



International Baccalaureate®  
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# **Adverse circumstances policy (Effective from November 2022 examination session)**



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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.

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## Purpose of the policy

The purpose of this publication is to explain the approach that the IB will take to mitigate the impact of adverse circumstances on a candidate.

It is expected that it will give IB educators an understanding and appreciation of the principles behind the IB's approach as well as support them in putting the principles into practice in a variety of situations.

The policy sets out the rules that the IB will apply in managing adverse circumstances, including the principles that underpin this policy.

## Scope of the policy

This policy applies to and should be read by:

- all IB World School leadership, teachers and administrators
- all IB World School members of staff responsible for the delivery of IB examinations
- parents/legal guardians of candidates going through assessment.

Additionally, it is recommended that candidates going through assessment are informed of this policy.



## 1.1 What are adverse circumstances?

Adverse circumstances are situations that have their onset or occurrence during the examination(s) or up to three months before the written examinations in May/November, that are beyond the control of a candidate and/or the school, that affect a candidate and have a bearing on their performance in IB assessments.

Please note that “during the examination” refers to the 24-hour period before the start of the scheduled written examination and throughout the written examination itself.

## 1.2 What does not constitute adverse circumstances?

- Administrative errors, shortcomings or constraints on the part of the school. For example, the school administering the wrong examination papers/data booklets, malfunctioning or non-availability of calculators and/or IT equipment, frequent changes of a subject teacher, a shortage of teachers, teaching resources or facilities, the school not applying the authorized access arrangements for a candidate, failure to or incorrectly communicating errata details before an examination, timing or scheduling errors.
- Insufficient teaching time, including when caused by natural disasters that occur up to three months before the written examinations in May/November, absence of a teacher including if caused by sudden illness or death, staff participation in industrial action.
- Errors or shortcomings on the part of the candidate. For example, a candidate misreading the examination timetable, failing to attend an examination or misreading the instructions/questions, inadequate preparation for assessments including if the candidate has started the programme late in the academic year.
- Long-term medical, physical or learning challenges, temporary medical challenges and circumstances that may have an impact on the candidate but have their onset or occurrence up to three months before the written examinations in May/November.
- Minor disturbances during an examination. For example, another candidate leaving the room because of illness, or people talking outside the examination room.

## 1.3 What if a circumstance occurs more than three months before the written examination?

If a circumstance(s) occurs more than three months before the written examination, requests for inclusive access arrangements must be submitted under the access and inclusion policy and procedures. For further details, please refer to the IB *Access and inclusion policy* and *Assessment procedures* publications (available for each programme and updated annually).

## 1.4 Which candidates would be eligible?

Adverse circumstances may impact an individual candidate, or multiple candidates where the same circumstance affects a specific group of candidates or the entire cohort.

Individual candidates: Adverse circumstances such as medical issues, injuries, mental health difficulties, and bereavement can impact individual candidates.

Multiple candidates: Adverse circumstances such as natural disasters, civil unrest, and bereavement of a classmate (affecting the closest peers) can impact multiple candidates.

The mitigation measures stated in this policy can be applied for both individual candidates as well as multiple candidates. To be eligible for mitigation measures, candidates must:

- have completed the course of study
- **and**
- be affected by an adverse circumstance during the written examination(s) or during the three-month period before the written examinations that would have an impact on their assessments.

In addition, mitigation measures will only apply to individual candidates who have communicated to the school about their adverse circumstance before/during the examination(s). The school may receive this communication from the candidate or from the parents/legal guardian(s).

## 1.5 Principles

- Every candidate who experiences an adverse circumstance must be given a fair chance in their IB assessments. The goal is to remove or reduce their disadvantage without giving them any undue advantage.
- The purpose of this policy is to be consistent and use the same standards for all candidates when applying mitigation measures to manage the impact of adverse circumstances.
- In applying these measures, the IB will select the mitigation that has the least impact on the validity (comparability) of the assessment.

