



**THE INTERNATIONAL
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

IB Diploma Handbook

For exams from 2018



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.

ISA MISSION STATEMENT

ISA's mission is to deliver excellence in education through a safe and caring learning environment. Our students are challenged to reach their maximum potential through academic success and personal growth, becoming learners for life and socially responsible, active global citizens.

We provide students with a comprehensive university preparatory education utilizing best practices in education from around the world. We serve our internationally diverse student body through a partnership of excellent staff, committed parents, and an involved community.

ISA VISION

The International School of Aberdeen (ISA) is locally and internationally recognized for providing excellence in education and exceptional care for every child.

The 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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Courageous They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Diploma Programme

The International Baccalaureate's Diploma Programme (DP), created in 1968, is a pre-university course of study. It is designed for motivated secondary school students aged 16 to 19. The Programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to the world's leading universities. The DP grading system is criterion-referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next.

The Programme is a comprehensive two-year international curriculum, available in English, French and Spanish, that generally allows students to fulfil the requirements of their national or state education systems. The DP incorporates the best elements of national systems, without being based on any one. Internationally mobile students are able to transfer from one IB school to another. Students who remain closer to home benefit from a highly respected international curriculum.

The Programme was born through efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated not only by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

Students in Grade 10 at ISA will discuss options with their teachers and their suitability for their desired courses assessed. The counsellor will then work with the student and parents to build a suitable programme. Students joining the Programme from outside of ISA have their transcripts vetted and will meet with the counsellor and principal to discuss options. It is assumed that students joining during G11 or G12 from another IB Programme are able to continue with their current course plan so long as the same subjects are offered (or available online) at ISA.

ISA has offered the Diploma Programme since 1996.

Further information on the DP can be found at www.ibo.org

The Diploma Programme Curriculum (Core)

The Programme has the strengths of a traditional and broad curriculum, but with three important additional features. These represent different forms of experiential learning and, as such, are linked to one another as well as supporting the main academic subjects.

Theory of Knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the DP, and recommends at least 100 hours of teaching time running concurrently with other subjects.

Creativity, Activity, Service (CAS)

The IB's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS Programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and service learning activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work co-operatively with other people. All CAS activities should be first approved by the CAS Co-ordinator and undertaken under appropriate supervision. CAS activities should be ongoing, challenging and a new experience for the students. The need to reflect at the end of the process ensures the activities become learning experiences.

An Extended Essay (EE) of 4,000 words

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devote a total of about 40 hours of private study and writing time to the essay. The essay permits students to deepen their programmes of study, for example by selecting a topic in one of their higher level (HL) courses.

These aspects of the Diploma are developed in timetabled 'Core Time' classes. The bulk of this time is devoted to TOK in the first 3 semesters of the Programme, with 1 in 5 of the sessions being used to support further students with their work on CAS and the Extended Essay. Once the requirements of TOK, CAS and the EE have been met early in the fourth semester, this time is devoted to preparing for the final examinations.

The Diploma Programme Curriculum (Six Academic Subjects)

Diploma candidates must select one subject from each of six groups:

- Group 1: Language A
- Group 2: Language Acquisition
- Group 3: Individuals & Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

However, it is possible to select a second subject from groups 2, 3 or 4 in place of a Group 6 selection. Three subjects are taken at higher level (HL), while the remaining subjects are studied at standard level (SL). HL courses represent a minimum of 240 teaching hours and SL courses cover 150 hours.

Students are, thus, able to explore some subjects in depth and others more broadly; a deliberate compromise between the early specialisation of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs.

Whilst some movement in course choice is possible early in Grade 11, students should aim to have identified their six subjects and decided upon their levels of study (SL or HL) by the first reporting deadline at the end of September.

Group 1 - Language A

More than 80 languages have been offered for examination as part of the IB's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

Group 2 – Language acquisition

All Diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency; genuine second language learners with previous experience learning the language; and beginners (*ab initio* courses). The principal aim for the subjects in Group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and Societies

Studying any one of these subjects provides for the development of a critical appreciation of human behaviour and the varieties of physical, economic and social environments that people inhabit. In addition, each subject is designed to foster in students the capacity to identify, to analyse critically, and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Group 4 – Experimental Sciences

Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5 – Mathematics & Computer Science

All candidates for a Diploma are required to complete a mathematics course, and several options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence in the use of mathematical language.

