
ACADEMIC INTEGRITY POLICY
ARENAS INTERNATIONAL SCHOOL
LANZAROTE

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1. INTRODUCTION

Academic activity at Arenas International School is based on the values that our institutional educational project fosters, and on which our Coexistence Plan is based. These values include mutual respect, responsibility, trust, credibility and honesty, which are the pillars on which this Academic Probity Policy is based.

Academic probity refers to a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Fraudulent actions such as copying work, homework, exams, falsifying documentation, cheating in the fulfilment of specific regulations, ignoring intellectual property or impersonating the authorship of another person make up a series of offences that are contemplated within the Coexistence Plan, and are appropriately typified, with each one being assigned the corresponding sanction according to its level of seriousness. However, a more specific regulation is required, which is contemplated in this document.

This Policy has been developed from the IB documents: *Effective use of citations and references* (2014). *Academic Integrity* (2019). *Standards for programme implementation and specific applications*. (2014)

Academic Probity is based on the attributes of the IB's learning community profile, which express the values inherent in the full 'continuum' of its international education programmes. The profile is a clear and concise expression of the IB's aims and values and embodies what the IB understands as 'international mindedness'. Attributes of the profile include that members of the IB learning community strive to be of 'integrity', i.e. that they act with integrity and honesty, with a deep sense of fairness, justice and respect for the dignity of individuals, groups and communities, and take responsibility for their own actions and the consequences of those actions.

2. TYPES OF FRAUDULENT CONDUCT

Plagiarism, collusion and double use of work are part of a set of actions that are considered to be fraudulent behaviour. In order to clarify specific terminology, the document *Academic Probity in the Diploma Programme* (International Baccalaureate Organisation, 2009) defines *fraudulent conduct* as "any action by a student whereby that student or another student is or may be unfairly advantaged in one or more components of the assessment". The cases referred to in this document as fraudulent behaviour are the following:

- i. **Plagiarism:** "understood as the presentation of someone else's ideas or work as one's own".

"When words, ideas or work products, attributable to another person or source that can be identified, are used without attributing the work to the source from which it was obtained, in a situation where there is a legitimate expectation of original authorship, for the purpose of profit, credit or gain" (Fishman, 2010).

- ii. **Collusion:** "understood as the behaviour of a student who contributes to the fraudulent conduct of another student by allowing the student to copy his or her work or to present it as his or her own".
- iii. **Dual use of a paper:** "understood as the submission of the same paper for different assessment components or programme requirements".
- iv. "Any other action that allows a student to benefit unfairly, or that has consequences on the results of another student (e.g. bringing unauthorised material into the examination room, misconduct during an examination, falsifying CAS-related documentation)".

3. PREVENTIVE STRATEGIES AGAINST FRAUDULENT BEHAVIOUR

All students in the school should understand, according to their stage of skill development, the fundamental meaning and importance of the concepts related to academic probity. However, it will be the job of teachers, in collaboration with parents, to promote the development of skills so that students can apply these concepts to their daily work.

The policy of academic probity is promoted throughout the school. However, it is applied more rigorously from the fourth year of Primary School onwards, considering that pupils in the previous years are in the process of learning and developing their study habits and organisation, and paying special attention to the work of the IB Diploma Programme.

In Infant and Early Years there is greater flexibility in the timing and forms of assessment. In these grades, misbehaviour by pupils during assessment is considered an academic offence and is followed up as appropriate to the pupil's stage of development. Teachers take every opportunity to guide students in distinguishing appropriate from inappropriate behaviour.

DIPLOMA, PAI and PEP

3.1. INFORMATION STRATEGIES

With the commitment to educate our students in values of integrity and honesty, *General Circular N° 1*, which is issued at the beginning of each academic year, states: "The school encourages academic probity in the students, who should value their work as a result of their personal effort, and take pride in fulfilling the tasks entrusted to them. If a student is caught in fraudulent behaviour (plagiarism, collusion, cheating in exams...), the measures set out in the Coexistence Plan will be applied and the student may even be suspended from the assessment. Apart from this informative strategy which aims to prevent fraudulent behaviour, there are also other channels in our institution to prevent these actions, including information to students on this point in the first assembly of the year, information from the tutor, information to students on the PAI by the Baccalaureate students, public exhibition of the document on fraudulent behaviour, and to the teaching staff at the first staff meeting.

