
Doha British School

Academic Honesty Policy

IB students

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a 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 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 own learning and personal development.

Introduction

As an organization that carries out assessment, Doha British School (DBS) has an obligation to the International Baccalaureate Programme (IBO), its students, teachers and society in general to ensure the qualifications its students receive are a fair and accurate representation of their work. Plagiarism and other forms of academic dishonesty, undermine the value of the qualification for all concerned because they undermine the credibility of the award. If a student passes an assessment, or gets a qualification by unfair means then this is not fair to those who have achieved the same qualification fairly. For these reasons DBS will take appropriate action to educate all its students in what is acceptable practice.

Section A - Definitions and Responsibilities of Academic Honesty

There can be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage.

The IBO defines malpractice behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage: Malpractice includes the following:

- a. **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidates own and covers a range of seriousness and intent. Students may be motivated, for example, by laziness as well as by direct intent to obtain a qualification unfairly. In practice, it can also be difficult to distinguish between deliberate plagiarism and failure to acknowledge sources appropriately. There is a clear difference in degree between poor referencing of a quotation and the deliberate passing off of an entire piece of work with the intention of obtaining a qualification unfairly. It should be noted however, that whether it is intentional or not, plagiarism presents a problem when it interferes with the accurate assessment of a students ability – it subverts the purpose of the assessment. Listed below is a guide to the different types of plagiarism (taken from Turnitin: The plagiarism spectrum):
 - **Clone:** *an act of submitting another's work, word for word, as one's own.*
 - **Ctrl-C:** *A written piece that contains a significant portion of text from a single source without alterations.*
 - **Find-replace:** *the act of changing key words and phrases but retaining the essential content of the source in a paper.*
 - **Remix:** *an act of paraphrasing from other sources and making the content fit together seamlessly.*
 - **Recycle:** *the act of borrowing generously from one's previous work without citation. To self plagiarize.*
 - **Hybrid:** *the act of combining perfectly cited sources with copied passages – without citation- in one paper.*
 - **Mashup:** *a paper that represents a mix of copied material from several different sources without proper citation.*
 - **404 Error:** *a written piece that includes citations to non-existent or inaccurate information about sources.*
 - **Aggregator:** *the "aggregator" includes proper citation, but the paper contains almost no original work.*
 - **Re-Tweet:** *the paper includes proper citation, but relies too closely on the texts original wording and/or structure.*
- b. **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.
- c. **Duplication of work:** this is defines as the presentation of the same work for different assessment components and/or IB requirements.

- d. Any other behaviour that gains an unfair advantage for the candidate.

School Policy

Responsibilities of Students

The IB Diploma *Programme guide* academic honesty guide states ‘The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.’(IB Academic Honesty)

- It is the responsibility of the student to ensure that work submitted for purposes of assessment is their own.
- It is the responsibility of the student to ensure that the words and arguments of others are appropriately cited and referenced using the Harvard referencing system.
- Students must not simply copy materials from other students, past or present, from written sources, from the Internet, or from any other source whether this is through cutting and pasting, rewriting or by any other means. Changing a few words within a copied piece of text or paraphrasing does not render this original and still counts as plagiarism.
- Keep note of all sources used as you write any assignment; this will save time in the end.

Responsibilities of teaching staff

The IB Diploma *Programme guide* academic honesty guide states: “ it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate.’(IB Academic Honesty)

DBS is committed to the detection of plagiarism and to take appropriate measures when it is detected including:

- The implementation of ‘Turnitin’ to detect poor referencing or plagiarism.
- The training of its staff in plagiarism prevention and detection.
- Informing students of the schools position on plagiarism and the methods used in its detection.
- Ensuring students have the knowledge and skills required to enable them to cite and reference material appropriately.
- Students should be aware of how to implement the referencing guidelines of the Harvard referencing system.
- Engendering in its students an ethos of fairness.
- The promotion of effective assessment design and assessment practice.
- Ensuring students are properly instructed in what constitutes fair practice and appropriate referencing.
- Taking disciplinary action where appropriate.
- All records relating to instances of academic dishonesty will be kept by the IB coordinator for the required length of time. Standards will be applied fairly by staff so that accusations cannot be made of unequal treatment.