Group 6 – The Arts

This includes visual arts, music and theatre arts, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context.

Transdisciplinary Subjects

These subjects meet the requirement of more than one Group for the Diploma. Currently, ISA offers Environmental Systems and Societies (ESS) as a transdisciplinary subject. This course explores aspects of sustainable development through Biology and Human Geography themes. ESS fulfils the requirements of both Groups 3 and 4. As such, the student can choose another subject from any Group in the model, including Groups 3 and 4.

Subject Availability at ISA

Currently at ISA we offer the following choices of subjects within each group.

Language A	Language Acquisition	Individuals & Societies	Sciences	Mathematics	The Arts
English Literature (SL or HL)	French <i>ab initio</i> (SL)	History (SL or HL)	Physics (SL or HL)	Mathematical Studies (SL)	Visual Arts (SL or HL)
School Supported Self-Taught* (SL)	Spanish <i>ab initio</i> (SL)	Economics (SL or HL)	Chemistry (SL or HL)	Maths (SL or HL)	Music (SL or HL)
	French B (SL or HL)	Environmental Systems & Societies (SL)	Biology (SL or HL)		
	Spanish B (SL or HL)		Environmental Systems & Societies (SL)		

* For students for whom English is not their first language, a school supported self-taught option is available (at SL). In this instance, the student engages a tutor to meet the requirements of this part of the Diploma for their mother tongue. In recent years Dutch students have taken this option.

Distance Learning

ISA works with the Pamoja group to offer additional course options to students with particular passions; some options include Psychology, *ab initio* Mandarin and Philosophy. A complete list of online courses can be found at www.pamojaeducation.com. The nature of online learning means that only highly motivated students should consider these courses. The following points should also be kept in mind:

- Parents will be responsible for the additional fees incurred with these courses
- Students will not be able to take an online version of a course already offered at ISA
- Students will be expected to liaise with the site-based coordinator at ISA about their progress.
- Pamoja reporting timelines and term dates are different to those followed by ISA.

HL and SL Teaching Hours

The IB courses recommend 240 hours of teaching at HL and 150 hours at SL over the two years. The schedule at ISA gives all subjects equal time allotments and, as such, adjustments must be made to accommodate the different needs of the two levels. The actual calculated hours available are in excess of the SL target and show a shortfall at HL. Formally addressing this issue was mandated by the IB in its feedback to the 2014 Self-Study.

The following guidance has been agreed upon by ISA teachers;

- In mixed HL/SL classes, SL students will be released to carry on with other work whenever HL material is covered in class.
- In SL-only classes (e.g. ESS, Maths Studies, Language *ab initio*) a ‘Flex-period’ will be offered on a basis of around 1 in 5 classes. Students can use this supervised time to complete homework assignments in that subject or work on HL material in other subjects.
- Teachers are encouraged to make use of virtual learning environments to assist students in covering HL material outside of their classroom.
- Additional HL time slots are available after school on a rotating schedule but teachers are not required to make use of them.

Approaches to Teaching and Learning

During the two years of the IB Programme it is hoped students will develop stronger learning skills. These skills, to a certain extent, can be taught by their classroom teachers and fostered through other experiential activities. The skills are described by the five categories shown below and students will be given opportunities to reflect on these important competencies.

Thinking Skills	Communication Skills	Social Skills	Self Management Skills	Research Skills
<ul style="list-style-type: none">• Curiosity• Reasoning• Creativity• Problem posing• Reflection	<ul style="list-style-type: none">• Formulating arguments• Understanding messages• Explaining concepts	<ul style="list-style-type: none">• Collaboration• Effective communication• Maintaining positive relationships	<ul style="list-style-type: none">• Organisation skills (time management, goal setting)• Affective skills (self motivation, resilience, mindfulness)	<ul style="list-style-type: none">• Academic Honesty• Information literacy• Media literacy

Learning Habits

The following Learning Habits will be reported on using a **Consistently, Mostly, Sometimes, Rarely Scale**;

Responsibility

The student is well prepared for class, submits quality work that meets deadlines and organises their time effectively. The student seeks support and guidance when needed.