In **PYP** and early **MYP** courses, teachers will regularly inform parents what constitutes appropriate support, and ensure that families and students understand what the value of academic probity means for the profile of the learning community. They will make clear what will happen if work submitted is not original to the individual student.

3.2. TRAINING STRATEGIES

Both teachers and students at Arenas International School are trained to follow a proper referencing system, which will appear at the end of the written work requested by the teachers of the school in a section called "**Bibliography**". As part of this training we aim to:

- Learn to reference all types of bibliographic and electronic sources (books, magazines, websites and newspapers).
- Know how to quote authors literally or indirectly.
Examine information in such a way as to avoid plagiarism.

3.3. ACADEMIC STRATEGIES

In all meetings at the beginning of the academic year with families, both general and group meetings, both the management team and the corresponding tutors emphasise the importance of the academic probity of the students in the development of the profile of the learning community.

Assignments and work submitted by students at all levels should have bibliographical references or support and, as far as possible, should be substantiated.

Research work at all levels, internal assessment and extended essay must be monitored by the teacher to ensure student authorship. In fact, computer programmes (Turnitin) are used for this purpose, of which the teaching staff will be duly informed during the training course.

The tasks assigned by teachers should have a focus that involves ongoing reflection by the learner, rather than simply recording information.

Students of the MYP, Diploma Programme and Baccalaureate will sign, at the beginning of the school year, a letter of commitment stating that all the work they submit is original and of their own authorship, and will acknowledge through bibliographic citations the intellectual authorship of the sources consulted.

- The use of other people's work in the PEP:

"In the PYP classroom, teachers verify a constructivist, inquiry-based approach [to teaching and learning], which encourages both inquiry and the development of critical thinking skills through observation and discussions with students. On the other hand, when PYP work takes place outside the classroom, it is others who share the responsibility for ensuring that the learner is the

author of the work being done. (JudeCarrol)

At this stage it is of great importance to communicate regularly with students' families and to agree with them on the appropriate way to help their children, to ensure that both parents and children understand what academic probity is and that they are aware of the consequences of handing in unoriginal work.

To encourage honest, creative and critical work, PYP teachers should:

- Create inquiry-based evaluation tasks.
- Design assessment criteria (rubrics) that assess and reward the work required, not just the results.
- Teach ways of citing or quoting others: PYP students can learn to use inverted commas to mark the words of others or to describe what help was helpful and why.
- Teaching to reflect on the learning process.
- Encourage students to show how they have used other people's work.

4. CRIMINALISATION OF FRAUDULENT CONDUCT

In accordance with the principles of the Arenas International School Coexistence Plan, all fraudulent conduct will be resolved according to the level at which it is considered to be minor, serious or very serious, as detailed below:

4.1. MINOR OFFENCES

These are considered minor offences:

- Present **everyday** tasks, activities or school work that are not one's own.
- Take, use or **partially** transcribe work or information from the Internet or other sources without providing references and present it as your own original work.

These behaviours will be dealt with by the teacher in whose subject the misconduct has taken place with the collaboration of the corresponding tutor, communicating the incident when necessary to the School Management and to the family, who will be notified that repeated

misconduct is a serious misconduct and what the consequences of serious misconduct are. The student will be assessed with a zero for the work or task in which he/she has committed the misconduct, and must participate in the training workshop "CORRECT USE OF INFORMATION".

Recidivism in any of the above offences will be considered a **serious offence**. **Ignorance of the rule (students who have justifiably not received the information)** is considered an **extenuating circumstance**.

4.2. SERIOUS FAULTS

Such misconduct is considered serious:

- Cheating or being cheated in exams, research papers or projects.
- Use methods, apparatus or instruments of any kind that allow information to be sent or received in and during examinations.
- Stealing or obtaining exams and academic notes and/or distributing them to other colleagues prior to their application.
- Take, use or transcribe **verbatim or virtually all** work or information from the Internet or other sources without providing references and present it as one's own original work.

