



**Uruguayan  
American  
School**

# **STUDENT / PARENT IB HANDBOOK**

**International Baccalaureate (IB)  
DIPLOMA PROGRAM**



**2016 - 2018 IBD Cohort**

Dear IB Students,

Welcome to the IB Diploma Program at the Uruguayan American School. The program will play a very important role in your lives as 11<sup>th</sup> and 12<sup>th</sup> graders, and will serve you well long after you have graduated from UAS. This guide is intended to help you and your parents better understand the IB Diploma Program philosophy and expectations. You should review it as you begin the program and refer to it throughout the program if you have any doubts.

The goals of the IB Diploma Program align well with the mission of the Uruguayan American School, which reads:

*“The Uruguayan American School is a multicultural, academically challenging learning community that prepares students to be responsible global citizens and lifelong learners through U.S., international and Uruguayan curricula.”*

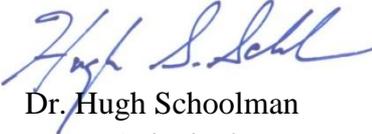
UAS students come from over 35 different countries. When they graduate, our students attend universities in the United States, Europe, Canada, the United Kingdom, Uruguay and other countries. Regardless of where you choose to continue your studies after leaving UAS, you will find that the IB Diploma is recognized and universally accepted as proof that you are well-prepared for success in college.

The IB Program aims to nurture your intellectual, personal, emotional and social growth. It encourages you become more thoughtful, curious, open-minded, principled, committed and even more courageous. At its core, the program seeks to help you create a better world by helping you recognize your common humanity and shared guardianship of the planet.

We are delighted to offer this program to you and to our community, and we are proud of you for embarking on this exciting journey.

Sincerely,

Mr. Matthew Beata  
Director



Dr. Hugh Schoolman  
Principal

Mr. Joseph Koss  
IB Coordinator

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## STUDENT - PARENT ACKNOWLEDGEMENT PAGE

*Students must complete the information below and return it to the I.B. Coordinator, Mr. Joseph Koss.*



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## STUDENT - PARENT ACKNOWLEDGEMENT PAGE

We have received a copy of the U.A.S. IB Student – Parent Handbook. We understand it is our duty to study the Handbook and become familiar with its contents, follow the procedures described within, and ask questions of the teachers, counselor, or administrator if we are unsure or have any concerns.

In addition, we have read and understand the “IB General Regulations: Diploma Programme” available on the UAS website.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_

Parent Name \_\_\_\_\_  
(Please Print)

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

## **UAS VISION STATEMENT**

A multicultural community committed to fostering global citizenship and providing a premier education in South America.

## **UAS MISSION STATEMENT**

The Uruguayan American School is a multicultural, academically challenging learning community that prepares students to be responsible global citizens and lifelong learners through U.S., international and Uruguayan curricula.

## **UAS BELIEFS**

- Respect and acceptance are vital to a thriving community.
- Everyone has the responsibility to make decisions that reflect positive global citizenship.
- Pursuing one's dreams, hard work, persistence and willingness to learn from experiences promotes success.
- Integrity and a strong moral character promote trust within the community.
- Taking responsibility for one's own decisions is essential for a positive learning environment.

## **THE DIPLOMA PROGRAM**

The Diploma Program is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year program that encourages students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

### **Choosing the Right Combination**

Students are required to choose one subject from each of the academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. All subjects contain some element of coursework assessed by teachers.

All IB Diploma students participate in the three program requirements that make up the core of the Diploma Program. Reflection on all these activities is a principle that lies at the heart of the thinking of the Diploma Program. The Theory of Knowledge (ToK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all subjects, and make connections across the academic areas. The Extended Essay, a substantial piece of writing up to 4,000 words, enables students to investigate a topic of interest they have chosen themselves, and encourages students to develop independent research skills that will be expected at the university level. Creativity, Action, and Service (CAS) involves students in experiential learning through a range of artistic, sporting or physical, and service activities.

## **THE IB MISSION**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **INTERNATIONAL-MINDEDNESS AT UAS**

At UAS, we agree that global citizenship is an integral part of education. To be a global citizen is to understand and promote basic human rights, to know the nature of our physical and social world and to be aware that our actions impact others and the planet. This goal is best accomplished by knowing ourselves and knowing our place in the world through the cultural backgrounds of all members of our community. Through this knowledge, we strive for a level of empathy that will direct our actions.