Section B: Harvard Referencing – A Quick Guide

A) Citations & Quotations

A quotation helps you support an argument and illustrate the range of your research. However, before including a quotation, stop to consider is it relevant? It is important that:

- It is easily identifiable
- Produced exactly as in the original including spelling/grammar errors
- Use square brackets [] around any words you add
- Use 3 dots ... to indicate omissions (see examples)
- Three lines or less should be in quotation marks and included in the body of the essay followed by the author and page number:

“...their pay, including those referred to as fringe...” Titmuss (1958, p.51)

Longer quotes should be an indented paragraph without quotation marks around:

Titmuss (1958) said controversially that:
their pay, including those referred to as fringe...pensions for employees, wives and dependants: child allowances; death duties; travel; entertainment; health...and an incalculable variety of benefits of kind ranging from the most tangible. (p.51)

B) Secondary Referencing

If you refer to a document which you DID NOT read, but which was cited (referenced) by somebody else whose work you DID read, you must make this clear. When you compile your reference list you must only cite the work in which you read it. Try to avoid this type of reference as you cannot always check the original and are relying on interpretation by others.

Examples:

Dunn (1988), as cited by Campbell and Muncer (1998), believed that ...

or Dunn (1988) revealed that (cited in Campbell and Muncer, 1998, p.226)

NB your reference list will include the full details of the Campbell and Muncer work, but no mention of Dunn's.

C) Bibliography

All written work must be accompanied by a bibliography, a list of all works consulted in preparation for the essay. You may or may not have quoted from the works. This should appear at the end of the essay and should follow this format:

1) Book.

HUGO, W.B. and RUSSELL, A.D. (1998) *Pharmaceutical microbiology*. 6th ed. Blackwell Science.

2) Electronic Book.

HUGO, W.B. and RUSSELL, A.D. (1998) *Pharmaceutical microbiology*. 6th ed. Blackwell Science.

Available from: www.netLibrary.com

[Accessed 10 April, 2005]

3) Chapter from a Book.

MORT, D. (2000) The way ahead.

In: BUSHELL, T. (2004) *Sources of Education*. 4th ed. Gower. London. pp.153-182

4) Journal Article/Newspaper Article.

Some Lecturers prefer the title of the article to be enclosed in inverted commas.

COSGROVE, D. and JACKSON, P. (2001) "New directions in sport science." *American Scientist and Sport* Vol.8, pp.103-167

N.B. List up to three authors. When more, list first author only and add *et al* or *and others*

5) Electronic Journal Article/Newspaper Article.

MARTIN, E.W. (2000) "The legislative history of special education." *The future of children* Vol.6 (4), pp.49-63 [online]

Available from: www.futureofchildren.org

[Accessed 29th October, 2002]

6) Journal Article from electronic journal service (database)

COLQUHOUN, M.C. (2002) Defibrillation by general practitioners. *Resuscitation* [online] v.52 (2), February, pp.143-148 Available at: <http://www.sciencedirect.com/>

[Accessed 24th July 2002]

7) Video/DVD/Film/CD.

Meetings bloody meetings. (1992) Video. Miramax.

Some like it hot. (1959). Film, directed by Billy Wilder. USA, United Artists.

SHOSTAKOVICH, D. (1959) *Cello concerto no.1*, performed by Maria Klieg & Polish National Symphony Orchestra, conducted by Antoni Wit. CD. Sony.

8) TV Programme.

The Nuclear Age, Episode 3: Europe goes nuclear. UK, ITV 26th October, 1988.

9) Live Performance – Dance.

CHOREOGRAPHER. (date of premier) *Title*. [Date seen and where].

ALSTON. R. (22nd June, 1990) *Soda Lake* [19th September, 2003 Covent Garden]

10) Web page.

LEARNING AND INFORMATION SERVICES (2002) *Guide to the Harvard Referencing System*.

Available from: <http://www.ljmu.ac.uk/lea/78127.htm>

[Accessed: 10th July, 2004]

Nursing theory 2000.

Available from: www.ualberta.ca/~jrnorris/nt/theory.html

[Accessed: 18th July 2004]

11) Electronic Images.

In your reference list:

The lunar interior [image] 1999. PlanetScapes, USA.

Available from: www.planetscapes.com/solar/browse/moon/mooint.jpg

[Accessed on: 31st January, 2003]

In the body of a paragraph:

When looking at the image "The lunar interior" (1999) it is obvious that..... etc, etc.

