



EUROPEAN SCHOOL
IB Programmes

ACADEMIC HONESTY
POLICY



October 2016

MISSION STATEMENT

“It is our commitment and goal at European School to bring up tolerant, intelligent, self-confident children who possess a genuine sense of social and moral responsibility.

We provide a caring community within which pupils can acquire the skills essential for self-education, enabling them to mature over time into successful accomplished professionals.

Our way: a new road to Europe based on our national values”.

The IB learner profile

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.

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Introduction

Academic honesty is one of the essential values implemented by the European School across its programmes.

The aim of this academic honesty document is to promote good practice among students of the European School and emphasize the importance of acknowledging works of others by use of referencing and citing sources.

This document is not focused to define any penalties against those who practice academic dishonesty, but to promote the right understanding and prevention of the above mentioned by teaching students the right skills.

Students become more **knowledgeable** through exploring a range of concepts, ideas and issues. They will learn to see further by “standing on the shoulders of giants”¹, but this entails a responsibility to properly acknowledge the ideas that they use. As they become more able **communicators**, they will also need to work in collaboration with others. They will therefore need to understand the difference between collaboration and collusion. Learning to become more **principled** entails developing a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Becoming more **caring** includes respecting the ideas of others. As students also become better **thinkers**, awareness of the consequences of the failure to properly acknowledge the ideas of others will enable them to make reasoned, ethical decisions. Students who fail to show academic honesty should therefore be able to take responsibility for their own actions and the consequences that accompany them.

What is Malpractice?

The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

¹(Newton, 1676)

Plagiarism this is defined as the representation of the ideas or work of another person as the candidate's own. 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, including quotations in a candidate's examination script. Many candidates from the international section are fluent in two or more languages and are therefore able to conduct their research in more than one language, using a translated text in their work without acknowledging its source still constitutes plagiarism.

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. There are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic e.g. for an extended essay.

Fabrication of data: is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of malpractice. Using authentic data is a matter of academic honesty. Candidates should understand that all work for a particular subject, may be sent to the same examiner and the examiner will be able to identify work that is the same or very similar.

Roles and responsibilities

Responsibilities of the coordinator

The coordinator will ensure that all candidates:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property;
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources;
- understand the distinction between legitimate collaboration and unacceptable collusion.

Responsibilities of Teachers

- Each teacher will provide candidates with advice whenever necessary, and act as a good role model for all students. Teachers will find it difficult to persuade candidates of the value of correct practice if they do not observe it themselves.
- Teachers are expected to make efforts to detect any plagiarism, collusion or duplication of work in order to be able to confirm that, to the best of his or her knowledge, all students' work (including that of candidates' work accepted or submitted for assessment as part of the IB diploma, middle years programme, primary years programme) is the authentic work of each candidate.
- Teachers should take advantage of the role and expertise of the school librarian for clarification of issues associated with plagiarism and copyright.

Responsibilities of the School Librarian

- To teach good academic practice for documenting sources throughout the school.

Students in the following year groups will learn how to:

Level	Skills developed
Primary Years Programme	Students are taught about the importance of citing sources and respecting works of others. Students are introduced the basic research tools, referencing, citing. Students are taught how to create a bibliography/works cited, in-text citation, and how to set the general format template for the paper.
Middle Years Programme	Students use more complex and advanced research techniques based on the referencing style approved by school.

- To help students find and use authoritative and reliable information from a variety of sources.

Action Plan

1. The annual information evening in September

During this evening attention will be drawn to the provisions relating to malpractice and its consequences (A link to the Regulations is also included on the school's website). Each student and their guardian(s) will receive:

- I. *The General Regulations: Diploma Programme/The General Regulations: Middle Years Programme/The General Regulations: Primary Years Programme.*
- II. The school's Academic Honesty policy.
- III. A declaration stating that all work they submit for assessment will be their own authentic work. This effectively covers all class assignments, homework assignments and work undertaken for IB assessments.

Parents sign to say that they have received the documentation, and later return a form an undertaking that they have read and understood both documents.

2. *Agreement of a common approach to citation.*

All IB teachers will meet together to agree a common approach to citation and to ensure that candidates gain a clear idea of what constitutes plagiarism in a variety of disciplines. Should candidates use quotation marks, indentation or some other accepted means of indicating that the wording is not their own?

The source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Students should use the insert citation facility on word, using the MLAstyle (<http://www.mlastyle.org/>) or the website Easybib to create bibliography of MLA format.

3. *Authentication of student work:*

- a. Use of an internet plagiarism checking tool <http://www.duplichecker.com/> by teachers. Students should also be encouraged to use this to improve their writing, avoidance of plagiarism and over-reliance on other people's work.
- b. When reading students' work teachers must be vigilant for obvious changes in a candidate's style of writing. Equally significant is a style that seems too mature, too error free and perhaps more characteristic of an experienced academic than a secondary school student. Subject teachers who are familiar with the style and quality of a student's work are in the best position to determine whether a student's work is authentic.
- c. Preparation of a 'researcher's reflection space' when preparing an extended piece of research can serve as useful evidence for the development of a student's thought.