## THE LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

- \* **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- \* **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- \* **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- \* **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- \* **Principled:** They act with integrity and honesty, with strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- \* **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.
- \* **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- \* **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- \* **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- \* **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## WELCOME TO THE INTERNATIONAL BACCALAUREATE AT UAS

In the International Baccalaureate Organization's own words:

*The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. Our three programs for students aged 13 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Founded in 1968, we currently work with 2,822 schools in 138 countries to develop and offer three challenging programs to over 778,000 students aged 3 to 19 years.*

There are some things which you should bear in mind as you approach the IB Diploma:

**The IB Diploma opens many doors.** It has become the gold standard for university entrance. Universities aggressively recruit IB students for very good reason: these students already know how to work hard and manage their time; they already have university level skills and knowledge; they bring a global perspective to their studies; and they contribute to the university and wider community. Because institutes of higher learning value the IB Diploma, universities often grant first year credit for Diploma courses and may offer important benefits such as early registration, placement in dormitories and academic advising. Gaining the IB Diploma may also qualify students for generous entrance scholarships.

**The IB Diploma is a program, not a collection of courses.** The Diploma is synoptic by design. In other words, the six academic subjects are meant to work together. Although students rigorously learn the particular language and concepts and methods of the various academic disciplines, the Diploma is inherently interdisciplinary. Teachers and students are invited to make connections between their academic subjects – a process formalized by Theory of Knowledge. The other core requirements – the Extended Essay and Creativity, Action, and Service – allow students to extend their learning beyond the classroom into individual research and personal action.

**The IB Diploma is intended to be a balanced program.** The classroom learning and coursework required of the six academic subjects is balanced by the experience of CAS, ToK, and the Extended Essay. Furthermore, the academic subjects themselves are balanced evenly, so that three are taken at the Higher Level (HL) and three are taken at the Standard Level (SL). Both Higher Level and Standard Level courses involve student engagement and a rigorous curriculum.

**The IB Diploma is a two-year program.** Although in some schools the Standard Level Courses are completed in the first year, at UAS the program is designed as a two-year educational experience and all Diploma courses will be completed over a two year period. Internal Assessment and Externally Assessed coursework extends over the two years and culminates in the External Examination Papers administered in May of the Year 2 of the IB Diploma Program.

## **CORE REQUIREMENTS FOR IB DIPLOMA**

### **The Extended Essay**

The Extended Essay is one of the hallmarks of the Diploma Program. It provides the student with an opportunity to explore an area of study and research that may be an individual interest. The Extended Essay topic and subject area does not have to be part of the student's IB Course choices; however, the topic must be one that is within the range of expertise of a member of the UAS faculty in order for the student to have a Subject Supervisor for the Extended Essay. Under the direction of a faculty supervisor, the student delves into the topic for a year and a half and writes a 4,000 word research paper. The nature of the research varies from subject to subject, but the project itself is a strong marker to indicate a student's preparedness for university study and research.

### **Theory of Knowledge**

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Program subjects should support each other in the sense that they reference each other and share some common goals.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge

The ToK Presentation, normally made at the end of the first year, is worth 20 marks; the ToK Essay (1,200-1,600 words on a prescribed title), normally written in the second year, is worth 40 marks. Together with the Extended Essay, the ToK standing earns a student a possible 1 to 3 additional points to global IB Diploma score.

### **Creativity Activity and Service**

Creativity, Activity, & Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. CAS is organized around the three strands of creativity, activity and service defined as follows:

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity**—physical exertion contributing to a healthy lifestyle.
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS Program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

## OVERVIEW OF ASSESSMENT

One of the great benefits of the IB Diploma is that the assessment is transparent, objective, and comprehensive. The Diploma curriculum clearly describes the assessment pieces that each student must produce for a given subject. Some pieces (“internal assessments”) are assessed by the teacher, then sent away so the teacher’s judgment can be verified or adjusted by an expert (moderator). Some components of a student’s work – particularly the final exams – are assessed solely by trained IB Examiners outside the school (“external assessments”).