If found responsible, the student will receive a disciplinary report supervised by the Head of School and signed by the corresponding tutor, which must be taken home to be signed by the family or legal guardian, who will also be informed that repeated misconduct is a very serious offence and will be notified of the consequences of very serious offences, as well as the loss of the assessment (see *General Circular N° 1*). In addition, he/she will have to sign a document in which he/she undertakes not to commit the same conduct and to participate in the training workshop.

Recidivism in any of the above offences will be considered a **very serious offence**.

4.3. VERY SERIOUS MISCONDUCT

The offences considered very serious are:

- Alteration or manipulation of official information or assessments in databases or printed documents.
- Theft and/or alteration of report cards.
- Repetition of serious misconduct.

The offences contemplated in this section are extreme and will be dealt with by the members of the Management Team, the Coexistence Committee and, where appropriate, the corresponding Management and Education Inspectorate. In the case of very serious misconduct, a disciplinary file will be opened for the pupil, specifying the facts and the sanction imposed. One of the possible sanctions to which the pupil may be exposed is temporary or permanent expulsion.

5. ROLES AND RESPONSIBILITIES

5.1. MANAGEMENT TEAM

- Provide the Academic Probity Policy to the school community (school staff, families and students).
- Provide guidance to the education community on what constitutes fraudulent conduct and how it can be prevented.
- Investigate cases of suspected fraudulent conduct.
- Examine all statements and evidence gathered during the investigation of cases of alleged fraudulent conduct and decide whether to confirm or dismiss the allegation.
- Notify the teacher involved, the tutor and the family of the final decision.
- If requested, review a final decision when new evidence is presented.
- If requested, implement the appeals process for decisions taken.
- Periodically review the Academic Probity Policy and its adaptation to the requirements of the International Baccalaureate and state legislation.

5.2.PYP COORDINATORS, MYP, DIPLOMA

They must ensure that all pupils:

- Understand the concepts of academic probity and know what constitutes original work.

- Receive guidance on study skills, how to write an academic paper, and how to conduct research and cite sources.
- Understand what constitutes fraudulent conduct (especially plagiarism, collusion and examination misconduct).
- Be aware of the consequences of being found guilty of fraudulent conduct.

Ensure that Diploma students are familiar with IB documents:

IB. Primary School Programme, Middle Years Programme, Diploma Programme, IB Vocationally Oriented Certificate of Studies. Effective use of citations and references.

IB. Academic integrity.

IB. Standards for the implementation of the programmes and concrete applications.

DIPLOMA PROGRAMME. Academic probity

IB. Ethical guidelines for the research and fieldwork of the Monograph (for exam calls from May and November 2013).

IB. Science laboratory guidelines for IB Diploma Programme science courses.

The Head of School and Level Coordinators should ensure that the academic probity policy is made known to students and their guardians on entry to the school and, in particular, to students entering Primary 4 and above. In addition, students should be reminded of this policy throughout their stay at the school.

5.3. TEACHING:

It is the responsibility of individual teachers to confirm that, to the best of their knowledge and belief, all work accepted or submitted for assessment is the original work of the student. Teachers are expected to support and apply this policy and the School's rules and regulations and to offer advice to students whenever necessary. In this respect, teachers should be role models for students.

Teachers provide students with a level-appropriate convention for making quotations and references at the beginning of the school year.

The coordinators are responsible for ensuring that there is uniformity in these conventions between the different stages and subjects. Teachers make them known to students at the

beginning of the school year. Co-ordinators are responsible for ensuring that teachers are familiar with these conventions and use them whenever they provide reference material for pupils.

5.4. STUDENTS:

Students are ultimately responsible for ensuring that all work submitted for assessment is original and for properly citing the source of the work or the ideas of others.

It is important for students to be aware that there are websites and programmes that can detect plagiarised texts, which are used by teachers for this purpose. Teachers will analyse students' work using these plagiarism prevention methods.

