



Education and Training



Student Handbook

International Baccalaureate

Canberra College

What is an IB Education?

The IB has provided a neat summary and explanation about the unique characteristics of an IB education at <http://www.ibo.org/myib/digitaltoolkit/files/brochures/whatisanibeducation-EN.pdf>

These can be summarised in the following diagram:



(International Baccalaureate, 2013)

'Multilingualism and intercultural understanding

All IB programmes require students to learn another language. Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing. The goal of understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.

Global engagement

Global engagement represents a commitment to address humanity's greatest challenges in the

classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

Broad and balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop in the Diploma Programme they engage subject-specific knowledge and skills with increasing sophistication.

Conceptual

‘Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts’

Connected

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields’.

(International Baccalaureate, 2013)

The Learner Profile and the IB’s mission and aims

Another common theme across all IB programmes is the learner profile. This is an articulation of the IB’s mission and aims and the characteristics of students that have completed an IB education.


The IB’s mission and aims is:

‘The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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











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


(International Baccalaureate, 2014)

10  **Diploma Programme**


Reasons

why the IB Diploma Programme (DP) is ideal preparation for university

- 1**  **It increases academic opportunity**
Research shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- 2**  **IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3**  **It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4**  **It's an international qualification**
The DP is recognized globally by universities and employers.
- 5**  **Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6**  **The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7**  **DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- 8**  **It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9**  **Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10**  **It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

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*Based on IB research - www.ibo.org/research
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IB Diploma and IB Certificate Courses

Prerequisites

- Good Time management
- Commitment to learning

What do I need to do?

Complete one subjects from each of the six groups in the IB Diploma Program Diagram. The Arts may be replaced by an additional Language, Science or Social Science.

Undertake three subjects at Higher

Level(HL) and three subjects at Standard level(SL).

- Complete the Core: Extended Essay, Theory of Knowledge and Creativity, Action and Service

Group One – First Language

Literature, Language and Literature

For many students at Canberra College, this will be English.

Literature

This course encourages students to appreciate the beauty of Literature as well as analyse and be critical of its technical aspects. Works are studied in their literary and cultural contexts through the close study, and by considering a range of critical approaches. Students will study both works in the first language, but also works in translation. This may be studied at SL or HL.

Language and Literature

This course aims to develop skills in textual analysis and the understanding of texts both literary and non-literary. Texts in translation and in English are studied. The techniques of composition and reception are analysed to better understand the wide range of media through which meaning is communicated. This may be undertaken at SL or HL. This is recommended for students who are less interested in Literature.

Group Two- Additional Language

French, German, Japanese (Community language, or other, by negotiation) languages are offered at Beginning (SL/ ab initio), Continuing(SL) and Advanced levels(HL).

Group Three- Individuals and Societies

History, Psychology, Economics, Environmental Sciences and Societies (ESS)

History: IB students will study Modern World History. History can be studied at SL or HL. Please enrol in “Dictators of the Modern World”

Psychology: Information can be found under “Behavioural Sciences” in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>.

Psychology may be studied at HL or SL. For Semester 1 please enrol in “Infancy to Adulthood” in 2015. Participation in excursions is essential for IB students.

Economics: Information can be found in the “Accounting and Legal Studies” section of in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>.

Economics can be taken at SL or HL.

Environmental Sciences and Societies (ESS): Information can be found in “Sciences” under the unit “How Ecosystems Work and Human impact” in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>.

ESS is an inter-disciplinary subject. Therefore, this subject can be taken under either Group Three, or Group Four. ESS can be taken only at SL. This unit is a good option for students who are not science focussed.

Two subjects from Group 3 can be studied in a Diploma.

Group Four- Science

Physics, Chemistry, Biology and Environmental Systems and Societies (ESS)

Specific information on all these subjects is available in the section on “Science” in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>. Physics,

Chemistry, Biology can be taken at SL or HL. ESS can only be taken at SL.

