



International Baccalaureate®
Baccalauréat International
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Adverse Circumstances Policy

Applicable when grades are awarded without exams
May 2022 examination session



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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
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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.

Adverse circumstances policy (Applicable when grades are awarded without exams)

1.1 Principles

- The pandemic is an adverse circumstance that has affected all schools worldwide. As a result of this, all our 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 (for the entire school cohort, part of the cohort or individual students in the school) because of the pandemic and the consequent shutting down of school (or other related issues), this will not go through the adverse circumstances route (see below for how these will be channelled).
- 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 even during this exceptional session.
- To select the mitigation that has the least impact on the validity of the assessment.
- The IB will aim to give a grade to all the candidates have honestly attempted IB assessment. However, in some cases where there is no evidence for the IB to award a grade (such as no coursework completed), this may not be possible.

1.2 What would be included as adverse circumstances in the session?

1. 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.
2. 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.
3. Circumstances that have affected the coursework but not related to the pandemic (such as illness and bereavement)

1.3 What does not constitute adverse circumstances?

1. Group circumstances affecting the entire or a large part of a school cohort due the pandemic, such as where a school is unable to upload coursework, students unable to complete coursework at home, lack of internet connectivity, no virtual platform established for school to communicate with students,

teachers not required to 'deliver new instruction' during school closure (raised as a 'work rule' in some districts in USA) or quarantined/ ill teachers.

2. Individual circumstances directly related to the pandemic such as lack of internet connectivity

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

3. Administrative errors on the part of the school
4. Errors or shortcomings on the part of the candidate
5. Any concerns over poor or reduced quality of internal assessments. All schools would have been affected by uncertainty during the pre-submission phase of the internal assessments. Hence a drop in the quality of internal assessment submissions will not be considered as an adverse circumstance. [As it affects all schools, this will be managed during the grading process].
6. Long term medical, physical or learning challenges (unless there has been an exacerbation of symptoms)

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

The IB will be able to take three actions for the May 2022 session; namely extensions, special considerations, missing mark procedure and deferral to the next or future session.

1) Extensions:

Most of the authorized requests for adverse circumstances will be supported through extensions. This will also include circumstances where the candidate has faced a bout of mild illness to give the necessary recovery and recuperation time. 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 difficult circumstances.

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

2) 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 extensions.

Special consideration will not apply where the coursework had already been completed before the occurrence of the adverse circumstance.

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)

3) Missing mark procedure for incomplete assessment:

If a subject has two or more coursework components and the candidate has completed at least one of them, the IB will consider whether it is possible to calculate a final grade based on the work submitted. This will only be applied as a last resort where extension is not a viable option.

If the candidate has not submitted any work, then unfortunately the IB will have no evidence to base a missing mark on.

Missing mark and special consideration will not be applied to the same subject.

4) 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 such as where the candidate has completed very little or no coursework. There will be no charge for this deferral.

1.5 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.

1.6 Form submission deadline

The form 'Candidate(s) affected by adverse circumstances' must be received by the IB within 10 calendar days of the published coursework deadline.