PODAR ORT
INTERNATIONAL SCHOOL

Academic Honesty Policy

TABLE OF CONTENTS

SCHOOL MISSION STATEMENT

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

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.

THE IB LEARNER PROFILE

Podar ORT International School learners strive to be:

Inquirers:
Students are equipped to develop research skills from primary school following correct ways of citations and the process of how to handle primary and secondary sources or data.

Knowledgeable:
The students are erudite and responsible to acknowledge sources through proper citations.

Thinkers:
The students are encouraged to be critical thinkers in their academic writing and so are able to discern ethical academic practices..

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:
The philosophy and the essence of academic honesty is a part of general characteristic of a student and thus part of humanistic values which indeed is about hoslistically developed.

Open - Minded:
The school community urged to focus on receptivity of the idea of all round development rather than just pursuing higer grades

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:
Students are steered to create international mindedness in their academic work so that multicultural viewpoints are reflected sensitivily

Reflective:
The students are required to self-access with regards to the significance of honest diligence in order to better their performance

ACADEMIC HONESTY PHILOSOPHY

At Podar-ORT International School, honesty is a crucial aspect of our philosophy. This is the moral underpinning of all matters in relation to the school, as well as in our own lives. Our vision demonstrates that we are committed to high standards in academics, aiming at excellence in all that we do. We believe that only through the practice of academic honesty students can become responsible global citizens, who are imbibed with a sense of integrity and values. By promoting academic honesty, we are striving to create a community based on trust, respect and integrity. By encouraging creativity and personal responsibility, our students will become active and lifelong learners.

IB students must be creative, independent, and principled learners. So, it is important that everybody at Podar-ORT International School - teachers, students, parents and staff - understand the importance of honesty and how honesty can be role-modeled in our school. Honesty and learning should be the corner stones of a cohesive relationship in the development of a child, fostering personal achievement and a sense of pride in one's achievements.

*As an IB school, we strive to develop the attributes of the Learner Profile and these attributes can be reflected in academic honesty. The IB Learner Profile emphasizes the values of learning, taking responsibility for that learning and showing respect for the work of others. These ideas are further underlined in the IB Handbook on **Academic Honesty** (2009), where academic honesty is defined as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment". Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship.(Academic honesty in the IB educational context –August 2014).*

It is the policy of Podar-ORT International School that:

➢ Students must submit work that is 'authentic'- this includes homework, oral presentations, and research assignments

➢ The school will not tolerate plagiarism as it is a serious academic offence, which shows lack of respect for the learning process and the author

➢ Students understand the difference between collaboration and collusion

➢ All students understand what constitutes academic honesty

➢ Students take responsibility for acknowledging the ideas and words of others

ATL

At PORTIS we have developed the scope and sequence of the ATL based on the Australian curriculum General Capabilities. At the Appendix section, the scope and sequence of the goals to be reach by Grade 12 are explained in detail.

DEFINITIONS

Academic Honesty Refers to:
➢ The production of 'authentic' pieces of work, based on the student's own ideas
➢ Acknowledging the work of others by properly citing (referencing) the original source
➢ Proper conduct in examinations
➢ Respect of all forms of intellectual property

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic Dishonesty Involves:
➢ Plagiarism
➢ Collusion
➢ Duplication of work
➢ Other misconduct such as (but not limited to) cheating in an examination or falsifying a CAS record

ACADEMIC MISCONDUCT

The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

➢ **Plagiarism**: This is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
➢ **Collusion**: supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
➢ Note: this is different from **collaboration** which is "working together on a common aim with shared information." Collaboration may be acceptable on projects and homework. Teachers will make clear when and to what extent collaboration is acceptable on a given assignment. Collusion is never acceptable.

Duplication of work: the presentation of the same work for different assessment components and/or IB Diploma requirements, Eg.-passing off the same piece of work for English EE & English IA.

➢ **Incorrect Paraphrasing:** restatement of a text/others ideas in another form or other words without citation.
➢ **Fabrication-** It involves the deliberate misinterpretation of data or information with the aim of misrepresenting facts to accrue unwarranted benefits.