Engagement

The student is focused and on task in class, ensuring a high level of effort and perseverance. The student takes risks with their thinking and willingly participates in discussions.

Collaboration

The student works constructively with others and is an effective communicator; listening respectfully to ideas and feedback from both teachers and students.

PowerSchool Gradebook

Performances in assessments during the term are recorded in an electronic grade book which is visible to students and parents. During the 3rd semester of the DP Programme, predicted grades are issued to support university applications.

Assessing student work

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Responsibility for all academic judgments about the quality of candidates' work rests with many thousand IB examiners worldwide, led by chief examiners with international authority in their fields. Worldwide each year, approximately 80% of candidates who attempt the Diploma succeed in earning it. Examinations are offered in May for Northern Hemisphere schools and in November for those in the Southern Hemisphere.

All examinations leading to the Diploma normally take place at the end of the second year of study. Assessment takes the form of both final examinations and internal assessment (IA). IA work is assessment that is carried out by teachers who mark the pieces of work and then submit a sample for external moderation. Examples include language orals, practical investigations and artistic performances.

Work will be assessed using the IB scale of 1 (minimum) to 7 (maximum). The grading scale and a comparison to the previous ISA grading scale is shown in the table below.

Former ISA Grading Scale	New ISA HS Grading Scale	IB Descriptor
98-100 (A)	7	Excellent
95-97 (A)		
92-94 (A A-)	6	Very Good
90-91 (A-)		
83-89 (B+ B)	5	Good
80-82 (B-)		
74-79 (C+ C)	4	Satisfactory
72-73 (C C-)		
68-71 (C- D+)	3	Mediocre
65-67 (D)		
60-64 (D D-)	2	Poor
50 (F)	1	Very Poor

All grading systems are criterion based. This means students are assessed against set standards and not in relation to one another. A total score of 45 points is available for the Diploma; 7 from each of the six subjects and an additional 3 points for TOK and EE. The award of the Diploma requires a minimum total of 24 points and the satisfactory completion of the three additional requirements (see Appendix 1).

The Bilingual Diploma

A Bilingual Diploma is awarded to any candidate who takes two different language subjects from Group 1 or completes a subject from Group 3 or Group 4 in a language that is not the same as the student's nominated Group 1 language.

Why do the Full Diploma?

Students who complete the entire Diploma receive several benefits:

- The Programme offers a well-rounded education.
- They will develop a skill set that will serve them well in any career.
- The Programme and curriculum are designed to promote international understanding, intercultural awareness and a community ethic.
- They will be challenged in a way that usually does not occur until university when they will have less access to parent and school support.
- College credit at many American and Canadian universities is awarded for DP courses.
- Many universities recognise the demanding nature of the Diploma as a whole and take that into consideration when reviewing applications.
- The Extended Essay provides students with the opportunity to explore an area that might evolve into a career focus.
- The Theory of Knowledge course is designed to reinforce the critical thinking skills that are a significant component of the IB classes themselves.

It should be kept in mind that the full IB Diploma may not be appropriate, or necessary, for all students. Students should work with counsellors, parents and teachers to determine the most appropriate course of study.

Courses

For students who do not wish to take the full Diploma, it is possible to take stand-alone DP courses and receive a certificate for each subject and level studied. CAS, TOK and EE can also be chosen as individual activities. Note that a CAS Programme is a requirement of the ISA Honours Diploma.

The ISA Honours Diploma

ISA offers high school graduates the 'ISA Diploma' and the 'ISA Honours Diploma'.

To be eligible for the ISA Diploma, a student must obtain at least 24 credits from their subjects in grades 9-12.

The ISA Honours Diploma is granted to students who complete the IB Diploma Programme and meet the graduation requirements stated above. Alternatively, students must meet the following criteria:

- An average grade of 5.5 across the first 3 semesters of Grade 11 and 12;
- Completion of 4 IB courses or 3 IB courses and the extended essay;
- Completion of the CAS requirement for IB or an equivalent approved programme.

For students transferring into ISA, advanced level, externally assessed courses (such as AP) could be considered for approval as a substitute for IB courses.

