RUNGTA INTERNATIONAL SCHOOL

Academic Honesty Policy 2017-18

RIS Mission Statement

The Rangia International School aims to develop the fullest potential in all of their individual students in a secure, supportive and challenging environment, encouraging intellectual curiosity, self motivation and international understanding, so that students are able to act with integrity and ethical values in a planned value system based upon

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 inter-cultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Aims and objectives

RIS Academic Honesty Policy states its firm assurance to pursuing the best academic practices, and teaching the values of respect and academic uprightness within the entire learning community and stakeholders. This policy explains the roles of all the stakeholders in upholding the highest standards of academic honesty and sketches an action plan in the occurrence of malpractice. This policy is intended for current/potential parents and students, the administrative staff and teachers of RIS, and any accrediting or governmental authorities.

The purpose of this document is to ensure that academic honesty is positively reinforced, inculcating the learner profile attributes of being principled and knowledgeable. This document also charts out role and responsibility of the student, teacher and parent community. This document will also guide us for the procedure for handling incidents of academic dishonesty.

Philosophy

"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The IB recognises that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills." *(DP: Academic Honesty, (July 2011) p2*

RIS is an IB world school which values as well as promotes honesty and academic integrity. We believe that Academic Integrity is the responsibility of all members of the school community including teachers, parents and students. We encourage teachers and students to conduct themselves in a responsible way and expect all students to be balanced in their approach to learning and thus avoid academic malpractice.

Teachers and administrators will practice and model academic honesty. We also strongly believe in the fact that parents also have a role to play by becoming informed of the policy and supporting them. All stakeholders together will create an environment that promotes academic honesty.

Essential understanding of the document

The Academic Honesty Policy is a "living document," i.e. it is evolving and informed by research, best practice, external requirements, and by discussions, within the school. The Academic Honesty Policy is being written, reviewed, and edited as required by the Academic Honesty Policy Committee.

It is the responsibility of the school to ensure that this document is shared with all stakeholders of the school and the pedagogical leadership team along with the teachers are ready to offer any further clarification or support to understand this policy.

Policy on review

The academic honesty policy at RIS is a whole school policy, collaboratively written & will be reviewed annually . This policy applies to all programmes and students of the school.

Members of Academic Honesty Policy Committee

Head of School
Pedagogical Leadership Team
Teacher Representatives
Student Representatives

Academic honesty

The process of honesty should be reflected in the approach… belief/value system to learning. Academic honesty is the production of authentic pieces of work, full acknowledgement of the work of the original creator or author, protection of all forms of intellectual property such as patents, trademarks, registered designs, copyrights etc. and proper conduct with regard to examinations and exam papers.

Academic honesty is part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire and act (IB learner profile in review: Report and recommendation (April 2013), page 21).

Academic dishonesty

These are acts, which result or may result in an individual gaining unfair advantage by infringing on copyrights, Intellectual Property Rights, collusion etc.
Academic dishonesty involves:-

Plagiarism: Representing the ideas or work or arguments of another person (in whole or part) as one's own without appropriate acknowledgement. This includes works of art as well, whether music, film, dance, theater arts or visual arts. The school uses MLA format for citation and referencing.

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.

Collaboration Vs. Collusion- Throughout the programmes, there will be circumstances when collaboration is permitted, encouraged, or required. In such situations, it is critical to understand the difference between collaboration and collusion. All student work submitted must be produced independently, despite the fact that it may be based on the same or similar data as other students in the group. The substance of the piece of work must be written in the student's own words; otherwise, the piece will be considered collusion, the teacher will identify it as such, and consequences will be provided.

"Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source. " - *MYP: From principles into practice*

For further details read the Appendix along with the IB Document Academic Honesty (Diploma Programme) Updated July 2011

Duplication of work: This is defined as the presentation of the same work for different assessment components.

Misconduct:

- Taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- Fabricating or falsifying research data.
- Interfering in the scholastic work of another student, for example, by stealing or misusing laboratory reports, computer files and library materials.
- Altering grades awarded by a teacher.
- Stealing or misusing examination papers.
- Impersonating another student.