Malpractice also includes: [but is not limited to]

➢ taking unauthorized material into an examination room
➢ bringing notes, cell phone and electronic devices into an exam room

- disclosure of information to and receipt of information from IB candidates about the content of an examination paper within 24 hours after a written examination
- impersonating another candidate
- using an unauthorized calculator during exam.

(Definitions adapted from "General Regulations: Diploma Programme for students and their legal guardians." International Baccalaureate Organization, 2006, 2007.)

INTEGRATED APPROACH TO DEVELOPMENT OF ACADEMIC HONESTY

The principle of academic honesty should be viewed positively by students and become a natural part of their academic study. We at PORTIS believe that we should have an integrated approach to developing academic honesty by
- Building a supportive learning environment that allow students to receive information BUT also offer guidance to develop academic writing and study skills.
- Ensuring that teaching strategies put emphasis on authentic tasks.
- Developing, implement and monitor academic honesty policies.
- Ensuring that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians).

RESPONSIBILITY OF ALL STUDENTS

- Students must ensure that all work/assignments done are their own original work.
- Students are responsible to fully acknowledge the work or ideas of others.
- Students must review their work before submission so that they do not make errors in citation.
- Students must take the examination in all honesty and must not resort to taking any sort of assistance or undue advantage.
- The students will have regular AH sessions throughout the year conducted by the AHD and his team as per the school calendar

THE ROLE OF THE TEACHERS
Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them "second nature".
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.

Assessment design to minimize academic misconduct

➢ Design tasks where students have to resort to original scenarios or recent events.

➢ Create tasks that include stages where students are requested to document their research.

➢ Include methods to ensure that students provide evidence of research process, such as an annotated bibliography.

ROLE OF THE PROGRAMME COORDINATOR

➢ Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
➢ Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
➢ Agree with IB teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
➢ Ensure candidates and invigilators are provided with relevant information about examination regulations.

THE ROLE OF THE HEAD OF SCHOOL:

➢ Establish an academic honesty policy.
➢ Provide teachers with effective training opportunities.
➢ Ensure teachers and students adhere to the school's academic honesty policy.
➢ Share with legal guardians the aim of the academic honesty policy.
➢ Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

Why Cite

➢ To show respect for the work of others.
➢ To give the reader the opportunity to follow up references.
➢ To help a reader to distinguish between the work of the creator and the work of others.
➢ To give the reader the opportunity to check the validity of creator's interpretation.
➢ To receive proper credit for the research process.
➢ To establish credibility and authority of own knowledge and ideas.

What To Cite Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. **Written or electronic source materials** may include:

➢ Visual
➢ Audio
➢ Graphic
➢ Lectures
➢ Interviews
➢ Broadcasts
➢ Maps

When To Cite

- Citation is expected in the body of the creator's work where the external source has been used.
- The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others.
- Including the reference ONLY in the bibliography is not enough.

How To Cite

The IB does not prescribe which style(s) of referencing should be used by candidates; this is left to the discretion of the school. The wide range of subjects, multiple response languages and the diversity of referencing styles makes it impractical and restrictive to insist on particular styles.

PROMOTING ACADEMIC HONESTY

- A school policy on academic honesty which is on the academic hub, managebac and in the student handbook.
- Academic Honesty is sought to be promoted through displays in classrooms, school, academic honesty sessions with students
- Integrated in the unit plans when explicitly teaching research skill as ATL.
- Calendars for assignments properly planned.
- Regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Regular briefings with student's legal guardians.

Detection of Academic Misconduct:

If any student is in breach of or caught for intentional or unintentional, minor or substantial plagiarism, collusion, duplication of work or any other academic misconduct the supervisor/teacher should inform the respective IB Programme Coordinator.

Consequences for any school research based assignment/presentation/project

- **1st Offense –** Any offense done in any one subject. The student will be asked to redo their assignment, and their parents will be informed in writing. No marks/ grades will be allotted for any academically dishonest work at any level of offense.
- **2nd Offense** – 2nd offense done in the same subject or in two subjects. The student will be suspended and will redo the assignments in exam like conditions.
- **3rd Offense** - 3rd offense done in the same subject, or in three subjects. As per the discretion of the Academic Honesty Committee, it could lead to expulsion.

