



*Satyam, Shivam, Sundaram*

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## MODERN HIGH SCHOOL FOR GIRLS KOLKATA

### ACADEMIC HONESTY POLICY

#### **Philosophy:**

Modern High School for Girls (MHS) is a school, which blends tradition and modernity. It combines Indian and other cultures in a balanced mix. Its well-integrated student population comprises children from different communities and socio-economic backgrounds. MHS respects the uniqueness of every individual and tries to provide a stress-free yet stimulating learning environment.

#### **Mission:**

*Commitment to excellence*

To maintain its stamp of excellence while progressing continuously as an institution. To provide a stress-free yet stimulating environment which offers everyone in the school community opportunities to develop her full potential as a unique individual and to learn to be a team player.

#### **Vision:**

*Truth, beauty and compassion*

To empower students to initiate or participate in activities local and global, which promotes peace and happiness – locally and globally - in the spirit of *satyam, shivam, sundaram*.

**The Academic Honesty policy at MHS for Girls** aims to focus on the need and importance of authentic work. It is necessary to define and clarify what constitutes authentic work. All stakeholders will be made aware of the concept of academic honesty and how this is to be incorporated in all aspects of teaching and learning at the school. The stakeholders will learn how to identify and therefore prevent academic misconduct and malpractice. Their roles and responsibilities in upholding academic honesty, as well as action taken in the event that academic misconduct is identified, will be highlighted in this policy.

Academic Honesty at MHS for Girls is linked to the IB Learner Profile- the attributes of which, define the qualities of an MHS for Girls learner (See Appendix 1). Adherence to the learner profile implies a commitment to help all members of the school community learn to respect themselves, others and the world around them. ([www.ibo.org](http://www.ibo.org)).

At MHS for Girls, every effort will be made to comply with the IBO's stand on the matter of academic honesty. The school will promote and support academic honesty, but will have a zero tolerance towards any instance of proven academic misconduct. This holds true not just for the IB Diploma Programme but for all curricula at MHS for Girls.

**AGE APPROPRIATE EXPECTATIONS OF ACADEMIC HONESTY FOR THE STUDENTS AT MHS FOR GIRLS:** The school acknowledges that it plays a key role in the promotion of and expectation of academic honesty at all times. While the roles of the stakeholders in the promotion and support for academic honesty are defined in the following sections, it is imperative to state that the school and its teachers are committed to providing age- appropriate guidance to its students.

### **Junior School: Classes III to V**

At this level, the students are expected to

- Submit all assignments, including homework that is written in their own words.
- Acknowledge any help that is taken from others in the completion of written or oral work,
- to use quotation marks for quotes and the exact words of others. Students are expected to identify the author of the quotes
- Create basic bibliographies which list the name of books or websites used for research.

### **Middle School: Classes VI to VIII**

At this level the students are expected to

- Complete all homework assignments honestly. Any material that is not their own, must be acknowledged. Failure to do so can have consequences.
- Acknowledge the sources used to complete all written and oral tasks. Teachers set aside a few marks in an assignment to ensure that research is acknowledged through citation and pictures that are used are contain captions and an acknowledgement of the source of the picture.
- State the website and date accessed for all web based resources. For paper sources, the author of the book, the title, publisher and date of publication must be listed.
- Construct rudimentary bibliographies which are to be part of any assignment- homework, projects or research based assessments.

### **Secondary and Senior School: Classes IX to XII**

For students in the Secondary and Senior School, the expectation is that academic honesty is valued and adhered to in all assessments- Homework, class interactions and assessments, projects and /or research based assignments

Students are expected to:

- Submit work that is written in their own words- be it work done in class, or completed at home,

- Prevent other students from copying from details on worksheets and homework assignments
- Acknowledge any and all support received for the completion of the assigned task.
- Understand and acknowledge that projects are an integral part of the assessment for the National Curriculum. For such projects, the work must be the students' own work
- Be familiar with the MLA style of referencing and use it to provide references and create a bibliography to indicate sources consulted and cited.
- Comply with the rules and regulations as laid down by the Council for Indian School Certificate. Failure to do so, will have consequences.
- For project based assessments in Classes XI and XII of the National Curriculum, students are expected to consistently use MLA referencing, in-text citations as necessary, create bibliographies to list sources consulted and cited.
- Comply with examination rules and regulation as laid down by the CISCE.

