



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Academic Honesty Policy



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Introduction

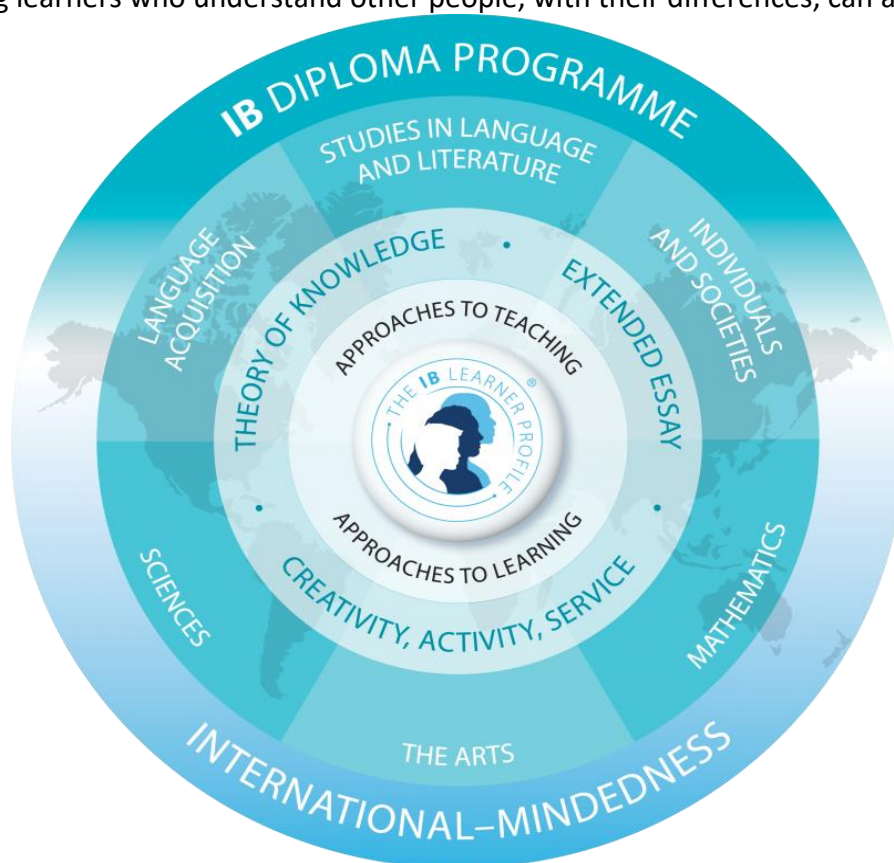
As an organisation that carries out assessment, Doha British School (DBS) has an obligation to the International Baccalaureate Programme (IBO), its students, teachers and society in general to ensure the qualifications its students receive are a fair and accurate representation of their work. Plagiarism 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.

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, recognising 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.

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 defined 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 are correctly acknowledged.’(IB Academic Honesty)

- It is the responsibility of the student to ensure that work submitted for purposes of assessment is their own.
- Each student will have to sign an ‘Academic honesty contract’ for every piece of coursework, confirming the work they are submitting is entirely their own. Only once this has been signed for every piece of Internal Assessment can the student’s work then be submitted to the IB.
- 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

The DBS Student Guide to Harvard Referencing





At DBS we follow the Harvard Referencing system. All students are expected to use this guide to help them apply the Harvard Referencing System accurately and consistently *in all pieces of written work requiring research*.

Please refer to this rough guide for guidance on the Harvard Referencing system.

NOTE: DO NOT use on-line bibliography tools as these are inconsistent. As an IB student you are expected to develop into a confident, young researcher who must therefore possess the skills to reference independently and accurately.

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

1. In-text citation

From a point within the main text of your written work the abbreviated reference, or citation, directs the reader to the bibliography. To create an in-text citation the bibliographic details you need are:

- Author's name
- Publication date for the work
- Relevant page numbers

There are two different types of in-text citation:

When the author's name occurs naturally in your writing

If you are naming the author in your running text, put the date and page reference in round brackets:

Smith (2012, p.47) argued that...