Fabrication or Falsification: This includes any form of dishonesty where a student invents or distorts the origin or content of information used as authority.

Copying: Includes copying from another student or making information available to another during test or examination. It also includes taking the work of another student with or without his or her knowledge and claiming it as their own.

Paraphrasing: is the rendition of another person's words presented in a new style and integrated grammatically into the writing. It is legitimate if done correctly however needs to be acknowledged. If unacknowledged then amounts to dishonesty.

It is recognized that maintaining academic honesty is a whole school endeavor and thus the roles of each stakeholder are identified as below:

Roles and Responsibilities

Head of School:

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As the example of excellence of academic honesty, the Head of School is responsible for:

- Establishing an Academic Honesty Committee. The Academic Honesty Committee is responsible for drafting an Academic Honesty Policy.
- Making sure that the policy is completed and communicated clearly to the entire school community.

- Formulating the other school policies,such as, the Assessment Policy, IT Policy in alignment with the Academic Honesty Policy.
- Promoting a good practice and culture of academic honesty within the school.
- Delegating responsibility to various members of the school staff and for establishing a school culture where all students are aware of both the importance of academic honesty and the consequences of academic dishonesty.

Teachers:

Teachers are expected to model academic honesty and act as role models for students by:
- Keeping themselves apprised about referencing styles and methods of promoting academic honesty.
- ~~Supporting and promoting the School's Academic honesty Policy~~

Librarian

Librarian is a resource person, who:

- Effectively resource planning in collaboration with teachers.
- Ensures that the curriculum is supported with variety of current and relevant resources.
- Provides ethical guidance and informs the most appropriate citation system to be used in each assessment task.

Parents/guardians:

Parents (or legal guardians)   play an important role in promoting academic honesty.

Parents should:
- ~~Read the Academic Honesty Policy and discuss it with their children.~~

Students:

All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property, authenticity, and consequences. However, a conceptual understanding alone is not sufficient; students must have the knowledge and practical skills to apply such concepts to their work.

Some of the practices are given below:
- All assignments for assessment, regardless of their format, must wholly and authentically use student's own language, expression and ideas.

- Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
- Students should not use any unauthorized material during a test or examination such as electronic device, mobile or any kind of written notes. Only calculators if permitted will be allowed.
- Students should seek guidance from teachers and librarian to adopt correct ways of acknowledging resource.(MLA format citation)

Academic Honesty in IB Programmes

Primary Years Programme:

At RIS, the PYP teachers and students work together inquiring and constructing their own understanding through critical thinking skills. It is firmly believed that academic honesty is rooted in the IB Learner Profile. The attributes of the IB learner profile are shared and communicated to all stakeholders. Teachers aim to instill an understanding and respect of academic honesty. All subject teachers develop understanding, highlight importance of completing one's own work, promote best practices and identify skills that need to be developed.

Teachers encourage honest, creative and critical work by-

1. Creating inquiry based assessment tasks- Open-ended, perspective driven and requiring critical / problem solving skills.

2. Assessing the process rather than the product alone

3. Role model- acknowledging other's work if they use in their teaching & learning process (Examples- stories, worksheets, videos, photographs) as well as showing ways to do so.

PYP students at Rungta International School take responsibility for their own work.

They are given opportunities to work individually and in groups too.

The students through examples and practice learn to give credit to other people working in the group, acknowledging ideas, CD Rom, email messages, Web sites, chat rooms, blogs electronic media, photographs, maps, illustrations, computer programs, data, graphs, audio-visual, direct quotations and works of art. They acknowledge the sources

according to bibliographic formats for each grade, thus displaying the attribute of responsibility while using information technology and library resources.

Middle Years Programme:

MYP Teachers work in collaboration for writing their curriculum. They create essential understanding of their expectations and teaching strategies across subject groups in order to promote academic honesty. Subject teachers / personal project supervisors through their own areas promote academic honesty. Research skills (information literacy skills and media literacy skills) are a part of explicitly taught ATLs in the MYP.