**Senior School International Curriculum: International Baccalaureate Diploma Programme:**

The student is expected to:

- Conform to the ideals of the IB learner profile (See Appendix1), The role of the student and the expectations of academic honesty are defined in the section below.
- Submit authentic assessments- based on their own thoughts and ideas. Any material that is not their own work, is always acknowledged through citations and a bibliography using the approved referencing methods. The school uses MLA 8 and APA for scientific studies and projects.
- Provide a caption for pictures used and indicate the source of the picture thus used.
- Adhere to the idea that there is no distinction between homework and other assignments. Any and all work must adhere to the principles of academic honesty.
- Maintain a copy of all drafts and feedback received for assessments.

**COMMUNICATION OF THE ACADEMIC HONESTY POLICY TO STAKEHOLDERS:** At MHS for Girls, communication between the stakeholders is frequent and open. Discussions with parents will include information about academic honesty and how it will be promoted at the school.

The annual school Parent Student Interaction (PSI) will be used for the purpose. An abbreviated copy of the policy will be included in the student and staff diaries. The policy will be made available on the school's website following authorization

and a copy of the Academic Honesty will also be placed in the IB Handbook for parents and students.

**DEFINING ACADEMIC HONESTY:** It is a set of values, skills that promote personal integrity and good practice in teaching, learning and assessment. It is acknowledging responsibility to produce students' own work, recognition of the work of others and maintaining trust in the learning environment.

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations (unauthorized material of any sort, should not be in the possession of students)
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

Academic misconduct therefore involves:

- Plagiarism
- Collusion
- Duplication of Work
- Unfair Advantage
- All forms of Malpractice

**DEFINING PLAGIARISM:** the representation of the ideas or work of another person, as the candidate's own is plagiarism. Students may be motivated, for example, by laziness as well as by direct intent to obtain a qualification unfairly. In practice, it can 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 an entire piece of work, with the intention of obtaining a qualification unfairly.

**It should be noted, that intentional or not, plagiarism presents a problem, when it interferes with the accurate assessment of a student's ability – it subverts the purpose of the assessment. It cannot be condoned. Academic misconduct, once proven will have serious consequences for the student.**

Students should not:

- Copy another person's work
- Look at another person's paper and copy their answers;
- Reword someone else's words and not give them credit for the ideas, and thereby pass someone's ideas off as their own;

- Copy directly from a printed/media source, by taking someone else's work and presenting it as their own;
- Copy directly from the Internet, by cutting and pasting someone else's work and presenting it as their own;
- Have someone do their work for them.

**DEFINING COLLUSION:** Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student.

Examples of collusion:

- Letting someone copy your work or assisting in their cheating in any way. Both parties are at fault.
- Letting your partner do all of the work on a project and then putting your name on the project as if you had done an equal share of the work. You are at fault.

**DEFINING DUPLICATION OF WORK:** the presentation of the same work for different assessment components and/or diploma requirements. All assignments should be created newly for the course or assessment unless discussed with the instructor in advance.

Examples –

- Submitting a paper or project in more than one course for a grade
- Submitting a lab report for more than one course without discussing it with both teachers involved.

**DEFINING UNFAIR ADVANTAGE:** Any behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, disclosure or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer, when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designated to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.

**DEFINING ALL FORMS OF MISCONDUCT:**

Academic misconduct is 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 misconduct includes but is not limited to:

- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Referring to or attempting to refer to, unauthorized material that is related to the examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator / using calculator during an examination
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations
- Making up data for an assignment
- Falsifying a Creativity Activity and Service record
- Copying the work of another candidate

### **ROLES IN SUPPORTING ACADEMIC HONESTY AT MHS for Girls:**

**Faculty: (including administrators, teachers, counselors, media specialists, support and paraprofessionals)**

- The primary role of faculty at MHS for Girls is to emphasize the importance of academic honesty and how to uphold it.
- Communicate to students the difference between appropriate collaboration versus collusion for each assignment which also includes homework.
- Teach a recognized citation convention for written and non-written works.
- At MHS for girls, the citation convention to be used is MLA 8 or APA for scientific writing.
- Guide students in the use of citation websites such as [www.easybib.com](http://www.easybib.com) or <https://owl.english.purdue.edu/>