When the author's name does not occur naturally in your writing

If you are summarising an author's work or not referring to the author directly in the running text, put all parts of the in-text citation in round brackets:

In a recent study (Smith, 2012, p.47) it was argued that...

1.a In-text citation - multiple sources

If you need to refer to two or more publications at the same time, these can be listed separated by semicolons (;).



The publications should be cited chronologically by year of publication with the earliest date first. If more than one work is published in the same year then they should be listed alphabetically by author/ editor:

e.g. Recent environmental studies (Williams, 2007; Andrews, 2012; Martin and Richards, 2014) considered...

1.b In-text citation – up to three authors

When citing publications by up to three authors or editors, all are listed:

1.bi In-text:

e.g. Recent educational research (Lewis and Jones, 2012) has shown that...
e.g. In a newly-published survey Hill, Smith and Reid (2010, p.93) argue that...

1.c In-text citation – more than three authors

For publications by more than three authors or editors, cite the first name listed in the work followed by *et al.* *et al* is from Latin and translates as "and others":

1.ci In-text:

e.g. New research on health awareness (Tipton *et al.*, 2012, p.124)...

1.cii Reference list:

e.g. Tipton, S., Smith, P., Holmes, D. and James, H. (2012) *Health awareness*. Oxford: Oxford University Press.

NOTE All authors'/editors' names would be given in your reference list (no matter how many there are) so that each author or editor can receive credit for their research and published work.

2. End-text citation (reference list and bibliography)

Gives full details of items cited in the text and directs the reader to the original source you are referring to. You will be required to produce a reference list and a bibliography, at the end of your assignment.

The reference list only includes sources cited in the text of your assignment as in-text citations. A bibliography appears in the same format as a reference list, but it includes a list of all the sources you consulted for the assignment, and not just the ones you cited. Your bibliography therefore contains the same information as in your reference list plus any additional reading that informed your research.



3. Secondary Referencing

If you have to give a secondary reference in your work, you must make it clear that you have not read the original. Use a phrase such as 'cited in' or 'quoted in' and give the page number on which your source cited that information.

e.g. Harvey (2010, quoted in Lewis, 2012, p.43) provides an excellent survey...

e.g. White's views on genetic abnormalities in crops (2011, cited in Murray, 2012) support the idea that...

If you have not read Harvey's or White's works yourself, you cannot include them in your reference list or bibliography. They would only appear as citations, as in the examples above.

4. Referencing Examples

In this section you will find actual examples of a variety of sources and how they should appear in the actual text and in the reference list.

4.1 Printed books

4.2 Chapter/section of an edited book

4.3 Line of a poem/prayer within an anthology

4.4 Play

4.5 Online reference book

4.6 Journal articles

4.7 Webpages

4.8 Reports

4.9 Paintings/drawings

4.10 Book illustrations, figures, diagrams, logos and tables

4.11 You tube video

1. Printed books

- Author/editor (surname, initials)
- Year of publication (in round brackets)
- Title (in italics)
- Edition (if not the first edition)
- Place of publication: publisher

Example: book with one author

In-text:



According to Bell (2014, p. 23), the most important part of the research process is...

Reference list:

Bell, J. (2014) *Doing your research project*. 6th edn. Maidenhead: Open University Press.

Example: book with two or three authors

In-text:

Goddard and Barrett (2015) suggested...

Reference list:

Goddard, J. and Barrett, S. (2015) *The health needs of young people leaving care*. Norwich: University of East Anglia, School of Social Work and Psychosocial Studies.

Example: book with more than three authors

In-text:

New research on health awareness (Tipton *et al.*, 2008, p. 124)...

Reference list:

Tipton, S., Smith, P., Holmes, D. and James, H. (2008) *Health awareness*. Oxford: Oxford University Press.

