



*International Baccalaureate World School 0704
III Liceum Ogólnokształcące w Gdyni*

Academic Honesty Policy

Middle Years Programme Diploma Programme

Honesty is the first chapter in the book of wisdom.

Thomas Jefferson

Document prepared by:

Zofia Krakowiak-Michlewicz, DP Coordinator

Marta Smalara-Leśniewska, MYP Coordinator

Following IB terminology:

'candidate' refers to any student enrolled in an International Baccalaureate Programme

'IB Coordinator' refers to either the DP or MYP Coordinator

The IB Academic Honesty Policy of International Baccalaureate World School 0704 for the IB Diploma Programme and Middle Years Programme bases on the general philosophy of the International Baccalaureate and considers ethical qualities of utmost importance. We expect them to be the guideline for all the school community: students, teachers, administration and parents.

THE 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.

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.

IB learners strive to be:

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

Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. (Academic honesty in the IB Educational Context, 2) Our expectations concerning students' academic honesty practices are based mainly on the following attributes found in the Learner Profile:

- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is academic honesty?

Following the IBO "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.." (Academic Honesty, 2)

In most general terms concepts that relate to academic honesty are **intellectual property, authenticity** and **proper conduct** during testing and assessment procedures.

Intellectual property

There is a wide range of **intellectual property rights**, such as patents, registered designs, trademarks, moral rights and copyright. Students must 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. The faculty of the school should make every effort to prevent students from intellectual property infringement.

Authenticity

Following the IBO: "An **authentic piece of work** is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. (Academic Honesty, 2)

Proper conduct

Improper conduct is “...any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (Academic Honesty, 20) (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)

In order to avoid breaching the Academic Honesty Policy the school community must be aware of what constitutes malpractice:

What is malpractice?

The IBO regulations define 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 component. (Academic Honesty, 3)

Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **collusion:** this is defined as supporting malpractice by another candidate
- **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- falsifying a CS/CAS record
- taking unauthorized material into an examination room (such as cell/mobile phone, written notes for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator)
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination or test, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination or test
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination or test papers
- using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

School staff may also be responsible for breaching the regulations of the policy on academic honesty. Examples of malpractice committed by the school's staff include:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme
- leaving a candidate unsupervised during an examination
- allowing additional time in examinations
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination” (Academic Honesty, 6)

Thus, it has to be noted, that any pressure put on the staff in all cases mentioned above, by any party, is in itself an attempt to breach the regulations of the honesty policy.

Prior to the scheduled May examination session, students and staff are provided with regulations regarding proper conduct during the examination procedures. These are reviewed with the students, who, alongside with the staff, are expected to adhere to them.

Understanding plagiarism, collusion and duplication of work

Plagiarism - the representation of the ideas or work of another person as the student's own.

Examples :

- passing off someone else's work (writing, ideas, music, visuals) without any attempt to acknowledge the source(s). This includes the use of unacknowledged text in oral examinations and the use of other media, such as graphs, illustrations, data
- taking text from the Internet and translating it into another language for use in one's work without acknowledging the source
- copying a work of art without acknowledging the source
- paraphrasing a source (writing a piece of text out in your own words) without citing the source.

Collusion - supporting malpractice by another student.

Examples:

- allowing another candidate to copy all or part of one's work. The student who copies the work then submits that work as his/her own (Academic Honesty, 20)
- allowing another candidate to gain an unfair advantage for assessment purposes.

How does collusion differ from collaboration? Following IBO: 'Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another"' (Academic honesty, 2)

(For example "In geography, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way the information collection is described, analysed and evaluated must be different from the work of other candidates with whom they collected the information and must be entirely their own work.)

(Academic honesty, 4)

Duplication of work - the presentation of the same work for different assessment components and/or IB requirements.

Example:

- handing in work that is the same or substantially similar for two different assessment components. (Academic honesty)
- (Principle—**Depending on the specific requirements of a subject, a candidate may use **the same topic** for different assessment components, but that topic must be researched, written or otherwise presented using an entirely different approach). (Academic honesty, 20)

How to ensure authenticity of work?

