Tri-County International Academy

International Baccalaureate

Diploma & Certificate Programs

Area High Schools Served

Ashland	Norwayne
Chippewa	Orrville
Dalton	Rittman
Hiland	Smithville
Hillsdale	Triway
Loudonville	Waynedale
Mapleton	West Holmes
Northwestern	Wooster

An Information Guide for Students and Their Parents

2018-19

For additional information, updates, and latest events:
http://ib.tricountyesc.org

The IB Learner Profile

Students who participate in IB Programs develop to become:

Inquirers
Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research and become independent active learners. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable
They explore concepts, ideas, and issues which have global relevance and importance. In so doing they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Critical Thinkers
They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned 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.

Risk-Takers
They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are courageous and articulate in defending those things in which they believe.

Principled
They have sound grasp of the principals of moral reasoning. They have integrity, honesty, a sense of fairness and justice, and respect for the dignity of the individual.

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

Open-minded
Through an understanding and appreciation of their own culture, they are open to perspectives, values, and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Well-balanced
They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective
They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

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To the Student from the Coordinator

Welcome to the Tri-County International Academy!

The programs of the International Baccalaureate have a long-standing reputation for their academic and personal rigor, challenging students to excel in their studies and in their personal growth and develop a lifelong thirst for learning.

Following the direction of the International Baccalaureate, the Tri-County Academy aspires to develop well-rounded students who respond to challenges with optimism and open minds, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity, and are prepared to apply what they learn in real-world, complex situations.

We are pleased that you have chosen to explore what the Tri-County International Academy has to offer, and we are convinced that we can provide an educational experience like no other as you complete your junior and senior years of high school.

I hope you will find the Tri-County International Academy to be the most appropriate venue for your pre-college/university studies. We have prepared this IB Student/Parent Handbook as a resource to provide practical information about the workings of the IB Program.

We are always available to meet with you or answer your calls concerning your admission into the International Baccalaureate Program.

Best Wishes,

Victoria Birk

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Purpose of the Tri-County International Academy

The purpose of the Tri-County International Academy is to provide students with an academically challenging high school education, which meets worldwide standards and criteria and is sanctioned by the International Baccalaureate Organization (IBO).

IB World School Mission

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside.

Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

International Baccalaureate Program

Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for life-long education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills. The purpose of the IB curriculum is to:

- ✓ Educate young people to act intelligently and responsibly in a complex society;
- ✓ Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and
- ✓ Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.

Within the IB Program, students can choose one of two pathways (with home school district approval):

the IB Diploma

or

one or more IB Certificates.

What is the International Baccalaureate Organization (IBO)?

The IBO was created in Geneva in 1963 by a group of member schools of the International Schools Association. These schools formed the International Schools Examination Syndicate (ISES) to plan a full curriculum and examination system. In 1968 the ISES changed its name to the International Baccalaureate Organization and was given legal status under the Swiss Civil Code.

The IBO Headquarters is located in Geneva, Switzerland, and the IBO Curriculum and Assessment Center is in Cardiff, Wales. The IBO has regional offices in North and South America, Asia Europe, and Africa. IB North America, the support office of the Tri-County International Academy, is located in New York City. The Tri-County International Academy became a member IB school in 2006.

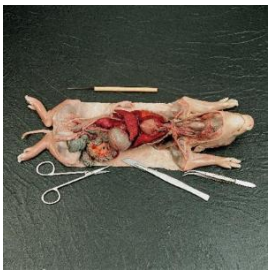
The IB diploma is highly regarded for entry into universities throughout the world and for advanced placement at many colleges and universities in the United States and Canada. Oxford University was the first university to accept the IB diploma as an entrance qualification. Now, universities world-wide recognize the diploma graduate as having completed one of the finest liberal arts educations available.

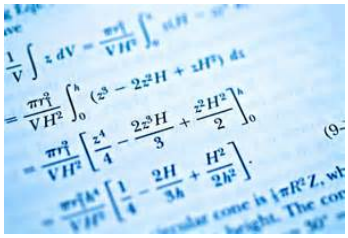
Who is suited for the IB Program?

IB is for the student who is willing to work hard at his/her studies. A student having the following characteristics would be a good candidate for the program:

- ✓ An ability to cope with several demanding classes simultaneously
- ✓ A willingness to develop personal study habits, including self-discipline, self-motivation, and time management
- ✓ A capacity for thinking critically and creatively
- ✓ Some fluency in a second language or willingness to become fluent
- ✓ An international outlook and a genuine concern for others

The IB Program, while demanding, is open to any student. **Any student enrolled in the Tri-County International Academy may challenge the full IB Diploma or take one or more IB Courses** in their junior and/or senior years. It appeals to students with a wide range of interests, abilities, and talents.





How do I get into the Tri-County International Academy?

The Tri-County International Academy is designed for juniors and seniors. The entire IB Program is self-selecting, which means students who want the IB challenge may simply complete an application in their sophomore year, schedule a visit to the program, and interview with the IB Coordinator.

Two Pathways: IB Diploma or IB Certificates

Students can choose one of two pathways in the IB Program (with home school district approval): the Diploma or one or more Certificates.

The IB Diploma Pathway

To earn the IB Diploma, a student must successfully complete:

1. at least one course and an IB examination in each of the six subject area groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL).

   Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding, but are still on par with introductory level college courses.

   Both levels of study lead to exams, which students must pass to receive the diploma. In addition to the exams, students are evaluated on a portion of their regular course work (for example, lab books, essays, portfolios, projects, etc.) completed in each class. These internal assessments are externally moderated by an IB examiner.

   Subject areas by IB Group:

   Group 1 – English A
   Literature SL or HL

   Group 2 – World Language B
   Spanish SL or HL
   German SL or HL

   Group 3 – Individuals and Society
   History of the Americas SL or HL

   Group 4 – Experimental Sciences
   Biology SL or HL
   Chemistry SL or HL

   Group 5 – Mathematics
   Mathematics SL
   Math Studies SL
   (HL with permission)

2. the **Theory of Knowledge** (ToK) course.
3. an **Extended Essay**, of about 4,000 words, on a topic of the student's own choice.
4. the program of **Creativity, Activity, and Service** (CAS).

