adverse circumstances:

- minor disturbances in the examination room
- a candidate misreading the timetable and/or failing to attend an examination
- misreading the instructions of the examination paper and/or answering the incorrect questions
- a school failing to or incorrectly communicating errata details before an examination
- calculators not being available for an examination that requires them
- any form of technological failure including with eAssessment in the MYP examination or with calculators in the DP examination
- data booklets/resource booklets, etc. not being provided (or wrong versions being provided)
- the school (or candidates) misusing technology (such as the music audio package)

- timing errors in examinations.
- shortage of teachers, teaching resources or facilities and insufficient teaching time including if caused by industrial action
- candidate who begins the IB programme late in the academic year and not adequately prepared for assessment
- administrative errors on the part of the school
- errors or shortcomings on the part of the candidate
- long term medical, physical or learning challenges (unless there has been an exacerbation of symptoms)

4. What actions will the IB take under adverse circumstances (as defined above)?

The IB will be able to offer the following mitigation measures for adverse circumstances for the May 2022 session.

4.1 Access arrangements

Access arrangements can be supportive for candidates with medical issues, emotional difficulties, or injuries that make it difficult for them to complete their timed written examinations in the standard way. Access arrangements can include additional time and word processor/ scribe. However, due to social distancing requirements during the pandemic, use of a scribe may be difficult. For this reason, in exceptional cases for this session, the IB may authorize family members from the same household to be scribes for a student during an examination. The rules for conduct of the examination must always be strictly followed.

4.2 Extensions:

Where a candidate is affected by an adverse circumstance prior to the submission of early components (for example, the extended essay or theory of knowledge essay) or internal assessment marks/sample work/ePortfolio, the IB may authorize an extension to the submission deadline. An extension must be formally authorized by the IB and will be communicated to the coordinator by email.

Extensions will be of most support for candidates who are in challenging and difficult circumstances and require extra time to complete their coursework requirements. The IB will take a tiered approach to extensions depending upon the nature of the challenge/ circumstance (*over and above* the pandemic) when giving extensions.

Tier 1: 3 weeks extensions. The bulk of extensions would come under this.

Tier 2: 5 week extensions. This would be applied for a smaller percentage of candidates with more severe/ challenging circumstances.

Tier 3: 8 week extensions. A few candidates with severe/ challenging circumstances would be given this level of extensions.

4.3 Deferral of assessment to a next or future examination session

Deferral of assessment to a next or future examination session may be the best course of action for some students.

Where a candidate, or group of candidates, a substantial portion of the assessment or whose study has been greatly affected during the two-year programme, it would be possible to defer one or more subjects to a future examination session. In this situation, for the DP programme, if the internal assessment has been completed, the marks would be carried over to the deferred session provided there has been no course change to the deferred subject.

There will be no charge for this deferral. The registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three in which the candidate has to complete the diploma.

4.4 Special consideration

A candidate affected by adverse circumstances (as defined by this policy) may be eligible for special consideration.

Special consideration will be considered on a case by case basis. It will only be considered for more severe and challenging circumstances and will only be applied as a last resort if the candidate cannot be supported by the other mitigation measures.

Special consideration will not be applied solely because of the pandemic (and as stated earlier, this would not fall under adverse circumstances and queries must be sent to support@ibo.org)

If special consideration is authorized, and if the candidate is within one or two scaled marks of the next higher-grade boundary, the candidate's grade in the affected subject(s) will be raised.

4.5 Alternative venues

Upon authorization from the IB, an alternative venue to conduct the examination can be put in place to support candidates facing adverse circumstances.

For individual candidates, the most like adverse circumstance that necessitates an alternative venue would be medical conditions where the candidate is unable to sit for the examinations in school but is able to do so in their home or hospital. For a group of candidates, an alternative venue may be put in place in instances such as a shutdown of the school premises where the school makes arrangements for the candidates to sit for the examination in another school.

Alternative venues are covered under the "Examinations" section of the *Assessment procedures* publication. For further details, refer to the *Assessment procedures* publication for the relevant programme.

4.6 Missing mark procedure for incomplete assessment

If a candidate, or group of candidates, has been unable to complete a written examination owing to adverse circumstances, the IB may estimate a mark for the missing examination based on information that is available.

The candidate must have completed a substantive amount of the assessment for the relevant subject, which must include an externally assessed, written component. If more than one examination is missed, it will be at the discretion of the final award committee whether a grade is issued to the candidate in the subject(s) concerned.

Where there is only a single component in the assessment model (for example in the MYP), the IB cannot use a missing mark procedure, but will consider using a missing grade procedure. To meaningfully estimate the grade, the IB would require assessments to be completed in a sufficient number of subjects.

Note that the “missing mark procedure” and “special consideration” will not be applied to the same subject

5. Can I request the contingency measure to award final grades without examinations for my student if they are unwell or under quarantine?

Schools must make every attempt to provide alternative support to enable students to sit their examinations. This may include making use of inclusive access arrangements, alternative invigilation and/or emergency overnight rescheduling.

Where alternative support measures are not viable or appropriate to the circumstances, a request for the contingency measure can be submitted.

The contingency measure will only be considered in the following instances:

COVID-19 related

- student has contracted COVID-19 and must isolate
- student is required to quarantine
- travel restrictions

The programme coordinator must submit the *Individual contingency measure request (COVID-19 related)* via MyIB. The form will be available from the beginning of April 2022.

Non-COVID-19 related

- medical conditions/illness
- accident or injury
- exacerbation of existing medical/mental health condition
- bereavement

The programme coordinator must submit the [*Individual contingency measure request \(Non-COVID-19 related\)*](#) to adverse@ibo.org.

Appropriate medical or other supporting documentation must be included to demonstrate that the student is unfit to sit examinations.

If a school fails to take all reasonable steps, as determined by the IB, to make alternative arrangements to support their students to sit examinations, the contingency measure request cannot be accepted.

6. Supporting documentation

Where available, medical or psychological evidence must be submitted along with the ‘Candidate(s) affected by adverse circumstances’ form. Where there are no reports from professionals available due to the situation of the pandemic, the IB will work with school to consider other alternative forms of evidence.

Please refer to the Assessment Procedures of the relevant programmes for more details on submitting requests for candidates who are faced with adverse circumstances.