



Diploma Program Handbook

2016-2017

This handbook provides a comprehensive overview of the Diploma Program and outlines specific IBDP and CAS requirements.

The Diploma Program Core

Creativity, Action and Service (CAS)

CAS is an integral part of the IB Diploma. Students are expected to complete their minimum CAS requirement, by December of the Grade 12. A separate handout explaining the aims, objectives and procedures of the CAS programme is given to students at the start of Grade 11. This programme is directed and monitored by the **CAS Coordinator** in liaison with the IB Coordinator. CAS time is not available in the timetable and students are expected to work on their activities during lunch, after school and over the weekends.



Theory of Knowledge (ToK)

This is a compulsory component for Diploma candidates and also part of the DP Core. In this course, students critically examine the types, nature and limitations of different ways of knowing. There are two assessment modules in this course. At the end of the first year, students will present on a topic approved by their teacher. At the end of the second year, students are required to submit to the IB an essay on one of the titles from the official list. Students must complete both assessment modules and obtain a passing grade in order to be awarded the Diploma. It is important to note that the presentation is internally assessed and the essay is externally assessed.

Extended Essay (EE)

This is an in-depth study of a limited topic within one of the six subject areas. This 4000 word essay is meant to provide students the opportunity to conduct independent research at an introductory level and focuses on technical writing and research skills. The Extended Essay, along with ToK and CAS, is a requirement for all Diploma candidates. This essay is supervised by a teacher at the school and is externally evaluated by an IB examiner. Work on the Extended Essay is begun in the second semester of Grade 11 and completed by the end of the first semester in Grade 12. Students must obtain a passing grade of at least a D in order to be awarded the Diploma.

1. General Information

IB Diploma Retreat

Grade 11 Diploma students are taken on a weekend working retreat to work on the Core components of the programme as well as team building and study skills.

Probation

All students are on probation for the first two weeks of their Grade 11 academic year. After this period the IB teachers meet with the coordinator to evaluate the progress of students in each course. In some cases changes in courses or levels are suggested by the teachers, which are then discussed with the student and implemented. Sometimes the student may perceive problems in one or more courses and desire a change, this is then discussed with the Coordinator and the concerned teachers and changes, if possible, are made. **Under no circumstances are students allowed to make changes to their schedule without prior consultation with the coordinator.** Once the probation period is over, students' programmes remain set for the two years of the IB. However, students' progress is constantly reviewed and in exceptional cases changes may be made.

Examinations

There are semester exams at the end of the first and second semester in Grade 11.

At the end of the first semester of Grade 11 all students write examinations. These exams are intended to give students some familiarity with the IB exam format and to help the students recognize their strengths and weaknesses before they attempt the real exams. The same format of examining takes place again in June of Grade 12.

In Grade 12, the students write Mock examinations after the winter break. The final IB examinations take place in May of Grade 12 and are external examinations, which have been set by the IB. Students will be given a study leave period, if deemed appropriate by the Coordinator.

Grades and Descriptors

The IB grading system is as follows:

- 7 - Excellent
- 6 - Very Good
- 5 - Good
- 4 - Satisfactory
- 3 - Mediocre but passing
- 2 - Poor
- 1 - Very Poor

Diploma students must get a grade 4 in their HL subjects and a 3 in SL subjects with an overall score of 24 points as a minimum passing condition for a Diploma. This is applicable throughout the student's two-year journey.

Should a student be struggling academically they will be counselled by the DPC and school college counsellor in order to make sure that their university application/s are not in jeopardy. A student needs 12 points across HL subjects (no score of 2) and 9 points across SL subject for promotion purposes too.

Study Hall and the Library

The study Hall period is to be used for quiet, individual study in the allocated room under supervision of the Study Hall teacher. Students **must** use this time wisely and are expected to treat this time as a class period. The Library may be used during Study Hall only under special circumstances.