Two subjects from Group 4 can be studied in a Diploma.

Special dispensation for three subjects can be arranged.

Group Five- Mathematics

Mathematics HL or SL, Mathematical Studies SL only

Mathematics may be taken at SL or HL. Mathematical Studies is only available at SL.

Specific information is available in the “Mathematics” section of in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>.

Mathematics SL students will enrol in Specialist Core. University entry for Science, IT and Engineering may require Mathematics SL, or HL. Mathematics HL students will enrol in Specialist Mathematics Core and Specialist Options.

Mathematical Studies students will enrol in Math Methods in year eleven and Math Applications in year 12. This course is for students whose ambitions does not encompass an advanced level of Mathematics.

Group 6 – The Arts, or Additional Choice from another Group

Visual Arts, Theatre or Additional subject from another group.

The information for these units is available in the “Arts” section of in the college handbook on the website <http://www.canberrac.act.edu.au/information2/handbook>.

Visual Art values work in a wide variety of media. Students in Visual Art will compile a full portfolio and hold an exhibition of their work, which is favoured by Art Schools.

Theatre students’ assessment is both theoretical and practical.

The Full Diploma

Students must choose a subject from each of the six groups, i.e. six in total. Students must also pass the Core requirements:

- Creativity, Action and Service

involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students’ personal and interpersonal development through experiential learning and enable journeys of self-discovery’ (International Baccalaureate, 2014a)

- The Extended Essay

asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying’ (International Baccalaureate, 2014a) This 4000-word essay is completed over approximately six months during the two years of the IB Diploma Programme.

- Theory of Knowledge

develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Certificate Courses

Students may also study one or more IB courses at SL or HL, but not the full diploma. This gives students access to specialist IB teaching and course content. Also, HL certificates are favoured by some tertiary institutions.

Other Subjects

Some subjects that are not offered at this college, but examined by the IB may be undertaken. (Such as a chosen language). However, teaching must be organised and paid for by the student. This may be negotiated with the IB Coordinator.

Assessment

The IB is a combination of internal assessments marked internally and moderated externally plus an examination system. The break up is approximately 30% internal assessment (IA) and 70% external assessment.

Two subjects studied at standard level (SL) may be completed at the end of the first year of the diploma.

Environmental systems and societies (ESS) is one of these.

Students must work consistently over two years. Students will submit work throughout the two years for ACT and IB assessment as students will also be awarded an ACT Year Twelve Certificate. Thus students will achieve two ATARS and the better ATAR will be utilised by the university admissions system.

‘A variety of different methods are used to measure student achievement against the objectives for each course.

ACT Year Twelve Certificate Assessment

Students will complete all ACT assessment

- to attain their ACT Grade Twelve Certificate in conjunction with their IB Diploma
- as some ACT assessment tasks are also IB school based assessment tasks
- to adequately prepare themselves for the IB exams.

IB External assessment

Exams form the bulk of IB assessment. There are also some externally marked assignments. These include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).

Canberra College will supervise the production of some externally marked tasks. Teachers can provide limited assistance and guidance on these specific tasks within IBO guidelines employed worldwide.

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Theatre and Visual Arts are assessed by the submission of major practical tasks by film and photo, which can account for as much as 50% of the total mark.’

If students are dissatisfied with their results, they may pay a fee to re-sit exams. This will be discussed with the IB Coordinator.

More information about the International Baccalaureate may be obtained at: <http://www.ibo.org>

The grading system

Each of the six subjects is graded on a 7-point scale. The maximum score for students for their subjects is 42 points. The maximum score achievable is 45 points made up of: $6 \times 7 = 42$ plus 3 points on a matrix (see below) for TOK, EE.

There are three additional points available for the results from the Extended Essay and Theory of knowledge courses which are graded on a scale of A to E.

Creativity, Action and Service is not graded, and students either pass or fail based on whether students have achieved specific learning outcomes.