Academic Misconduct during Examinations/ Summative/Formative Assessment:

If any academic misconduct is detected during school examinations/summative/formative assessment the student will complete the paper/assessment and it would be marked by the teacher but the student will be awarded a zero in that assessment or subject examination. The IB Programme Coordinator, student and parent will also be informed. Repetition of such misconduct would also lead to suspension or even expulsion of the student. Stealing of examination/ test material will in the first instance lead to a suspension and pending inquiry the consequences will be decided by the school authorities.
A record of all cases of Academic Misconduct will be kept by the school.

PREVENTION OF ACADEMIC MALPRACTICE AT PORTIS

"A framework of identifying aspects of academic honestly across the continuum of IB programmes" as given in "**Academic Honesty in the IB Educational Context document and the IB Academic Honesty in Arts" will be followed in order to ensure that** by the time SIS students get to Grade 11 they will have developed awareness, understanding and appreciation of the ethical practices in research skills. Furthermore, the IB document namely **"Effective citing and referencing"** will be used as a guide for students and teachers**.**

The teacher librarians with the active support of the teaching staff run an information literacy course throughout the school and will be a part of the critical mass which would be involved in raising the level of academic honesty in the school.

The school follows the MLA system and wants all students to know this format thoroughly by the time they reach the IBDP (Grade 11). So a basic framework of adopting the MLA system in the information literacy programme will be as follows:

PYP (Grade 1-5)	Students will create source lists and recognize the presence/absence of an author/title. They also list in their source list if any peer's idea is being used by them.
Middle School (Grade 6-8)	Students will have more advanced source lists, recognizing and listing the author, publisher, year for all sources in the alphabetical bibliography. In text citation will also be included.
Grade 9-10	Students will use MLA format for complete bibliography. . Read and refer to **" Effective citing and referencing"**
Grade 11-12	All students (new & old) will accurately use the MLA style of referencing. Read and refer to **" Effective citing and referencing"**

PRIMARY YEARS PROGRAMME

Even young learners need to understand the importance of acknowledging others' ideas and work. As teachers we are our students' greatest role models so it is essential that we lead by example. In doing so we should make reference to the Learner Profile and attitudes, particularly respect, integrity and principled. We need to develop the understanding that, while the sharing of ideas and work is encouraged, we need to recognize to whom the ideas and work belong. By the end of Grade 6 students are expected to reference their sources in a bibliography. Although we do not require very young learners to record other's work in the form of a bibliography, they are expected to recognize and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also those of their peers. The following table outlines our expectations for students at each grade level:

Grade	Paper media	Digital media
1	Identify the source clearly using gestures or showing the media to an adult.	N/A
2	Identify the source clearly using gestures or showing the media to an adult.	N/A
3	Begin to record the author and title of the source.	N/A
4	Record the author and title.	Record the URL
5	Record the author, title and publisher.	Record the URL, and date accessed.
6	Record the author, title, publisher and year of publication.	Record the title of website, URL and date accessed.
7	Grade 6 students should cite primary sources, books, reference works/encyclopaedias, magazines/newspaper articles, websites and interviews using the MLA formatting outlined in the table below.	

Assessment tools used in Grades 3-6 should include the above age-specific expectations as part of the success criteria.

HOW TO CITE SOURCES

Modern Languages Association (MLA) is the formatting style at the International School of Milan. By the end of grade 5 we would like students to be able to:

Book	Author. Title of Book. City of Publication: Publisher, Year
	Example: Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.
Reference works and Encyclopedias	Author. "Article Title" Title of Encyclopedia. Edition Date.
	Example: Byrne, Jamie. "Saint Ambrose" Encyclopedia Britannica. 1984
Magazines and newspaper articles	Author. "Title of the Article". Title of the Newspaper. Date of Publication
	Example: Horne, Adele. "Calls Grow for Rumsfeld's Resignation" The Sydney Morning Herald. 7th May 2004
Websites	Author. Title of webpage. Available http://address, Date of Document or date of access
	Example: Burka, Lauren. A Hypertext History of Multi-User Dimensions. Available http://www.usa.net/home/history.html, January 10, 1996
Interviews	Interviewee's name. (Date of Interview). [Name of person who interviewed]. Place of Interview.
Inter	Example: Garret, Joseph. (2002, October 25th) [Karlson, Ludovika].Sydney, Australia

Students may use websites such as www.bibme.org and www.citationmachine.net to help with the

formatting.