## 1.6 What actions can the IB take?

Mitigation measures are the actions available to the IB to support candidates who are impacted due to adverse circumstances.

The available mitigation measures are as follows.

- Authorization of inclusive access arrangements
- Deferral of external assessment to a next or future examination session
- Extensions to IB submission deadlines
- Missing mark procedure for incomplete assessment
- Assessment rescheduling
- An alternative venue

The missing mark procedure (see section “2.4”) for incomplete assessment can only be applied for the impact of adverse circumstances that occur during the written examination (inclusive of the 24-hour period before the start of the scheduled examination and throughout the examination itself).

Inclusive access arrangements, deferral of external assessment, rescheduling and alternative venues can also be applied where the impact of the adverse circumstance has occurred up to three months before the start of the written examinations in May/November.

## 1.7 Responsibilities of the school

- To support candidates through any difficult circumstance—offering flexibility of teaching and learning support, including counselling when required—to mitigate the impact on their education. Many adverse situations are best managed by timely and appropriate responsive and empathetic support from the candidate’s school.
- To ensure that school leadership, administration, teachers, parents/legal guardians and candidates understand the principles of the *Adverse circumstances policy* and the mitigation measures available under this policy.
- To ensure that the policy is followed, especially where the authorization from the IB is retrospective as the onus in these cases would wholly lie with the school.
- To ensure that parents/legal guardians and candidates understand that they must declare the adverse circumstance before/during the examination(s) for mitigation measures to be applicable.
- In selecting the mitigation measures to support a candidate, the school must consider both the unique situation of the candidate as well as the validity of IB assessments. This means that the school must balance supporting the candidate using the mitigation measures that have least impact on the assessments.
- Where the candidate is affected by an adverse circumstance that is unrelated to them, such as technological or administration issues, and where the school is responsible for these circumstances, the school must resolve the issues.

Note that the IB will take no responsibility in such cases and the mitigation measures listed in this policy will not be applied. The option of a retake will be available to candidates at a fee and the school should follow the usual procedure stated in IB *Assessment procedures* to register candidates for a retake session.

- Before submitting a request with supporting medical documentation to the IB, the school must obtain consent from the candidate if they are at the age of consent in their country, or otherwise from the candidate’s parents/legal guardians.

## 1.8 Responsibilities of the IB

- To ensure consistency and fairness to all candidates when authorizing mitigation measures to manage the impact of adverse circumstances.
- Where the candidate is affected by an adverse circumstance that is unrelated to them, such as technological or administrative issues, and where the IB is responsible for these circumstances, the IB will take all reasonable steps to ensure that the candidate is not disadvantaged by the circumstances. The IB will use discretion and use the mitigation measures listed in this policy to achieve this. In some instances, ultimately the only way to issue a grade that is a fair reflection of the candidate's performance may be to allow them to retake the assessment.



# 2.1 Access arrangements for adverse circumstances

Access arrangements should be the first method of support for most candidates impacted by adverse circumstances. Access arrangements will normally be authorized where a candidate has sustained an injury or has other medical or psychological difficulties up to three months before the start of the examinations and their ability to complete their examinations in the usual way is affected.

The access arrangements available as mitigation measures are:

- additional time (25%)
- word processor
- scribe or reader
- supervised rest breaks
- separate room
- prompter.

Of these, supervised rest breaks, separate room and use of a prompter do not need authorization from the IB.

Each candidate is unique and will have their preference for which arrangement(s) will be most supportive. The school must communicate with the candidate to agree upon the most appropriate arrangement based on this policy.

If the occurrence of the injury or condition is more than three months before the written examinations, requests for inclusive access arrangements must be submitted under the access and inclusion policy and procedures. For further details, please refer to the IB *Access and inclusion policy* and *Assessment procedures* publications (available for each programme and updated annually).

## 2.1.1 Additional time (25%)

Additional time (25%) can be available to candidates where the impact of the adverse circumstance is such that they would be disadvantaged under the standard examination time conditions. Impact on the candidate can be physical (due to medical reasons), emotional (such as distress), and/or cognitive (such as difficulty in concentration).