The combination of grades for the Extended essay and Theory of knowledge courses is as follows:

The combination of grades for the Extended essay and Theory of knowledge courses is as follows:

		Theory of Knowledge (TOK)					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1	N
	Good B	3	2	1	1	0	N
	Satisfactory C	2	1	1	0	0	N
	Mediocre D	2	1	0	0	0	N
	Elementary E	1	0	0	0	Fail	N
	Not Submitted	N	N	N	N	N	N
	<p>Fail – A candidate who receives an “elementary” for both TOK and the Extended Essay will not be awarded the Diploma. N – This means that the candidate will not be awarded a Diploma. For TOK, “not submitted” means that a candidate has either failed to hand in the TOK essay or failed to make the presentation.</p>						

(American School of Tegucigalpa, 2014)

Achieving the IB Diploma

There are a number of criteria that a student must meet to be awarded the IB Diploma. These are reproduced here in full for reference:

There are two different sets of requirements depending on whether a student achieves 24 to 27 points or 28 and above. 24 is the minimum grade to be awarded the IB Diploma.

The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- d. There is no grade 1 in any subject.
- e. There is no grade 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 6 points at higher level).
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- j. The final award committee has not judged the candidate to be guilty of malpractice.

The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
 - b. All CAS requirements have been met.
 - c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
 - d. There is no grade 1 in any subject.
 - e. There is no more than one grade 2 at higher level.
 - f. There are no more than two grades 2 at standard level.
 - g. Overall, there are no more than three grades 3 or below.
 - h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
 - i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
 - j. The final award committee has not judged the candidate to be guilty of malpractice.
- (International Baccalaureate, 2011)

Graduation

IB Students attend the Canberra College Graduation in December. This is followed by an IBDP completion ceremony even though their IB results are not yet finalised. They will receive their ACT results and be recognised for two years of hard work!

Examination Results

IB diploma results are released to the school on the afternoon of the first week in January. Students will be emailed results and can also access results online from first week in January. 24 hours is available for UAC choices to be altered if desired.

A final official IB diploma certificate will be available at the end of February. If the universities to which a student has applied require results earlier, students should contact the IB Diploma coordinator.

Resitting Examinations

Occasionally students do not achieve the results they had hoped for. The deadline for retaking examinations for the May session is in February. This means that students must make a decision very quickly after receiving results.

Study Time and Homework

IB students will complete an exam at the end of year twelve that covers two years of work. Therefore, regular revision is required. Students must learn concepts thoroughly by completing homework and attending all classes. Summative assessments and formative assessments are regularly delivered in every subject to prepare students for their internal assessments DP.

Study Guides to assist students are prepared for each discipline. As each subject area has different learning requirements it is advisable that students access these guides on the LIFE network regularly. However, the mantra of studying with a pencil and paper is common to all learning.

- You must take notes actively in class.
- If any work is missed due to unavoidable absences, it is your responsibility to catch up.
- The best revision is answering problems and using knowledge practically.

For example:

- Start keeping a journal in your additional language
- Summarise class notes at the end of each week and summarise those notes at the end of each semester in Economics/Psychology/ History.
- Attempt to answer new problems in Physics/Chemistry/Biology and conduct research into gaps in your knowledge.

Be prepared for a minimum of 2 ½ hours of extra work each evening. Revise subjects on a rotation. Prioritise deadlines as soon as you receive your assignments and do not put off for tomorrow what you are able to complete today!

Meet deadlines! Otherwise you will have a domino of deadlines until you are not ready for your exams.

The IB Room is available for you to use for quiet study in your study periods. It is a social space only during break times.

The School's Code of Behaviour

Canberra College believes that all students should exemplify the IB Learner profile. Paramount in this profile for behaviour is being principled, caring and open-minded scholars in a community of scholars.