The students are taught in a gradual way to be Independent learners. They are expected to take responsibility for their own work. The whole focus is on the process. Process Journals across various subject groups will become an important tool that promotes academic honesty. Students with the help of teachers, librarian and peers will learn to acknowledge the works citied and used. Academic honesty becomes an integral part of the MYP learning journey. The students exemplifies their understanding of academic honesty during personal project, community project etc. The teachers will induct the students to the subject groups in the beginning of the academic year and will set the expectations in the subjects cleared. The norms and class protocols will further clarify the deeper context of academic honesty in each subject.

The teachers will also make the students aware about the requirements of the external examination /assessment process based on the annual publication Handbook of Procedures for the Middle Years Programme.

Diploma Programme:

We at RIS understand that we are creating lifelong learners who are principled and caring. We expect the Diploma Programme students to embody academic integrity not only during the years of their Diploma Programme but throughout their lifetime.

The teaching and learning in the DP focuses on developing positive behaviors that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically. The IB publication Academic Honesty Update 2011 is made available to the students and they understand that it is imperative to be academically honest. The Diploma Programme at RIS acknowledges MLA style for referencing, bibliography and citations.

Each teacher will clarify the requirement of the subjects through subject guides and classroom instruction. This will help the student understand Academic Honesty in context of the subject.

Extended Essay

Culminating project

The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.

Internal Assessment
Group Work
The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.

Independent Work
As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.

TOK Presentation/Oral Presentation
It is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint.

Creative Work
It is acceptable to do a variation on famous work, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the student must explicitly acknowledge the original painting.

Tests & Examinations
All subject examinations will be held under IB or equivalent school examination conditions. Breaches of examination regulations will incur a mark of zero for a test or end of year or trial examination. Furthermore, during external IB DP examinations, the IB will be informed of any unfair practice and may take further action, which may include failure of the subject and/or diploma as per General Regulations from Handbook of procedures shared with student/parent.

Expectations and Conventions

The teachers of Rungta International School will guide their students in the rightful ways of acknowledging prior work of others when being cited or used as references within their coursework and assessments. This begins when students can understand the concepts of academic honesty and doing their own work. Students should normally follow the format provided by the Modern Language Association (MLA: www.mla.org). Proper techniques and examples are provided by subject teachers during class time, but the same is also accessible online.

When citing images, or when using citations during a slide show presentation, students should show the citation as a part of the image and/or on the same slide where the image is being presented. In slide show presentations, students should avoid showing all citations on the last slide of a presentation.

Example from Grade 3

A student gets support from his older sister on making a poster about Consumer Durable Goods. The students writes right on the poster: "My older sister, Ms. XYX, assisted me with this poster." The teacher praises the student for his honesty.

Example from Grade 6

A student carries in an essay with superior language. The teacher asks, "Did you write this yourself?" The student says, "No, my aunt wrote it." The teacher points out, "You must do your own work -- now revise it yourself." The student redrafts the essay, in her own words, and acknowledges her aunt in the essay.

Example from Grade 9

A student completes a task at home with advanced know-how. The teacher has already articulated to the parents about the importance of letting the student do her own work, rather than the tutor or the parents. Educating both the parents and the student is an ongoing process. However, the teachers assess only what is done at school during class time**.**

In Kindergarten, **Grades 1 and 2** academically honest students should: Learn

to acknowledge the help of others orally and be able to tell the teacher where

they found material.

In **Grades 3 , 4 and 5** academically honest students should:

- Hand in their own work in their own words.
- Acknowledge the help of others or source of an idea, orally or in writing depending on task.
- Not copy or allow others to copy their work.
- Use quotation marks for someone else's exact words and the name of the author.
- Acknowledge which sources were used for research by referencing the books and websites used in a list at the end of the project or assessment. The list of references should contain sufficient information to enable the reader to trace the source using an age and grade level appropriate instruction for the MLA referencing system.
- Reference images at the point of use e.g on the same PowerPoint slide as the image.
- Acknowledge any other help or information they received which helped with an assessment.