The IB Certificate Pathway

Any student may enroll in one or more IB Courses and earn an IB Certificate in each course. A student may earn an IB Certificate in one or more of the six subject areas listed above by pursuing the same course of study in that subject as that required for the Diploma and successfully passing the corresponding exam. The last three requirements listed above for the IB Diploma (ToK, Extended Essay, and CAS) are not part of the Certificate option.

Special Components

The program offers three special features in addition to the traditional strengths of a broad liberal arts curriculum. These elements are referred to as diploma requirements since every diploma candidate is required to participate.

Theory of Knowledge

The Theory of Knowledge (ToK) course is an interdisciplinary program designed to review and challenge knowledge. It involves the study of language, logic, ethics, knowledge, and truth. The course examines the methods used to obtain knowledge in various subject areas. ToK looks at the trustworthiness of language as a means of communicating ideas and the reliability of perception as a means of observing the world. Dishonest and unreasonable arguments are distinguished from valid forms of argument. ToK also considers the basis on which moral, political, and aesthetic judgments are made. Students will spend two years answering one question: *"What do I mean when I say "I know,' and why should anyone believe me?"* In ToK, students examine this question in the context of their definitions of knowledge itself, through four ways of knowing: emotion, reason, perception, and language.

Students are given opportunities to:

- ✓ reflect upon knowledge and experience and the validity of the claims made about knowledge;
- ✓ recognize limitations on the degree of certainty possible in all areas of knowledge;
- ✓ be aware of subjective and ideological biases in themselves and others;
- ✓ develop a personal mode of thought based on constructive examination of evidence and expressed in rational argument;
- ✓ explore the relationship between belief and contrasting worldviews.

ToK is a two-year course. It will be primarily taught through discussions on the following major topics:

(a) knowledge, belief, and reality
(b) the role of language and thought in knowledge
(c) the principles of sound reasoning
(d) systems of knowledge – mathematics, natural sciences, human sciences, history
(e) values and judgments – moral, political, aesthetic
(f) knowledge and truth

ToK is externally assessed (one essay of 1,200 – 1,600 words on a prescribed title). In addition, students must take one or more individual oral presentations and complete a self-evaluation report. The presentation is internally assessed by the ToK teacher. According to the quality of work, the student's combined performance of both assessments will fall into one of the following five bands:

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary

Extended Essay

The Extended Essay, which introduces the student to personal research, will be based on a topic of the student's choice, chosen from the official list provided by the IBO. Students are expected to have sufficient knowledge skills in the chosen subject. The Extended Essay is written outside of the classroom on a student's own time. Students begin the Extended Essay process in the fall of their junior year and submit their essays in the winter of their senior year. Each student proactively obtains a Mentor/Supervisor (teacher) to advise and guide him/her during the 12 months spent researching and writing. **The Mentor/Supervisor (teacher) will read and comment on the first draft only of the Extended Essay.** This is excellent preparation for similar tasks given to students in higher education.

Student should choose a topic that is:

- ✓ challenging and interesting
- ✓ limited in scope to allow examination of an issue/problem in depth
- ✓ allow the collection or generation of information/data for analysis and evaluation
- ✓ research oriented

All Extended Essays will be completed by the end of December of the students' senior year. The essays are externally assessed by an examiner on the international grading team and can earn, together with the ToK result, up to three bonus points.

Length – All Extended Essays should be between 3,500 and 4,000 words in length, require approximately 40 hours of independent research, and are assessed according to a carefully worded set of general and subject specific criteria. An Extended Essay requires an abstract, title page, and table of contents.

Presentation – A systematic research process is advised! All graphs, diagrams, tables, maps, and other supporting material must be neatly presented, well-labeled, and easily interpretable. The essay should be logically presented and clearly ordered. A contents page or list of chapter headings should be added and all pages numbered clearly. Take advantage of your word processor.

Documentation – A standard research paper format should be used. Any recognized format is acceptable providing it utilizes footnotes/endnotes, appendices, and bibliographies. Students who use standard MLA guidelines will meet all IB Extended Essay requirements.

According to the quality of work, the student's performance will fall into one of the following five bands on a scale of 0-36 points:

A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of a poor standard

A short 10-15 minute interview between the student and the Mentor/Supervisor (teacher) will conclude the Extended Essay process.

ToK and the Extended Essay

Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work and based on the application of these assessment criteria, a student's performance in each will fall into one of the five bands described previously.

Using the two performance levels obtained in Theory of Knowledge and the Extended Essay, a maximum of three diploma points can be awarded for a student's combined performance as indicated in the matrix below:

		Theory of Knowledge					
		Excellent **A**	Good **B**	Satisfactory **C**	Mediocre **D**	Elementary **E**	Not submitted
Extended Essay	Excellent **A**	+3	+3	+2	+2	+1 F*	N
	Good **B**	+3	+2	+1	+1	F*	N
	Satisfactory **C**	+2	+1	+1	0	F*	N
	Mediocre **D**	+2	+1	0	0	F*	N
	Elementary **E**	+1 F*	F*	F*	F*	Failing Condition	N
	Not submitted	N	N	N	N	N	N

A student, for example, writes a satisfactory Extended Essay and whose performance in Theory of Knowledge is judged to be good will be awarded 1 point, while a student who writes a mediocre Extended Essay and whose performance in Theory of Knowledge is judged to be excellent will be awarded 2 points.

Performance in both Theory of Knowledge and the Extended Essay of an elementary standard is a failing condition for the award of the diploma.

F* From 2010 onward 28 points overall will be required to be eligible for the diploma if a student attains an 'E' grade in either the Extended Essay or Theory of Knowledge. A grade 'A' in one of the requirements earns an extra point even if the other is a grade 'E'.

Creativity, Activity, and Service (CAS)

…if you believe in something, you must not just think or talk or write, but must act…

In order to reinforce the IB philosophy that there is more to education than what occurs in the classroom, students will also participate in the CAS program of co-curricular activities consisting of 150 hours over two years. The student will be engaged in a combination of creative, aesthetic, athletic, and community service activities.

CAS aims to challenge and extend the student by developing a sense of discovery and self-reliance and encouraging development of individual skills and interests. Students must engage in activities that provide a good balance of creativity, activity, and service.

CAS and assessment methods:

The emphasis of CAS is on experiential learning. Students learn by doing real tasks that have real consequences and then reflect on these experiences over time.

Creativity can be interpreted as imaginatively as possible to cover the widest range of arts and other activities. An ideal CAS project is one that a student creates, designs, or plans.