IB learner profile

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

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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CAS aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.¹

Canberra College Creativity, Action, Service Policy

IB Students are required to complete the Creativity, Action, Service (CAS) Program as a part of the Core of the IB program.

Canberra College aims to support IB students in expanding their capacity to be involved in their community and with their world during their CAS Program. The College also aims to expand students' understanding of themselves and their world and assist them in growing as people. The CAS programs will clarify students' ethical systems. Further, students will apply the knowledge gained in their other courses to support teamwork and cooperation in trying to affect change in the world around them. They will develop new skills while building on existing skills.

This reflects the wider commitment of Canberra College to involving students in their community and in global and local issues. The Student Leadership Group, Curriculum of Giving, the R-Unit courses and Inter-college and ACT competitions all provide opportunities for students to be involved in the community and learn about themselves and the world of sport, debating, Mock Trial, Model United Nations, Outdoor Education, advocacy work and charitable activities. Canberra College will provide resources to accomplish these aims.

The College's motto 'Caring for Your Future' is a key principle for the CAS program and also for all students in the school.

Enrolment of New Students

CAS activities are a Core part of the IB program and that centrality will be made clear to students at information sessions, enrolment and during the implementation of the IB diploma. Canberra College will build on the pre-existing activities of students to refine and develop existing skills while also helping students to take on new challenges through new activities.

¹ IBO, "Aims", *CAS Guide*, IB- OCC, <http://xmltwo.ibo.org/publications/migrated/production-app.ibo.org/publication/75/part/1/chapter/1/page/4.html>

To complete the CAS program to a satisfactory level, the following procedures will be followed:

Building the Program for Students

1. Discovering the capacity of the student to fulfil the CAS requirements is a key part of the enrolment interview.
2. The CAS Coordinator will hold individual meetings with IB Students in term one grade eleven to develop programs that build on a particular student's interests, experience and abilities. Issues relating to special needs will be identified and accommodated.
3. Students will be trained in developing and implementing projects in term one of grade eleven.
4. The CAS Coordinator will take the whole group through a project in term 1 grade eleven to teach the steps of developing and implementing a program.
5. Subsequent to the group activity, the CAS Coordinator will use term 1 to guide students in developing, planning and refining projects.
6. The CAS Coordinator will use Managebac to monitor and counsel students in developing, completing and reflecting on projects. Concerns about student progress will be recorded on Managebac.
7. Students who are not satisfying requirements will be counselled in person and the IB Coordinator informed.
8. If there is no improvement, parents will be contacted and a meeting held by the IB Coordinator, CAS Coordinator, parents and student.

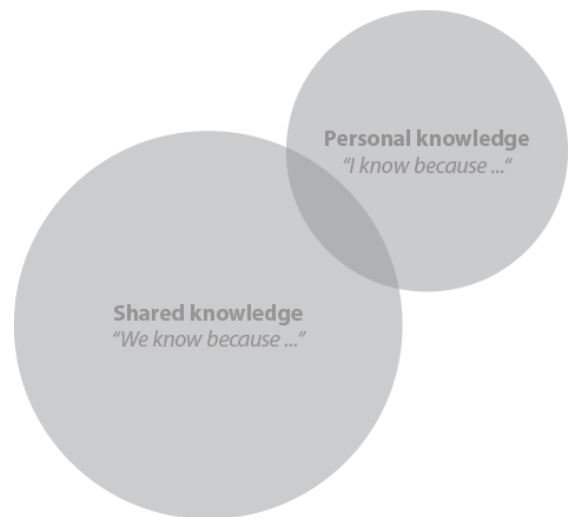
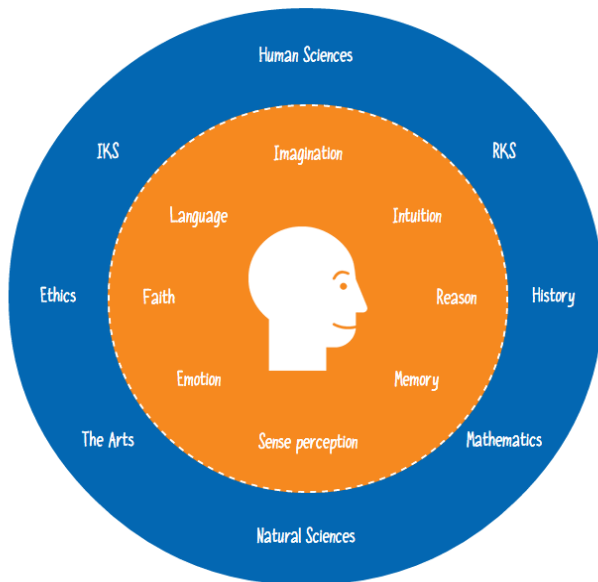
Assessing the Program

