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Elite International School

Academic Integrity Policy

Reviewed February 2021

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IB Mission Statement

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

EIS Vision and Mission Statements

Vision Statement

Elite International School (EIS) aims to develop citizen leaders who are knowledgeable, open-minded and lifelong learners who will help to create a more peaceful world through the respect and understanding of moral values, own and other cultures, and civil responsibility. Our future leaders will contribute nationally and globally to make a positive difference to the whole humanity.

Mission Statement

Elite International School (EIS) strives to build a rich, safe, and secured learning environment that inspires the best of every learner. A learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs, and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities.

IB Learner Profile Attributes

Guided by the philosophy of the IB, Elite International School (EIS) places great value on the personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by the Learner Profile attributes: (What is an IB education?, 2019)

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

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

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

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

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

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

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

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

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

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. (pp. 3-4)

Philosophy

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent. (Academic honesty in the IB educational context, 2014, p.1)

Purpose

The Academic Integrity policy is designed to set clear expectations associated with the submission of **authentic work** and:

- To promote good academic practice and a school culture that actively encourages academic honesty.
- To enable students to understand what constitutes academic honesty and dishonesty.
- To encourage students to look to their teachers, supervisors, librarian, and coordinators for support when completing assessed work to prevent any possible form of misconduct.

Rights and responsibilities of all members of the school community

Programme Coordinators' Responsibilities

- Ensure that the policy is applied fairly and consistently throughout the school community.
- Ensure that teachers, students and parents and legal guardians have a copy, read, and understand the school's academic integrity policy.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases.

Students' Responsibilities

- Take responsibility for the authenticity of their work.
- Commit to guidelines for individual and group work.
- Reference sources according to agreed-upon (age appropriate) bibliographic formats for each grade.
- If any idea or argument of someone else's work is used, give that individual credit.
- Know that sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites, and images that require specific citation format.

Teachers' Responsibilities

- Prevail the understanding of the academic honesty throughout the approaches of teaching and learning.
- Provide instruction and support in research and study skills and be available to offer advice and guidance to students.
- Encourage and support their student to practice academic honesty.
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s).
- Model and communicate examples of academic honesty practices.

Parents' Responsibilities

- Support the school's academic integrity policy to the best of their ability and provide guidance to their children when appropriate.
- Understand and accept that the school must report any suspicion or detection of misconduct in officially submitted components to the IB.

School Administration's Responsibilities

- Totally supports the implementation and application of the policy.
- Stands as a safeguard where all students understand the basic meaning and significance of academic integrity as a fundamental element, and parents/guardians are made aware of the Academic Integrity Policy.
- Ensures that under the leadership of the Coordinators and the Librarian, all students receive appropriate guidance on study skills, academic writing, and how to evaluate and acknowledge sources.
- Familiarizes all students with the consequences of misconduct.
- Keeps central records of each incident of misconduct and the consequences to ensure consistency and fairness for all actions taken.

Librarian's Responsibilities

- Prevails the understanding of the academic integrity policy throughout the school community, offering instructional sessions, distributing the policy to students, parents and curating all relevant documents on academic integrity in the school library for continuous reference.
- Ensures and supports the fair application of the policy and its regular review and update.

- Provides all students: PYP, MYP and DP, with workshops each year reminding them of the requirements of the Academic Integrity and enabling the students to understand the consequences of any act of misconduct.
- Explains the key concepts of copyright, intellectual property, creative commons attribution, fair use, and plagiarism.
- Supports all students in research, to develop information and media literacy and submit proper research.
- Trains teachers and students on how to evaluate and acknowledge sources with hands on workshops across programme year levels.
- Gives specific requirements as well as written examples of proper citation of a variety of sources following the schools approved referencing style.
- Supports teachers and students in checking the authenticity of all works for internal and external assessments as for the PYP exhibition, the MYP personal project and the DP: TOK essays and Extended Essays.
- Models and communicates practices of academic honesty throughout the school community.

Guidance on expected behaviours/examples of good practices and unacceptable practices

Behaviours of good practices

The School's Academic Integrity Policy is regularly reviewed and developed to meet the teaching, learning and assessment requirements and to promote good practices. Age appropriate is also a key factor.