In **Grades 6, 7, 8, 9** academically honest students should:

- Hand in work which uses their own words and ideas and not copy or allow others to copy their work.
- Follow all rules and instructions in tests and examinations.
- Use quotation marks for someone else's exact words and the name of the author.
- Acknowledge which sources were used for research by referencing the books and websites used in a list at the end of the project or assessment. The list of references should contain sufficient information to enable the reader to trace the source using an age and grade level appropriate instruction for the MLA referencing system.
- Reference images at the point of use e.g on the same PowerPoint slide as the image.
- Acknowledge any other help or information they received which helped with an assessment.

In **Grades 10 , 11, 12** academically honest students should:

- Not copy or allow others to copy their work and hand in work for assessment which is their own original authorship.

- Follow all rules and instructions in tests and examinations. Diploma students must adhere to the rules and regulations as set out in the "Notice to Candidates: Conduct of the Examinations" in all internal and external written examinations.

Acknowledge all sources by:

- The use of in-text citations where the work of others is being used as supporting evidence (ideas, quotes, images, data, graphs etc) for all assessments, the Personal Project and the Extended Essay to enable precise traceability of sources .
- Including a comprehensive bibliography at the end of the project or assessment. The list of references should contain sufficient information to enable the reader to trace the source using the MLA referencing system.
- Keep rough drafts and notes. If a student is suspected of malpractice these may help in their defence.

Any kind of academic dishonesty detected in the completion of homework, class assignments, project work, exams, tests would face the following consequences:

In case of misconduct during an internal school exam or test, assignment the student in case of

First instance – The student will redo the exam or test or assignment again and work will be assessed if submitted within the deadline. Parents would be notified by the concerned teacher and the malpractice will be noted in school records.

Second instance – The student work will not be accepted for assessment. Instance would be recorded in school records with a notification to the parents by the HOS/coordinators.

Third instance – The student will get no grade in the subject and will face disciplinary action including recommendation for withdrawal from school.

Besides the above mentioned sanctions any other appropriate disciplinary action would be taken at the discretion of the school management such as suspension from regular lessons, being placed on probation for one of more term.

Appendices:

Plagiarism:

- Plagiarism is the deliberate act of representing the words, ideas, or data of

another as your own. This includes:
- Copying work from other students and passing it off as your own.
- Downloading material from the Internet or copying from books and submitting this as if it was your own work.
- Asking others to write answers on your behalf and submitting this as your own work.
- Plagiarism may occur with respect to unpublished as well as published material. Examples include:
  - Direct Plagiarism. The exact copying of an original source without acknowledging the source.
  - Paraphrased Plagiarism. The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
  - Plagiarism Mosaic. The borrowing of words, ideas, or data from an original source and blending this original material with your own without acknowledging the source.

Fabrication or Falsification:

This includes any form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:
- Citing a source that does not exist.
- Citing information from a source, which is not included in the source for which credit is given.
- Citing a source for a secondary proposition, which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating:

This includes any form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:
- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.
- Using unauthorized notes or other study aids during an examination.
- Using unauthorized technology during an examination.
- Improper placement of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view.
- Looking at other students' work during an exam or in an assignment where collaboration is not allowed.
- Attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed.
- Obtaining an examination prior to its administration.
- Altering graded work and submitting it for re-grading.
- Obstructing or interfering with another student's academic work.
- Undertaking any activity intended to obtain an unfair advantage over other students.

Other Academic Misconduct:

This includes all other academically dishonest, deceitful, or inappropriate acts which are intentionally committed. Examples include but are not limited to:

Students and teachers will be using http://owl.english.purdue.edu for understanding and modeling the norms of MLA citations.

The School will use the following website based on the terms and conditions of fair use https://owl.english.purdue.edu/owl/resource/551/01

How to cite resources. Examples.

At RIS we follow the MLA (Modern Language Association) format for bibliography.

An Article in a Newspaper

McKay, Peter A. " Stocks feel the Dollar's Weight." *Wall street Journal* 4 Dec. 2006: C1+ Print.
Author: Last Name, First Name. Article Title in "   ''. Newspaper title in italics. Date:
Column. Medium.

An Article in a Magazine

McEvoy, Dermot. "*Little Books, Big Success.*" Publishers Weekly 30 Oct. 2006: 26-28.
Print.
Author: Last name, First Name. Article Title in "   ".   Magazine title in Italic.
Date: pages.
Medium.

