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Academic Honesty in Diploma Programme Arts

The purpose of this document is to explain how principles of academic honesty apply to each of the arts subjects in the Diploma Programme, and to each of the assessment components for the subjects. Upholding academic honesty is fundamental to the integrity of the Diploma Programme and its delivery in schools. It is also essential that students follow good academic practice for all work that contributes to formal assessment, as failure to do so can result in students being in breach of the *General Regulations: Diploma Programme*.

One requirement that this document will focus on is authenticity and the importance of acknowledging sources and the work, words and ideas of others. If a candidate uses any content from any source, including the internet, this must be acknowledged in a style that clearly identifies the section of the body of work that is being attributed and its origin. At other times, a candidate may be aware that another person's work or ideas have influenced their own but she/he has not referred to it directly in their work. In this case, including the source in a bibliography informs the reader of the candidate's research around the subject matter. This is particularly relevant to the arts where the creative process will be the result of many stimuli, influences and sources of inspiration.

In addition to the issue of authenticity, most of the assessment tasks in the arts are completed as coursework, and as such have strict conditions under which candidate work must be completed, presented and — in the case of internally assessed work — assessed. There are also formal requirements that must be followed that ensure that the work received by examiners and moderators is consistent and assessable against marking criteria or markbands. Since these conditions and formal requirements are designed to ensure that each candidate is given an equal opportunity to demonstrate achievement, failure to follow them is a form of academic misconduct as it can lead to candidates being unfairly advantaged.

Assessment components across the arts vary considerably from oral presentations to formal written work, and from the presentation of finished works to the collection of ideas and stimuli that inspire the creative process. Although the guidelines for maintaining academic honesty are consistent for all subjects and components, the variety and richness of tasks in the arts means that each component raises its own challenges for maintaining academic honesty. The table that follows considers the assessment components for each subject individually. For each component, directions for avoiding the main academic honesty issues that are raised by examiners and moderators are listed, together with clarifications to directions given in the guide where necessary. This list is not exhaustive however, and teachers should refer to the documents available in the Academic Honesty support area of the OCC for full guidance.

Subject and component	Approaches necessary to maintain academic honesty
Dance	
Dance performance IA and **Dance composition and analysis (DCA)**	Coversheets currently allow for appropriate sourcing of music used to accompany the performances and compositions.
Dance Investigation	In addition to meeting the requirements of criterion D, the citing of sources is required to maintain academic honesty. Failure to cite sources adequately may be considered as academic misconduct.
Film	
Presentation	The work, words or ideas of others should be acknowledged in the Presentation. In the Film guide, the notes under the markbands for the Presentation will be adapted as follows. • SL Presentation (page 28) **Pre-prepared work:** Any student suspected of reading his/her presentation from a prepared script could be in breach of IB diploma regulations and may be investigated for academic misconduct. **Time limit:** Examiners are not required to listen beyond the prescribed time limit of 10 minutes. • HL Presentation (page 31) **Pre-prepared work:** Any student suspected of reading his/her presentation from a prepared script could be in breach of IB diploma regulations and may be investigated for academic misconduct. **Time limit:** Examiners are not required to listen beyond the prescribed time limit of 15 minutes.
Independent Study	The note underneath the external markbands (pages 27 and 30) regarding the formal requirements applies. All work must feature an annotated list of sources. In addition to being a requirement to reach the top two mark bands, failure to cite sources adequately may be considered as academic misconduct.
Production Portfolio	The copyright statement on page 37 of the guide should be followed. Candidates who are suspected of not following these guidelines could be in breach of IB regulations and may be investigated for academic misconduct.

Subject and component	Approaches necessary to maintain academic honesty
	Music
Paper 1	This is an exam paper and normal rules apply regarding conduct of examinations.
Musical links investigation	In addition to meeting the requirements of criterion D, the citing of sources is required to maintain academic honesty; failure to cite sources adequately may be considered as academic misconduct.
Creating	When submitting work for composing, music technology composing, arranging or improvising, candidates must cite each influence whether written, oral, aural or visual, in their reflective statement. Candidates submitting work for stylistic techniques must properly attribute sources.
Solo performing	This task requires the performance of a piece of music which must be attributed (for example, Moonlight Sonata, Piano Sonata no 14, Beethoven). Teachers are required to authenticate that the performance is that of the candidate. Candidates are also required to provide their programme listed in line with convention.
Group performing	This task requires the performance of a piece of music which must be attributed (for example Cornish Dances, Op 91, Malcolm Arnold, No. 3. *Con moto e sempre senza parodia*). Teachers are required to authenticate that the performance is that of the group and to provide the programme listed in line with convention.
	Theatre
Theatre Performance and **Production Presentation**	With reference to the following phrase found on page 29 of the Theatre guide: "images should be arranged to accompany the presentation in any way of the student's choosing" it is important that the images are arranged in such a way that facilitates referencing. For example, candidates are advised to display only one image on each A4 sheet, and should not post image collages. To aid referencing images could be numbered and referenced separately or directly beneath each image. Each reference should include details of the source of the image.
Independent Project Portfolio	Page 31 of the guide states that the portfolio for both HL and SL should consist of: • a table of contents • an introduction • clearly marked sections • a conclusion • all visual material, which must be sourced and attributed. Teachers are reminded that in addition to visual material, the usual expectation for acknowledging and attributing all work, words or ideas of others applies.
Practical Performance Proposal	Although page 28 of the guide states "This section **must not** be written in a formal essay style.", work in this component is still required to follow the usual guidelines for maintaining academic honesty. All work, words and ideas of others must be clearly acknowledged; both in the body of work and as a bibliography where appropriate. All images used must be clearly referenced. Each reference should include details of the source of the image.
Research Investigation	The usual guidelines for acknowledging all sources apply to this component.

Subject and component	Approaches necessary to maintain academic honesty
	Visual Arts
Studio work	Pages 10 – 12 of *Visual arts: Assessment clarification*, published in June 2010 via the subject page of the OCC, should be consulted. Schools are recommended to keep a copy of the candidate declaration for each candidate presenting for assessment, which should be dated before 10 April (the deadline date for completion of all visual arts work to be submitted to the IB). Where studio work references the words, work, or ideas of another person, these should be properly referenced in the supporting documentation for the studio work in the student's investigation workbook. Where examiners raise academic honesty concerns, and the pages were not selected as part of the IWB submission, the IB may request these pages as part of their investigation.
Investigation workbook	Pages 10 – 12 of *Visual arts: Assessment clarification*, published in June 2010 via the subject page of the OCC, should be consulted. Schools are recommended to keep a copy of the candidate declaration for each candidate presenting for assessment, which should be dated before 10 April (the deadline date for completion of all visual arts work to be submitted to the IB). Students will probably refer to a lot of different artists' work during their investigation processes. It is important that students demonstrate best practice in ensuring that any investigation workbook pages submitted for assessment cite sources appropriately and in line with the style included in the school's own academic honesty policy. In addition to being mentioned within the assessment markband descriptors, the citing of sources is required to maintain academic honesty.