Activity does not necessarily restrict itself to expeditions, sports, or physical exercise but may include carrying out creative projects or service-oriented projects. In this manner, all of the CAS components are addressed.

Service does not mean exclusively social service but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation.

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**
- **undertaken new challenges**
- **planned and initiated activities**
- **worked collaboratively with others**
- **shown perseverance and commitment in their activities**
- **engaged with issues of global importance**
- **considered the ethical implications of their actions**
- **developed new skills**

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, activity, and service. "Hour counting", however, is not encouraged.

Toward the end of a CAS activity, each student will complete a self-evaluation form, which includes a description of the activity and the student's view on how he/she has personally developed from engaging in the activity. Students maintain online CAS logbooks throughout their two-year experience through an online logbook management system called ManageBac. ManageBac provides important reference records for the writing of testimonials and university references and forms the basis of a final CAS evaluation.

Assessment

How is the IB Program assessed?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

Assessment for the IB diploma is *criterion-referenced*, not "norm" referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- ✓ *Personal research work* – All students must give evidence of their ability to carry out independent work in the form of:
  - i. an Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the Mentor/Supervisor (teacher).
  - ii. guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- ✓ *Written examinations* held in May of the students' junior and/or senior year. These examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).
- ✓ *Oral examinations* conducted face-to-face with teachers or by means of a cassette recording in the case of self-taught languages. Sample recordings are externally moderated.
- ✓ *Internal Assessment* for the Theory of Knowledge and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- ✓ *School records* maintained on juniors and seniors, which may be taken into consideration by Chief Examiners in exceptional circumstances when awarding final grades.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.

International Baccalaureate Assessment Methods in addition to May Examinations

Just how comprehensive is the IB Program? The IB Program is an all-encompassing curriculum that requires students to engage in a wide range of academic activities. The goal of the IB Program is to teach students how to learn, expose them to a broad range of knowledge, and develop within students the ability to pursue in-depth study. To accomplish this goal, IB requires students to submit a wide range of sample work from day-to-day class activities. This work is separate from the IB exams but counts toward a student's overall score within each subject. Much of the work is in the form of what IB calls Internal Assessment. The following is a comprehensive list of student work that will be submitted to and assessed by the IB international grading team:

The International Grading Team –

The International Grading Team is comprised of people from across the globe – the Americas, Africa, Asia, Europe. Each individual on the International Grading Team is an expert in his/her respective field. They are secondary school teachers, college professors, and paid professionals.

English A

Literature SL/HL

Type of work: Written Work & Oral Assessment

Throughout a student's junior and senior year, students will submit the following:

(a) Literary Essay & Reflective Statement – Externally assessed 1,200 – 1,500 words

(b) Oral Presentation and Commentary – Internally assessed and externally moderated

Mathematics

Mathematics SL/HL

Type of work: Guided coursework
Internally assessed and externally moderated

Students produce a research investigation which represents a mathematical exploration using a problem-solving or process-oriented approach to an area of study.

Mathematical Studies SL

Type of work: Guided coursework
Internally assessed and externally moderated

Students produce a project involving the collection of information or the generation of measurements and provide the analysis and evaluation of such data using descriptive and inferential statistics.

Individuals and Societies

History of the Americas SL/HL

Type of work: Guided coursework
Internally assessed and externally moderated

Each student writes and submits a 1,500 – 2,000 word essay known as a historical investigation.

IB is about developing the whole student, requiring him/her to refine and excel in areas of strength and to develop strength in areas of former weakness.

When is the work submitted?

Most of the work is submitted toward the end of a student's course of study in a subject in which the student will sit for an exam. Extended Essays are due in December of the student's senior year. Submission dates are staggered so that work loads are evenly distributed as best as possible. (See *Important Dates* calendar)

Language B

German SL/Ab Initio, Spanish SL/HL

Type of work: Written Work & Oral Assessment
Internally assessed and externally moderated

In the year a student completes Level 5, he/she will submit recorded and written pieces of work that comprises both listening and speaking in the language of study.

With the permission of the Director of World Languages, students may pursue any of the two IB Languages at the Higher Level of assessment at the end of their senior year.

Experimental Sciences

Biology SL/HL, Chemistry SL/HL

Type of work: Practical work (laboratory notebooks)
Internally assessed and externally moderated

Laboratory practicals which reflect the breadth and depth of each subject's syllabus must be documented in a series of lab/project investigations and analysis.

A Group 4 Project will be completed by the students. This is an interdisciplinary activity in which all science students must participate. The exercise is a collaborative experience where the emphasis is on the processes involved in the scientific investigation rather than the products of such an investigation.

IB Diploma Program COURSE ASSESSMENT DISTRIBUTION

English A (Group 1)