- When made available, the faculty will use Turnitin to monitor all student assessment.
- Faculty must demonstrate and model academic honesty in all presentations, teacher-presented material and information passed to students.
- Faculty must report and record academic dishonesty through a referral system as discussed in the procedures section
- Remind students that when they submit a task as their own, they are indicating that have not received nor given aid on assignments or assessments.
- Minimize temptation for malpractice in assignments/assessment situations by providing appropriate timelines for the completion of the task.
- Communicate with students, parents, counselors, administrators, with concerns and malpractice offenses.
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of malpractice.

**The Role of the Librarian:** The Librarian is a very useful resource for students and teachers.

- The librarian is expected to be an expert in the area of academic honesty
- The librarian and assistant librarian are expected to provide guidance and information to students about academic honesty and how this is to be achieved.
- Display materials in the library that remind students and reinforce the idea that all material that is not their own, should be acknowledged.
  - Provide ethical guidance alongside information on the most appropriate citation system to use in each assignment including internal assessments and in particular, the extended essay.

**Students:**

- Confirm understanding of academic honesty with signature on Code of Conduct form each year (this code is to be signed by all students of Classes XI and XII , regardless of the curriculum that they are following)
- Understand proper citation expectations for assignments and how to use it
- Ask for guidance when you are unsure about what and when to cite.
- Report misconduct and malpractice violations to a trusted school employee.
- Students should understand that silence, when it is known that academic misconduct has occurred is an equally serious offence.
- Will always aim to produce work that is authentic and their own work
- Understand that putting their name and /or signature on assignment certifies it as their own work, cited appropriately.
- Should always practise effective time management so that there is no temptation to complete work in a manner that allows for academic misconduct.

- If an incident of misconduct or malpractice occurs, intentional or unintentional, the student should complete the reflection process with their instructor.

**Administration:**

- Support academic honesty policy and investigate all counselor/teacher reports of academic misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions of academic misconduct and/or malpractice.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.
- Maintain an account with plagiarism detection service
- Provide teachers with material to guide students in maintaining academic honesty.
- Investigation of incidents of academic misconduct.
- Make parent and student contact to reflect on malpractice incidents.

**Parents, guardians, and/or outside support:**

- Read/sign Code of Conduct form.
- Encourage your child to practice academic honesty at all times and in all academic work.
- Encourage your child to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct/malpractice with your ward and school personnel if necessary.
- Monitor the assistance by hired tutors to ascertain that authentic student work is produced.

**Procedure:** While every effort is made to promote academic honesty in the school, instances of academic misconduct do occur. In the event of such an occurrence, the teacher will bring the matter to the notice of the DPC.

**Academic Honesty Committee:** All offences relating to academic misconduct will be conducted by a committee that includes the DPC, the Dean, the subject teacher and one other teacher, usually the class teacher. For the National Curriculum the committee will include the Department Coordinator(DC), the Assistant to the DC, the subject teacher and one other teacher, usually the class teacher. The findings are reported in writing, to the Principal.



### **1<sup>st</sup> Offence:**

- The teacher is to convey to the Department Coordinator/ DPC, her concerns about the work of a particular student.
- The teacher and DC/ DPC discuss the matter, conduct an investigation to identify the source of the plagiarism. This is to be brought to the attention of the student in the presence of the teacher and DC/ DPC.
- A written report will be submitted to the Principal.
- The student will be given a chance to explain her actions to a committee which includes the Principal, the DPC and the subject teacher.
- The student will be awarded a No Grade for the work. If it is a part of the internal assessment, the student will be asked to complete the work but no extensions will be allowed.
- A follow-up meeting with the parent, the DPC and the Principal will take place and a warning letter will be issued. The student will not be allowed to stand for office.

Cheating in a class test or examination constitutes a first offence.