Additional Responsibilities of IBDP Students

➢ The IBDP students must adhere to the IA deadlines given in the School Calendar. This will benefit them by providing them ample time to revise, thereby eliminating the chances of incorrect citation or paraphrasing.
➢ IBDP Students will be responsible for his/her assignment after he/she signs on the IBDP cover sheet.
➢ Students are clearly informed that the educator has the right of refusal to sign the coversheet if she/he suspects malpractice. However, the student will be given a chance to prove otherwise.

Induction of all new students till Grade 10

The IB Programme Coordinator /his team will orient the new students on the school academic honesty policy at a convenient time slot during the beginning of each semester.

Induction of New Staff

➢ All new staff members inducted in the school will be given a copy each of the "IB Academic Honesty Guidelines" and the School's Academic Honesty Policy.
➢ The IB Programme Coordinator will brief the new staff and elucidate on the Academic Honesty Policy of the school as per the school calendar.
➢ The Librarian and RC will conduct a workshop on how to acknowledge sources, citation and about MLA 7 as per the school calendar.
➢ The Heads of Departments will brief the newly inducted teachers on academic honesty in their subject area. The HOD will discuss in detail, examples of malpractice that are subject specific and provide clarity to the teachers during the Department meetings too.
➢ The IB Programme Coordinator will re-iterate the Academic Honesty Policy before the first draft of the IA is submitted both at the IGCSE and IB level. This will be a joint session for all newly inducted staff especially during the start of the semester or as per the school calendar.

Consequences for IBDP students:

Early Detection (EE, TOK, IA) – Draft Stage - Any academic misconduct in this stage would lead to the following consequences.

➢ **1st Offense –** Any offense done in any one subject/component. The student will be asked to redo their assignment, and their parents will be informed in writing. No marks/ grades will be allotted for any academically dishonest work at any level of offense.
➢ **2nd Offense** – 2nd offense done in the same subject/component or in two subjects/components. The student will be suspended and will redo the assignments in exam like conditions.
➢ **3rd Offense** - 3rd offense done in the same subject/component, or in three subjects/components. As per the discretion of the Academic Honesty Committee, it could lead to expulsion or the candidate-receiving Zero" in the particular subject, EE or TOK, resulting in the candidate not receiving the Diploma

Detection (EE, TOK, IA) after submission of the final version by the student - Any academic misconduct in this stage would lead to the following consequences.

"Once a candidate has officially submitted the final version of his or her work to a teacher (or the coordinator) for external or internal assessment, together with the signed coversheet, it cannot be retracted. Any suspicion of malpractice that arises thereafter must be reported to the coordinator help desk at IBCA for investigation. "Officially submitted" means submission to a teacher (or the coordinator) by the candidate, and not submission to an IB examiner by the school." (IBDP Academic Honesty Policy, 6.4).

"Teachers (or supervisors in the case of extended essays) are also required to sign the coversheet for work that is being submitted to an examiner for assessment or for the purpose of moderation in the case of internal assessment. (This does not apply to examination scripts.) The teacher signs to the effect that, to the best of his or her knowledge, the work is the authentic work of the candidate. It is not acceptable to delete or alter this declaration, or to submit work for which the teacher has not signed the declaration because he or she believes the work may not be authentic. The coordinator must report the case to the coordinator help desk and provide evidence that substantiates the allegation of malpractice." (IBDP Academic Honesty Policy, 6.6).

This will eventually result in the student not receiving a grade in that particular subject/component, hence not receiving the Diploma.

In case a teacher/supervisor suspect academic misconduct after both the student and the teacher/supervisor have signed the coversheet and it has been sent to the IBO, the DPC will inform the IBCA immediately.

Academic Misconduct in IBDP examinations:

If any academic misconduct is detected during IBDP examinations the DPC will instantly inform the IBCA. The IB Programme Coordinator, student and parent will also be informed. The laid out procedure of the IB will be followed.

Consequences of Academic Misconduct by students stealing papers or any other such instance will result in the student immediately being expelled from the school.