Literature SL/HL

Paper 1	20%
Paper 2	25%
Literary Essay	25%
IA Oral Commentary	30%

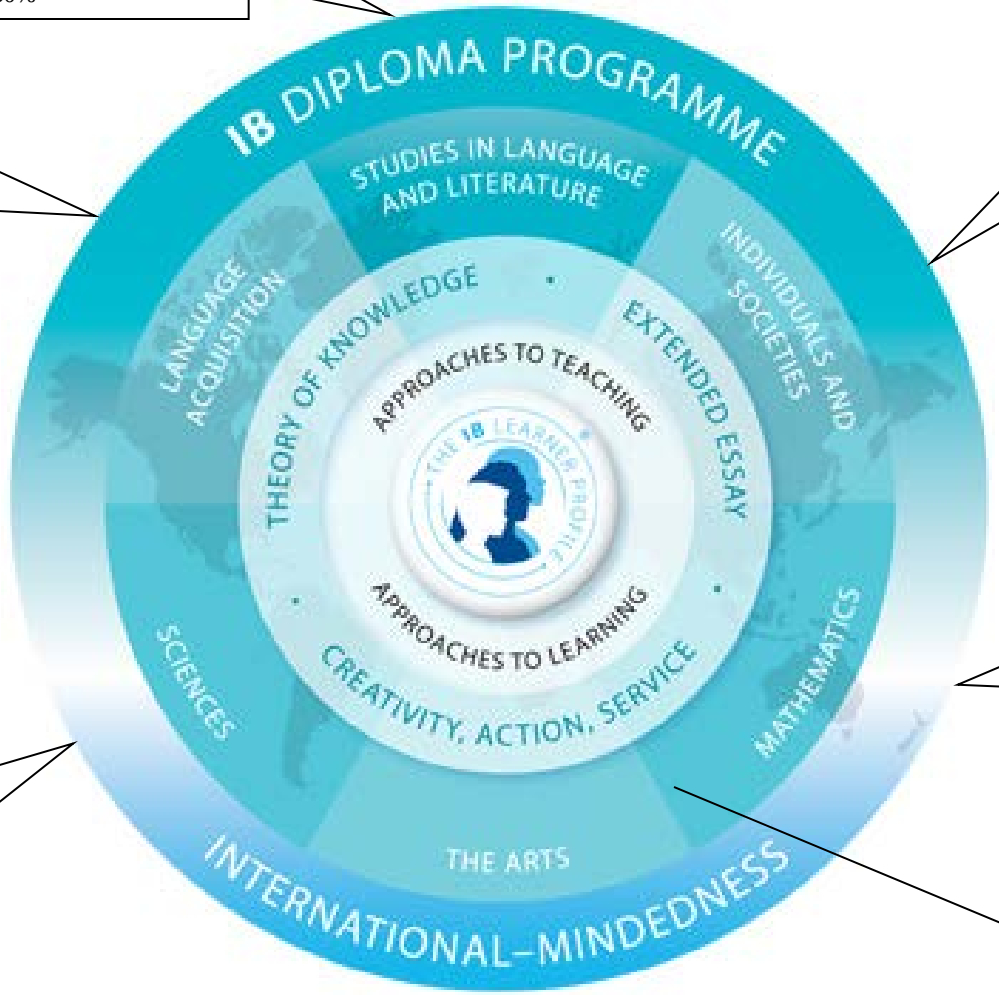
Language B (Group 2)

German SL/HL, Spanish SL/HL

Paper 1	25%
Paper 2	25%
Written Assessment	20%
IA Oral Exam	30%

Groups 1-5 Graded On a Scale of 1-7

IB Diploma Awarded 24 – 45 points



Individuals & Societies (Group 3)

History of the Americas SL/HL

Paper 1	20%
Paper 2	25%
Paper 3	35%
IA Historical Investigation	20%

Mathematics (Group 5)

Mathematics SL/HL

Paper 1	40%
Paper 2	40%
IA Research	20%

Math Studies SL

Paper 1	40%
Paper 2	40%
IA Project	20%

Experimental Sciences (Group 4)

Biology SL/HL, Chemistry SL/HL

Paper 1	20%
Paper 2	32%
Paper 3	24%
IA Experiment & Group 4 Project	30%

Extended Essay + Theory of Knowledge
Oral Presentation & ToK Essay
Graded A-E Matrix (3 bonus pts)

Creativity, Activity, and Service
(150 hours including the creation of an electronic portfolio/reflective journal)

The Grading Scheme

Each of the six subjects offered is graded on the following scale:

Grade 7 = Excellent
Grade 6 = Very good
Grade 5 = Good
Grade 4 = Satisfactory
Grade 3 = Mediocre
Grade 2 = Poor
Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of assessment methods as described in the preceding section. Up to three additional points can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

Award of the Diploma

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

(a) *Higher Level (HL) subjects* – In principle, a student must obtain a grade 4 or above in each Higher Level subject. Nevertheless, one grade 3, but not a grade 2, will be acceptable.
(b) *Standard Level (SL) subjects* – In principle, a student must obtain a grade 4 or above in each Standard Level subject. Nevertheless, one grade 2, but not a grade 1, will be acceptable.

*Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least **28 points**, including any bonus points, will be awarded the diploma.*

Excluding conditions

The diploma cannot be awarded, whatever the total score, to students who have:

- ✓ not been awarded Grades D or better for both Theory of Knowledge and the Extended Essay
- ✓ not completed an approved program of Creativity, Activity, and Service
- ✓ received a grade 1 in any Higher or Standard Level subject
- ✓ received a total of more than three grade 3's or below

Example Diploma Scores

Successful Completion of diploma requirements

Student A			
Higher Level	7, 7, 7	⇨	45 points – the maximum possible score
Standard Level	7, 7, 7		
ToK & EE	3		
Student B			
Higher Level	6, 6, 5	⇨	32 points – an average diploma candidate score
Standard Level	4, 5, 5		
ToK & EE	1		
Student C			
Higher Level	5, 3, 4	⇨	24 points – a pass, the 5 at Higher Level compensates for the grade 3
Standard Level	4, 4, 4		
ToK & EE	0		

Incomplete diploma requirements

Student D			
Higher Level	5, 2, 6	⇨	27 points – fails to meet condition ***a*** above (i.e., a grade 2 at Higher Level and not a total score of 28 points).
Standard Level	3, 5, 6		
ToK & EE	0		
Student E			
Higher Level	6, 5, 6	⇨	24 points – fails to meet condition ***b*** above (i.e., more than one grade 2 and not a total score of 28 points).
Standard Level	3, 2, 2		
ToK & EE	0		
Student F			
Higher Level	7, 3, 6	⇨	26 points – fails to meet excluding condition of more than three grades 3
Standard Level	3, 3, 3		
ToK & EE	1		

Approximately 78-80% of diploma candidates earn the diploma worldwide. The student who does not satisfy the requirements of the full diploma is awarded a certificate for each examination which is completed successfully.

How much does it cost?

Students who live in the area served by the Tri-County Educational Service Center are very fortunate to have their IB tuition costs paid by their home school districts to the Tri-County International Academy.

Families are only billed for Senior IB exams, lab costs, and other miscellaneous instructional materials.

The total out-of-pocket expense for each student over the two-year IB course of study is $800.00. Families are sent a $400.00 invoice once in the junior year and once in the senior year of studies.

FEE BREAKDOWN		
IB Exam Fee	**$115 per course x 6 courses** (Biology, Chemistry, English, Foreign Language, History, Math)	**$690.00**
Lab Fee	**$50 per year x 2 years** (Biology and Chemistry)	**$100.00**
Instr. Supplies	**$5 per year x 2 years** (Paper, misc. supplies)	**$ 10.00**
	TOTAL	**$800.00**

Students who opt to take an IB certificate course(s) will be billed for the IB Senior exam(s), lab fee (if applicable), and instructional materials.

Benefits

What does it mean when completed?

Upon completion of the IB diploma, the student has had a rigorous pre-university education, which is accepted as an entrance qualification for higher education in over sixty countries around the world.

