

# IB UPDATE

## Summary of advice from the IBO

Last updated 8th April, 2020

The TKIS school community has access to various IBO documents on the school website (<http://www.kilmore.vic.edu.au/learning/the-international-baccalaureate/>) and from the IBO website itself (<https://www.ibo.org/>). To address concerns raised from parents and students, please find below a summary of the latest advice to schools.

*Is this going to impact the November 2020 exam session in any way?*

At this time, we believe the November 2020 exam session will proceed as scheduled. We want to do right by students. If current May session students would like to sit exams in the November session, we would welcome it, and therefore we are prepared for that eventuality.

*How can we ensure we deliver the subject content via remote learning?*

Teachers will continue to deliver the required content and support students in the development of skill and knowledge. The 25 minute sessions between 8.30 and 12.30 aim to facilitate questions, discussion and explanation of assessment tasks. IBDP teachers are also working towards the delivery of afternoon sessions which may take the form of virtual class lessons or individual

*Can I defer to the next session to sit exams?*

Yes, if the subjects are available. Any student who has not received enough teaching has the option to defer to a subsequent session for some or all the assessments, free of charge.

*Are the assessment criteria going to be changed, e.g.: 'will there be any flexibility in terms of the minimum number of pieces required for the exhibition of the visual arts students?'*

The IB will not change the criteria it assesses or the work that is required to be submitted for assessment. Where an activity is not assessed, for example, the DP visual arts or MYP personal project exhibitions, schools have discretion to pursue alternative ways of providing this experience.

*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 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 endeavour, but also recognizes the difficulties faced as the 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.

The IB is aware of many tutoring companies across the world offering support to IB World Schools and IB candidates. Other individuals and 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.

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

Due to the evolving nature of the situation for schools, the IB has re-visited this scenario and has created a policy around conducting remote oral activities without the need for physical invigilation.

Maintaining academic integrity is paramount in the completion of IB assessment and examinations. Therefore, teachers conducting any of the assessments listed above, must ensure that they are conducted in full adherence to the guidelines described in the relevant subject guides and 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:

- Copy of any abstract or stimulus sent to the candidates must be clean copies
- Copy of any abstract/stimulus sent to the candidates must not be previously known or discussed with the candidate
- Preparation time must be supervised (remotely)
- Notes taken during the supervised preparation time must be short
- 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 related to the subject being examined (some judgement may be required regarding visual material) \*\*
- Only one blank piece of paper must be available on the candidate's desk for note taking\*\*

\*\* students can be asked to show their rooms with their mobile phone cameras (walls and areas underneath their desks) to confirm that no unauthorized materials are visible/hidden.

#### *Internet outages or technical issues during remote oral assessments*

For oral assessments being conducted over Skype (or similar), 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 is given to the candidate(s) concerned.

#### *How can we use virtual presentations for DP theory of knowledge (TOK), extended essay (EE) and global politics HL internal assessments if our school is closed?*

To enable DP students impacted by school closure because of COVID-19 (Coronavirus) to complete their assignment with their teacher, the IB supports the remote completion of theory of knowledge, viva voce completion of the extended essay and global politics HL extension presentations, to be completed as virtual presentations using video conferencing applications, such as Skype, Zoom or similar methods.

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 candidates 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 not to make any adjustments for poor quality connections or problems with the sound. Schools are also able to request an extension to submission dates, should this be required. A reminder that for the EE, while the viva voce/ final reflection may take place virtually, the student's written summary of the meeting must still be included on their uploaded EE/RPPF for assessment.

#### *How can CAS requirements be met?*

The CAS program does not count hours, only the achievement of learning outcomes. Due to the virus, we would understand that schools' and students may not be in session for a time and thus, may not be able to continue with CAS. In this situation, the safety of our students comes first and hopefully they have many of their learning outcomes already completed. We will be continuing to review deadlines in relation to this.

## Adverse Circumstances

*What is included under adverse circumstances for this session?*

The usual definition of adverse applies except that in relation to the pandemic, only individual circumstances which are over and beyond the experience of other students will be included. It is also now centred on submission of coursework not the written exams.

*Why is the shutdown of a school or the uncertainty and stress that has affected all students not included under adverse circumstances?*

The pandemic is an adverse circumstance that has affected all schools worldwide. We will take it into account through our grade award processes. Support will still be offered to schools in situations where they face challenges, in terms of extensions and deferrals but they will not go through the adverse circumstances route. In this case schools must contact <mailto:support@ibo.org>

*What actions will the IB take to address individual candidates affected by adverse circumstances?*

Most candidates will be supported through extensions. Deferral of assessment to a 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. Special consideration will only be considered for very severe and challenging circumstances as a last resort if the candidate cannot be supported through extensions.

*What is the deadline for submitting the 'Candidate(s) affected by adverse circumstances' form?*

The form must be received by the IB within 10 calendar days post the published coursework deadline.