A request for authorization should be made to the IB.

## 2.1.2 Word processor

Word processors can be made available to candidates where the impact of the adverse circumstance is such that they would be disadvantaged if they had to produce handwritten responses. The most common cause is physical injury or other medical condition. However, the use of a word processor can also be appropriate support where the impact of the adverse circumstance is emotional or cognitive.

A candidate may also require additional time (25%) in addition to a word processor because they are only able to use one hand or type very slowly due to injury.

A request for authorization should be made to the IB.

## 2.1.3 Scribe or reader

Access to a scribe or reader can be made available to candidates where the impact of the adverse circumstance is such that they are not able to provide handwritten responses or read the examination paper clearly. This is usually due to physical injuries or other medical conditions. In addition, access to a

reader may also be supportive in instances where the candidate is emotionally impacted and would find it difficult to concentrate on the examination.

Since working with a scribe may be a new way of working for a candidate, they may also need additional time (25%).

A request for authorization should be made to the IB.

### 2.1.4 Supervised rest breaks

A candidate may be permitted supervised rest breaks where the amount of break time permitted is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances—10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination questions or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods but must be supervised.

This arrangement does not require authorization from the IB.

### 2.1.5 Separate room

The impact of the adverse circumstance on the candidate may be such that they would benefit from sitting the examination in a separate room, rather than with the entire cohort. The school can plan this and all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

This arrangement does not require authorization from the IB.

### 2.1.6 Prompter

A prompter can be made available for a candidate who may lose their focus from the examination due to the impact of the adverse circumstance. The role of the prompter is to draw the candidate's attention back to the examination. After making a prior agreement with the candidate, the prompter would support the candidate to bring their attention back to the examination by tapping on the desk, or even on the shoulder, when they lose their focus, or at specified intervals of time (such as every 20 minutes) as agreed. The prompter must not communicate verbally with the candidate unless they are also the designated reader or scribe, which is permissible.

The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance.

This arrangement does not require authorization from the IB.

## 2.2 Deferral of external assessment

Deferral to the next or future examination session can be made when a candidate, or group of candidates, has missed one or more assessment components due to an adverse circumstance.

When a candidate has been impacted by adverse circumstances and has communicated their situation to the school, they can defer one or more subjects of their external assessment to the next or future session.

Deferral can take place:

- during the three-month period before the written examination. (Note: it is possible to defer the examination(s) before this three-month period and this would be managed through the access and inclusion process, rather than the adverse circumstances process)
- immediately before the candidate enters the examination room
- part-way through or after completing the examination but before the candidate leaves the examination room.

In the event of a deferral in a subject, if a candidate has submitted the internal assessment (IA), these marks can be carried forward to a future session, unless there is a change to the course and/ or a new curriculum.

In these situations, the registration and the fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three which the candidate must complete to be awarded a diploma.

Where there is an impact of an adverse circumstance during the three months before the written examination, and the candidate would like to defer the examinations to the next or future session, the school must send a request for deferral to the IB.

If the decision to defer has been made in the examination room part-way through or after completing the examination, the following will apply.

- The candidate must give written consent to the school to void the examination that they have attempted.
- Once the decision to defer has been made it cannot be revoked.
- The candidate must be marked as absent for the examination.
- The school must securely dispose of any work completed in the examination room.
- The school must send a report to the IB and also send a request for deferral of the examination.

Examination scripts must not be sent to the scanning centre. If any examination is sent to the scanning centre, then it will be marked, and deferral will not apply. This will overrule the written consent given by the candidate to void the examination.

A deferral will be void if a candidate withdraws their registration from IB assessment.

## 2.3 Extensions to IB submission deadlines

Where a candidate is affected by an adverse circumstance prior to the submission of early components, for example, the extended essay (EE), theory of knowledge (TOK) essay, or IA/other sample work, the IB may authorize an extension to the submission deadline. An extension must be formally authorized by the IB and is normally for a period of two weeks. The IB will consider a longer extension on a case-by-case basis if the adverse circumstance is of a very challenging nature.