Universities are eager to attract IB diploma students because:

- ✓ They are recognized as being prepared to accept educational challenges.
- ✓ They have self-confidence with university-level material
- ✓ They have developed the capacity for independent research and study.
- ✓ They have cultivated sound thinking and communication skills.
- ✓ They have engaged in extracurricular activities alongside academic studies.
- ✓ They have thought in global terms and have a cultural sensitivity and international orientation.

Why choose the International Baccalaureate Program at the Tri-County International Academy?

Amid the many outstanding educational programs within the districts in the Tri-County area, the Tri-County International Academy is unique. The goal of the IB Program is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the program will offer one of the most enriching experiences possible. How is this done?

The IB Program is NOT a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging program into one comprehensive piece. There are three key components to the IB Program:

1. **Academic rigor.**

   Students learn how to learn, how to analyze, how to reach considered conclusions about humankind, its languages and literature, its ways in society, and the scientific forces of its environment. An IB diploma candidate is indeed functioning at a level of an introductory college student.

2. **Comprehensiveness of the Program.**

   Students encounter rigor throughout ALL disciplines. Students refine areas of strength and developmentally improve areas of weakness. Students also submit a significant portion of their coursework for evaluation (e.g., essays, oral commentaries, portfolios, lab books).

3. **Internationalism.**

   The IB Program encourages students to think globally and the IB curriculum is based on true international standards. Coursework and exams are graded by an international grading team, professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Program enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among United States universities. Many competitive United States universities are now granting advanced standing for students with the IB Diploma, and those students are being recruited due to their excellent academic preparation and study skills.

The IB Program is not for everyone. Many students want the external benefits (e.g., weighted grades, advanced college standing), but **the true benefit of earning the IB Diploma is intrinsic in nature**. The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

The Successful IB Student

Outside the classroom

Students will spend much time studying outside of class. Ideally, students will become very familiar with the Wooster High School and College of Wooster Libraries as well as the International Baccalaureate Office at Wooster High School (Room C215) and use them as resources during off periods. Students should also strive to utilize other university libraries. Students may benefit from working with each other in self-selecting study groups.

Students should set goals for their own study program and develop habits of tracking their progress in order to self-assess how they are achieving their goals. Records should include an accurate account of time devoted to CAS and working along an individualized Extended Essay calendar.

Student responsibilities

- Students are expected to share responsibility for creating a challenging and fruitful learning environment. Students should demonstrate mutual respect and consideration for others. This assists in creating an atmosphere of harmony and cooperation, which is conducive to learning.
- *Academic honesty:* Maintaining academic integrity within a program is paramount. Within the IB Program, this goal is taken especially seriously. Students must abide by the Tri-County International Academy's Academic Honesty Policy.
- *Assignment due dates:* Students **must** meet course, CAS, and Extended Essay deadlines. The IB Coordinator, in consultation with teachers, sets due dates for all student work evaluated by the international grading team. Teachers set other major course assignments. The timing of submission dates spreads the workload fairly across the two years of the program.

How to ensure excellence in IB studies

The IB is a demanding program of study, but well-organized students are able to do well and still find time to pursue other interests both inside and outside of school. A good IB student:

- ✓ Works consistently throughout the two years of study.
- ✓ Makes a study plan for the coming week/month, anticipating deadlines for essays, assignments, etc., and forthcoming sporting and social activities.
- ✓ Works in surroundings conducive toward thoughtful study.
- ✓ Begins studying sooner rather than later and in a sustained fashion.
- ✓ Follows up recent class notes carefully and checks for clarification with the teacher to ensure he/she understands what is being taught/learned. Class notes are well organized.
- ✓ Engages in lively discussion and debate with fellow students and teachers.
- ✓ Demonstrates eagerness to ask questions.
- ✓ Submits thorough assignments that are carefully researched, analyzed, and presented.

IB Diploma Candidate Course Schedule
Juniors

Sample

+ToK, EE, and CAS

Period	Meeting Times	Class	Teacher	Room No.
1	8:05 – 8:51	IB Math 11	Mrs. Deana Worth	C213
2	8:55 – 9:41	IB Spanish 11	Mrs. Chris Matthew	C163
		IB French 11	Ms. Jill Forrest	C163
		IB German 11	Helga Rein	
3 & 4	9:45 – 10:34	IB Biology 11 (M/W)	Mrs. Melanie Vinion	C124
	10:38 – 11:28	IB Chemistry 11 (T/Thu)	Mrs. Elizabeth Vaerewyck	C129
LUNCH	11:28 – 11:56	LUNCH	STAFF	COMMONS
5	12:00 – 12:46	IB History 11	Bryan Ehrlinspiel	C267
6	12:48 – 1:34	IB English 11	Mr. William Franck	C214

IB Diploma Candidate Course Schedule
Seniors

+ToK, EE, and CAS

Period	Meeting Times	Class	Teacher	Room No.	Exam Level
1	8:05 – 8:51	IB Spanish 12	Mrs. Chris Matthew	C163	SL / HL
		IB French 12	Ms. Jill Forrest	C163	SL / HL
		IB German 12	Helga Rein		SL / Ab Initio
2	8:55 – 9:41	IB Math 12	Mrs. Deana Worth	C213	SL / HL
3 & 4	9:45 – 10:34	IB Chemistry 12 (M/W)	Mrs. Elizabeth Vaerewyck	C129	SL / HL
	10:38 – 11:28	IB Biology 12 (T/Thu)	Mrs. Melanie Vinion	C131	SL / HL
LUNCH	11:28 – 11:56	LUNCH	STAFF	COMMONS	---
5	12:00 – 12:46	IB English 12	Mr. William Franck	C214	SL / HL
6	12:48 – 1:34	IB History 12	Bryan Ehrlinspiel	C267	SL / HL

Note: Periods **1 through 4** follow Wooster High School's Bell Schedule.
Periods **Lunch through 6** are IB specific and do not follow Wooster High School's Bell Schedule.

Wooster City School District

2018-2019 Academic Calendar

AUGUST 2018

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug. 13: New Teacher Orientation

Aug. 16: Staff Convocation

Aug. 17: Teacher Work Day

Aug. 20: 1st Day for Students

SEPTEMBER 2018

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sept. 3: No School – Labor Day

Sept. 10: No School – Fair Day

Sept. 11: No School – Teacher Inservice

OCTOBER 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Oct. 18: End of the 1st Quarter (Grades 5-12) (43 Days)

Oct. 19: No School – Teacher Inservice

Oct. 29: Edgewood Parent-Teacher Conferences from 5 to 8 p.m.