1. Students will maintain a CAS journal on the Managebac website. Students will be trained in the Managebac system in term 1 grade eleven.
2. CAS reports will be sent home at the completion of grade eleven to inform students' families of their progress.
3. Completing this program requires students to satisfy the learning outcomes of the CAS course. The CAS coordinator will assess the students' satisfaction of the learning outcomes of the CAS course according to the substantial nature of activities and according to the quality of the reflections provided in the CAS journal and CAS essay on the Managebac website as specified by the IB CAS guide.
4. The CAS Coordinator will complete the relevant forms to indicate completion of the program by the due date.

CAS Ideas

World Challenge Photographic Essay Student Leadership Group Walk In Her Shoes School to School Charity Miles Fund Raising	40 hour Famine Sports Coaching in your club Venturers Martial arts Community bands Film project And so many more...
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TOK – Theory of Knowledge



Theory of Knowledge.net, Structure of the TOK Course,
<http://www.theoryofknowledge.net/about/the-tok-course/structure-of-tok/>

IBO, "Knowledge in TOK", *TOK Guide*,
https://ibpublishing.ibo.org/exist/rest/app/tsm.xml?doc=d_0_tok_gui_1304_1_e&part=2&chapter=1

It is expected that by the end of the TOK course, students will be able to:

- identify and analyse the various kinds of justifications used to support knowledge claims
- formulate, evaluate and attempt to answer knowledge questions
- examine how academic disciplines/areas of knowledge generate and shape knowledge
- understand the roles played by ways of knowing in the construction of shared and personal knowledge
- explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge

- demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
- explore a real-life/contemporary situation from a TOK perspective in the presentation.²

Expectations

- Students will attend a weekly class in TOK . In class they will engage in discussion and take notes.
- They will comment regularly on the TOK forum. They will keep a note of TOK moments and record them on the forum.
- They will complete assigned reading.
- They will monitor the Managebac calendar for due dates and they will meet deadlines for the completion of assigned assessment tasks.
- If they engage in and complete the course they will become 'unspeakably wise and analytical'.

The IB Room

IB students have access to the IB room in recognition of their particular work load.

Rights

- To use the room for lunch and recess to eat.
- To keep food in the fridge and use the microwave.
- To use the room for studying and downtime.
- Sticking up posters etc.
- Keeping some belongings in the room

Responsibilities

- Being tidy and clean
- Respecting property in the room
- Being quiet during period time to allow others to study
- Consulting before decorating
- Being friendly and courteous to all other IB students
- Keeping the room reasonably secure

² IBO, *TOK Guide*, IB-OCC,
https://ibpublishing.ibo.org/exist/rest/app/tsm.xql?doc=d_0_tok_gui_1304_1_e&part=1&chapter=8

Attending IB Classes

As the diploma program's assessment requirements is mostly summative, to familiarise students with this style of assessments students have extra classes for IB examinable material in addition to the ACT classes. Attendance at these sessions is compulsory NOT OPTIONAL. Teachers will also do work with students to prepare them for the exams in the classes.