Induction New IBDP Students:-

➢ All new IBDP students will be given a copy of the School's Academic Honesty Policy.
➢ The IB Programme Coordinator and IBDP coordinator will conduct a session on the Academic Honesty Policy as per the school calendar.
➢ The Librarian and Research Coordinator will conduct workshops on how to acknowledge sources, citation and about MLA 7 as per the school calendar.
➢ All subject teachers will brief the newly inducted students on academic honesty and provide subject specific examples before the start of IA process.

Storage of Student Work and Final Submissions:-

➢ The subject teacher/ EE and TOK supervisors will also store the final drafts in soft copy.
➢ The IB Programme Coordinator will also have the final drafts of all the IAs and externally marked components in soft copy.
➢ One hard copy of the final drafts that are sent to the IB will be kept in DPC's office till the end of the academic session.

TURNITIN – A TOOL FOR DETECTING PLAGIARISM

Usage of Turnitin: (IBDP)

- ➢ Research based assessments
- ➢ IA, EE and TOK

Procedure

- ➢ The DPC will create the student accounts using their email id and then enrol them for their designated classes and chosen subjects.
- ➢ Only the DPC and his team uploads all assignments. This ensures that all work is submitted on time and is verified.
- ➢ Originality report will be the final checkpoint for detecting academic misconduct, if any.
- ➢ Any and every form of plagiarism, collusion, duplication or malpractice, if detected, is conveyed to the student and to the subject teacher. The entire assignment is amended, redone or rejected as mentioned in the section below.
- ➢ All the requirements of Academic Honesty are fully complied with , thereby ensuring that the students imbibe the IB Learner Profiles of becoming 'Principled', 'Balanced' and 'Responsible' for their thoughts and actions.

FINAL DETECTION OF THE MALPRACTICE

➢ In case malpractice is detected by the Subject Teacher the DPC will be informed who in turn will keep the HOS informed. A discussion on intent and intensity of malpractice will take place. If all are in agreement of student intent to commit malpractice then the student assignment will not be submitted and hence a NS will be given to the student in that subject. This will result in the student not receiving a Diploma.

➢ If the Principal, DPC and Subject Teacher agree that the result of malpractice was not intentional but more likely a case of carelessness/forgetfulness then the following will take place:

i. In case of a minor error the student will be asked to correct it in presence of the Subject Teacher. The Subject Teacher will then resubmit the assignment.

ii. In case of a significant error the student may be asked to rewrite the assignment by the DPC and the Subject Teacher within a fixed time- frame. The Subject Teacher will then resubmit the assignment.

➢ The investigation would begin by taking the student statement and conference, teacher's statement given to the investigation committee. And this will lead to determining intent. In case "not guilty/guilty" same procedure as above will be followed.

PROCESS OF REVIEW-

➢ The AH Policy is reviewed annually and collectively by the SLT and the Heads of Department.
➢ However, it can be reviewed in the wake of an unforeseen development, if the need arises.
➢ The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.
➢ Any new procedures, measures or technical requirements are introduced/ included.

BIBLIOGRAPHY (AND ESSENTIAL READINGS)

➢ IB publication *Academic honesty in the IB educational context*
➢ IB publication *Effective citing and referencing*
➢ *IB General regulations: Diploma Programme*
➢ *Academic honesty in the IB* – position paper by Jude Caroll
➢ Programme standards and practices
➢ RBKIA Academic Honesty Policy
➢ JPIS Academic Honesty Policy

The *Handbook of procedures for the Diploma Programme*

APPENDIX I: PORTIS ATL SKILLS FOR DIPLOMA STUDENTS

Research	Thinking	Social	Self Management	Communication
Typically by the end of Year 12, students:	Typically by the end of Year 12, students:	Typically by the end of Year 12, students:	Typically by the end of Year 12, students:	Typically by the end of Year 12, students:
Information Literacy	Critical thinking	Social awareness	Organizational skills	Communicate effectively
Recognise intellectual property	Pose questions	Understand relationships	Work independently and show initiative	formulate and execute effectively plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
analyse ethical dilemmas and consciously apply practices that protect intellectual property Show examples	pose focused questions to critically analyse complex issues and abstract ideas	evaluate how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	Express emotions appropriately
Define and plan information searches	Organise and process information	Appreciate diverse perspectives	Develop self-discipline and set goals	effectively manage their emotional responses in expressing and discussing their opinions, beliefs, questions and choices
select, use, and evaluate a range of ICT independently and collaboratively, analyse information to frame research questions and plan search and data generation Show examples	critically analyse independently sourced information to analyse bias and reliability	effectively articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	Navigate, read and view learning area texts