Oct. 30: Grades K-4 Parent-Teacher Conferences from 5 to 8 p.m.

NOVEMBER 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Nov. 1: WHS Parent-Teacher Conferences from 5 to 8 p.m.

Nov. 2: Release Day for Parent-Teacher Conferences

Nov. 9: End of the 1st Trimester (Grades K-4) (58 Days)

Nov. 21-23: No School – Thanksgiving Break

DECEMBER 2018

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec. 21: End of the 2nd Quarter (Grades 5-12) (42 Days)

Dec. 24 – 28, 31: Winter Break

JANUARY 2019

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan. 1 - 4: Winter Break

Jan. 7: School resumes

Jan. 21: No School – Martin Luther King Jr. Day

Jan 25: Two-Hour Delay for Teacher Inservice

FEBRUARY 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

PTC = Parent-Teacher Conferences

Feb. 11: WHS PTC from 5 to 8 p.m.

Feb. 13: Edgewood PTC from 5 to 8 p.m.

Feb. 15: Two-Hour Delay for Teacher Inservice

Feb. 15: End of the 2nd Trimester (Grades K-4) (56 Days)

Feb. 18: No School - Presidents Day

Feb. 27: Grades K-4 PTC from 5 to 8 p.m.

MARCH 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 15: End of the 3rd Quarter (Grades 5-12) (48 Days)

March 15: No School – Release Day

APRIL 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 15-19: No School Spring Break

Note: Easter is Sunday, April 21, 2019

MAY 2019

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 27: No School – Memorial Day

May 29: Last Day for Students
End of the 4th Quarter (47 Days) and End of the 3rd Trimester (66 Days)

May 30: Teacher Work Day or First Make-up Day

May 31: Make-up Day 2

JUNE 2019

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2: Graduation Day

June 3-7: Make-up Days 3-7
June 10-14: Make-up Days 8-12

Calamity Days:

Four (4) calamity days are permitted before the first make-up day is used for Grades K-12.

Littlest Generals Preschool must make up all missed days.

BOE Approved: 12-19-2017

School Year Days Converted to Hours:

Littlest Generals Preschool
456 hours (455 State Minimum)
No school on Fridays

Elementary School (Gr. K-4) – 8:55 am to 3:45 pm
1094.6 hours (910 State Minimum)

Middle School (Gr. 5-6) – 8:45 am to 3:35 pm
1117 hours (910 State Minimum)

Middle School (Gr. 7) – 8:00 am to 2:43 pm
1081 hours (1001 State Minimum)

High School (Gr. 8-12) – 8:05 am to 2:48 pm
1111.6 hours (1001 State Minimum)

A Comparison of the AP and the IB Programs

The AP and IB Programs are both successful and highly respected by major colleges and universities throughout the nation. Each program is designed to enrich the high school experience and offer students an excellent opportunity to prepare for advanced study and potentially earn college credit.

AP Program	IB Program
National Standard of Excellence	International Standard of Excellence
College level courses	Comprehensive curriculum of college level work
Encourages academically-talented and highly-motivated students	Encourages academically-talented and highly-motivated students
AP exams test what the student knows.	IB exams concentrate on the analysis of what the student knows.
Students generally take AP exams in the areas of strengths.	One exam in each of the six different subject areas is required for the IB Diploma. Students must prepare in all areas, those of strengths as well as weaknesses.
Students do not have to be enrolled in an authorized school.	Students must be enrolled in an authorized IB school.
Exams are graded externally through Educational Testing Service (ETS), and student marks are assigned.	Scores include teacher assessments as well as external assessments constructed and graded by educators from throughout the world.
Exams are based on specific content of courses with objective questions and essays.	Exams are based on broad general understanding of concepts and fundamental themes; questions emphasize essay writing.
Oral exam in foreign language	Oral assessment in English, foreign language, and other disciplines
No equivalent	Extended Essay – Theory of Knowledge – Creativity, Activity, and Service
Policies are determined by national educators.	Policies are determined by international educators.
Students are not required to take AP Exams.	All students are required to take IB course exams.

International Baccalaureate Program
Important Dates

September

- **Senior Diploma Candidates should have at least 100 hours of CAS completed.**
- **Teachers/Students begin Internal Assessment (IA) work and projects.**
- **Senior Diploma Candidates turn in complete EE draft and meet with mentors to discuss plans for revision and completion.**
- **Senior Diploma and Senior Certificate Candidates register for May exams.**

October

- **IB Sciences Group 4 Project**
- **End of IB Exam registration, mid-October**
- **EE mentors meet with students to provide feedback and finalize plan for completion.**
- **Junior and Senior Fee Invoices sent to parents.**

November

- **IB English A HL Interactive Orals begin.**
- **Second Draft of EE due to mentors for final revision.**
- **IB CAS Quarterly Review**

December

- **Final EEs due to mentor and EE Coordinator.**
- **Launch of EE for Junior Anticipated Diploma Candidates**

January

- **IB Open House**
- **Senior Diploma Candidates submit ToK essays to teacher**
- **Junior Diploma Candidates begin Theory of Knowledge in spring semester.**
- **Sophomores visit the IB Diploma Program.**

February

- **IB English A HL Oral Commentary Exams.**
- **Junior Diploma Candidates choose EE topic and establish relationship with mentor.**
- **IB Language SL Oral Exams.**

March

- **IB Mathematics SL and HL Portfolios and Projects due.**
- **All Internal Assessments graded by teachers.**

April

- **Deadline for reporting of Internal Assessment grades and predicted subject grades by IB teachers.**
- **Internal Assessment samples due from IB teachers for external moderation.**

May

- **Examinations.**
- **Senior Diploma and Certificate candidates submit "Request for Results" to order IB transcripts.**
- **Senior Diploma Candidates Final CAS Conference with Supervisor**
- **IB Recognition Ceremony for all IB students and parents.**
- **Junior Diploma Candidates should have completed about 75 CAS hours.**
- **Junior Diploma Candidates submit EE outline.**
- **Junior Diploma Candidates submit IB History of the Americas HL Historical Investigation.**
- **Junior Diploma candidates complete oral presentations in ToK and IB English A HL.**
- **Junior IB English HL Written Assessments and IB History HL Investigations due.**
- **Ice Cream Social for all incoming Junior Anticipated Diploma Candidates and parents.**

July

- **Dissemination of examination scores, diplomas, and certificates.**

(dates are subject to change)

Academic Honesty Policy

Tri-County International Academy

International Baccalaureate Programme

2015-16

Statement of Philosophy

Quality education is the primary objective of the Tri-County International Academy. At this stage in the life-long process of learning, it is our goal to help students to attain their academic potential, develop a positive self-image, and acquire the skills to become productive, well-adjusted and responsible members of society.