The School's Academic Integrity Policy is always coherent with the School's code of conduct.

The School considers its different programmes; PYP, MYP and DP when implementing academic honesty throughout its curriculum.

Educators are trained by the librarian to address all forms of personal integrity in sessions with school's culture and age levels in mind.

Academic research, intellectual property and ethical conduct are aligned with the approaches to teaching and learning skills articulated in the curriculum.

Students are expected to understand and practice all forms of personal integrity.

Parents are expected to understand personal integrity and to cooperate in developing students' principled actions, inside and outside of the school.

Teachers, coordinators, librarians, and administrators are expected to be ready to support students in practicing academic integrity.

All students: PYP, MYP and DP, are provided with workshops by the school librarian each year as a reminder of the requirements of the Academic Integrity and the consequences of any act of misconduct.

To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes. (Academic honesty in the IB educational context, 2016, p.24)

Examples of unacceptable practices

Plagiarism: An act of using or closely imitating the language and thoughts of another author without authorization and the representation of the author's work as one's own.

Collusion: Supporting the misconduct by another student or assisting another student's academic dishonesty.

Cheating: The use or attempted use of unauthorized assistance on a writing assignment, homework assignment, or other projects.

Other examples of suspected academic misconduct:

Duplication of work – Presentation of the same work for different assessment components and/or IB requirements.

Misconduct during an examination – Malpractice includes any other behaviour that gains an unfair advantage for a student or that affects the results of another student...

Collaboration – Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment. (Standard B1: Academic honesty policy—Example 1, Coordinator support material, pp.1-2)

Under the *Conduct of examinations booklet 2021* (2020), there are also:

Examples of misconduct relating to the written examinations:

- stealing examination papers
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate

- impersonating another candidate
- possession of unauthorized material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending
- attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending. (p.15)

Examples of Academic misconduct and school maladministration—IB action

Circumstances entail the IB investigation:

- *A coordinator reports that academic misconduct may have taken place during an examination.*
- *An examiner or moderator reports possible misconduct during the marking process.*
- *An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.*
- *A comparison of specific assessment components using an IB bespoke program shows similarities between candidate work (in the same school or across IB World Schools).*
- *Whistle-blower reports.* (Diploma Programme Assessment procedures 2021, 2020, p. 131)

Thus, to maintain good practices and avoid misconducts, EIS enforces academic honesty throughout the curriculum following clear and simple inquiry methods.

Consequences of misconducts

❖ Actions to be taken by the School

Concerning the actions to be taken regarding PYP 1 to PYP 7:

The aim of *EIS* is to enforce academic integrity culture through communicating the good practices and misconducts through teachers modelling academic honesty, then redirecting learners through continuous reflection. So, consequences are limited to teacher student meetings and reflection to help them practice academic honesty.

Concerning the PYP 8, the MYP and the DP internal assessments:

If the piece of work has been proved to be an inauthentic work, the teacher must inform the coordinator, who, in consultation with the appropriate teacher(s) will recommend actions to be taken which may include the following:

Academic Integrity violation	Consequences		
	PYP 8 students' violations		
	1 st	2 nd	3 rd
	<ul style="list-style-type: none"> • Work is not marked. • Verbal reflection is made by the teacher. • Another chance is given to be redone at a date fixed by the teacher. • Parents are informed in communication book. 	<ul style="list-style-type: none"> • Work is not marked. • Behaviour contract is signed to agree on future consequence in case of misconduct. • A detention in order to complete the work in question. • Parents are informed and a meeting is set for setting future goals. 	<ul style="list-style-type: none"> • A verbal reflection is made. • Work is not marked. • Work is not accepted. • No chances are provided for Re-doing the task. • Parents meeting are scheduled for future consequences.
	MYP students' violations		
	1 st	2 nd	3 rd
	<ul style="list-style-type: none"> • Verbal reflection is made by the teacher. • Work is not marked • Another chance is given to be redone at a date fixed by the teacher. 	<ul style="list-style-type: none"> • Verbal Reflection is made by the teacher. • Work is not marked. • In school suspension is scheduled for Re- 	<ul style="list-style-type: none"> • Verbal Reflection is made by the teacher on previous violations. • Work is not marked • No extra chances are provided for re-doing work.