The internal assessments (IAs) vary a good deal from subject to subject. In English and Spanish, for instance, the IA would be a recorded oral examination. In Biology, the IA would be a series of lab reports, in Math, a portfolio of real-life mathematical problems, and in History, an essay investigating a particular event from multiple perspectives.

The ratio of internal and external assessment varies somewhat, and the nature of the external assessment varies significantly from subject to subject as well. The important thing is that the students know all the assessment criteria beforehand – what they are making and how it will be judged – so that their teachers can steer them towards a successful conclusion. This assessment criteria is shared with all students in IB courses throughout the two years, with helpful feedback and consistent grading by the IB teachers. At the end of the two years, both the internal and external marks will be combined to give the candidate a 1-7 final score.

## IB DIPLOMA AWARD OF POINTS AND REQUIREMENTS

A student taking the IB Diploma must meet certain requirements to achieve the Diploma award. IB Diploma points are awarded in the following areas:

<b>6 academic courses (with a possible 7 points for each)</b>	<b>42 points possible</b>
<b>ToK and Extended Essay bonus points</b>	<b>3 points possible</b>
<b>Total</b>	<b>45 points possible.</b>

A candidate will not qualify for the award of the IB Diploma if certain requirements have not been met. Please review the following requirements, as stipulated in the IBO Handbook of Procedures.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate’s total points are 24 or more.
- c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## Award of additional points for the IB Diploma

The band descriptors for the Theory of Knowledge and Extended Essay are:

- 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 an **elementary** standard

## Award of diploma points

The Extended Essay contributes to the overall diploma though the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and Theory of Knowledge. 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 of the Extended Essay and Theory of Knowledge will fall into one of the five bands described previously. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

## The diploma points matrix

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

A student who, for example, writes a good extended essay and whose performance in theory of knowledge is judged to be satisfactory will be awarded 2 points, 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. A student who fails to submit an extended essay will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.

*\*As the matrix makes clear, to pass the Diploma with 24 points you need to achieve at least a D in both TOK and the EE. A grade of E or no grade in either TOK or the EE is an automatic failing condition and a Diploma is not awarded.*

## **OPTIONS WITHIN THE IB PROGRAM AT UAS**

The school's goal is to prepare all students for the IB Diploma Program. All Juniors (11<sup>th</sup> graders) will choose courses designed to allow them to pursue and successfully attain the full Diploma. All students begin as prospective IB Diploma Candidates.

Under exceptional circumstances, UAS may consider changing a student's status from IB Diploma candidate to IB Diploma course student. At different points during junior and senior year each student's progress will be monitored and evaluated by all stakeholders. At certain times, conversations between each student's parents and selected educators will take place to determine whether the student is best served to continue with the Full Diploma Program. Students and families who choose not to pursue an IB Diploma will become IB Diploma Program Course Students. They will stay in selected IB courses and complete IB course requirements also required for UAS graduation.

### **Requirements for all candidates**

- Completion of Theory of Knowledge
- Completion of CAS requirements (blogs)
- Students who stay in IB courses will need to complete all IB coursework and assessments (both internal and external), including sitting for the May exam papers or equivalent final exam created by teacher.

### **Definition of IB Diploma Course Students**

- Will pursue academic goals and engage in assessments of all IB courses that they have elected to remain in
- Will receive IB marks for the courses that they remain in and take the May exam in
- Will receive an official transcript from the IB and, at each college's discretion, can be used to gain college course credit
- Will continue to engage in TOK and CAS as they align with UAS's Mission and Vision Statements that commit us to developing life-long learners and global citizens at UAS

## 10<sup>th</sup> GRADE IB COURSE PLANNING AND SELECTION

During the 10<sup>th</sup> grade year students will begin to plan for the full two-year Diploma Program by discussing plans for higher education and the requirements for admission, assessing personal interests and achievements in various subject areas, and exploring all the opportunities offered in the IB Diploma course offerings. UAS has a commitment to excellence and student success. The school's course offerings are made with the following considerations:

- \* Maximum benefit for the largest number of students
- \* Keeping as many doors open to graduation as possible
- \* Exploiting the background of our staff
- \* Meeting the needs of the majority of IB students
- \* Utilizing UAS resources, including keeping class sizes viable, and using appropriate physical spaces

The IB sets out the Diploma Program so that students must take a range of courses. This range also meets the needs for university entrance. Note that in a growing number of Canadian and United States universities, graduates of the IB Diploma are granted entrance into second year.