- Students must be prompt.
- At lunchtime classes students may bring their lunch.
- Lunch will be provided on Thursday afternoon classes.
- Students should monitor Managebac for communications about IB classes and due dates for set work.

University Entry

Students will receive two ATARS. UAC or other admissions schemes will employ the higher ATAR.

The coordinator will talk with students about their university preferences and enter that data into the IB system.

IB Results are released on 4 January and students will have a day to change any preferences.

ANU has an early entry scheme for IB students. Students gain access through their IB predicted scores. Students should consult with the coordinator if they are interested.

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

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

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
 - Do it right, remember to cite!
Credit where credit is due!

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
 - **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
 - Use a style of referencing that is appropriate for the subject.



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The IB takes academic honesty very seriously!

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Canberra College Academic Honesty Policy for the International Baccalaureate

Students undertaking the International Baccalaureate at Canberra College are expected to develop and then exemplify the qualities outlined in the IB Learner profile. As a part of this philosophy, it is expected that IB students will be Inquirers, Thinkers, Communicators and Principled.³ It is expected that students will be honest scholars and honest people.

Inquirers- Students will develop research skills and employ the conventions of research including the full attribution of their research.

Thinkers- Students will think carefully about their processes as scholars and ensure that it is ethically sound according to the standards of the scholarly community to which they belong.

Communicators- Students will develop the capacity to communicate fully the scope and nature of their learning through the full attribution of their research.

Principled – Students will be responsible members of the scholarly community by abiding by the rules of the IBO and Canberra College. They will respect their sources and their fellow students by fully attributing their research and monitoring the line between collaboration and collusion.

Given that we hope students will develop these qualities, in any process relating to academic honesty, students have a right to the presumption of innocence as respected members of our community.

Canberra College will facilitate the development of these qualities by fostering a school environment which prizes honest scholarly endeavour and principled conduct. The school will facilitate this in the following ways:

1. School policies on Academic honesty will be communicated to the students and their families by:
 - School meetings.
 - Publishing and providing policies in student handbooks and on the website.
 - Faculties will publish policies, penalties and processes as well as guides to honest conduct in learner guides, student handbooks and on assignments.
2. Students will be taught how to be an honest scholar in classes, in library lessons and in completing an online course about academic honesty and plagiarism conducted by the English and ESL classes.
3. Teachers will use the drafting process as opportunities to teach about and inculcate academic honesty.
4. Faculties will have sound assessment methods to mitigate against dishonest conduct by ensuring fairness and equity in the delivery of assessment tasks and class work.
5. Students will be rewarded for honest scholarship by marks being given for clear and accurate attribution of research in assignment work.

³ IBO, "The IB Learner Profile", The IB Learner Profile Booklet, IBO, Geneva, 2006, p. 5.

6. Canberra College will utilize its whole school process to penalise students who exhibit dishonest conduct.
7. IBO rules for the conduct of examinations will be followed and teachers trained in the requirements.

Definitions

Canberra College utilizes the definition of the IBO in promoting academic honesty. These are recorded below:

A8.1.2 What constitutes academic misconduct?⁴

Cases of alleged academic misconduct (previously referred to as malpractice) investigated by the IB typically include the following situations. Coordinators should take notice of these common breaches to the regulations when administering the Diploma Programme and developing the school's academic honesty policy.

Lack of referencing

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of IB regulations that may result in a penalty imposed by the final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the school. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers as applicable.

Candidates are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography.

Too much assistance and collusion

Although group working is a key element in components of certain subjects, coordinators are reminded that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

It is recommended that coordinators warn candidates against using the growing number of websites and organizations that claim to offer "help" with IB assessment tasks. None of these are endorsed by the IB and some are virtually indistinguishable from sites on the internet that offer custom-made assignments, usually for a fee, for candidates' use. Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that may not be permitted by the IB.