Deadlines

Students will be given specific tasks and corresponding deadlines throughout the programme. It is vital that students be aware of these and adhere to them. Success or failure in the IB is often a result of time management and the deadlines have been designed to enable students to get all work completed in time for submission to the IB for assessment. The school sets internal deadlines for all IB coursework, CAS, TOK and Extended Essay. The goal of having deadlines is to help you and your teachers to effectively spread the workload and to ensure you perform at your highest level. Non-adherence to deadlines can result in serious penalties sometimes even the loss of a grade. Diploma students who do not conform to deadlines run the risk of being withdrawn from the programme.

Attendance and Punctuality

IB students are expected to fulfill the minimum attendance requirements as stipulated by the Ministry of Education and the IB examination board. Failure to meet these requirements will jeopardize promotion to Grade 12 as well as entry for the final IB examinations.

There is no such thing as a free period and all students are required to attend all classes, including Study Hall, as per their timetable. Students must ensure that they reach all classes on time.

Early Departure

In exceptional circumstances students are allowed to leave school before the end of the day. Students who need to leave early must bring a note from their parent and get the 'Early Departure' form signed.

Parent/Teacher Conferences

These are held twice a year and are vital to your success in the IB programme with advance notice being given to both students and their parents. Students are constantly monitored throughout the 2-year programme and should there be a necessity to contact parents the DPC or Counsellor or member of the Senior Leadership Team will conduct this. It is very important for the benefit of your child to keep all channels of communication open.

2. Coordinators and DP Leaders

IBDP Coordinator –Jennifer Hager

The role of the DP Coordinator is:

- to monitor each student's progress
- to conduct all major exams
- to liaise between students and teachers and teachers and parents when necessary
- to help the student complete all examination registration formalities
- to liaise between the teachers/students and the IB
- to assist the students in meeting deadlines
- to assist the student in identifying and resolving any problems, which interfere with his or her work
- to establish a relationship with each student based on mutual trust and respect, so that the student is able to consult the coordinator concerning any problem at any time

Group assemblies are held by the Coordinator on an “as needed basis” to discuss issues of relevance to the whole cohort. Occasionally, students are also invited to attend individual meetings by appointments made through their home room teacher. The DPC is available every day at break, lunch and after school until 3:40 pm. While we have an open door policy for dealing with student's queries/problems, it is possible that the DPC will be busy at select times and an appointment will need to be made.

DPC, DHP and SLT

The DP Coordinator, Deputy Head Pastoral and SLT will deal with all matters concerning academics, attendance, punctuality, uniform and discipline issues.

Home Room Teachers

The home room teacher is the student's daily link with the faculty. Apart from registering the students every morning the homeroom teacher will convey important information and notices. The home room teacher will guide you with regard to academic and social problems in the first instance.

Extended Essay Coordinator – Mr. David Platt

The Extended Essay Coordinator directs and monitors the students and supervisors during the extended essay. He has regular meetings with students, parents and advisors to inform them as to what the extended essay is and he helps facilitate the supervisors to inform and manage students.

CAS Coordinator - Mr. Nathan Menard

The CAS Coordinator directs and monitors the CAS programme. He will hold regular year group meetings with students and is also available for you to meet during some lunch breaks. Students and parents should communicate with him on a regular basis with regard to planning an effective CAS programme.

College Counselor - Ms. Sophia Bazile

Will assist you with the following:

- References for university
- Information pertaining to local and overseas universities
- Assistance with college applications
- Advice regarding college/ course selection
- Graduation and prom planning

TOK Coordinator – Mr. David Platt

- Sees to it that the students have access to sufficient resources: textbooks and library resources.
- Ensures that students have opportunities for critical evaluation of their own and others' perspectives in an atmosphere of openness and tolerance.
- Ensures that culturally sensitive issues are dealt with in an analytical manner demonstrating critical thinking and respect rather than personal bias.
- Sees to it that all diploma teachers are familiar with the key requirements of TOK and are able to make links within their subject area.

Department Heads

English - Mrs. Maleha Arif

Social Studies - Miss Karen Nyborg

Mathematics – Mrs. Janet Bailey

IT - Mr. Andrew Blake

Modern Foreign Languages – n/a

Sciences – TBD

Visual Arts – TBD

3. Diploma Program Homework Policy

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young adults to develop skills and attitudes they need for successful lifelong education. It also supports the development of independent learning skills, including the habits of inquiry and investigation.