In order to set the final plan for the Diploma Program, we need to know the student's intentions. Students will complete a form that will assist us as we set the final course selection. Students are asked to make their final decision by the end of March of their 10<sup>th</sup> grade year.

There are six courses, organized by groups. IB Diploma students must take at least one course in groups 1-5, and may choose one course from group 6 or any other group. Please note that there are some courses that are only offered at standard level (SL) or high level (HL).

### **Prerequisites:**

Please note that the following IB course selections have the following prerequisites:

- Visual Arts: 10<sup>th</sup> grade Art (Principles of Art and Design), 9<sup>th</sup> grade Art is strongly recommended
- Portuguese and French: One year of previous high school language study
- Math (all levels): Selections will be centered upon teacher recommendations
- Science (HL Level): Selection(s) will be centered upon teacher recommendations

### **The instructions for course enrollment follow:**

#### Diploma Program:

1. Select six courses from the list.
2. Select one course from each of the six groups. In place of a Group 6 course, you may take a second science, social science (Group 3) or a third language (French B). You may take two different languages from Group 1, with your strongest language for Literature, and your second strongest language in the Language and Literature course.
3. Select 3 standard level courses and 3 higher level courses. Select HL or SL according to what you currently consider to be your strengths.
4. Explore the Course Guides available in the Media Center to familiarize yourself with the assessment requirements and topics for courses that interest you.

## IB COURSE SELECTION AT UAS

CATEGORY	DISCIPLINE	HL SUBJECTS	SL SUBJECTS
<b>GROUP 1</b>	LANGUAGE AND LITERATURE STUDY:  LANGUAGE A1	ENGLISH A1 Literature  ENGLISH A1 Language and Literature  SPANISH A1 Literature	ENGLISH A1 Literature  ENGLISH A1 Language and Literature  SPANISH A1 Literature
<b>GROUP 2</b>	LANGUAGE ACQUISITION:  LANGUAGE B	FRENCH B SPANISH B  PORTUGUESE B	FRENCH B SPANISH B  PORTUGUESE B
<b>GROUP 3</b>	SOCIAL SCIENCES: INDIVIDUALS AND SOCIETIES	HISTORY  ECONOMICS  INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)*	HISTORY  ECONOMICS  INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)
<b>GROUP 4</b>	EXPERIMENTAL SCIENCES	BIOLOGY  CHEMISTRY	BIOLOGY  PHYSICS  CHEMISTRY
<b>GROUP 5</b>	MATHEMATICS	MATH HL	MATH SL  MATH STUDIES
<b>GROUP 6</b>	THE ARTS ELECTIVE	VISUAL ART	VISUAL ART
<b>DIPLOMA CORE</b>	ToK EXTENDED ESSAY CAS		

## JUNIOR YEAR ADD/DROP PERIOD

Juniors will have two chances to change their schedules with respect to their chosen IB courses:

- Friday, August 19<sup>th</sup> is the final day to drop one IB course for a different IB course (for example, History for ITGS)
- The last day of school 1<sup>st</sup> semester (Friday, December 16<sup>th</sup>) is the final day to switch between Standard and Higher level within a particular course (excluding students who are carrying 4 HL courses)

## **ADDENDUM**

### **ACADEMIC HONESTY**

#### **Definition**

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. Typically this term is easier to explain to candidates by what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations.

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 for assessments, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate'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. This requirement includes a candidate's responses to examination papers in May and/or November. All quotations in a candidate's examination script must be properly acknowledged.

#### **Academic Malpractice**

The IB Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- \* Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- \* 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. Although group work can be encouraged in some instances, it is important that any final work should be written and analyzed by the student alone and this product cannot in any way resemble the work of another candidate.
- \* Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- \* Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, 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 and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs, and so on.

Many candidates for the Diploma Program are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that

copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- \* Taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- \* Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
- \* 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 of any class work (exam, essay, laboratory report, daily homework, etc.) to another candidate.
- \* Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
- \* Impersonating another candidate.
- \* Stealing examination papers.
- \* Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper.
- \* Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

*Adapted from IBO's Academic Honesty, 2007.*