### **2<sup>nd</sup> Offence:**

- If there is a second offence of a similar or more serious nature, the teacher and the DC/DPC will investigate the matter.
- The student will be given a chance to explain.
- Once the investigation is complete, the report will be submitted to the Principal
- The parents will be asked to meet with the Principal and the DC/ DPC.
- The student will receive no letters of recommendation from the school. If the offence involves an ICSE/ ISC/ IB assessment, the matter will be reported to the IB. This may result in disciplinary action taken by CISCE/ a non- award of the Diploma for IB students.

### **3<sup>rd</sup> Offence:**

A third offence if reported will be investigated and the student will be asked to leave the school.

#### **Generic Guidelines:**

In case of minor infringement of norms as recognized by the list below, marks are deducted as cautionary measure. The value of deduction is dependent on the level of infringement and reporting of an infringement is taken as proof and further investigation is not instituted.

- Writing on question paper
- Discussion prior to distribution of question paper / post submission of answer script

**Policy created by:**

Mrs D. Mukherjee (Principal)  
Dr. R. De (Vice-Principal)  
Sreyasi Chatterjee (CAS Coordinator and teacher)  
Ruchira Som (Teacher)  
Sheta Saha (DPC and teacher)  
Gouri Bhattcharjee (Librarian)  
Arjama Dasgupta (Assistant Librarian)

Policy to be reviewed and updated as required at the start of each academic year (April)

**Acknowledgements:**

<https://www.bowdoin.edu/studentaffairs/academic-honesty>

date accessed  
17<sup>th</sup> July 2017

<http://www.ibo.org/benefits/learner-profile/>

date accessed  
16<sup>th</sup> July 2017

## **Homework Policy at MHS for Girls**

### **Philosophy:**

Modern High School for Girls (MHS) is a school, which blends tradition and modernity. It combines Indian and other cultures in a balanced mix. Its well-integrated student population comprises children from different communities and socio- economic backgrounds. MHS respects the uniqueness of every individual and tries to provide a stress-free yet stimulating learning environment.

### **Mission:**

*Commitment to excellence*

To maintain its stamp of excellence while progressing continuously as an institution. To provide a stress-free yet stimulating environment which offers everyone in the school community opportunities to develop her full potential as a unique individual and to learn to be a team player.

### **Vision:**

*Truth, beauty and compassion*

To empower students to initiate or participate in activities local and global, which promotes peace and happiness – locally and globally - in the spirit of *satyam, shivam, sundaram*.

Homework policy: At MHS for Girls, there is an emphasis on learning for life. The focus of education is not about the next assessment or doing well in the next test. Teachers at the school, focus on enjoyment of learning, enjoyment in learning by doing and enjoyment of learning along with others. The teachers do acknowledge that there are times when skills require re-inforcement beyond the classroom and in such cases, there is a need for providing tasks that have to be completed at home. The simplest way to refer to this is homework. A record of all tasks set must be made in the school diary. The Classroom teacher is expected to check the records and alert parents, students and teachers if work is not assigned or is in excess of what may be assigned to students.

Homework may include, but is not limited to

- Reading for a certain amount of time
- Completion of worksheets
- Completion of assignments
- Completion of tasks set for the summer break
- Review and revision of the material covered in the classroom

- Web based research that will augment the learning in the classroom

#### Expectations for Staff :

- The expectation is that work to be completed at home, adheres to the same standards as those of the classroom.
- The teachers at the school adhere to a schedule of testing referred to as Block test, designed to address and assess student learning. The teachers do set other tasks to reinforce learning.
- Tasks set in subjects other than Mathematics should not be drill work but designed to encourage student understanding and learning.
- As far as possible, homework should not be seen as a way to continue work that is started in class. Work set for completion at home should be engaging, challenging and designed to test a range of learning skills.
- It is also understood that no written task may be due for submission on the day school reopens after a festive holiday or holiday break. If a test in the subject is scheduled during the week, it will count as a homework and no task may be set that week.
- Written tasks assigned as homework can at the teacher's discretion be used to contribute to the assessment of that subject.

#### Expectations for students :

- The students are expected to uphold the same values of academic honesty inculcated in the classroom and be held responsible for adhering to those values when completing tasks at home.
- If a student is found copying someone's work, the work of the student and the one whose work is being copied will be held responsible for academic misconduct.
- Tasks and assignments are noted in the school diary and will be checked by parents and students.