Recognition, Results and University Placement

Each year, students request that their IB results be sent to over 3,300 institutions in nearly 90 countries. Universities recognise the rigorous nature of DP courses and frequently offer course credit or adapt entry requirements accordingly.

The Guidance Counsellor can assist students in investigating university acceptance policies as they relate to the IB. They spend time with students right from Grade 9, helping them look ahead to what will happen when they graduate from ISA.

ISA students consistently score above the world average in their exams, and make successful applications to prestigious universities and colleges both in the UK, US and other parts of the world.

The IB website contains a great deal of information on the benefits of the DP in terms of university applications and preparedness for tertiary education courses; <http://www.ibo.org/en/university-admission/>

For more information on further education please contact the High School Counsellor.

Communication and Resources

ISA makes every effort to communicate effectively with the members of its community. Students should be aware of the following methods employed by teachers to share information outside of formal class time.

- ISA247 email – all students will have an ISA email account created for them. Students should check this regularly or set it to forward messages to another account.
- ISA247 Moodle – this electronic classroom allows teachers to share assignments and additional resources with students.
- PowerSchool – Parents and students will have immediate access to grades in each subject by logging into this system.
- Report Cards – At regular intervals across the semesters, formal report cards are issued showing student progress.
- Managebac – All students undertaking CAS and/or the Extended Essay will be required to record their progress using this web based system. Managebac apps are available for portable devices.
- Shared Calendar - Additional classes, major deadlines and significant tests are recorded by teachers on Managebac to avoid conflicts.
- SmartBacc – Students have access to this online study guide and some formative assessments may be set by teachers from this resource. (isa.smartbacc.com)

The logo for SmartBacc, featuring the word "smart" in a light blue, lowercase, sans-serif font, followed by "bacc" in a darker blue, lowercase, sans-serif font.

At the start of the year, students will be issued with a calendar of deadlines. This has been carefully constructed to spread the workload for IB students and, as such, it is essential students adhere to this timeline.

Academic Honesty

ISA takes academic honesty very seriously, reflecting the high standards the IB holds in this regard for its students. Examples of misconduct include:

- A lack of referencing
- Too much assistance or collusion
- Using the same piece of work for more than one assessment component
- Fabricating data
- Disrupting the integrity of the examination process

When investigating reports of academic dishonesty the IB does not consider intent and, as such, it is important all students understand what is expected of them. The Librarian works with the year group at the start of the year on academic honesty and re-visits the topic in the run up to the Extended Essay. Students will also be given guidance by individual class teachers, and very often web-based tools are used to monitor plagiarism in assignments. A guidance booklet has been produced by the Library to help students cite effectively.

Students are required to sign coversheets on their internally assessed coursework to say that the work is all their own and that all sources have been acknowledged appropriately within the assignment.

I look forward to working with the grade 11 & 12 students and if I can be of any assistance, please do not hesitate to contact me.

Jennifer Purpura
DP Coordinator
The International School Aberdeen

Appendix 1 - Failing conditions of the IB Diploma

A candidate will not qualify for the award of the Diploma if certain requirements have not been met. The following codes indicate which requirements have not been met:

1. CAS requirements have not been met;
2. Candidate's total points are fewer than 24;
3. An "N" has been given for Theory of Knowledge, Extended Essay or for a contributing subject;
4. A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay;
5. There is a grade 1 awarded in a subject/level;
6. Grade 2 has been awarded three or more times (HL or SL);
7. Grade 3 or below has been awarded four or more times (HL or SL);
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Appendix 2 - ISA Language Policy

Philosophy

We believe that the learning of language is fundamental to students' cognitive and personal development and that students should:

1. Learn English to a level required for academic success;
2. Maintain and develop their mother tongue;
3. Expand their linguistic competence through the study of one or more additional languages;
4. Develop a sense of international awareness and genuine respect for perspectives different from their own.

Definition

Mother tongue is the language used in the home or outside of the classroom.

In Practice, this means

1. The School works with parents to foster the best environment for language learning, recognising that a great deal of language learning takes place at home.
2. The School works with parents to ensure the best possible language programme for individual students.
3. All teachers recognise that they are language teachers as well as subject teachers.
4. Professional development will be provided to support all teachers in the fields of language learning and teaching.
5. Students will be given the opportunity and support, wherever possible, to continue learning their best language and/or mother tongue.
6. In order to be admitted to the School, students are required to have a mother tongue or first language proficiency that is deemed age-appropriate.
7. Students with limited knowledge of English will be provided with support, and the development of English will be given initial priority.