## 2.4 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 evidence that is available.

A missing mark is an estimate of how well the candidate would have done based on their performance in the completed components and the average of all other candidates. As it is an average, over-estimations or under-estimations will occur. Therefore, it should only be used as a last resort when there is no other way to provide a mark for the candidate. It is always better to have the candidate's best attempt at completing the assessment while applying the other mitigation measures to deal with the adverse situation.

For these reasons, the missing mark procedure is only available for adverse circumstances:

- that impact a candidate during an examination (inclusive of the 24-hour period before the start of the scheduled examination and throughout the examination itself)
- where deferral, rescheduling, and alternative venues are not viable options and the justification for this is provided to the IB
- where access arrangements are not the appropriate mitigation measures to support the candidate
- where the missing mark procedure is requested for only one subject

For requests for more than one subject, the IB will decide on a case-by-case basis if the missing mark procedure is an appropriate mitigation measure since it means replacing a fair assessment of large amounts of candidate work with a statistical average. As a result, this procedure is unlikely to offer a fair summary of the candidate's performance.

- where there is only a single component in the assessment model (for example, in the MYP).

In this situation of a single component, the IB cannot use the 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.

To be eligible for a missing mark, the candidate must have completed a required amount of assessment as set out in *Assessment procedures* of the relevant programme.

The missing mark procedure will not apply to IA or any subjects where the assessment does not include a written examination (for example, in some arts subjects in the Diploma Programme). In these instances, where required, the IB would consider authorizing extensions to deadlines.

Since the missing mark procedure is not a pre-examination mitigation tool, it can only be considered during the 24-hour period prior to the start of the written examination and under no circumstances should it be planned before this. The IB will consider applying the missing mark procedure on a case by case basis.

### 2.5 Rescheduling

To support a candidate facing adverse circumstances, an examination can be rescheduled. The rescheduled examination time must be within 24 hours after the original scheduled examination date/time. If the situation is that the candidate can sit for rescheduled examinations, this must be the mitigation tool that is used. The missing mark procedure will **not** be applied in situations where rescheduling could have been applied but was not considered.

For most candidates with adverse circumstances, emergency rescheduling during the 24 hour period before the scheduled examination date/time would be applicable. For individual candidates, the most likely adverse circumstance that necessitates rescheduling an examination would be medical or psychological conditions. For groups of candidates, emergency rescheduling may be necessary for reasons such as natural disasters. In some instances, rescheduling for groups of candidates, such as the entire cohort, may be required outside the emergency 24-hour window before the examination. For example, if there is an announcement of a state-wide shutdown on the day of the examination that would affect transport and safety, authorization from the IB to reschedule the examination can be sought in advance.

Rescheduling examinations must be authorized by the IB. However, if there is an adverse circumstance that is impacting a candidate and emergency rescheduling must be put in place, and if the school is unable to contact the IB, the school can go ahead with the rescheduling and then inform the IB. In all these instances, the IB will retrospectively review the rescheduling request. It is the school's responsibility to follow the IB policy on rescheduling and adverse circumstances. If it is found that the school has not followed policy and guidelines when putting rescheduling in place, the IB can decide the candidate's work is inadmissible and give zero marks for any affected components.

Schools must refer to and follow the guidance in the [Rescheduling of IB examinations guide](#) and the [Emergency rescheduling guide for the whole cohort](#) (available on the programme resource centre).

### 2.6 Alternative venue

An alternative venue to conduct the examination can be put in place to support candidates facing adverse circumstances. If the situation is such that the candidate(s) can sit for the examination in an alternative venue, this must be the mitigation measure that is used. The missing mark procedure will **not** be applied in situations where the alternative venue could have been used but was not considered.

For individual candidates, the most likely 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 and where arrangements are made for the candidates to sit for the examination in another school.