	<ul style="list-style-type: none"> • School Librarian is informed (violation is documented) 	<p>doing work</p> <ul style="list-style-type: none"> • School Librarian is informed. • Parents are informed in formal meeting to agree on future consequences. • Student behaviour contract is signed, setting clear consequence for submitting future work. 	<ul style="list-style-type: none"> • Possibility of internal exclusion
DP students' violations			
	1st	2nd	3rd
	<ul style="list-style-type: none"> • Verbal reflection is made by the teacher. • Work is not marked • Another chance is given to be redone at a date fixed by the teacher. • School Librarian is informed (violation is documented) 	<ul style="list-style-type: none"> • Verbal Reflection is made by the teacher. • Work is not marked. In school suspension is scheduled for Re-doing work. • School Librarian is informed. • Parents are informed in formal meeting to agree on future consequences. • Student behavior contract is signed, setting clear consequence for submitting future work. 	<ul style="list-style-type: none"> • Verbal Reflection is made by the teacher on previous violations. • Work is not marked. • No extra chances are provided for re-doing work. • Possibility of internal exclusion.

Concerning the MYP and the DP external/ summative assessments:

Academic Integrity violation	Consequences	
Inauthentic work	1 st	2 nd
	<ul style="list-style-type: none"> • Work /exam is not marked and may be redone at a fixed date • A detention in order to complete the work/exam in question • Parents are informed by date of re-doing the assessment. • A formal meeting with the family • Behavioural contract is signed by the student to set clear future consequences. 	<ul style="list-style-type: none"> • Work /exam is not marked and may be redone/not done at a fixed date (Librarian + Coordinator) • A detention in order to complete the work/exam in question • Possibility of course /programme exclusion. • A formal meeting with the family.

Concerning the DP examinations marked and/or moderated by the IB:

The School's actions to be taken follow the IB *Conduct of examinations booklet 2021*, regarding any behaviour “interfering with the proper conduct of the examinations”:

- *The coordinator has the right to expel from the examination room but should be “discreetly cautioned” to avoid disturbing other candidates.*
- *The coordinator could raise the matter of misconduct after the examination.*
- *Any form of disruptive behaviour should be stopped immediately.*
- *The school head should be informed of any act of misconduct reported to the Assessment Division, IB Global Centre, Cardiff.*
- *In case of a claimed misconduct, the candidate's script along with the scripts of the other candidates should be sent to the address notified on the IBIS, without any reference to the incident. (2020)*

During DP External assessment (inside the examination room):

Behaviour	Consequences	
	1 st	2 nd
<ul style="list-style-type: none"> • Failing to obey the instructions of the coordinator/invigilator. • Communicating with another candidate. • Helping or receiving help from another candidate. • Possession of unauthorized material. • Attempting to remove from the examination room examination material, such as answer booklets or examination papers. • Leaving the examination room without permission. • Continuing to answer an examination paper when told to stop by an invigilator or the coordinator. • discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending • Disruption of the examination environment. • Misconduct during an examination – (that gains an unfair advantage for a student or that affects the results of another student). 	<ul style="list-style-type: none"> • verbal reminder (discretely cautioned). 	<ul style="list-style-type: none"> • Examination is stopped immediately. • The candidate will be expelled from examination room.

❖ Actions to be taken by the IB

The IB should receive assessments or moderations that have only been authenticated. If the assessments are uploaded by the School, the “Candidate consent” forms should be uploaded as proof of authentication.

Concerning alleged academic misconduct during an examination:

- *The case must be reported to the Assessment Division, IB Global Centre, Cardiff.*
- *The report must include a full account of the incident.*
- *Any evidence, such as photographs of unauthorized materials, must be included with the report.*

- *The candidate will be in breach of regulations if an unauthorized item (such as an electronic device, other than a permitted calculator, notes, a mobile/cell phone, smart watch) is taken into an examination room, regardless of whether an attempt is made to use that item.*
- *A candidate found guilty of academic misconduct will be issued an “N” in the subject or diploma requirement concerned.*
- *The “Candidate’s results screen” on IBIS will not state the reason for that result since this information is regarded as confidential.*
- *The correspondence will be sent via email before the issue of results and, appropriate IB personnel and the chair of the Examining Board. (Diploma Programme Assessment procedures 2021, 2020)*