Example: book with an editor

In-text:

The formation of professions was examined in Prest (2014)

Reference list:

Prest, W. (ed.) (2014) *The professions in early modern England*. London: Croom Helm.

Example: book with author(s) and editor(s)

In-text:

Caroline (2007) points out...

Reference list:

Caroline, N.L. (2007) *Nancy Caroline's emergency care in the streets*. Edited by Andrew N. Pollak, Bob Fellows and Mark Woolcock. Sudbury, Mass.: Jones and Bartlett.

2. Chapter/section of an edited book

- Author of the chapter/section (surname, initials)
- Year of publication (in round brackets)
- Title of chapter/section (in single quotation marks)
- 'in' followed by editor of book, followed by (ed.) or (eds.)
- Title of book (in italics)
- Place of publication: publisher
- Page reference

In text:

The view proposed by Franklin (2002, p. 88)

Reference list:

Franklin, A.W. (2002) 'Management of the problem', in Smith, S.M. (ed.) *The maltreatment of children*. Lancaster: MTP, pp. 83-95.



NOTE actual page of reference is given in-text and the chapter page numbers are given in the reference list.

3. Line of a poem/prayer within an anthology

- Author of the poem/prayer (surname, initials)
- Year of publication (in round brackets)
- Title of poem/prayer (in single quotation marks)
- 'in' plus author/editor/compiler of book
- Title of book (in italics)
- Place of publication: publisher
- Page reference

In-text:

'The lion made a sudden stop
He let the dainty morsel drop' (Belloc, 1989, p. 89).

Reference list:

Belloc, H. (1989) 'Jim', in West, C. (compiler and illustrator) *The beginner's book of bad behaviour*. London: Beaver Books, pp. 88-92.

4. Play

- Author (surname, initials)
- Year of publication (in round brackets)
- Title (in italics)
- Edition (if not the first edition)
- Edited by
- Place of publication: Publisher
- Act. Scene: line (in-text citation only)

In-text:

'I prithee do not mock me fellow student' (Shakespeare, 1980, 1.2:177).

Reference list:

Shakespeare, W. (1980) *Hamlet*. Edited by Spencer, T.J.B. London: Penguin.

5. Online reference book

- Author/editor of book, followed by (ed.) or (eds.) if editor/sn
- Year of publication (in round brackets)
- Title of section/definition (in single quotation marks)
- 'in' plus title of reference book (in italics)
- Available at: URL of section/definition



- (Accessed: date)

In-text:

The term 'multiculturalism' emerged in the 1960's in Anglophone countries (McLean and McMillan, 2009)

Reference list:

McLean, I. and McMillan, A. (eds.) (2009) 'Multiculturalism', in *The concise Oxford dictionary of politics*. Available at:

<http://www.oxfordreference.com/views/ENTRY.html?subview=Main&entry=t86.e853>
(Accessed: 12 December 2011).

6. Journal articles

- Author(s) (surname, initials)
- Year of publication (in round brackets)
- Title of article (in single quotation marks)
- Title of journal (in italics - capitalise first letter of each word in title, except for linking words such as and, of, the, for)
- Issue information (volume, part number, month or season)
- Page reference

In text:

The view proposed by Phillips (2006, p. 551)

Reference list:

Phillips, D. (2006) 'Investigating policy attraction in education', *Oxford Review of Education*, 32 (5), pp. 551-559.

NOTE actual page of reference is given in-text and the article page numbers are given in the reference list.

7. Webpages

- Author/ organisation
- Year that the page was published/last updated (in round brackets)
- Title of webpage (in italics)
- Available at: URL
- (Accessed: date)

For webpages where author and title can be identified:

In-text:

Burton (2012) provided information for the visit.

Reference list:



Burton, P.A. (2012) *Castles of Spain*. Available at: <http://www.castlesofspain.co.uk/> (Accessed: 14 October 2015).

For webpages with organisations as authors:

In-text:

After identifying symptoms (National Health Service, 2015)...

