

Supporting your candidate:

Adverse circumstances or access and inclusion?

Adverse circumstances

- Unforeseen circumstances beyond the control of the candidate, that may be detrimental to their performance
- May include medical conditions/illness with onset or occurrence up to three months before the IB examinations offered in May/November—such as injury, severe stress/anxiety, exceptionally difficult family circumstance and bereavement
- May also include events that affect the whole school community, such as a natural disaster

Access and inclusion

- Long-term challenges that affect a candidate
- Access arrangements put in place to remove barriers and help participate in teaching and learning
- Access arrangements requested must be based on principle of optimal support—no more or no less than required for the candidate
- Access arrangements requested must be usual way of working during teaching and learning

Below are a few examples which demonstrate the key differences between *adverse circumstances* and *access and inclusion*:

Unforeseen challenge

Two months before the exam, a student has had an injury during skiing and needs surgery for her legs and dominant right hand. During the IB examinations, her hand is in a cast, she has pain in her legs and can only walk with support. The coordinator must request the support of a scribe during the examinations. Rest breaks would also help the student. This is a short-term injury or challenge, so this support should be requested through adverse circumstances (using the Candidate(s) affected by adverse circumstances form).

Long-term challenge

A candidate has a long-term health challenge that causes her pain in her wrists when writing. She uses a word processor in class to take notes and write assignments. She will need this inclusive access arrangement for her exams, and her coordinator will need to request this through IBIS before the deadline of 15 November for May session exams or 15 May for November session exams.

Unforeseen challenge

A candidate has been identified with anxiety since he started the Diploma Programme but has been helped with medication. However, three weeks before the examinations, the candidate's anxiety increases substantially, he has difficulty sleeping and hence his concentration is affected. The candidate's coordinator should notify the adverse team (using the Candidate(s) affected by adverse circumstances form) to request for additional time and rest breaks which would support the candidate.

Long-term challenge

A candidate has long term challenges with depression which affects her ability to focus on her work. Her school is supporting her with inclusive access arrangements such as rest breaks and additional in class. The coordinator should request this support for her exams as well. The request should be made through IBIS before the deadline of 15 November for IB session exams or 15 May for November session exams.