Appendix 3 –ISA Learning Support & IB Accommodations

ISA Learning Support Aims and Beliefs

ISA aims to provide exceptional care for every child and we are committed to providing equal opportunities and access to learning for all students attending our school. Our teachers and Learning Support Team work with students to provide a nurturing learning environment, where students strive to achieve independent access to the curriculum.

IB Diploma Programme Aims and Beliefs

‘The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorised in these circumstances.’ (Candidates with assessment access requirements, page 1).

Applying for Accommodations for the IB Programme

All requests for accommodations for IB examinations must be submitted by the IB Co-ordinator no later than November in the year prior to the examination. An up to date Educational Psychology report which contains standard scores must be uploaded and submitted as part of the online application as evidence of the need for accommodations. To ensure that this report is current, the psychology or medical assessment must be carried out in the year prior to the student beginning the Diploma Programme (usually 10th Grade).

Accommodations Available for IB Programme

Depending upon the results of the standard scores, and their type, from the Educational Psychology report, the IB allows a variety of accommodations for students with diagnosed learning difficulties. For example, it is possible to receive the following:

- Extra time on exams (10%, 25% or 50%)
- Access to a word processor (without a spell checker or with a spell checker)
- Access to sit exams in a separate, quiet room
- Access to a scribe or a reader
- Modified exam papers (braille, enlarged print or change of font)

These arrangements are intended to reduce adverse effects of the learning difficulty but not to give the student an unfair advantage in the assessment components of the course. Students receiving accommodations should use them throughout the course of the Diploma Programme, not just during the final examinations.

Appendix 4 - ISA Academic Honesty (11th/12th Grade Section)

Rationale

The purpose of this policy is to provide clarity for students, teachers and parents on our expectations of academic honesty across school at ISA. As part of that clarity, this policy standardises how students are taught to format bibliographies and citations. The policy provides teachers with information about what level of citation students would have learnt previous to beginning their class. The policy also details the consequences of academic misconduct. This policy will be reviewed every year by the Librarian and IB Co-ordinator, with input sought from stakeholders.

Philosophy

ISA, guided by its own values and those of the IB learner profile (for Grades 11-12), places great importance on students understanding the principles of academic honesty, and making good choices with these in mind. The six key values of ISA are Respect, Excellence, Diversity, Community, Integrity and Service. Our students need to work with high standards of academic honesty if they are to achieve **excellence** in their academic work. In addition, our students show **respect** for others and their own **integrity** when they give credit to sources through correct citation. Within the IB Programme, academic honesty is a key way in which our students show themselves to be **principled, inquirers** and **reflective**, three of the ten attributes of the IB learner profile. As part of academic honesty, we aim to maximise continuity in how research skills are taught from Preschool to Grade 12, whilst teaching at an age-appropriate level, to provide clarity for students and make the best use of class-time. We want our students to develop strong collaborative skills, whilst understanding the difference between collaboration and collusion. Students are not permitted to engage in plagiarism, collusion, duplication of work, cheating in exams or any other academic malpractice.

Student expectations

- Students should only submit work that is authentically their own.
- Students should choose and use trustworthy sources of information when doing research.
- Students are expected to use Turnitin as directed by teachers to check that their work is their own.
- Students are expected to fully acknowledge the work and ideas of others through correctly formatted citations and bibliographies in MLA style (titled “Works Cited”) . This includes all research-based assignments, such as written work, posters and presentations. Students have the option of using online sites to format their bibliography and citations.
- Students are expected to use correctly formatted parenthetical citations (MLA style) for any direct quotations or paraphrased information in a research assignment.
- Unless using a direct quotation, students must put all information into their own words.

- Students are expected to cite the source of any images, video or audio files that they include in a presentation. This should also be done in MLA style, and can also be formatted using an online site. These should be listed separately at the end of their bibliography.
- Students must follow all instructions and rules during internal and external tests/exams.
- Students must seek further information from a teacher or the Librarian if they are in any doubt as to what constitutes plagiarism, collusion, cheating in exams, duplication of work, or any other act of academic misconduct.