Where appropriate, students will complete all necessary documents to certify that they have met the standards of Academic Probity. For MYP projects, students and their supervisors should use the academic probity form provided by the IB. They should indicate the dates of their meetings and the main points discussed, and state that the work has been carried out in accordance with academic probity guidelines.

Diploma students should be aware of and adhere to the standards and guidelines contained in IB documents:

IB. Primary School Programme, Middle Years Programme, Diploma Programme, IB Vocationally Oriented Certificate of Studies. Effective use of citations and references.

IB. Academic integrity. International Baccalaureate Organisation. Cardiff. 2019.

IB. Standards for the implementation of the programmes and concrete applications.

DIPLOMA PROGRAMME. Academic probity.

IB. Ethical guidelines for the research and fieldwork of the Monograph (for exams from May and November 2013).

5.5. LIBRARIAN:

The school librarian supports teachers by providing students with guidelines for research and promoting reading and writing skills. The librarian guides students in good academic practices and in writing a paper without relying solely on materials obtained from internet sites (also provides reliable internet sources).

5.6. PARENTS:

Families are responsible for supporting the values of the school's academic probity policy and for encouraging good academic practice in their children. Families' understanding and cooperation with this policy are critical to the success of our students.

6. RESPONSIBILITY FOR THE IMPLEMENTATION, EVALUATION AND REVIEW OF THE ACADEMIC PROBITY POLICY.

The Academic Probity Policy is drafted and revised with the participation of all the agents involved. It is reviewed and approved by the Teaching Staff, the Coordinators of the three Programmes (PEP, PAI and PD), and carried out with the participation of management and a group of teachers from all stages in order to have a shared vision of the expectations and practices that are appropriate for the context of the School.

The Academic Probity Policy is reviewed annually to adapt to changes in the context of academic probity. The Coordinators are responsible for detecting these possible needs and for leading the appropriate changes and suggestions to the Policy.

7. ANNEX I: TRAINING WORKSHOP

CORRECT USE OF INFORMATION:

How to reference, cite and manage information to avoid fraudulent behaviour?

7.1.0. References

When writing written work, it is common that we need to consult information from other sources. In order to give due credit to the authors, we will use the following system of bibliographic references that follows the international standards *ISO 690:1987 (translated into*

Spanish in the standard UNE 50-104-1994) and ISO 690-2:1997.

Bibliographical references make up the "Bibliography" of the research work, which will appear at the end of the written work requested by the teachers of the school. Each reference consists of a series of variable elements depending on the source we are identifying: a monograph, a journal article, a book, internet pages or newspapers, a communication to a congress, etc.

Rules to be taken into account for citing the author in all references:

- Up to 3 authors are all cited, separated by a semicolon (;).
- If there are more than 3 authors, the first one is indicated followed by AND OTHERS.
- If it is a collective work with a main responsible person (coordinator, director, literary editor, etc.), this is indicated as the author, followed, in brackets and in abbreviated form, by the function he/she performs.

7.1.1. Books / Extended essay

When in written assignments (reading reports, research work, laboratory practicals, etc.) we make references to books or essays, we shall record the source as follows:

Model:

AUTHOR/ES. *Title*. Edition (if not the first). Place of publication: Publisher, year

Examples:

DEPALLENS, G. *Corporate finance*. Bilbao: Deusto, 1967

FERNÁNDEZ VÁZQUEZ, A.; MEDINA LÓPEZ, F. *La cartografía técnica*. 2nd ed. Madrid: Ariel, 1996.

LAURENT, T. et al. *Urban architecture and contemporary design*. Madrid:Alianza, 2005

ORTEGA DÍAZ, J. (Coord.). *Tratado de Ecología*. Madrid: Pouncer, 2006

NATIONAL INSTITUTE OF METEOROLOGY (Spain). *Informe sobre el clima año 2007*. Madrid: INM, 2008

7.1.2. Electronic sources (Internet sites)

It should be clarified that the addresses that correspond to search engines (www.google.com, www.metacrawler.com, www.altavista.com, etc.) are not considered as sources of consultation because, as their name indicates, they are tools for finding specific pages. We refer to these sources as follows:

Model:

AUTHOR/ES. *Title* [online] <Web address> [Date of consultation].