#### Expectations for parents:

- The parents will support and adhere to the homework schedule for their daughters.
- Students are expected to prepare for Block tests over the weekends. Absence on the day or two days before the test will no longer be condoned. If a student is unwell, a doctor's certificate is to accompany the parent note.
- Check the school diary regularly to check that homework is being recorded and completed

- Not schedule breaks and vacations that exceed those granted by the school.
- Report an absence within 24 hours. Informing the school more than a day after the absence is not acceptable.

## Homework Schedule for the students at MHS for Girls

School level	Expectations	Tasks/ Assignments to be set
Junior School Classes III to V	At this age the expectation that work is completed in school. Some homework tasks are expected of the students. Tasks set this group may not exceed an hour a day and not more than two to four hours of study and review over the weekend.	<b>Reading:</b> 20 -30 minutes a day. A cumulative reading record to be maintained.  <b>Writing:</b> Written tasks to be set. No more than 20-30 minutes on alternate days  Review: Students are to spend time each day to review what is learned in the class and where necessary review and revise for Block tests
Middle School Classes VI to VIII	For this age group, homework is to be assigned daily. The total amount of time to be spent on completing homework should not exceed 90 minutes during weekdays. There is an expectation that students will spend between three to four hours over the week for review and preparation for the following week. Tasks will be assigned to students during the Summer Break.	<b>English:</b> Daily reading: 30 minutes. A reading record is kept. One additional written task to be set on Monday.  <b>2<sup>nd</sup> Language:</b> ( Tuesday) one written or review task set <b>History Geography and Civics</b> (Wednesday /Thursday) One written or review task per week. <b>The Sciences</b> ( Friday) One written task which could include completion of lab journals <b>Mathematics</b> (daily): Work set to be completed within 15 minutes and to be checked in class.  Preparation for block tests is a part of the student work to be completed at home.

		<p>A teacher may not set homework for the week when there is a test in that subject.</p> <p>All assignments, especially written tasks, assigned in subjects other than Mathematics, cannot be due on the very next day. A student should be allowed 48 hours to complete a written task</p>
<p>Secondary School Classes IX and X</p>	<p>For this age group, homework is to be assigned daily. The total time to be spent on completing homework should not exceed two hours a day during weekdays. Study time of four to six hours over the weekend is expected. Tasks will be assigned to students during the Summer Break.</p> <p>It is expected that students will regularly review and revise work as these are examination classes.</p>	<p><b>English:</b> Daily reading: 30 minutes. A reading record is kept. One additional written task to be set on Monday and will be submitted for marking the following week.</p> <p><b>2<sup>nd</sup> Language:</b> (Tuesday/Wednesday) one written or review task set. Time taken to complete the task ( max 45 minutes)</p> <p><b><u>History Geography and Civics</u></b> (Wednesday /Thursday) One written or review task per week.</p> <p><b><u>The Sciences</u></b> ( Friday)_ One written task which could include completion of lab journals</p> <p><b><u>Mathematics</u></b> (daily): Work set to be completed within 15 minutes and to be checked in class.</p> <p>Preparation for block tests is a part of the students work to be completed at home. A teacher may not set homework for the week when there is a test in that subject.</p> <p>Homework, especially written tasks, assigned in subjects other than Mathematics, cannot be due on the next day. A student should be allowed 48 hours to complete a written task</p>
<p>Senior School Classes XI and XII</p>	<p>Students in these classes are preparing for higher education and there is an expectation that they</p>	<p>There is no homework timetable for these classes. Work will be set as required.</p> <p>Subject teachers may assign readings which can and must be completed for</p>

	<p>will review and revise their work on a daily basis.</p> <p>The expectation is that student should spend no less than three hours a night on weekdays to prepare for and be ready for the next day's lesson. At least four to six hours over the weekends should be devoted to completion of tasks and assignments as many of these are a part of the external assessment in the subjects studied.</p>	<p>the next classt.</p> <p>Any written task that is assigned should be given a 48 hour time frame for completion.</p> <p>In addition to written tasks and projects students will have surprise and spot tests to ascertain if there is regular review and understanding of material that is presented in the class.</p>
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## **Appendix 1**

### The IB Learner Profile and MHS for Girls

At MHS we are

**Inquirers:** The MHS for Girls school community is curious about the world around them. They are willing to undertake research to find the answers. They acknowledge the sources of information, according to the citation conventions recognized by the school.