Achievement of quality education at the Tri-County International Academy involves an inter-relationship among administration, staff, students, parents, and community that is based upon mutual respect, a spirit of cooperation, and a basic concurrence on fundamental principles. These principles apply equally to all students and include the recognition that students have differing cultural backgrounds, needs, and abilities.

The best environment for quality education at the Tri-County International Academy is a milieu featuring open and effective communication, cooperative decision-making, clear understanding of rules and responsibilities and a climate of mutual respect and caring. The Tri-County International Academy encourages the input and involvement of parents and the community in the education of our students.

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Rationale

Academic honesty is highly valued at the Tri-County International Academy and in other learning institutions around the world. It is expected that students will conduct academic research properly and adhere to acceptable policies for all assessment. We must instill within our students the understanding that academic work is the property of its author and that considerable time and effort would have gone into the preparation of an academic piece of work. Being academically honest has far reaching benefits. We hope to produce graduates who are honest, trustworthy, respectful of others, and responsible for their own Cs. Respecting the need for authentic student work is an important part of this goal. As an IB World School, the Tri-County International Academy acknowledges the International Baccalaureate Organization's (IBO) desire to produce young people who are principled. To that end, students will be held "accountable for the ethical use of ideas and words of others".

Purpose

The creation of an academic honesty policy is central to our belief in creating a learning environment where students produce original work and respect the work of others. The presentation of genuine work is essential to good study and practice. This policy clearly outlines the school's expectations for honest academic conduct, the teachers' roles in promoting academic honesty, and the consequences of academic misconduct.

Academic Honesty Processes and Procedures

Our Academic Honesty policy has been developed to support IBO regulations. Staff and students will receive a copy of the policy and an explanation of its contents. Teachers and students must be aware of the guidelines found within the policy and the subsequent consequences of malpractice. Students and parents will be required to sign a document acknowledging their understanding of the policy and the consequences that are in place should a breach occur.

What is Academic Honesty?

According to the IBO, academic honesty "…must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills" ("Academic Honesty" 2007).

Concepts that relate to academic honesty include but are not limited to the following: authenticity of work, intellectual property, and proper conduct during testing procedures.

Authenticity of Work

According to the IBO, "An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's won language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged" ("Academic Honesty" 2007).

Where sources are used or referred to, whether in written or oral assessments, they must be fully acknowledged.

Students must acknowledge use of the following:

- The work and ideas of other
- Versions of another person's words
- CD Rom, email messages, Websites, Chat rooms, Blogs
- Electronic media (news feeds, Podcasts, YouTube, etc.)
- Sources of photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Direct quotations
- Works of art including: film, dance, music, theatre arts, visual arts ("Academic Honesty Policy" 2007)

It is important to note that students are expected to produce authentic pieces of assessed work in ***all*** subjects at ***all*** times using proper referencing procedures.

Another area of concerns is the validity of data – particularly in the sciences. Data must not be fabricated or manipulated falsely to suit a student's need.

Intellectual Property

"The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property right, such as patents, registered designs, trademarks, moral rights, and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art, or music) must be respected and are normally protected by national and international law" ("Academic Honesty" 2007)

The staff at the Tri-County International Academy makes every effort to prevent plagiarism by asking students to respect various forms of intellectual property.

Proper Conduct during Testing Procedures

Students will be made aware of proper conduct procedures before their scheduled examinations. Students are expected to adhere to policy during exams. A list of malpractice situations can be found later in this document, and a more comprehensive Examination Procedures Booklet will be provided and reviewed with all candidates prior to their examinations.

Malpractice

Ethical and responsible practice is required from staff and students within our school. According to the IBO, malpractice is defined as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components" ("Academic Honesty" 2007). Malpractice most commonly involves plagiarism or collusion.

Instances of Malpractice

According to Queensland Academy for Creative Industries' Academic Honesty Policy, examples of malpractice include but are not confined to:

- **Intentional plagiarism:** representing the ideas or work of another person as the candidate's own
- **Unintentional plagiarism:** careless paraphrasing or citing where misleading credit is given
- **Collusion:** supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** presenting the same work for different assessment components and/or diploma requirements
- **Other misconduct :** any behavior which provides an unfair advantage (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) ("Academic Honesty" 2007)

Coordinators (and teachers) must not engage in the following:

- The unauthorized rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Opening examination papers prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB diploma
- Leaving candidates unsupervised during an examination period
- Allowing additional time in examinations without IBO approval
- Releasing an examination paper or disclosing information about the content of a paper within 24 hours after the examination ("Academic Honesty Policy" 2007)

Their document clearly indicates what we at the Tri-County International Academy see as forms of plagiarism.

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to, the following:

- Bringing unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate

- Failing to comply with the instructions of those conducting the exam
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination" ("Academic Honesty" 2007).

How To Avoid Malpractice

1. Avoid Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas, but generally, an "authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged" ("Academic Honesty Policy" 2007). Assessed work includes written and oral assignments for internal or external assessment and must use a student's "own language and expression" ("Academic Honesty Policy" 2007). Sources must be acknowledged whether quoted directly, paraphrased, or used for ideas. ("Academic Honesty Policy" 2007).

You must acknowledge:

- Sources for all verbatim quotations of two or more consecutive words
- Sources from which you paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common knowledge but which you think your reader might still find unfamiliar
- Sources for materials that you might not normally consider as "texts" because they are not written
- Sources that add relevant information to the particular topic or argument of your work
- If in doubt about whether or not to cite a source, cite ("Sources – Their Use and Acknowledgement" 2001).