Alternative venue usage must be authorized by the IB. However, if there is an adverse circumstance that is impacting a candidate and an alternative venue for the examination must be put in place, and if the school is unable to contact the IB, the school can go ahead with the alternative venue and then inform the IB. In all these instances, the IB will retrospectively review the request to conduct the examination in an alternative venue. It is the school's responsibility to follow the IB policy when planning and implementing an alternative venue for the examination. If it is found that the school has not followed policy and guidelines when putting an alternative venue in place, then the IB can decide the candidate's work is inadmissible and give zero marks for any affected components.

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.

## 3.1 IB authorization of requests

### 3.1.1 For adverse circumstances that have occurred more than two weeks but less than three months before written examinations

Where the adverse circumstance has occurred more than two weeks but less than three months before the written examination, schools can put in place mitigation measures only after authorization of the request by the IB. Requests can only be made three months before the written examination—not before 1 February for the May examination session and not before 1 August for the November examination session. All requests must include supporting documentation (see section 3.2).

### 3.1.2 For adverse circumstances that have occurred up to two weeks before and during written examinations

**Note:** during the examination refers to the 24-hour period before the start of the scheduled written examination and throughout the examination itself.

Where the adverse circumstance has occurred within the two weeks before the examination or during the examination, and where there is insufficient time to gather the supporting documentation (see section 3.2) to submit requests to the IB, schools can put in place mitigation measures as per this policy. The IB will use discretion and retroactively authorize mitigation measures implemented by the school that are in line with this policy. All requests to the IB must be submitted within 10 days after the candidate's last written examination. Schools are advised that the IB will only authorize a missing mark procedure where the school has justified that other mitigation measures were not a viable option.

### 3.1.3 For retake, deferred and anticipated candidates

All requests for adverse circumstances are session-specific since the period that adverse circumstances would be considered is three months before the written examinations. For all retake, deferred and anticipated candidates, schools must submit new requests. The new request(s) should meet all the criteria as per this policy.



## 3.2 Supporting evidence

All requests for mitigation measures to be applied must include supporting evidence, such as medical documentation or a statement from the school/parents/legal guardian(s).

### 3.2.1 Medical documentation

Medical documentation must be dated less than three months before the start of the written examinations and indicate the time of onset or occurrence of the medical condition.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

### 3.2.2 Statement from the school/parents/legal guardian(s)

If the adverse circumstance that has impacted the candidate is a bereavement or difficult home/family circumstances, a statement from the school or parents/legal guardian(s) about the situation must be submitted as supporting evidence. This statement should include when the bereavement or difficult home/family circumstances occurred and how the candidate has been impacted.

In addition, if the statement is made by the school, it should include details about who informed the school about the adverse circumstance.

### 3.2.3 Misuse of policy or maladministration in submitting requests

It is a school's responsibility to follow the conditions and requirements stated in this policy when submitting requests to the IB. Any request for adverse circumstances that does not follow this policy will not be authorized by the IB and may be treated as maladministration.

If a request is submitted during the three-month period before the written examinations and is rejected by the IB as it does not follow the policy, schools are expected to follow standard assessment conditions for the candidate.

**Note:** The IB will not process any requests for adverse circumstances that have been submitted after the issue of results.

## 3.3 Procedure to submit requests

For details about the form to be submitted to the IB to apply for mitigation measures and how to submit requests, please refer to the *Assessment procedures* publication for the relevant programme.

## Examples

The following are examples of the *Adverse circumstances policy* in action. They are drawn from the circumstances that most often affect individuals or groups of candidates. The aim in reproducing them is to give schools guidance on what may be considered as adverse circumstances and how the mitigation tools may be applied for candidates.

4.1 A candidate is diagnosed with a medical condition two months before the examination and the side effects of the medication affect cognitive processing. The school submits an adverse circumstance request to the IB for additional time (25%). As the impact of the adverse circumstance would affect the candidate's ability to respond under standard timed conditions, the IB authorizes **additional time (25%)**.