**Knowledgeable:** The MHS for Girls school community adds to its knowledge in a manner that is ethical and acknowledges the creation and the authorship of the works of others. There is a respect for and trust in the learning environment at the school.

**Thinkers:** The school community at MHS for Girls is encouraged to be thinkers, to develop ideas and attitudes and to think of ways to apply what is learned. They should be able to question and challenge thoughts and ideas as required. Thinkers respect and acknowledge the ideas of others.

**Communicators:** Communication is an essential part of the teaching and learning that takes place at MHS for Girls. Ideas and thoughts of others will be acknowledged at all times, using the citations and conventions as identified by the school.

**Principled:** The MHS for Girls school community is principled and strives to acknowledge all sources of information using the appropriate conventions. Staff at the school will encourage academic honesty

**Open-minded:** The school community at MHS for Girls is open-minded. Discussions will be initiated and differences of opinion are welcomed. Differing viewpoints are discussed, questioned and challenged. All evidence gathered from other sources is acknowledged.

**Caring:** The community of learners at MHS for Girls is committed to learning and takes care to see that all work that is not their own, is acknowledged in the appropriate manner. Caring implies concern that authorship, creativity and ideas of others is acknowledged always.

**Risk-takers:** The community of learners at the school show their commitment to academic honesty. At MHS for Girls, there will be attempts to explore new ideas, create new written works and assignments. The emphasis on academic honesty is always present.



**Balanced:** The community of learners at MHS for Girls are balanced. They strive to ensure that all teaching and learning at the school, upholds the principles of academic honesty.

**Reflective:** The community of learners at MHS for Girls is reflective, due importance is given to respecting copyright, authorship and creativity of others. Good practice is valued and practiced by students of MHS.

Appendix 2



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**MHS CODE OF CONDUCT FORM**

I \_\_\_\_\_(name of student) of Class \_\_\_\_\_ do promise that I will always submit work that is my own. Any material that I use to complete assignments, will be acknowledged in accordance with accepted conventions. I will not copy work, or falsify data, pass of someone else's work as my own. I will refrain from the practice of any and all forms of academic misconduct. I understand that the failure to do so, will have serious consequences.

Signed

\_\_\_\_\_  
(Name of student) Signature

\_\_\_\_\_  
(Date)

Signed

\_\_\_\_\_  
(Name of Parent) Signature

\_\_\_\_\_  
(Date)

Signed

\_\_\_\_\_  
(Name of DPC) Signature

\_\_\_\_\_  
(Date)

Appendix 3. **This will not be published in school documents but used for the support of the DPC and teachers.**

List of possible scenarios of Academic Dishonesty and the consequences. For the use of DPC and staff. The excerpt is from the IB Publication – Diploma Programme Academic Honesty Updated 2011.

## Breaches to regulations: scenarios for malpractice cases

The following scenarios are intended as examples of malpractice encountered during an examination session. Each scenario is followed by the principle that applies to a case of its kind and the penalty that is normally applied. Depending on the circumstances of a case, at its discretion, the final award committee may apply a lesser penalty than is indicated for any of these or other scenarios.

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## 12.1 Plagiarism

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.

**12.1.1 Scenario**—There is clear evidence in the form of source material to support a decision that the candidate has plagiarized text 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 and data.

**Principle**—If there is clear evidence of plagiarism with no acknowledgment of the source(s), the candidate will be found guilty of malpractice without regard for any alleged lack of intent to plagiarize. A statement from the candidate, teacher or coordinator stating that the copying was the result of an oversight or mistake by the candidate will not be considered as a mitigating factor.

**Penalty**—No grade will be awarded in the subject concerned.

**12.1.2 Scenario**—There is clear evidence in the form of source material that text (or other media) has been plagiarized without correct citation (for example, placing text within quotation marks, or indenting the text). However, the amount of plagiarism is minimal and the bibliography includes the source or at least an attempt to show the correct source.