Teacher expectations

- Teachers will teach students how to create parenthetical citations, and refresh students' understanding of bibliographies where necessary.
- Teachers will show students how to submit work to Turnitin to check for plagiarism.
- Teachers will take a student's academic honesty and citations/bibliography into account when grading a piece of work.
- Teachers are expected to provide guidelines for assignments that are in line with IB policy on academic honesty.
- Teachers must report all instances of academic misconduct to the Middle School/High School Principal.
- Teachers will not submit pieces of work for assessment by the IB if they are not satisfied they are entirely the student's own work. Time must be allowed ahead of deadlines for appropriate checks regarding academic misconduct to be carried out.
- Teachers will communicate the importance of not cheating on tests, copying homework, or collusion, and will have zero tolerance for these acts.
- Teachers will proctor all tests and exams with professionalism, setting up classrooms to minimise the opportunity for cheating.
- Teachers will model academic honesty by citing appropriately in their presentations.

Parent expectations

- Parents should support teachers in encouraging students to use information ethically.
- Parents are expected to reinforce students' responsibility for their own work by not doing any part of their assignments for them.
- Parents should reinforce the importance of following teacher instructions during exams and in completing assignments.
- Parents should read the High School handbook and familiarise themselves with school expectations of Academic Honesty.

11th-12th Grade consequences of Academic Misconduct

- The School will defer to official IB policy in all issues of Academic Misconduct.
- Teachers will report all incidences of Academic Misconduct to the Middle School/High School Principal, who will keep a written record of all incidences. This record may be forwarded as part of the student's record if they move school.
- If teachers suspect that IB work is not authentically that of the student, they will not submit it to IB, meaning that the student will not receive a grade for that section. This may prevent them from being awarded an IB Diploma. Teacher-student meetings can provide evidence of the authenticity of work.
- Any academic misconduct that is in connection with the IB Programme must be reported to IB authorities, and will result in no marks being awarded for that piece of assessment. This may mean a student is not awarded their Diploma.

Definitions and Acronyms

- **Academic Misconduct** – Any student action, intentional or unintentional, which leads to a student taking credit for another person’s work, or gaining any unfair advantage. This includes (but is not limited to) plagiarism, collusion, duplication of work, cheating in exams and falsifying a CAS record.
- **CAS** – Creativity, Activity and Service – this is one of the core requirements of the IB course, which all DP students must complete.
- **Cheating in exams** – This is any student action, intentional or unintentional, which leads to a student gaining an unfair advantage in an exam. This includes, but is not limited to, not following teacher/written instruction, taking unauthorised equipment/materials into an exam room, and impersonating another candidate.
- **Collaboration** – The act of working with others to achieve shared goals. Teachers will specify when collaboration is appropriate.
- **Collusion** – The act of allowing someone to copy your work and take credit for it.
- **DP** – Diploma Programme. This is the two year IB Programme studied by students in 11th and 12th grade.
- **Duplication of work** – the act of submitting the same work for/as part of two separate assignments, either within the same course or in different courses.
- **EE** - Extended Essay. The EE is part of the core of the DP and is a 4,000 word essay on a topic of the student’s choice.
- **IB** – The International Baccalaureate.
- **IA** – Internal Assessment. This is work which is completed by the students, marked by the ISA teachers. A sample of this work is then sent to the IB for moderation. Every subject has an IA component, although they are different for each group.
- **MLA style** – Modern Languages Association. MLA is a common way of formatting bibliographies and citations. This is the citation style that we recommend for all students at ISA.
- **Plagiarism** – The act of presenting another’s words and ideas as one’s own without crediting the source, whether intentionally or unintentionally. This source may be a website, or it may be the assignment of a friend. All writers are responsible for documenting the use of ideas and words that are not their own. While an obvious form of plagiarism is copying a direct quotation without providing quotation marks and crediting the source, a more subtle form of plagiarism also includes paraphrasing material or using an original idea without citing this. Students can avoid plagiarism by acknowledging the source of materials at all times. When in doubt, students can ask their teacher or the Librarian for clarification.
- **TOK** - Theory of Knowledge course. Part of the core of the DP.