Examples:

ANDALUSIAN WOMEN'S INSTITUTE. *Directory of contemporary Andalusian women artists* [online] <[http://www.juntadeandalucia.es /instituto- mujer/directoriomujeres](http://www.juntadeandalucia.es/instituto-mujer/directoriomujeres)> [Consultation: 3 May 2008].

REAL ACADEMIA ESPAÑOLA. Diccionario de la lengua española [online]. <<http://www.rae.es/rae.html>> [Consultation: 13 November 2007].

ANDREAS, P. *Humour and irony in the work of Galdós* [online] <<http://literaria.com/humor/andreas/>> [Consultation: 9 January 2008].

7.1.3 Magazine and newspaper articles

If magazines or newspapers were consulted, this should be done as follows:

Model:

AUTHOR/ES. "Title. Title *of the journal*, volume, volume or issue (date), pages where the article begins and ends.

Examples:

JIMÉNEZ LÓPEZ, A. "La designación de senadores en España". *Revista de DerechoConstitucional*, n. 72 (2006), p. 120-134.

BOND, R.; GHERRY, J.; MORTIMER, K. "The new concept of Information Science". *American LibrarianNewsletter*, Vol. 15, n. 3 (2007), p. 13-25.

7.1.4. Parts of extended essay (collaborations)

Where these materials have been consulted, reference will be made in this way:

Model:

AUTHOR(S) OF THE PART. "Title of the part. In: AUTHOR/ES OBRA. *Title*. Edition (if not the first). Place of publication: Publisher, year, pages where the part begins and ends.

Example:

GALIANO, F. "Greek tragedy". In: GARCIA GUAL, C. (Coord.) *Historia de la literatura clásica*. Madrid: Gredos, 2000, p. 230-512.

7.1.5 Communications to congresses

Where these materials have been consulted, reference will be made in this way:

Model:

AUTHOR/ES. "Title part". In: *Full name of the congress*. Place of publication: Publisher, year, pages where the communication begins and ends.

Example:

BERMÚDEZ, J.A; SALVESTRINI, M. "Aplicación de la Kinesiología en la lesión deportiva". In: *XXV Congress of Sports Medicine: Granada, 11-13 June 2006*. Madrid: Spanish Society of Sports Medicine, 2006, p. 76-89.

7.1.6. THE QUOTATIONS

Although the ways of referencing the sources consulted have already been reviewed, it is also necessary to know how to cite the authors literally or indirectly. The citation can be written in several ways, there is no international standardisation, but there are different systems:

- The **HARVARD SYSTEM**, which consists of citing, in parentheses, the surname of

the author of the source, followed by the year of publication of the source and the page number when appropriate (see example). If this system is used, sources should be arranged alphabetically by author in the Bibliography section at the end of the paper.

- The **NUMERICAL SYSTEM**, in which each source is cited with a number, in brackets, which will be the same as the number by which the corresponding reference is identified in the *Bibliography* section.

7.2.1. Textual citations

When quoting verbatim, i.e. copying literally what the source mentions, the quotation must be differentiated from the rest of the text in quotation marks. In turn, the corresponding reference should be made in the *Bibliography* section following any of the above systems and according to the criteria established in section 1.

He further states that "leadership involves directing, influencing and motivating members of a group to perform key tasks" (Sandoval, 2007, p.9).

7.2.2. Indirect quotes

They are used when a brief summary of the information consulted is presented. Only information that is not in the readers' domain will be mentioned, but the reference should be included as described above. An example is shown here:

New technologies, in today's world and in the future, open a path of hope for Special Education and in the ordinary life of people with special needs. (González and López, 1994).

As can be seen, the complete bibliography does not appear in the citation, which is why it is important that in the *Bibliography* section the sources appear complete and properly referenced, as shown in section 1.

PROPER ANALYSIS OF INFORMATION: AVOIDING PLAGIARISM

In addition to the correct use of references, it is necessary to examine the information in such a

way that we avoid plagiarising it, but first we must review what we mean by plagiarism and what its implications would be in our formation as individuals.