Concerning alleged maladministration during an examination:

- *The IB will contact the IB programme coordinator and/or the head of school to request an investigation.*
- *The person in charge of reporting such cases should use the form “School staff statement (suspected maladministration)” and should send it to the IB within ten working days of the IB receiving of this notification.*
- *Further actions will follow the IB stated Penalty matrices. (Academic Integrity, 2019)*

❖ Actions to be taken in all cases of suspected academic misconduct:

- Fair investigations are followed to proclaim students’ rights.
- The coordinator will log such incidents.
- The Head of school will be informed.
- The student and family will be informed of the gravity and the consequences in the case of repetition and/or exclusion.

Consequently, the School adheres with the IB matrix of penalties “applied for each type of academic misconduct” (Academic Integrity, 2019, p.25) and with reference to each Programme.

Conventions for the writing of texts using external information sources

Academic Integrity/Honesty and the teacher – Ensuring Intellectual property is respected.

Copyright

The concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] 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 law. (MYP: From principles into practice, 2014, p.76)

The school adheres to copyright law and expects all employees and students to do the same. Employees should consider, in advance, what is to be copied, the amount and purpose for copying materials, and the instructional purposes for which it is intended. Illegal use or duplication will not be allowed.

Routine copying that substitute for purchase and deprives the owner of financial benefits is prohibited. Employees may be held accountable for wilful violation.

Explanation to avoid school maladministration

Copyright is defined as the author's/artist's legal right to the reproducing and dissemination of work. Under the International Copyright Agreement, all mass copying that is done methodically is prohibited. If time permits, materials such as workbooks, quizzes or tests must be purchased and may not be copied for students. Copying may not replace purchase.

Explanation to avoid student misconduct

We expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.
- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.

- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.

The content and structure of academic papers must be original, so the authorship of any idea, image, recording, text not of one's own production is referenced, unless the information can be considered common knowledge. When in doubt, sources must be cited in accordance with the IB guide: [Effective citing and referencing](#) (for further details, please follow the link).

<i>Introduction</i>	<i>1</i>
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Supporting Measures for Teachers and Non-Teaching Staff

To promote the academic integrity/honesty and improve students' outcomes, the school is offering support in many ways:

1. Librarian

The Librarian is a very useful resource for all students and teachers. She is an expert in the area of academic honesty and can provide ethical guidance alongside information on **the most appropriate citation system** to use in the assignments of all Programmes, particularly the Exhibition, the Personal Project, the TOK essay and the Extended essay. She is also responsible for our supporting teachers (mentors) and will provide teaching staff with professional advice.

The librarian introduces the APA Citation Style to teachers and students, trains them on its guidelines of style and format, and ensures adequate follow-up.

2. Media tools to detect plagiarism

The school facilitates an access to several media tools including getting specialized software to detect plagiarism such as Turnitin.

These detectors work by copying and pasting texts and/or uploading documents in their provided plagiarism checker tool.

Other plagiarism detectors (free or vary in use) are referred to under the journal article “Supporting Academic Honesty in Online Courses”: (McGee, 2013)

Dupli Checker <<https://www.duplichecker.com/>>

Glatt Plagiarism Services <<http://www.plagiarism.com/>>

Grammarly <<https://www.grammarly.com/>>

PlagAware <<https://www.plagaware.com/>>

PlagScan <<https://www.plagscan.com/en/>>

Viper <<https://www.scanmyessay.com/>> (p.18)

3. Internal workshops and trainings provided by the school librarian are available to the school community.

The school’s review of the policy

To increase the awareness of the academic honesty within all parts, the school considers reviewing its Academic integrity policy on a regular basis.

The review process includes all figures in the school who are responsible of following, applying, and prevailing all terms of the Academic Integrity Policy, the school principal, the programme coordinators, the school librarian, the educators, and the administrators.

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ⁱ URLs are added to these cited sources, referred to from the Resource Centre provided by International Baccalaureate Organization to its subscribers to “myIB”, for ease of access to learners. Accessing them require logging in or contacting the IB Store for purchases.