4.2 A day before the examination, a candidate is in an accident and injures their dominant hand. The candidate would not be able to handwrite their responses, and even with a word processor their typing would be very slow. The school puts in place additional time (25%) and a word processor for the examination. All the supporting documentation is submitted to the IB and retroactively approved.

4.3 A candidate sustains a back injury a month before the examination. While the pain related to the injury has eased, the candidate still needs to shift posture and take a break from sitting every half hour. The candidate would benefit from planned rest breaks and the school puts this in place for the examination. IB approval is not required for this arrangement.

4.4 A candidate is disturbed due to recent bereavement in the family and wishes to have a quiet, separate space to write their examinations. The school puts this arrangement in place and follows the regulations for the conduct of IB examinations. IB approval is not required for this arrangement.

4.5 A candidate is very emotionally disturbed due to difficult family circumstances and feels that rest breaks during the examination, where they can step out of the examination room and have a drink, may help them sit through the duration of the examination. The school puts this in place and IB approval is not required for this arrangement.

4.6 A candidate develops anxiety and insomnia due to examination stress a few days before the examination. The candidate would like to be supported by a prompter and feels it would help with their "drifting away" and losing focus on the examination. The school puts this in place and IB approval is not required for this arrangement.

4.7 A candidate injures their dominant hand two months before the written examinations and it is to be in a cast for the duration of their examinations. They would like to use a scribe for the examinations. A request is submitted to the IB and it is approved.

4.8 A candidate with anxiety has a sudden increase of symptoms ten days before the examinations. The candidate feels less anxious if supported by a reader as it helps them to calm down and focus better. The candidate is also supported with additional time (25%), because their symptoms affect their focus on the examination. These arrangements are put in place for the examinations. All the supporting documentation is submitted to the IB and retroactively approved.

4.9 A candidate suffers a bereavement of a close family relative and is in shock. After a conversation with the candidate and their parents/legal guardians, it is decided that the best approach to take is to defer the examinations to the next session, when the candidate would be in a better state of mind. A request for deferral is sent to the IB and approved.

4.10 A candidate with anxiety develops panic attacks in the morning before the examination. They find it very hard to calm down and feel it would be impossible to come into school and sit the examination, even in a separate room. The school applies rescheduling and an alternative venue. The examination is rescheduled for the afternoon and the candidate takes the examination at home with an invigilator from school overseeing it. All supporting documentation is sent to the IB and retroactively approved.

4.11 A candidate suffers a bereavement two and a half months before the examination and is emotionally impacted. An extension to coursework deadlines would support the candidate. The school submits a request to the IB and this is approved.

4.12 A candidate is in an accident on the way to their examination and must be attended to by a doctor. The candidate is unable to attend the examination and is not in a fit condition to sit for the examination within the rescheduling window of 24 hours. Under these circumstances, the school is unable to put in place any of the available mitigation measures. The school also justifies why deferral to the next or future session is not a viable option for this candidate. The IB authorizes applying the missing mark procedure for the examination for which the candidate was absent.

4.13 A candidate is hospitalized for a month before the examination, which impacts their revision time. The medications which they have to take for a three-month period have side effects of loss of concentration and affecting energy levels. The candidate thought they would manage to take the examination in a separate room. However, half-way through the candidate decides to void the examination because they are tired, unable to concentrate on the paper, and feel their preparation was not to their desired level. They communicate their wish to defer the examination that they had attempted to the next session. The school obtains a written consent from the candidate, securely disposes of the candidate's examination answer booklet and marks the candidate as absent for the examination. The school then sends a report to the IB and the request for deferral of the examination to the next session is authorized.

4.14 There are severe floods and the city where a school is located is shut down for two days. The school is unable to reschedule paper 1 examinations of a subject that was to take place on the first day of the shutdown but can reschedule the paper 2 examinations of the same subject that were due on the second day. A request is made and the IB applies the missing mark procedure for the entire cohort for the examination that took place on the first day as there was no other reasonable mitigation measure that the school could apply.