The level and kind of guidance permitted by the IB for any subject is outlined in the appropriate IB guide. If a coordinator is in any doubt as to what is permitted, contact IB Answers for advice.

⁴ IBO, "A8.1 Academic honesty", *Handbook of Procedure for the Diploma Program*, IBO, Geneva, https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpyyy_vmx_1409_1_e&part=9&chapter=1

Other forms of academic misconduct

Academic misconduct most commonly involves collusion or plagiarism and constitutes a breach of regulations. However, there are other ways in which a candidate may be in breach of regulations. For example, if he or she:

- duplicates work to meet the requirements of more than one assessment component fabricates data for an assignment
- takes unauthorized material into an examination room
- disrupts an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- fails to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonates another candidate
- steals examination papers
- discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination

The Teacher and Head of Faculty's Role

Teachers will teach students sound research and scholarly methods. They will model sound practice in producing their own materials for class. They will make students aware of policies and consequences. They will correct poor practice during the drafting process and during class work.

If teachers suspect academic malpractice, they will gather evidence such as finding the source of plagiarised material, or collect examples of work that suggests collusion. Teachers will present these suspicions and their evidence to the head of faculty for further guidance.

The head of faculty will consult the central record depository to inform their use of procedure.

The Teacher and Head of Faculty will interview the student to discuss the incident and determine the seriousness of the breach.

If it is determined that the academic honesty policy has been violated, the procedure in Table One will be followed.

Table One

Categories	Penalties	Procedures
1. First minor incident of plagiarism, cobbling or collusion. “Lack of referencing, Too much assistance and collusion” ⁵	-Reprimand and warning in writing. -The nature of the offence and how to avoid it is explained to the student. -Item to be marked without offending material included. This could result in a reduction in marks.	- Activated at Teacher/ faculty level - Centrally recorded and documented at the college.
2. First major incident – “Other Forms of Academic Misconduct” ⁶	One of the following penalties to be imposed: <ul style="list-style-type: none"> - Marks Reduced by an amount appropriate to the extent of the plagiarism. - Cancellation of any score, mark or grade for the assessment item concerned – the item is treated as if it were not submitted. 	- Activated at Principal level. - Centrally recorded and documented at the college.
3. Repeated Offence of a minor or major incident.	One of the following penalties to be imposed: <ul style="list-style-type: none"> - Cancellation of any score, mark or grade for the assessment item concerned – the item is treated as if it were not submitted. - Cancellation of all assessment results for the unit concerned. - Cancellation of all assessment results for the course concerned. - Cancellation of all assessment results from Canberra College in Years 11 and 12. 	- Activated at Principal level. - Centrally recorded at the college. - In consultation with the Board of Senior Secondary Studies.

⁵ IBO , “A8.1 Academic honesty” , *Handbook of PProcedure for the Diploma Program*, IBO, Geneva, https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpvy_vmx_1409_1_e&part=9&chapter=1

⁶ IBO , “A8.1 Academic honesty” , *Handbook of PProcedure for the Diploma Program*, IBO, Geneva, https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpvy_vmx_1409_1_e&part=9&chapter=1

The Students Rights and Responsibilities

The student has the right to the presumption of innocence in any process. Their testimony will be fairly considered.

The student has the responsibility as a part of a community and a community of scholars to behave ethically and honestly.

Students may appeal decisions at the faculty level to the Principal. Decisions at the school level may be appealed to the ACT Board of Senior Secondary Studies and the IBO Final Award Committee.⁷

In the event of a suspected major breach of the honesty policy, students are to be first interviewed in the presence of a carer or carer's delegate.

The Role of the IBO

Academic Misconduct during summative assessment for the IB Diploma is governed by the *General Regulations: Diploma Program*.⁸

The Review Process

This policy will be reviewed in December 2016.

⁷ IBO, "16.3 IB DP Final award Committee", *General Regulations: Diploma Program*, IBO, Geneva, 2014 p. 10.