**Principle**—If the amount of text (or other media) copied is minimal in the judgment of the final award committee and there is an attempt to acknowledge the source(s), the candidate may be found guilty of an academic infringement. However, a substantial amount of copying will result in a finding of malpractice; a decision that would be reinforced if some copied text has no form of acknowledgment.

**Penalty**—If a candidate is found guilty of an academic infringement, zero marks will be awarded for the assessment component concerned. The candidate will still be eligible for a grade in the subject concerned.

**12.1.3 Scenario**—A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.

**Principle**—Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged. This is still plagiarism.

**Penalty**—No grade will be awarded in the subject concerned.

**12.1.4 Scenario**—A candidate copies a work of art without acknowledging the source.

**Principle**—Plagiarism as a breach of regulations includes all media and is not confined to text.

**Penalty**—No grade will be awarded in the subject concerned.

**12.1.5 Scenario**—An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.

**Principle**—No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient.

**Penalty**—No penalty.

**12.1.6 Scenario**—A candidate's work is very similar to source material, such as text on a web site, and the source has been paraphrased by the candidate. The source has not been cited by the candidate.

**Principle**—Paraphrasing may be interpreted as plagiarism if the source material is not cited because this still constitutes representing the ideas or work of another person as the candidate's own. However,

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the degree of similarity with the source, whether the source has been cited and the extent of the paraphrasing, will be taken into account when deciding whether the candidate is guilty of malpractice.

**Penalty**—If the candidate is found guilty of plagiarism no grade will be awarded in the subject concerned.

- 12.1.7 **Scenario**—A candidate submits a piece of work with the coversheet signed to the effect that it is his/her authentic work and is the final version of that work. There is clear evidence of plagiarism. The candidate claims in his/her statement that the wrong version was submitted by mistake.

**Principle**—By signing the coversheet the candidate has declared the work to be the final version of the work, therefore it is that work which will be considered and not another version. However, if the school was able to provide compelling evidence to prove it was a genuine mistake by the candidate, the correct work would be accepted and no further action taken.

**Penalty**—If the candidate is found guilty of malpractice no grade will be awarded in the subject concerned.

## 12.2 Collusion

Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

- 12.2.1 **Scenario**—A candidate allows another candidate to copy all or part of his/her work. The candidate who copies the work then submits that work as his/her own.

**Principle**—A candidate who allows his/her work to be copied constitutes behaviour that results in, or may result in, another candidate gaining an unfair advantage, which constitutes malpractice.

**Penalty**—Both candidates will be found guilty of malpractice and no grade awarded for the subject concerned.

## 12.3 Duplication of work

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

- 12.3.1 **Scenario**—A candidate hands in work that is the same or substantially similar for two different assessment components.

**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. Using work that is the same or substantially similar for two different components is not acceptable.

**Penalty**—No grade will be awarded in the subjects concerned.

## 12.4 Misconduct during an examination

Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

- 12.4.1 **Scenario**—The candidate is found to be in possession of unauthorized material during a written or oral examination (for example, a cell/mobile phone, textbook).

**Principle**—Possession of unauthorized material is sufficient reason to find a candidate guilty of malpractice. Whether or not a candidate did gain, could have gained, or intended to gain, an advantage by using the unauthorized material will not be taken into account.

**Penalty**—No grade will be awarded in the subject concerned.

- 12.4.2 **Scenario**—The invigilator suspects that a candidate (or candidates) possessed unauthorized material during a written or oral examination but there is no tangible evidence of this material other than rumour among other candidates.



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**Principle**—A candidate will not be found guilty of malpractice based on rumour or hearsay. The invigilator, coordinator or other responsible adult must have seen or subsequently have in their possession the unauthorized material. Alternatively, a guilty decision may be upheld if there are named witnesses among other candidates in the same examination.

**Penalty**—No grade will be awarded in the subject concerned.

- 12.4.3 **Scenario**—A candidate disobeys the instructions of the invigilator. The instructions are in compliance with the IB regulations for the conduct of examinations.