The IBO states in their Academic Honesty Policy document that:

- Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgement. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. (Simply stating the search engine that was used to find the website is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs, and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CD-ROMS, DVDs, e-mail messages, and any other electronic media must be treated in the same way as the Internet, books, and journals.
- The issue of plagiarism is not confined to groups 1 to 5 of the Diploma Programme. In general, copying works of art, whether music, film, dance, theatre arts, or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

- Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee, it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal, or website without showing it is a quotation but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement and not malpractice. ("Academic Honesty" 2007).

  NOTE: The IBO randomly checks candidates' work for plagiarism using web-based plagiarism prevention and education systems, such as Turnitin.com.

2. Beware of Collusion versus Collaboration

Often, forms of assessment require students to work in groups in order to meet a common assessment goal. All members of the group are expected to participate in an equal and fair manner. Group activities might include discussion, meeting face to face, blogs, chat room conversations, etc. In groups, the concept of academic honesty becomes slightly more complex.

The rules for acknowledging sources will still apply, and in addition, the following is permissible:

- Discussion with other students around issues arising from the work to be assessed
- Discussion with other students regarding ways to address issues arising from the work to be assessed
- Sharing of location and sources of information relevant to the assessment.

The following is NOT permissible in group work:

- Allowing a member or members of the group to write any part of your assessment piece
- Allowing a member or members of the group to write any part of another member's assessment piece
- Giving a copy of one student's work with respect to that assessment to any other student within the group ("Academic Honesty Policy" 2007).

According to the IBO, "For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of Extended Essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, and conclusion or summary of a piece of work must be written in each candidate's own words and cannot, therefore, be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates" ("Academic Honesty" 2007).

Student must clearly understand the difference between collaboration and collusion. Collusion is a form of plagiarism. It can result from improper collaboration during group work and involves at least two people. To avoid collusion in group work, students should take their own personal notes during meetings. Collusion can also occur when one student allows another to copy his or her own work, even if that student makes changes to the work to make it look different.

3. Cite and Acknowledge Sources

Upon entry to the Diploma Programme, students will be given access to reference materials and resources. When individual subjects/teachers have their own specific requirements, guidelines will be provided by the subject teacher.

4. Know Examination and Internal Assessment Procedures and Guidelines

The key to avoiding malpractice during examination sessions and with Internal Assessment, CAS, and EE is to be familiar with the rules, regulations, and requirements of the assessed work. Both the teachers and the IB Coordinator will review these at key times during the two-year program.

Roles and Responsibilities

IB Coordinator and/or School Administration

- Know the regulations and instructions as provided by the IBO that govern the conduct of each examination session
- Inform staff and students through various media what constitutes malpractice and how it can be prevented
- Establish a school culture that actively encourages academic honesty
- Support the IBO fully in the prevention, detection, and investigation of malpractice
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice

Teachers (and other Candidate Supervisors)

- Provide students with instructions on how to use ethical research practices
- Provide instruction and guidelines on academic writing and reference styles required in each subject
- Provide students with consistent advice and feedback in the drafting process of assessed work as permitted within the guidelines of the IBO
- Support and comply with the school's Academic Honesty Policy
- Confirm, to the best of his or her knowledge, that all candidate work accepted or submitted for assessment is the authentic work for the student
- Assist in the detection of instances of plagiarism
- Provide clear guidelines on the procedures of conducting and assessing group work with emphasis on the difference between collaboration and collusion.

Students

- "Have ultimate responsibility for ensuring that his or her work is authentic, with the work of others or ideas of others fully and correctly acknowledged" (Academic Honesty Policy, p4)
- Comply with all internal school deadlines so that suitable feedback time is provided before work is submitted to the IBO
- Comply with Academic Honesty guidelines in written and oral assignments and in the examination sessions
- Seek advice from his or her teachers and/or librarian for clarification on matters related to Academic Honesty (e.g. citing sources) ("Academic Honesty Policy" 2007).

Investigation of Malpractices

Students are ultimately responsible for ensuring that their submitted work is authentic. Once submitted, the subject teacher will review the work. The following list outlines the possible procedure should a suspicion of malpractice occur:

Procedure of Investigation Initiated by the School

- The teacher will notify the IB Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential.
- The teacher and IB Coordinator will determine if malpractice has taken place based on information and investigation.
- The IB Coordinator will inform the parents of the process.
- If evidence of malpractice is confirmed, the student and parents will be notified of the consequences ("Academic Honesty Policy" 2007).

Procedure of Investigation Initiated by the IBCA

The four most common circumstances that initiate investigation by the IBO are:

- A coordinator (upon being informed by a teacher) informs the International Baccalaureate Curriculum and Assessment Center (IBCA) in Cardiff, Wales, that they suspect that a final work submitted for assessment may be affected by malpractice.
- A coordinator informs IBCA that malpractice may have taken place during an assessment.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his or her suspicion. ("Academic Honesty" 2007).

A detailed list of procedures for IBCA investigations can be found at the website found at this link: http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf

Consequences of Malpractice

Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:

Malpractice Identified Before a Submission Date to IBO

If malpractice is identified before a school-based due date, the student will have a chance to correct the problem (s) in time to meet the IBO's submission date. If the student does not meet the due date, a failing grade will be given.

Malpractice Identified Internally On *or* After a Submission Deadline

This situation is likely to take place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place. If malpractice is confirmed, this will likely have a significant impact on the student being able to receive the IB Diploma under IB rules.

Malpractice Identified Externally by IB Examiners

Examiners will inform the IBCA, and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

Policy Evaluation

This policy will be reviewed regularly as part of the school's and the IB's self-assessment process.

A complete guide to the IBO Academic Honesty Policy can be found at the following link:

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf

Works Cited

"Academic Honesty." International Baccalaureate Organization. September 2007. 28 June 2008. www.ibo.org

"Academic Honesty Policy." Queensland Academy for Creative Industries. April 2007. 28 June 2008. http://qaci.eq.edu.au/wcmss/images/policies/policy_statement_academic_honesty%20_revised.pdf>.

"Sources – Their Use and Acknowledgement." Dartmouth College. 5 November 2001. 28 June 2008. http://www.dartmouth.edu/~sources/about/when.html.

Academic Honesty Contract

We have read the Academic Honesty Policy and have clarified any questions we have about its contents. We understand what constitutes academic malpractice and what (student name) _____ must do to remain academically honest and accountable. We understand the consequences of malpractice, the most serious of which is not being awarded the IB Diploma.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____