To avoid the risk of plagiarism:

- acknowledge all ideas and work of other persons no matter what source they come from
- clearly and accurately acknowledge the source of each and every piece of material that is not genuinely your own – do it in references and bibliographies
- include not only books and journals but also CD Roms computer programs web sites on the Internet and any other electronic sources in your acknowledgements
- acknowledge the source of any photographs, illustrations, maps, graphs, data, audio-visual material

- if you quote verbatim, include the passage within quotation marks and provide references;
- do not paraphrase a passage without making a reference to the source
- when giving oral presentations, state whose works, words, ideas you are referring to
- do not copy work from your peers. Even if you have worked as a team, write your work
- do not give other students your work to copy.

Refer to the ***Effective citing and referencing*** document published by the IBO and available to you on Managebac to your year group.

You can find more information on the Internet by writing “academic referencing” and browsing the sites of reputable universities which often present different systems.

Other ways to ensure academic honesty:

- do not present the same work for different assessment components and/or requirements
- do not use notes during a test unless allowed by the teacher or permitted by the examination rules
- do not put pressure on anybody that could violate the rules of the Academic Honesty Policy
- abide by the examination code of conduct.

Responsibilities:

The IB Coordinator’s responsibilities:

- ensure that all students understand what constitutes academic honesty, and authentic piece of work, and malpractice
- ensure that all students are offered clear guidance on the skills of academic writing and acknowledging sources, and that they are fully aware of the penalties for committing malpractice
- ensure that students and their legal guardians are provided with a copy of the school’s Academic Honesty Policy.

The students’ responsibilities:

- ensuring that all work submitted for assessment, whether for class work or IBO requirements, is your authentic work
- accurate acknowledgement of all sources used
- signing the IB DP/MYP coversheets and therefore stating that the work is authentically his/hers. If such a piece of work is later found to be plagiarised, there is no possibility of handing in new work or retracting the coversheet. Hence this component will be missing for assessment.
- if malpractice is suspected, proving that the work is your authentic, independent work
- restraining from any behaviour that could be interpreted as malpractice
- complying with all internal school deadlines. This may give you time for revising work which may raise doubts about its authenticity.

Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.

Teachers' responsibilities:

- each teacher should highlight the importance of academic honesty and explain the risks of violating it in the context of their subject
- the teacher should support students in preparing work for assessment to ensure they comply with relevant requirements
- if in the process of preparing work for assessment the teacher suspects plagiarism or collusion, they must draw students' attention to the risk of violating academic honesty
- the teacher is expected to read and check students' work for authenticity before submission for assessment
- the teacher has to sign all assessment coversheets correctly if they believe the students work was completed in accordance with the Academic Honesty Policy. This also concerns work that is not being submitted as part of a sample for the purpose of moderation
- the teacher has the right to refuse to sign the cover sheet if they suspect the work is not the authentic work of the student and the student is unable to prove it is
- if a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, they must report it to the IB Coordinator
- each teacher is expected to abide by the examination code of conduct.

School librarians

The **school librarian** is expected to give students instructions for research paper writing methods, and guidelines on reading and writing skills, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.

Investigating malpractice at school:

When there is reason to believe that malpractice has occurred, the following steps will be taken:

- the teacher will inform the IB Coordinator about the incident
- the teacher will investigate the matter with the student(s) involved. The teacher may ask the IB Coordinator for assistance;
- the teacher and IB Coordinator will inform the Head of School about the incident and the outcome of the investigation
- the parents or legal guardians of the student(s) will be notified by the teacher and IB Coordinator of the incident
- the letter will be placed in the student's files
- if the student denies (in written form) the charge of malpractice, or several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter, an Academic Integrity Committee will be appointed to hold a hearing and investigate the charges of malpractice
- the Committee will:
 - inform the parents or legal guardians prior to the hearing
 - invite the student(s) involved to appear before the committee with a view to explaining the incident
 - interview other staff members and students related to the inquiry if relevant
 - decide on the disciplinary consequences
 - present the outcome of the hearing and the disciplinary consequences in writing to the student(s), parents or legal guardians
 - in cases when a student has been found guilty of academically dishonest behavior, a formal letter will be placed in the student's file
- students' due process rights will always be ensured (students and parents or legal guardians have a right to see evidence, statements, reports and correspondence about the case).