Homework should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in class. Homework should be an extension of the learning in the classroom.

The homework policy at CAS is based on the following principles:

- Homework tasks to be structured and their purpose explained to students
- Consistency in practices within year groups
- Homework to be given as per a regular schedule that is communicated to students and parents
- Homework should be marked with feedback given in a timely manner
- Students should receive constructive feedback in order to help them improve

The purpose of homework is:

- To reinforce learning through further practice and application of material.
- To enrich learning through independent study, individual research and experimentation.
- Train students in planning and organizing their time
- Encourage self-discipline and responsibility for learning
- Provide evidence for assessment of students' progress and mastery of work
- Provide evidence for evaluation of teaching
- To enable students to complete assignments.
- To preview new units of study.
- Provide parents with information and opportunities for support and home-school communication.

The *type* of homework set will vary depending on grade level, the nature of the subject and the class work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments, which suit their abilities, whilst the needs of all students should be met by assignments set at an appropriate level.

At CAS we recommend that teachers set homework in line with the recommended amount of time for each grade level. The following is guideline only: Grade 11 and 12 students - 3 to 4 hours per night liable to increase when coming up to exams or deadlines.

Late Homework

At CAS we encourage students to hand in their homework on time to enhance their learning and organizational skills.

Late homework is to be dealt with as follows:

Grades 11 - 12

- Late homework is recorded as late and an extension is given at the discretion of the teacher
- If the extended deadline is met the work should be marked but the mark lowered by 10% (if it is a graded assignment)
- If the homework is not handed in as per the extended deadline then the work should be awarded zero and parents informed by the teacher. Work should still be completed and brought in for review by the teacher.
- In case of persistent lateness teachers should inform the parents and cc the Diploma Coordinator.

Holiday Homework

Grades 11 and 12 should work on coursework and other components as per their deadline schedule.

Role of Parents

Parents are advised to support their children by providing a relatively quiet and suitable place at home for homework completion. It is also helpful if parents encourage their children to complete their homework at a regular time each evening. By checking the student's personal organizer parents can monitor the amount of homework being set and then check to see if it is being completed satisfactorily. Parents are required to sign the student planner once the homework has been completed.

While parents are encouraged to discuss the day's assignments with their children and to clarify terms and objectives as necessary, it is strongly discouraged for you to be involved in the actual production of the homework. The very purpose of homework as outlined in the policy is defeated if parents provide undue assistance.

Parents who believe that students are consistently spending more or less than the recommended time are asked to contact the Diploma Coordinator. Suitable allowances must be made for students with second language or special needs. Any other concerns regarding the quality or quantity of homework should be directed to the Diploma Coordinator.

4. Assessment Policy for Grades 11 and 12

The IBDP is a two-year programme culminating in external examinations at the end of Grade 12. IB assessment criteria will be followed from the beginning of the course. Grade Boundaries are determined, by the Head of Department, to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas. Formal examinations are held twice during the first year; a mock exam is held mid-year in the second year (DP 2) and the external exams are held in May. All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Grade 11

End of Year exam

The June exams cover the whole year's work and resemble the IB exams as closely as possible.

Promotion from Grade 11 to Grade 12

Diploma Students

- Diploma students in Year 12 **must get a 4 or above in HL subjects, 3 or above in SL subjects, and a total of 24 points** in order to be promoted to Grade 12.
- A student not achieving a grade 4 in an HL subject may drop to SL in the subject, provided the student has 4 HL subjects.
- If a student gets a failing grade **in up to two subjects**, he/she must do a re-sit exam at the end of August, prior to school starting; any student needing 3 re-sit exams will automatically revert to courses.
- **A grade of 3 for SL and 4 for HL and a final total of 24 points must be achieved in the re-sit exam/s to qualify for promotion.**
- Diploma students should meet all **EE, ToK, CAS** and any other curriculum deadlines.
- IB Diploma students not meeting the above requirements will be advised to switch to the US Diploma Program.
- By the progress report, those students not achieving the above prerequisites will automatically move to the US Diploma before registration for May exams.
- Minimum attendance requirements for the year as per the MOE and the IB should be met.