Definition of plagiarism

According to the Diccionario de la Real Academia Española de la Lengua, ed. 2006, *plagiarism* is defined as "*substantially copying the works of others, giving them as one's own*".

Examples of plagiarism include the following:

- copy and paste" information obtained from the Internet and present it as your own original work.
- Present ideas or information in an oral presentation as one's own or without mentioning sources.
- Cheating in an exam.
- Transcribing or copying another colleague's work without their consent.

Implications of plagiarism.

In addition to the theft of information, the person who commits plagiarism renounces to think for themselves, to be original, autonomous and self-sufficient; to exercise their skills and strengthen them. In other words, he/she does not dare to know himself/herself or to face challenges that develop his/her learning and, therefore, becomes an untrustworthy person.

Actions to prevent plagiarism

There are two ways to avoid plagiarism:

- The correct use of a referencing system (paragraphs 1 and 2).
- Paraphrasing, i.e. putting into our own words what the original author says.

ANNEX II: COMMITMENT TO ACADEMIC HONESTY DIPLOMA AND PAI

FOR THE STUDENT

I,, undertake that all the work I do for the IB MYP/DIPLOMA Programme will be the fruit of my own efforts. Likewise, in the case of using ideas and/or material from other authors, I will respond to the criteria worked on in class.

S.D.:..... Date:.....

FOR THE STUDENT'S FAMILY

We, as parents/guardians of undertake to encourage our child to complete his/her work for the IB MYP/DIPLOMA Programme in accordance with the guidelines set out in the document "Academic Probity". We will also refrain from interfering with their completion, knowing that this would lead to our child gaining an inappropriate advantage. We share with the school the respect for intellectual honesty espoused by the International Baccalaureate.

s/o:..... s/o:.....

ANNEX III: Academic Probity Form for myp Projects

For MYP projects, students and their supervisors should use the academic probity form provided by the IB. They should indicate the dates of their meetings and the main points discussed, and declare that the work has been carried out in accordance with academic probity guidelines.

It is only necessary to provide the dates of three meetings. In most cases, the meetings included are those at the beginning, middle and end of the project. The final statement must be signed by the trainee and the supervisor at the time of the final presentation or submission of the final report.

Community Project/Personal Project of the MYP

Student's name											
Pupil number											
School name											
School code											
Name of supervisor											
<p>Note to trainee: This document records your progress and the nature of your discussions with your supervisor. You should try to meet with your supervisor at least three times: at the beginning of the process to discuss your initial ideas, once you have completed a significant part of your project, and finally once you have completed and submitted your report or presentation.</p> <p>Note to supervisor: You should conduct at least three supervision sessions with the learners: one meeting at the beginning of the process, one meeting in the middle and one meeting at the end. Other meetings are allowed, but do not need to be recorded in this form. After each meeting, students should prepare a summary of what was discussed, and you should sign and date the comments.</p>											
	Date	Main points discussed						Signature/initials			

First meeting			Student: Supervisor:
Second meeting			Student: Supervisor:
Third meeting			Student: Supervisor:
Comments from the supervisor			
<p>Student statement</p> <p>I confirm that I am the author of this work and that this is the final version. I have duly quoted in my work the words, works or ideas of others, whether they have been expressed in written, oral or visual form (whether in print or electronic materials) and that I know the consequences of plagiarism.</p> <p>Statement by the supervisor</p> <p>I confirm that, to the best of my knowledge and understanding, the material presented is the student's original work.</p>			
Student's signature		Date	
Signed by the supervisor		Date	

**8. ANNEX IV: BACCALAUREATE ACADEMIC HONESTY
COMMITMENT**

8.1.FOR THE STUDENT

I undertake that all the work I do in the current academic year is the result of my own effort. Likewise, in the case of using ideas and/or material from other authors, I am aware of the responsibilities involved in plagiarism.

S.D.:.....

Date:.....

9. BIBLIOGRAPHY

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IB. *Academic Integrity* . International Baccalaureate Organisation. Cardiff. 2019

IB. *Standards for programme implementation and concrete applications.* International Baccalaureate Organisation. Cardiff. 2014

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