⁸ IBO, *General Regulations: Diploma Program*, IBO, Geneva, 2014,
http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpvyv_vmx_1409_1/pdf/DP_regs_e.pdf

How Much?

As an external program there is a cost. This is **not** a voluntary contribution. Families will receive a formal IB Diploma undertaking along with their acceptance into the Canberra College. Examination papers and internal assessment tasks are marked and moderated globally and must be sent registered express post or by courier, which is an extremely costly exercise. The cost is outlined below:

- The exchange rate affects the cost of exam registration and marking fees that the IBO charges as the conversation is from \$US or £UK to \$Aus. To late this has been in our favour.
- Some subjects (such as Psychology) have compulsory attendance at excursions and camps which is an additional cost.
- Individual subject levies apply to cover the cost of materials and special requirements of presentation but not all subjects have levies. (please see subject contribution leaflet at the commencement of 2014). The 2013 levies are printed on the last page.
- If a student wishes to re-sit an exam a further exam registration and marking fees apply.
- *Please note that the costs outlined below are approximate other than the tuition and postage fee*

Full Diploma - over 2 years (Subject Levies and excursion fees are not included as these are individual to the subjects studied)	One Certificate Course at IB Level e.g. ART - over 2years																						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Tuition</td> <td style="text-align: right;">\$ 840.00</td> </tr> <tr> <td>Exam registration</td> <td style="text-align: right;">145.00</td> </tr> <tr> <td>External exam fees</td> <td style="text-align: right;">750.00</td> </tr> <tr> <td><u>Postage</u></td> <td style="text-align: right;"><u>350.00</u></td> </tr> <tr> <td>Total Cost</td> <td style="text-align: right;">\$2085.00</td> </tr> </table>	Tuition	\$ 840.00	Exam registration	145.00	External exam fees	750.00	<u>Postage</u>	<u>350.00</u>	Total Cost	\$2085.00	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Tuition</td> <td style="text-align: right;">\$ 140.00</td> </tr> <tr> <td>Exam registration</td> <td style="text-align: right;">145.00</td> </tr> <tr> <td>External exam fees</td> <td style="text-align: right;">100.00</td> </tr> <tr> <td>Art Levy(4semsters)</td> <td style="text-align: right;">200.00</td> </tr> <tr> <td><u>Postage</u></td> <td style="text-align: right;"><u>75.00</u></td> </tr> <tr> <td>Total Cost</td> <td style="text-align: right;">\$660.00</td> </tr> </table>	Tuition	\$ 140.00	Exam registration	145.00	External exam fees	100.00	Art Levy(4semsters)	200.00	<u>Postage</u>	<u>75.00</u>	Total Cost	\$660.00
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<u>Postage</u>	<u>75.00</u>																						
Total Cost	\$660.00																						

2 Certificate Course at IB Level e.g. Economics and Physics – over two years		3 Certificate Courses at IB Level e.g. Biology, Chemistry, Psychology – over two years	
Tuition	\$ 280.00	Tuition	\$ 840.00
Exam registration	145.00	Exam registration	145.00
External exam fees	200.00	External exam fees	300.00
<u>Postage</u>	<u>150.00</u>	Postage	350.00
Total Cost	\$775.00	Psychology excursions	300.00
		<u>Biology book</u>	<u>30.00</u>
		Total Cost	\$1965.00

As of May 2014 each element of the CORE – TOK, EE and CAS may be examined as an individual COURSE subject. Students will be able to register for all or just one of these as free-standing course/s. The cost for each will be the same as per any one subject.

What Does the Fee Cover?

- Delivery of additional tutorials, which is either in very small groups or in one-to-one sessions
- Individual attention and assistance
- College administrative costs

The formal process of acceptance into the IB program is by interview and subject selection. We are offering individual interviews for students who either wish to undertake the Diploma or individual subject courses, or those who just want to discuss the possibilities and the operational aspects of the program.