DP Courses

- Students perusing the US Diploma may choose to take IB DP Courses that meet the requirements of the IB. Any student who takes a DP class will be enrolled with the IB to sit the examination in May of the programmes second year.

All students are required to pass the MOE requirements in Arabic and Islamic Studies; a re-sit exam will be held for failing students before school closes in summer.

Grade 12

Predicted Grades for Universities

- In Grade 12, teachers are required to provide the College Counselor with predicted grades for

university application purposes. This may happen at different times, depending on the location of the university being applied to.

- These grades are based on the Grade 11 **Exam Scores** and the teacher's overall evaluation of the student at the time of giving the predicted grade.
- PGs are realistically optimistic and should in no way compromise the professionalism of the teacher or the credibility of the school.
- Students will be informed of their individual class scores along with the total predicted score out of 42 points (excluding ToK and the EE).
- PGs may be reviewed and revised after the Mock Exams, if applicable.

Final Exam Registrations

All Grade 12 students are evaluated in October prior to registering them for the final IB examinations held in May. **In order to be registered for the Diploma, students must have:**

- Grade 4 or above in HL subjects, 3 or above in SL subjects and a total score of 24 points.
- The first draft of the Extended Essay must be completed.
- All internal deadlines for TOK/CAS/Written assignments/internal assessments must be met.

The DPC and Senior Management will review students not meeting the above requirements with regard to their exam registration. **CAS reserves the right to make the final decision on whether or not a student may be registered as a Diploma candidate.**

Mock Exams

- Students in Grade 12 sit full **Mock Exams** after the Winter Break.
- These exams are exactly like the IB finals, and are graded accordingly using grade boundaries published by the IB.
- These are the last full internal examinations and directly impact the PGs for the IB.

Externally Assessed Coursework

The students are under the supervision of the teacher to produce these components independently. Each of the components are externally assessed by IB examiners.

1. Written Essay/s
2. Extended Essay
3. ToK Essay
4. Internal Assessments as per subject requirement

- Deadlines for submission of drafts and final piece/s are given to students at the start of Grade 11 and Grade 12.
- Students' progress is monitored and the DP/EE/TOK/CAS Coordinator, as appropriate, counsels students when necessary.
- The teacher who informs the DP Coordinator alerts with regard to parents missed deadlines on a regular basis.
- A student who does not submit a final EE, TOK and/or Language Essay as per the school's internal deadlines, will be required to move to the US Diploma program.

Internally Assessed Coursework

- Deadlines for submission of drafts and final piece/s are given to students at the start of Grade 11 and Grade 12.
- Students' progress is monitored and the DP Coordinator and Classroom Teacher will counsel students when necessary.
- The teacher will also inform the parent and cc the DP Coordinator and with regard to missed deadlines.
- If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted - This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
- These marks are then submitted by the teacher to the DP Coordinator who enters them into the IB data base.
- The moderation sample is selected electronically by IB and is sent to Examiners for moderation.
- As the IA marks are likely to be altered in the moderation process, the marks are not disclosed to students.

Internal Assessment in Group 1 and Group 2 and TOK

- These are in the form of Oral Assessment, Written Assessments and Presentations that are held at different times over the course of the two year programme.
- The teachers in liaison with the DP Coordinator schedule dates for these and students are informed.
 - a) This schedule is to be treated on par with external exam schedules.
 - b) If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark. Parents are informed via the DP Coordinator.
 - c) This will impact adversely on the final mark awarded for IA.
 - d) An assessment may be rescheduled at the discretion of the DP Coordinator and the Principal if there is satisfactory documentary evidence of extenuating circumstances.

