



**II Liceum Ogólnokształcące im. Tadeusza
Kościuszki Kalisz
School 049645**

Academic Honesty Policy

Diploma Programme

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.

Introduction

Academic honesty must be understood as a set of values, rules and skills that focus on promoting personal integrity and good practice in teaching, learning and assessment. It is related to the concepts of intellectual property rights, authenticity and acknowledging sources.

The purpose of this document is to:

- promote good academic practice
- enable students to understand what constitutes academic honesty and academic dishonesty
- encourage students to look for support from teachers, supervisors and coordinator when completing their essays, reports or any other written assignment
- give guidance on how to avoid malpractice

The whole community of II Liceum Ogólnokształcące im. Tadeusza Kościuszki place great value on personal integrity and academic honesty and we strongly believe that academic honesty is an essential part of teaching and learning. Therefore, we promote academic honesty by fostering the traits outlined in the IB Learner Profile and in particular the following:

- **principled** - students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Students take responsibility for their actions and their consequence.
- **thinkers** - students use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **reflective** - students 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 in line with the IBO **Approaches to learning**.

Through: Self-management, Social, Communication, Thinking and Research students develop skills that will allow them to learn and be responsible of their learning.

What is Academic Honesty

Being academically honest means behaving and working honestly in researching and presenting the schoolwork. It also includes respecting the ownership of ideas and material of other people, and behaving appropriately when sitting exams.

All IB students must be aware that all forms of intellectual and creative expression, for example, works of literature, art or music, must be respected and are normally protected by law (concepts of patents, registered designs, trademarks, moral rights and copyright).

An authentic piece of work is one that is based on the candidate`s individual and original ideas with the ideas and work of another person fully and properly acknowledged. All assignments for assessment must wholly and authentically

use the candidate's own language, expression and ideas. The ideas and work of others that are included in the candidate's work, regardless of their format (direct quotation, paraphrase, etc.), must include the sources, fully and appropriately acknowledged. This requirement includes a candidate's responses to examination papers; all quotations in a candidate's examination script must be properly acknowledged.

When using the words of another person the candidate must 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.

What is Academic Misconduct

A properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme mean avoiding plagiarism, collusion and cheating in examinations.

Academic misconduct is defined as a behaviour that results in, or may result, in a candidate gaining an unfair advantage in one or more assessment components.

However, collaboration in creation is one of the primary values at IB Programme. According to that, the following behaviours are acceptable:

- discussing with colleagues work or assignment for clarification, understanding
- exchanging drafts of papers for critical peer review

Academic misconduct includes the following:

- **misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination
- **plagiarism** – the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **collusion** – supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another

- **communication about the content of an examination** 24 hours before or after the examination with others outside the school community
- **duplication of work** – the presentation of the same work for different assessment components and/or IB diploma requirements.

Any other behaviour that gains an unfair advantage for a candidate or affects the results of another candidate is considered as academic dishonesty, e.g.: falsifying a CAS record, copying from another student or copying his/her homework, handing in a piece of work as his/her own that has been copied, doing homework for another student, giving another student his/her work to copy, submit the work done by another student, a parent, a friend or a private tutor, copy the internal assessment work of other students, use notes during a test unless allowed by the teacher or permitted by the examination rules, purchase and submit pieces written by someone else, writing essays for other students, bringing unauthorised material into examination room such as smart phones, smart watches, notes, laptops, tablets, any other electronic device other than permitted, talking to another student during exam and disrupting examination, failing to comply with the instructions of invigilator during exams, using a calculator that was not permitted by IBO. Falsifying documents and/or signatures will also be treated as academic dishonesty.

Action taken by the school in cases of malpractice

First offence

- the teacher will investigate the matter with the student(s) involved,
- the teacher will communicate the outcome of his/her investigation to the School's IB Diploma Programme Coordinator
- the Coordinator will discuss the matter with the student(s) involved and obtain their written obligation not to do it again
- zero grade for the work and no opportunity will be given to make up for the work

Second offence

- the Coordinator will inform the Principal of the School and the student's parents

- zero grade for the work and no opportunity will be given to make up for the work

Third offence

- the Coordinator and the Head in consultation with the teacher will decide on expulsion of the student involved with grade zero for the whole work.

When a candidate has signed the declaration of authenticity and the candidate's work has been uploaded to IBIS, the IBO will be informed immediately about this fact.

How can students avoid academic dishonesty

- Familiarize yourself with II LO Academic Honesty Policy
- Always strive to do all your work on your own.
- Do not give your work to another student.
- Do not copy work of another student
- If you use someone else's words or thoughts, acknowledge them.
- If you use illustrations, diagrams, maps, digital data or audio-visual material, acknowledge them
- When giving an oral presentation, always state whose work or words you have used
- Do not present the same work for different assessment components
- Comply with the Calendar of Deadlines provided by the Coordinator
- Learn how to cite (reference) sources using the appropriate style.
- When in doubt, ask you teacher, supervisor, Coordinator or a librarian.
- Submit your work to Turnitin or Grammarly

Responsibilities of the DP Coordinator

- Ensure that students, parents, or legal guardians understand clearly the IBO expectations regarding academic honesty

- Ensure that II LO Academic Honesty Policy is communicated to all teachers, staff and Administrators
- Ensure that Academic Honesty Policy is reviewed periodically
- Ensure that candidates and invigilators are provided with relevant information about examination regulations.
- Communicate II LO Academic Honesty policy to all stakeholders

Responsibilities of teachers

- provide candidates with a convention for acknowledging all sources, how to cite and paragraph
- talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- be vigilant if you notice that the student's work is too complex and academic and goes beyond the student's ability
- read and check student's work for authenticity and before uploading student's assignment to IBIS
- ensure that you yourself are fully aware of such conventions, and are actively using them when providing students with reference material.

The responsibility of the librarian

- give students instructions and guidance on how to write a research paper, or any other assignment without committing a malpractice
- familiarize students how to acknowledge sources

The role of parents

Parents play a crucial role in supporting their children to act with honesty and integrity. Parents should

- read and understand II LO Academic Honesty Policy and all the policies developed by the school
- support teachers, supervisors and the Coordinator in their pursuit to maintain academic honesty
- talk to their children about the importance of being honest

- cooperate with the school in case their child is found guilty of academic dishonesty

Citing and acknowledging original authorship

Students can use the following sources:

- Academic honesty in the IB educational context, IBO,2014
- *Effective Citing and Referencing*
<http://www.ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>

For teachers the following websites can be also useful

<https://www.grammarly.com/> or <http://turnitin.com/> to analyse works for plagiarism detection.

Academic Honesty Policy Review

This document is revised by IB teachers annually. It is the responsibility of all staff to implement and monitor the Academic Honesty Policy.

Communication of Academic Honesty Policy

This document is available and communicated through many channels, such as school website, parents' meeting and students' meeting, school library, presentations in middle and primary schools and Coordinator's office. Academic Honesty posters are hanging on the wall in school hallway and in the classrooms.

This Academic Honesty Policy is based on the following IBO publications: 'General Regulations: Diploma Programme' March 2011 and 'Academic Honesty in an educational context', August 2014. The rest of this document is a modification of several policies currently used in schools with IB Diploma Programme.

Reviewed in September 2018