The Academic Integrity Committee may uphold the teacher's/coordinator's decision about the disciplinary consequences, or institute more or less severe consequences. Should a student be dissatisfied with the decision taken by the Academic Integrity Committee, he/she may appeal to the Head of School.

Internal consequences resulting from malpractice:

- work that violates the rules of academic honesty will receive zero as a grade
- the zero will have an effect on a semester grade in accordance with the school assessment policy
- the MYP student will be obliged to re-do his/her work following the teachers guidelines
- the DP student will be obliged to re-do work which needs to be submitted to IBO for assessment, if malpractice is discovered before his/her signing the coversheet. Work required for internal school purposes cannot be re-done
- if the student repeatedly violates the rules of academic honesty, it will have an effect on the student's behavior grade, which will be lowered
- a formal letter will be placed in a student's file, describing the incident as relevant
- in cases of persistent malpractice, the MYP student may not be admitted to the Diploma Programme
- in cases of persistent malpractice it may be recommended that a student not be put forward as an MYP certificate candidate
- cases of persistent malpractice on the part of the DP student will be included in the student's files sent for university application purposes
- in cases of persistent malpractice the Head of School, following the IB Coordinator's question, may refuse to register a student as an IB diploma or certificate candidate
- if a student has submitted work for either internal or external assessment and signed the coversheet, thus declaring that the work is the final version and authentic, neither the work nor the coversheet can be retracted. In the case of suspected malpractice, there is no defence to claim that the incorrect version of the work was submitted
- in cases when an assignment is submitted to the IBO for assessment, and the work is subsequently suspected of malpractice, the IB Coordinator will inform the IBO that the final work is affected by malpractice.

Consequences imposed by the IBO:

- in the case of 'academic infringement', when the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject.
- if a work or a piece of work has been plagiarized, no grade will be awarded in the subject concerned, which results in no diploma being awarded to the candidate
- if a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the candidate may not be permitted to register for examinations in any future session
- misconduct during an examination will result in no grade being awarded in the subject concerned, which results in no diploma being awarded to the candidate
- if a student falsifies a CAS record, the CAS requirements will need to be completed within 12 months, but the diploma will not be issued until one year after the diploma session
- if after the award of the diploma (eg. during an enquiry upon results), it is established that the candidate is guilty of malpractice, an IB diploma, or a certificate, may be withdrawn from that candidate.

In dealing with cases of malpractice, the IBO ‘will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence’.
(Academic honesty, 17)

Final provisions:

- in this ‘Academic Honesty Policy’ our school makes it clear what academy honesty is and how to ensure it in practice
- all IB students will be introduced to this document in the first term of each IB course
- all IB students will be clearly informed of the consequences of malpractice, both internal and those imposed by the IBO
- teachers must make every effort to ensure students adhere to the rules of academic honesty and support them in this respect
- the IB Coordinator will provide the students with the ‘Conduct of examinations’ rules prior to the May session exams and these will be discussed in detail
- as a rule candidates are obliged to sign the Academic Honesty Pledge at the start of the Middle Years Programme or Diploma Programme if they are new to the IB.

References:

1. IB (International Baccalaureate). *Academic Honesty*, August 2009, updated: July 2011
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=general%2Fspecific_interest%2Fmalpractice%2Fg_0_malpr_sup_1107_1_e.pdf

2. IB (International Baccalaureate). *Academic Honesty in the IB Educational Context*, August 2014
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=template%2Fmalpr%2Fg_0_malpr_sup_1408_1a_e.pdf