*What supporting documentation should be submitted with the 'Candidate(s) affected by adverse circumstances' form?*

Where available, medical or psychological evidence must be submitted along with the request. Where there are no reports from professionals available due to the situation of the pandemic, the IB will work with schools to consider other alternative forms of evidence.

## Teaching and Learning

*How can we continue teaching when our school is closed?*

We have developed a guidance for schools that are facing closures and quarantines due to the COVID-19 (Coronavirus) outbreak. It contains suggestions and guidelines for online and blended learning, with further suggestions for free apps and solutions for schools that may not have online or mobile solutions in place at the time of closing.

TKIS is working to the recommendations of the IBO.

*How should online teaching and learning be managed?*

During this difficult time, schools can use available means to try and make alternative arrangements for study so that students are not disadvantaged by any closures including online or remote teaching. We have produced a resource to support schools using online and blended learning. Read more about online learning planning for schools.

Any student who has not received enough teaching has the option to defer to a subsequent session for some or all the assessments, free of charge. For advice on supporting teaching and learning, please contact your IB World School Manager directly or [support@ibo.org](mailto:support@ibo.org).



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IB Coordinator

TERM AND WEEK	IBDP Curriculum Planner			
	<p>These academic deadlines have been determined by faculties; some weeks are apparently busier than others. During these busy weeks, IB students should seek approval from their subject teachers and the Wellbeing Leader before committing to extra-curricular activities. This aims to prioritise academic organisation and responsibility, and work towards academic success. Where necessary, and possible, these deadlines can be negotiated to accommodate school events.</p>			
1.1	12ECO Comm2 FINAL	12PHYSICS IA FINAL		
1.2	14/2 12EE 2nd progress meeting	12 MthStds start IA		
1.3	12CHEM IA (in class)	12 LANG A May session (FINAL)		
1.4	12CHEM IA (in class)			
1.5				
1.6	13/3 12EE 3rd progress meeting and 2nd reflection	12BIOL IA (in class)	12 MthSL/HL Start IA	12 Music HL Technical exam
1.7	12CHEM IA FINAL	12BIOL IA (in class)	12 MthStds Draft IA	TOK seminars on titles 19/3, 23/3, 25/3
1.8	12 GEOG IA full draft	12 MAY SESSION LANG A Final ORAL	12 Music MLI 1st draft	12ECO Comm3 PLAN
CAMP	TOK planning form submitted at camp			
2.1	17/4 12EE 1st draft submitted on ManageBac	2ECO Comm3 DRAFT		
2.2	12BIOL IA FINAL	12 GEO IA FINAL	12 MthStds FINAL IA	
2.3	12ESS IA (in class)	12 Music SL/HL Piece 1 draft & HL Piece 2 draft	12 Music MLI 2nd draft	12 LANG B HL ONLY final orals
2.4	12ESS IA (in class)	11 LANG A May session IOC (FINAL)	12 MthSL/HL Draft IA	11 Music Technical exam
2.5	TOK essay structure			
2.6	22/5 12EE Finished draft submitted on ManageBac	12ESS IA FINAL	12 Music SL/HL Piece 2 draft & HL Piece 3 draft	
2.7	12 LANG A IOC (FINAL)	12/11 Music HL Recital & Reflection		
2.8	1/6 12BM Internal Assessment first draft	12ECO Comm3 FINAL		
2.9	12 Mth SL/HL FINAL IA			
2.10	19/6 12EE Final essay submitted, Viva Voce, Final reflection, LOCKED AT 9pm	12 TOK essay final draft		

3.1	24/7 11EE presentation to students	12 Music MLI completed works		
3.2	12 Music Creating portfolio submission			
3.3	7/8 11EE proposals submitted	11ECO Comm1 PLAN	12 LANG B/ab initio FINAL Individual Oral	12 TOK essay FINAL 7/8
3.4	12/8 12BM Final Internal assessment	12 Music MLI resubmit		
3.5	21/8 11EE topics and supervisors confirmed	12 LANG A Written Tasks FINAL	12 Music Creating portfolio FINAL	
3.6	11ECO Comm1 DRAFT	12 Music MLI FINAL/Creating reflection FINAL	12/11 Music Recital	
3.7				
3.8				
3.9	11ECO Comm1 FINAL			
MOCKS/ CAS CAMP				
4.1	12 Art Exhibition			
4.2				
4.3	11ECO Comm2 PLAN			
4.4	30/10 11EE 1st progress meeting, plan submitted and 1st reflection			
4.5	11PHYSICS IA (in class)			
4.6	11ECO Comm2 DRAFT	11 LANG A Individual Oral (FINAL)		
4.7	20/11 11EE pre-break planning session			
4.8	27/11 11BM Research proposal and primary data collection plan	11 TOK oral presentations		
4.9		11 TOK oral presentations		
4.10				