Locate, generate and access data and information	Identify and clarify information and ideas	Contributions to society	Apply digital information security practices	navigate, read and view a wide range of challenging subject-specific texts with a range of graphic representations
use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that develops of new understandings Show examples	clarify complex information and ideas drawn from a wide range of varied sources	plan, implement,evaluate and improve ways of contributing to civil society at local, national regional and global levels	use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct Show examples	Listen and respond to learning area texts
Select and evaluate data and information	Draw conclusions and design a course of action	Social management	Apply personal security protocols	listen to a range of extended spoken and audio texts, including audio-visual texts, and respond to, analyse and synthesise ideas, information and opinions
develop and use criteria systematically and critically evaluate the quality, suitability and credibility of located data or information and sources Show examples	use logical, critical and abstract thinking to analyse and synthesise complex information to inform a course of action	Negotiate and resolve conflict	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities Show	Interpret and analyse learning area texts

			examples	
Media Literacy	Evaluate procedures and outcomes	generate, apply, evaluate & improve strategies such as active listening, mediation & negotiation to prevent & resolve interpersonal problems & conflicts	**Affective skills**	interpret, evaluate and synthesise information within and between texts, comparing and contrasting information using analytical strategies
Interpret data displays	analyse the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have defined.	Develop leadership skills	Understand themselves as learners	Compose spoken, written, visual and multimodal learning area texts
analyse and synthesize media statistics and trends by linking claims to data displays, statistics and representative data	Apply logic and reasoning	generate , implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely	analyze the effectiveness of commonly used learning strategies and work practices and refine these as required	compose and edit extended and complex learning area texts
Interpret maps and diagrams	critically analyse reasoning used in finding and applying solutions, and in choice of resources	**Collaboration**	Recognise personal qualities and achievements	Deliver presentations

create, evaluate and interpret maps, models and diagrams using a wide range of mapping tools for a variety of purposes	Creative thinking	Work collaboratively	analyse their strengths and challenges and devise appropriate strategies to achieve future success	plan, research, rehearse and deliver sophisticated presentations on complex issues and learning area topics, combining visual and multimodal elements creatively to present complex ideas and information, support opinions and engage and persuade an audience
	Consider alternatives	evaluate their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	Recognise emotions	Use language to interact with others
	propose feasible creative options to modify ideas when circumstances change	Make decisions	reflect critically on emotional responses and the responses of others to challenging situations in a wide range of learning, social and work-related contexts	use pair, group and class discussions and formal and informal debates as learning tools to analyse ideas, compare and adapt solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts and as a means of understanding core and related subject area concepts
	Seek solutions and put ideas into action	develop and apply and evaluate criteria to evaluate the outcomes of individual and group decisions and analyse the	Become confident, resilient and adaptable	Use knowledge of words and word groups

		consequences of their decision making		
	analyse risks and develop contingencies, taking account of a wide range of perspectives, when seeking solutions and putting complex ideas into action		critically evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	develop high order concepts in academic texts through a wide range of language features that compact, generalise and synthesise ideas
	Imagine possibilities and connect ideas			Understand learning area vocabulary
	create, connect and extend complex ideas using imagery, analogies and symbolism			use subject-specific vocabulary with precision to express abstract concepts, and refine vocabulary choices to discriminate with a high degree of clarity between shades of meaning
	Reflective thinking			Use spelling knowledge
	Think about thinking (metacognition)			use knowledge of a wide range of English and other language spelling conventions to spell unusual and technical words correctly, to deduce the meanings of unfamiliar words and spell unknown words
	give reasons and supporting evidence to support their thinking, and address opposing			Collaborate, share and exchange

	viewpoints and weaknesses in their own positions			
	Reflect on processes			select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge to develop shared understandings
	balance rational and irrational components of a complex or ambiguous problem to analyse evidence			Understand computer mediated communications
	Develop reflective practice			Understand how computer mediated communications can be used and managed effectively to support collaboration within a community of practice. '
	critically reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability			Understand how visual elements create meaning
	Transfer			analyse the impact of different visual choices in the composition of images, including symbolic images and movement of

				camera or light, to achieve different nuances
	Transfer knowledge into new contexts			
	identify, plan and justify transference of knowledge to new contexts			

APPENDIX II: ACADEMIC HONESTY IN THE DIPLOMA PROGRAMME OF ARTS: MUSIC AND FILM.