A Book by a Single Author

Franke, Damon. *Modernist Heresies: British Literary History*, 1883-1924. Columbus:
Ohio State UP, 2008. Print.
Author: Last Name, Frist name. Book title in Italics. Place of Publication: Publisher,
year. Medium

An Article in a Reference Book

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 11th ed.

2003. Print.

Author : Last Name, First Name. Article Title in "   ". Reference book title in Italics.
Date.
Edition. Medium.

Web Publications.

Eaves, Morris, Robert Essick, and Joseph Viscomi, eds. *The William Blake archive.* Lib.
Of Cong., 28 Sept. 2007. <http://www. Blakearchive.org/blake/> Web. 20 Nov. 2007.

Editor: Last Name, First Name. Second Editor: First Name, Last Name. 3rd Editor: First
Name no comma last name, eds. Title of the work in Italics. Publisher or sponsor of the
site. Date of Publication (Day, Month, Year). Url. <>. Date of access (day, month, year)

A film or a video Recording

It's a wonderful life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel
Barrymore, and Thomas Mitchell. RKO, 1946. Film. Title in Italics. Director. Performers.
Studio. Year. Media.
Cite a DVD, Video Cassette, Laser disc, Slide program or Filmstrip as you would a film.

A Work in Visual Art

Bearden, Romare, *The Train.* 1974. Photogravure and aquatint. Museum of Mod. Art,
New York.
Artist's Last name, First Name. Title of the composition in italics. Date of Composition.
Medium of composition. Name of Institution that house the work. City where collection is
located.

An Interview

To Cite an interview that you conducted, give the name of the person interviewed, the
kind of interview (Personal, Telephone) and the date. Pei. I. M. Personal Interview. 22
July 1993.
Reed, Ishmael. Telephone interview. 10 Dec. 2007.

An E-mail Message

Boyle, Anthony T. *"Re: Utopia."*   Message to Daniel J. Cahill. 21 June 1997. E-mail.

Harner, James L. Message to the Author. 20 Aug. 2002. E-mail.

Name

Name of writer, title of the message in Italics, description of the message that includes the recipient. Date of the message. Medium.

Documentation: Citing Sources in the Text

Reference in the text must clearly point specific sources in the list of works cited. Insert a brief parenthetical/bracket acknowledgement in your paper at the end of the sentence wherever you incorporate another's work, facts or ideas. The author's last name and a page reference are enough to identify the source and the specific location from which you borrowed material.

This is how the text citation should look

Medieval Europe was a place both of " raids, pillages, slavery, and extortion" and of " travelling merchants, monetary exchange, towns if not cities, and active markets in grain" (Townshend 10).

The parenthetical/bracket reference "(Townshend 10)" shows that the quotations come from page of a work by Townshend. Given the author's last name, your readers can find the complete publication information for the source in **alphabetically arranged list of works citied** that follows the text of your paper.

This is how the citiation in the bibliography should look

Townshend, Robert M. *The Medieval Village Economy.* Princeton: Princeton UP, 1993. Print.

Bibliography

Works Citied: "Academic Honesty." Online Curriculum Centre. International Baccalaureate Organization. 1 July 2011. Web. 10 th October 2014.

Making PYP happen, Online Curriculum Centre, IBO 2014. Web access 6th January 2014

MYP from principles into practice, Online Curriculum Centre, IBO 2014. Web access 16th February 2014

Handbooks for Procedure Diploma Programme, Online Curriculum Centre, IBO 2014. Web access 8th February 2014

The IB programme continuum of international education, *Academic honesty in the IB educational context,* August 2014

Academic Honesty in the Diploma Programme, Brochure The IB programme continuum of international education, *Effective citing and referencing*, August 2014

Middle Years Programme, Handbook of procedures, 2014

"Academic Honesty", © International Baccalaureate Organization 2009

"The Chicago Manual of Style", http://www.chicagomanualofstyle.org, accessed December 12 2013

"IB Learner Profile", © International Baccalaureate Organization 2013

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

" Academic honesty in the IB educational context"
http://www.ibo.org/globalassets/digital-tookit/brochures/academic-honesty-ib-en.pdf