Reference list:

National Health Service (2015) *Check your symptoms*. Available at: <http://www.nhsdirect.nhs.uk/checksymptoms> (Accessed: 17 October 2015).

For webpages where no author can be identified, use the web page's title:

In-text:

Illustrations of the house can be found online (*Palladio's Italian villas*, 2005).

Reference list:

Palladio's Italian villas (2005) Available at: <http://www.boglewood.com/palladio/> (Accessed: 23 August 2015).

For webpages where no author or title can be identified, use the web page's URL:

In-text:

Video files may need to be compressed
(<http://newmediarepublic.com/dvideo/compression.html>, 2014).

Reference list:

<http://newmediarepublic.com/dvideo/compression.html> (2014) (Accessed: 14 July 2015).

8. Reports

- Author or organisation
- Year of publication (in round brackets)
- Title of report (in italics)
- Place of publication: Publisher

OR if accessed on the internet:

- Available at: URL
- (Accessed: date)

In-text:

The minimum cost of living in Britain is £13,400 (Bradshaw, 2013, p. 32)

Reference list:

Bradshaw, J. (2013) *A minimum income standard for Britain: what people think*. Available at: <http://www.jrf.org.uk/sites/files/jrf/2226-income-poverty-standards.pdf> (Accessed: 3 July 2015).

9. Paintings/drawings

- Artist (surname, initials)
- Year (if available)



- Title of work (in italics)
- Medium [in square brackets]
- Institution or collection that houses the work, followed by the city

OR if seen online:

- Available at: URL
- (Accessed: date)

In-text:

Works by Coello (1664) and Dali (1958)...

Reference list:

Coello, C. (1664) *The triumph of St. Augustine* [Oil on canvas]. Museo del Prado, Madrid.

Dali, S. (1958) *Madonna* [Oil on canvas]. Available at: <http://www.oxfordartonline.com>
(Accessed: 09 July 2015).

10. Book illustrations, figures, diagrams, logos and tables

- Author of book (surname, initials)
- Year of publication (in round brackets)
- Title of book (in italics)
- Place of publication: Publisher
- Page reference of illustration, etc.
- Illus./fig./diagram/logo/table

In-text:

Holbein's painting illustrated the prelate's ornate mitre (Strong, 1990, pp. 62-3).

Reference list:

Strong, R. (1990) *Lost treasures of Britain*. London: Viking, pp. 62-3, illus.

11. You tube video

- Name of person/organisation posting video
- Year video posted (in round brackets)
- Title of film or programme (in italics)
- Available at: URL
- (Accessed: date)

In-text:

The video (Leponline, 2014)...

Reference list:

Leponline (2014) *Ask the experts - plastering a wall*. Available at:

<http://www.youtube.com/watch?v=J9wpcellxCU> (Accessed: 13 January 2016).

Bibliography

This guide has been entirely based on:



Pears, R and Shields, G (2013) *Cite them Right: the essential referencing guide*. 9th edn.
Basingstoke: Palgrave Macmillan

This list is not exhaustive. Please refer to the Harvard reference guide which can be found in the secondary library for further examples.

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 believe this to be the case, 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

The information in this Academic Honesty Policy has been taken from:
IBO (2017) Academic Honesty. Available at:
<http://occ.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr> (Accessed: 18th June 2017).

Section D: Sanctions

First offence

The offence will be discussed with the student. The student will receive a zero on the assignment and will have to resubmit the work again without plagiarism.

Teacher will inform parent/guardian to explain the violation.

IB coordinator informed.

Second offence

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

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



A violation letter or email will be sent to students' parents/guardian and will go on students' academic record. The school will be required to mention the plagiarism offence if academic honesty is called upon for university recommendations.

Third offence

The student will be given each of the consequences outlined under first and second offence. In school suspension may be assigned.

The student will not be entered or registered for any IB Programme examinations.

Consequences of Handing In Plagiarised/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:



Thank you