Predicted Grades to IB

- By late March, DP2 teachers are required to submit Predicted Grades to the DPC for submission to IB.
- These grades are only for IB use and are not sent to universities and will not be revealed to students.
- They are based on Mock Exam performance and Internal Assessment marks and should be as realistic as possible.

Graduation

- Students must complete all courses in which they are registered.
- The attendance record must meet the MOE and the IB requirements.
- The Graduation Certificate is ceremonial and the Graduation ceremony is ceremonial, however, the diploma received is an accredited school leaving qualification accredited by CIS and NEASC.
- The final certificate is issued only after the final IB results are announced and carries those grades.

Final External Examination Grades

- These are awarded by the IB upon completion of the final exams.
- The results are released to students on 6th July and may be accessed on the IB website using a pin that is given to each candidate.
- Any students taking the UP Diploma program and sitting IBDP Courses will be awarded a Courses Certificate by the IB.
- In case a student gets a lower grade than expected, the student may make an appeal for a re-evaluation.
- Students may opt to take re-sit exams in November/the next May in order to improve results.

Results to Universities Service

- Students may apply to have their results sent directly to universities of their choice.
- This process is coordinated by the DPC and Counsellor.
- Students who do not submit their requests in time will not be able to avail of this service.

5. Language Policy for the Diploma

At CAS, English is the working language of the DP and the medium of instruction. All subjects other than languages are taught in English. Students write their Extended Essay (EE) in English unless the EE is in a Group 1 or Group 2 other than English. TOK Internal and External Assessments are presented in English. All CAS paperwork must be completed in English. Students in Grade 11 must have proven ability in English to be able to handle the aforementioned requirements. Students in Grade 10 moving into Grade 11 must obtain an appropriate grade in order to be promoted (see DP subject selection guide for specific details per course). New students to CAS must complete the CAT4 test with respective scores being analyzed for appropriate placement into courses. Formal ELL support is not provided in Grades 11 and 12.

Group 1 – Language A

At present, the school offers only English A – Literature and Language at HL and SL as ‘self-taught’ courses. In order to be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis.

For students entering CAS in Grade 11, this would be measured by performance on the CAT4 test and a personal interview.

A student may offer mother-tongue Language A - Literature SL as a **school supported self-taught** course under the following conditions:

- Linguistic fluency in the language, as well as proven background of the study of literature of the language (national curriculum of the country in secondary school) (at least up to Grade 8 level).
- Regular access to a qualified private tutor, who would be reimbursed by the parent.
- A clear understanding of the role and responsibilities of the student and the school as outlined by the Self Taught Languages Coordinator or Diploma Coordinator.
- A commitment to adhere to the timeline and deadlines for submission of work as imposed by

the school.

- A full list of works to be studied (from the approved lists) submitted to the school by the end of September of Grade 11.

Group 2 – Languages B, Ab Initio

The school makes decisions regarding which languages and levels are offered, languages in Group 2 may not be offered as self-taught courses.

Language B HL/SL – May be taken by a student who:

- Has adequate fluency in the language - which would usually be a result of 3 or more years of study of the language.
- The above would be measured on performance in the end of year exam in Grade 10, or a selection test. The level at which the language would be studied would be determined through the above assessment.
- Our current Grade 10 students will sit an entrance test, which is the same one as their end of year exam. New students and students in the foundation class who are interested in trying out for SL will also be required to sit an entrance test.
- Whether the student is eligible for the SL or HL level course is on recommendation of the teacher/Diploma Coordinator.

Language *ab initio* - This is a fast-track course open to a student who:

- Has no more than phases 1 or 2 experience of learning the language.
- Has studied the language previously, but has had a gap of 3 or more years since the last period of study (not in Grades 8-10).
- Is not the mother-tongue of either parent, regardless of which country has issued their passport.

6. Academic Honesty

The IB Learner Profile is embedded in CAS's daily life. CAS students are:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, take responsibility for their own action
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk takers – who are brave and articulate in defending their beliefs

These qualities when applied to learning and student work will establish skills and behavior, which support academic honesty.

Academic Honesty is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment. All students are made to understand the basic

meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations.

Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal. All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used they must be fully and properly acknowledged. Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

Malpractice includes:

1. **Plagiarism:** representing ideas or words of another person as one's own
2. **Collusion:** supporting malpractice by another student
3. **Duplication of work:** presentation for the same work different assessment components
4. **Any behavior** that gains an unfair advantage for the student or disadvantages another student

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. Teachers are expected to detect plagiarism and support the school's policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

The following constitute malpractice during examinations:

1. Taking unauthorized material into the room
2. Disruption or distracting another candidate
3. Exchanging or supporting the exchange of information relevant to the examination
4. Copying
5. Not following instructions during the exams
6. Stealing an examination paper

A policy statement

At CAS we place a high value on honesty and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy should be read and signed by the parent.

The expectations are as follows:

Grades 11 & 12

All students taking the IB Diploma are subject to the **Diploma Programme General Regulations**, which state:

Article 9: Responsible and Ethical Behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

The definition of malpractice appears in article 24:

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- (a) **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- (b) **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

The consequence of malpractice is presented in article 25, item 5:

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. *No diploma will be awarded to the candidate.*

The academically honest student:

DOES

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately help provided by another person
- Follow all exam rules

DOES NOT

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies);
2. Research writing techniques;
3. Data gathering techniques;
4. The planning, preparation and execution of research writing assignments;
5. Considering bias in reference material.

Consequences - General

- Work that is deemed to be academically dishonest will receive zero as a grade; (though the teacher may give some feedback to the student allowing him to resubmit, at the discretion of the teacher)
 - This zero is likely to have a seriously detrimental effect on a semester grade
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with
- A copy of this letter will be forwarded to the appropriate Coordinator and will be retained in the student's file
- In the event that there is a second instance of academic dishonesty again the piece of work will receive no marks
- In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the appropriate coordinator and the Deputy Principal. This panel will try to discern whether there was a clear attempt to deceive on the part of the student
- Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as a DP candidate (as appropriate)
- Subsequent instances of academic dishonesty will put at risk the student's place in the school
- In the case of malpractice during an internal school exam, the student will be removed from the examination room and will receive no grade for that paper
- This will adversely impact the student's term report

Consequences – Diploma

For normal class and home assignments the general consequences (above) will apply.

For internally assessed components:

- Work that is deemed academically dishonest will be returned to the student; provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher
- If the deemed work is not handed in within the deadline it will not be assessed and a student will automatically receive no internal assessment marks
- This will automatically result in a loss of grade in the subject and consequently loss of the diploma
- The student will be allowed to resubmit the piece in the following examination session

For externally assessed components (Extended Essay, Written tasks, World Literature, TOK)

- Students must submit outlines and drafts as per the school's internal deadlines
- The topic must not be changed or new material introduced without the knowledge of the supervising teacher

Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.

- If the student refuses to comply the teacher will refuse to sign the declaration of authenticity and the matter is reported to IB by the DP Coordinator
- In such a case the student will not receive a grade and will automatically fail the Diploma
- The student will be allowed to re-submit the component only after one year, per IB policy
- In case the instance of plagiarism is not detected by the teacher but is detected by the IB examiner, an inquiry is conducted by IB
- Statements are required from the student, the teacher and the DP Coordinator
- The final decision regarding the plagiarism allegation is made by the IB
- In such a case the student will not receive a grade and will automatically fail the Diploma
- The student will be allowed to re-submit the component only after one year.

In the case of malpractice during an IB final exam

- The DP Coordinator is entitled to remove the student from the exam room and submit a report to IB
- In such a case the student will not receive a grade for the concerned paper and will automatically fail the Diploma
- The student will be allowed to re-sit the component only after one year
- The student may or may not be allowed to take the remaining papers depending on the feedback from IB

Note

*Parts of this document are a modification of the IB publications **Academic honesty: guidance for schools**, (September 2011), **Diploma Programme General Regulations, Handbook** (2012) as well as several policies currently used in schools around the world. At this time we are unable to identify the exact sources concerned.*