**Principle**—If the conduct of the candidate is such that he/she gains an unfair advantage (for example, continuing to write answers to questions when told to stop) or may affect the results of another candidate (for example, behaviour that is a distraction to other candidates), this will constitute malpractice.

**Penalty**—No grade will be awarded in the subject concerned.

- 12.4.4 **Scenario**—A candidate communicates or tries to communicate with another candidate during an examination.

**Principle**—If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.

**Penalty**—No grade will be awarded in the subject concerned.

- 12.4.5 **Scenario**—A candidate (or candidates) leaves notes, a textbook, cell/mobile phone, calculator or other unauthorized material in a bathroom that is accessed, or could be accessed, during an examination. Alternatively, a candidate may access or endeavour to access unauthorized material left by another candidate.

**Principle**—If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.

**Penalty**—No grade will be awarded in the subject concerned.

- 12.4.6 **Scenario**—There is clear evidence that a candidate (or candidates) has copied the work of another candidate during an examination. It is not clear which candidate is guilty of malpractice, or whether some form of collusion has taken place.

**Principle**—If the conduct of the candidate is such that he/she may gain an unfair advantage this will constitute malpractice; this includes communicating with another candidate during the period of the examination. If the evidence and statements are insufficient to identify which candidate (or candidates) is guilty of malpractice the school will be asked to undertake further investigation and send a report to the IB at the earliest opportunity.

**Penalty**—With the cooperation of the school concerned the case will be investigated further until it is established, before the close of the examination session, which candidate has copied or whether there was collusion between the candidates. No grade will be awarded in the subject concerned to the guilty candidate or both candidates, as appropriate.

- 12.4.7 **Scenario**—The invigilator allows or instructs candidates to use a calculator during an examination in which calculators are prohibited.

**Principle**—If there is a clear statement from the school to the effect that the candidates were given permission to use calculators, no candidate will be found guilty of malpractice. However, not all marks for the examination paper will be accepted because candidates will have had an advantage. Depending on the actual circumstances of the case, the missing mark procedure may be applied for the assessment component in question.

**Penalty**—No penalty.

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## 12.5 Miscellaneous

Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

- 12.5.1 **Scenario**—A candidate acts in an irresponsible or unethical manner in breach of the IB guidelines for ethical conduct or animal experimentation. For example, producing work which includes offensive or obscene material, conducting experiments without the consent of participants, conducting experiments that inflict pain on humans or animals.

**Principle**—Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and assessment. The IB is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the Diploma Programme. For example, if a candidate includes offensive or obscene material that is unrelated to the content of assessment. In such cases the final award committee is entitled to award a mark of zero for the component or part(s) of the component that are not assessed due to such irresponsible or unethical behaviour.

**Penalty**—Depending on the circumstances of the case, the IB may refuse to mark the work or award zero marks for the assessment component concerned.

- 12.5.2 **Scenario**—Malpractice by a candidate becomes evident after a grade has been issued for the subject concerned and there is clear evidence to support the case. For example, plagiarism is identified during a re-mark of a candidate's work for the enquiry upon results service.

**Principle**—The IB is entitled to withdraw a grade from a candidate if malpractice is subsequently established after the issue of results.

**Penalty**—The grade awarded to the candidate in the subject concerned will be withdrawn and new results documentation issued. The withdrawal of the grade will be communicated through the university results service (if appropriate), but not the reason for the withdrawal of the grade.

- 12.5.3 **Scenario**—A candidate falsifies his/her record for creativity, action, service (CAS).

**Principle**—Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate. This includes all requirements for the diploma.

**Penalty**—The candidate will need to complete the CAS requirements within 12 months to be eligible for the diploma, but the diploma will not be issued until one year after the candidate's diploma session.

- 12.5.4 **Scenario**—Suspected malpractice by more than one candidate in an examination.

**Principle**—The IB reserves the right, if not satisfied that an assessment has been conducted in accordance with the regulations, according to the seriousness of the violation, to declare the assessment null and void, to disqualify any or all candidates involved. The grades for all candidates in the subject concerned will be withheld until the case has been fully investigated and resolved.

**Penalty**—Whether or not a penalty is applied to all candidates, or individual candidates, would depend on the outcome of the inv