If you have inserted the image into your essay then under the image:

(*The lunar interior*, 1999)

12) Interviews.

Keep notes and transcripts ready to produce on demand, or list them as appendices. Cite the surname and initials of the person interviewed using the title "Personal Interview". Indicate the subject matter (in brackets) and the interview date(s).

Example:

Patterson, I. (2003) Personal Interview (memories of Southwark during the Second World War), 14 May.

This list is not exhaustive. Please refer to the Harvard reference guide for further examples.

An academic essay should follow these basic conventions although there may be variations in different disciplines:

- A plain font, size 11 should be used e.g. Times New Roman, Arial etc
- The essay should use double line spacing (except for long quotations)
- The titles of texts must be in italics

Section C: Academic Malpractice Procedures

If a student is found to submit a piece of work to his/her teacher that contravenes the standard academic practice of clearly acknowledging all ideas and words of others, and he/she admits this mistake, he/she will be given the opportunity to redo the work.

If the student insists it is his/her own work, but the teacher does not, the case will be brought to the IBDP Coordinator's attention to determine how to proceed.

If a student is suspected of academic dishonesty by the IBO, (having already submitted the piece to the IB), then please refer to "General Regulation: Diploma Programme" for procedures that will be taken by the school and IBO.

Bibliography:

Aberdeen College (2010) Plagiarism policy

IBO (2011) Diploma Programme Academic Honesty

IBO (2011) General Regulations: Diploma Programme

Turnitin (2012) White paper The Plagiarism spectrum

Harvard referencing help sheet (accessed 2011) www.lsbu.ac.uk/

Section D: Sanctions

First offence

Infraction will be discussed with the student. Student will receive a zero on the assignment with no opportunity for make-up.

Teacher will inform parent/guardian to explain the violation.

IB coordinator informed.

Second offence

Student will be given each of the three consequences outlined under first offence.

IB coordinator will contact the parents/guardians to explain the violation.

Violation letter will be sent to students' parents/guardian and will go on students' academic record. The school will not recommend the student to any university, scholarship or other education programme that requires account for their conduct.

Third offence

Student will be given each of the consequences outlined under first and second offence.

In school suspension may be assigned.

Student will be dismissed from the IB programme.

Consequences of Handing In Plagiarized/Copied Work For Internal Assessment

- a) If a student hands in the final version of his/her work to the corresponding teacher and he/she finds that there has been plagiarism which he/she did not notice in the previous draft, the student will have a day to modify his/her work. In the case where the student does not wish to modify the work, he/she will obtain a 1 in the corresponding subject and the school will send the work to the IBO with notice regarding plagiarism. Parents will be called to inform them about the infringement and that the IBO will not qualify that subject, and therefore, the student will not be awarded the Diploma. Student will given the consequences equivalent to at least 'second offence' as stated above.
- b) If any student hands in work that is the same as another students' work they will both obtain a 1. Both students will have to complete a new piece of work but will not have new delivery dates. That is, they forgo the right to hand in a first draft and lose the possibility of correcting their work. Students will be given consequences equivalent to at least 'second offence' as stated above.

Doha British School

Academic Honesty Contract

1. I will do my own work. I will not copy another person's work, in whole or in part, and turn it in as my own. I will not receive unfair assistance from another student, parent, other adult or computer programme or any other unauthorized source on a project, assignment that was meant to be completed alone.
2. I will remain silent during tests and exams. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper.
3. I understand the definitions of academic honesty and I will not take any idea in any form from another source without proper citation.
4. I will not claim credit for work that is not the product of my own honest effort.
5. I will not submit any assignment twice in any area of IB study.
6. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework, or any assignment.
7. I will not communicate exam information or answers during or following an exam.
8. I will not falsify or fabricate data or observations.

Any student who breaches this Academic Honesty Contract is subject to disciplinary action including grade penalties.

I have read and understood this Academic Honesty contract. I have read and understood the General Regulations: Diploma Programme

Student's Name: _____ Date: _____

Student's Signature: _____

I have read and understood this Academic Honesty contract. I have read and understood the General Regulations: Diploma Programme and have discussed both with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name: _____ Date: _____

Parent Signature: _____