Subject and component	Approaches necessary to maintain academic honesty
Film	
Presentation	The work, words or ideas of others should be acknowledged in the Presentation. In the Film guide, the notes under the mark bands for the Presentation will be adapted as follows. • _S_L_ _P_r_e_s_e_n_t_a_t_i_o_n_ _(_p_a_g_e_ _2_8_)_ _ **Pre-prepared work:** Any student suspected of reading his/her presentation from a prepared script could be in breach of IB diploma regulations and may be investigated for academic misconduct. **Time limit:** Examiners are not required to listen beyond the prescribed time limit of 10 minutes. • _H_L_ _P_r_e_s_e_n_t_a_t_i_o_n_ _(_p_a_g_e_ _3_1_)_ _ **Pre-prepared work:** Any student suspected of reading his/her presentation from a prepared script could be in breach of IB diploma regulations and may be investigated for academic misconduct. **Time limit:** Examiners are not required to listen beyond the prescribed time limit of 15 minutes.
Independent Study	The note underneath the external mark bands (pages 27 and 30) regarding the formal requirements applies. All work must feature an annotated list of sources. In addition to being a requirement to reach the top two mark bands, failure to cite sources adequately may be considered as academic misconduct.
Production Portfolio	The copyright statement on page 37 of the guide should be followed. Candidates who are suspected of not following these guidelines could be in breach of IB regulations and may be investigated for academic misconduct.

Subject and component	Approaches necessary to maintain academic honesty
Music	
Paper 1	This is an exam paper and normal rules apply regarding conduct of examinations.
Musical links investigation	In addition to meeting the requirements of

	criterion D, the citing of sources is required to maintain academic honesty; failure to cite sources adequately may be considered as academic misconduct.
Creating	When submitting work for composing, music technology composing, arranging or improvising, candidates must cite each influence whether written, oral, aural or visual, in their reflective statement. Candidates submitting work for stylistic techniques must properly attribute sources.
Solo performing	This task requires the performance of a piece of music, which must be attributed (for example, Moonlight Sonata, Piano Sonata no 14, Beethoven). Teachers are required to authenticate that the performance is that of the candidate. Candidates are also required to provide their programme listed in line with convention.
Group performing	This task requires the performance of a piece of music, which must be, attributed (for example Cornish Dances, Op 91, Malcolm Arnold, No. 3. *Con moto e sempre senza parodia*). Teachers are required to authenticate that the performance is that of the group and to provide the programme listed in line with convention.

APPENDIX III

When you have used an author's exact words, have you put —quotation marks‖ around the quotation **and** named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes? Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted **and** the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI? For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?	
Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?	
Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	

APPENDIX IV

	Author(s)/creator(s)	Chapter/article/page title	Title	Periodical name	Institution/publisher and city	URL/DOI		Publication date	Volume/issue number	page number(s)	Database name	E-reader/device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes			Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes			Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes		Yes					If applicable		
E-book	Yes		Yes		Yes			Yes				Yes	If applicable		
Newspaper/magazine article	If available	Yes		Yes				Yes		Yes					
Journal paper	Yes	Yes		Yes				Yes	Yes	Yes					
Electronic newspaper/magazine article	If available	Yes		Yes				Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes		Yes	Yes	If available	If applicable	If applicable			
Internet/web page	If available	Yes	Yes		If applicable	Yes		If available							Usually
Internet site	If available		Yes		If applicable	Yes		If available							Yes
Image/graph/graphic	If available		Yes		If applicable	If applicable		If available							If applicable
Video	If available		Yes		If applicable	If applicable		If available							If applicable
Blog	Yes	Yes	Yes			Yes		If available							Yes

BACK