4. *Strategies for supporting students*

a. The skill of paraphrasing to be taught in English.

b. Use of online databases and libraries

Students are encouraged to use online databases and libraries of books and journals, especially those providing materials that have been through an editorial or peer-review process.

c. Strategy for setting homework

A carefully devised assignment can reduce the chances of a candidate copying material without proper citation. Teachers should avoid generalized “reports” involving little more than information gathering and give specific guidelines that encourage candidates to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques. Appropriate tasks might include:

- a carefully developed thesis
- the evaluation of sources
- planning for an investigation
- personal critique or analysis
- a proposal of alternative solutions to the issue under discussion

d. Supervising student work

On reviewing the draft of a candidate’s work a teacher may have reason to suspect that part or all of the work may be in violation of the principles of academic honesty and therefore constitute malpractice. In such circumstances the teacher must draw the candidate’s attention to this risk and to the requirement to respect academic honesty.

In the case of an extended essay, the supervisor may quiz the candidate at any point to gauge the student's understanding of the work in question.

e. Marking homework

When marking regular class and homework assignments, teachers should take into account the student's use and acknowledgment of sources. A portion of the marks awarded could be available for assessing the degree to which a candidate has correctly acknowledged all sources.

Sanctions to be applied

a. European School

Malpractice in internal exams. Students will be awarded zero for that component of the exam. This will be recorded on the student's record. A letter will be sent home to parents explaining the seriousness of malpractice and outlining the actions taken by the IB in cases of malpractice. The Program coordinator will interview the student to ensure that the student understands the actions taken by the IB in cases of malpractice.

Malpractice in a piece of written or oral work Teachers who suspect this will first confirm suspicions by interviewing the student concerned to determine their level of understanding of the work they are submitting. If the work is school assessed work, the piece of work will receive a zero. The teacher will contact the Program Coordinator, who will enter this on the student's records. The Program coordinator will interview the student to ensure that the student understands the actions taken by the IB in cases of malpractice.

If the work is either internally or externally assessed coursework received before deadline, the teacher will warn the student that they will not be able to sign to confirm that the work is authentic, unless the problem is dealt with. The teacher will contact the

Program Coordinator, who will enter this on the student's records. The Program coordinator will interview the student to ensure that the student understands the actions taken by the IB in cases of malpractice. The teacher will then outline steps to be taken by the candidate in order to ensure that the work is authentic. These may include ensuring that the work is properly referenced, or using appropriate sources of information.

In both cases, a letter will be sent home to parents explaining the seriousness of malpractice and outlining the actions taken by the IB in cases of malpractice. Student must write a reflection and submit it to the Head of IB the following day.

In the case of a second instance of malpractice, in addition to the above, the parents of the candidate will be asked to attend an interview at which we will try to identify strategies to be followed by the candidate in order to prevent a repeat of the malpractice.

If there are serial instances of malpractice, the student will be informed that their teachers will not be able to sign the coversheets of the students work. This means that the candidate will not be able to complete any of the coursework components of the course, and therefore will not be able to complete the requirements of the IB programme.

The student will therefore, subject to an appeals process, be asked to leave the programme.

b. The International Baccalaureate Organisation

(Excerpt from General regulations: Diploma Programme)

In the case of an academic infringement, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. In the case of malpractice, no grade will be awarded in the subject concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. The candidate will

be permitted to register for future examinations at least one year after the session in which malpractice was established.

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 final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Academic Honesty in Exams

All teachers will receive a summary copy of the arrangements for written examinations in the appropriate language. There will also be a meeting each year of teachers concerned at which the main points of the exam regulations will be discussed. During the exams, a full copy of the arrangements for written examinations will be available in the exam room. Wherever possible, the IB coordinator will be present for the start and the end of the exams.

There will be a full meeting with students from grades 6 to 12 to introduce and discuss the exam regulations, and understand the consequences of malpractice. Copies of the Conduct of the IB examinations notice to candidates and the prohibited items will be displayed outside of the exam room.

Bibliography

International Baccalaureate Organization (UK) Ltd. (2011, July). *Diploma Programme*

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Newton, I. (1676, February 15). *Letter to Robert Hooke*. Retrieved June 17, 2013, from

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Appendix: Student Declaration

Student Declaration

The IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service. Examiners are also adept at identifying text and material that is not the authentic work of a candidate:

All of my assessed work will be the result of my own thought, research, or self-expression.

- I will not fabricate data for an assignment.
- I will not reproduce someone else's work.
- I will not borrow ideas, organization, wording or anything else from another source.
- If I use some-one else's words I will put quotation marks around the passage in question and add a citation.
- If I use some-one else's work; I will not make superficial changes while leaving the organization, content or wording intact.
- If I use outside sources or information, I will acknowledge exactly what, where and how I have used them (unless they are so generally and freely circulated as to be a part of the public domain). the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone
- If am not sure what plagiarism is, I will ask a teacher.
- I may discuss work with other students, or with my teachers, but when I do the work it will be done by me, and me alone.
- I will not ask or allow another person to revise my work and then submit it as my own.
- I undertake to comply with all internal school deadlines.
- I will not present the same work for different assessment components.
- I will not use Wikipedia as a source of information.

In addition to this, in the context of external examinations I undertake

- Not to take unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether or not this material is used or potentially contains information pertinent to the examination
- Not to engage in misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Not to exchange or in any way support, or attempt to support, the passing on of information that is related to the examination
- Not to copy the work of another candidate.
- To comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Not to impersonate another candidate or steal examination papers
- Not to use an unauthorized calculator during an examination
- Not to disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

I realise that I am ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others acknowledged as honestly and accurately as possible. I hereby declare that all work and all versions of works I prepare for submission as internal assessment will be my own authentic work.

Signed: (Name of student)