



XV. GIMNAZIJA

Program međunarodne mature
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Academic Integrity policy

XV. gimnazija, as an IB World School since 1991, promotes high academic standards in both IB programmes: Middle Years and Diploma, as expressed in the **IB** mission statement and the IB learner profile, as well as in the XV. gimnazija mission statement.

IB mission statement

The International Baccalaureate Organization 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 IBO 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.

XV. gimnazija mission statement

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world. Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process, we hope all our students will become lifelong learners with a capacity for compassion and empathy, as well as strong international mindedness.

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.

Based on all stated attributes which express the aims and values inherent to the IB programmes, students should always 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.

In order to apply stated values in everyday schoolwork and all assignments submitted to school for either internal assessment by their teachers or external assessment by IB examiners, students should follow instructions given in this document and always:

- Submit original, authentic pieces of work they wrote themselves and that comprise their own language, expressions and ideas;
- Acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system stated in this document;
- Comply with rules and regulations of written examination.

To prove they will do so students are required to sign an "honour code" as a statement of academic integrity and submit it to their home-room teachers to be placed in their student record (next page).

ACADEMIC INTEGRITY STATEMENT

I _____,
student of XV. gimnazija, IB World school, _____class,

hereby express my compliance with the values of Academic Integrity and therefore will always:

- Submit original, authentic pieces of work I wrote myself that comprise my own language, expressions and ideas;
- Acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system agreed upon in my school;

I will always comply with rules and regulations of written examination; will not give or receive unpermitted aid in class work, in the preparation of reports, essays, assignments or any other work submitted for assessment in school or by external examiners.

Furthermore, I will take an active part in ensuring that others also comply with these values.

Date: _____

Student's signature: _____

Parent's or legal guardian's signature: _____

What is Academic Integrity?

It is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Simply, student ideas should be their own. Students are allowed and encouraged to use somebody else's words and/or ideas as well, but they should always be properly acknowledged. If not done so it creates academic dishonesty, malpractice, or simply cheating.

Forms of intellectual and creative expression known as intellectual property must be respected and are normally protected by law the same way that somebody else's goods are their property and should not be stolen.

To develop required skills and values students will receive guidance on when and how to include acknowledgments in their work, what is and how to use paraphrasing so that it becomes habitual practice to use quotation marks, indentation and other form of integrating words or ideas into.

What is academic dishonesty?

Using the work of others, their ideas, words or artwork (regardless of the length or quantity – it can be one sentence only, or a single photograph) as your own without acknowledging the source and submitting it for assessment. Since such bad practice may give a student unfair advantage over others in one or more assessment components, academic dishonesty results in significant consequences.

The following definitions serve to help students know the difference between Academic Integrity and dishonesty:

Plagiarism:

- Presentation of words and/or ideas of another person as a student's own. It can come in many different forms, such as:
 - **copying** material from a source without proper acknowledgement;
 - **copying and pasting** material from a source without proper acknowledgement;
 - **translating** material from a source without proper acknowledgement;
 - **paraphrasing** material from a source without proper acknowledgement;
 - **getting help from another person** to the extent that the work is no longer authentic work of the student;
 - **buying material** (essays, presentations, written assignments, projects, etc.) and submitting them for assessment as student's own;
 - **fabricating data** for an assignment;

- **stealing** examination papers;
- **impersonating** another student.

Collusion:

- Supporting malpractice by another student – intentionally or not, as in allowing one’s work or part of the work to be copied or submitted for assessment by another student;
- Helping another student to complete an assignment to the extent that the work is almost a copy of another student’s assignment;
- Working together with another student to produce only one version of an assignment and submitting it as two authentic and original pieces.
- In all cases **both students** are guilty of collusion.

Duplication of work:

- Presentation of the same work for different assessment components;
- Presentation of the same work to satisfy assessment requirements in different subjects, or different subject groups.

Unfair gain:

- Taking unauthorised material into an examination;
- Misconduct during an examination;
- Cheating in an examination;
- Falsifying another student’s record, such as in a CAS diary;
- Theft of another student’s work.

Students should learn that **taking material from a public domain like the Internet should also be always properly acknowledged.**

Students should also learn that submitting work that is not authentic, that is not their own - whether done on purpose or as a result of procrastination, negligence or sloppiness - **constitutes malpractice** whether it was **intentional or not.**

Academic infringement

In some cases, the use of another person’s words or ideas is not properly acknowledged in the work submitted for assessment: the student did not use the quotation marks but has cited the source in the bibliography or in the footnote. This is called academic infringement, and not malpractice.

The penalty IBO applies to academic infringement is somewhat less severe. The student is not awarded a grade for the particular assessment component but is awarded the grade for the subject. The decision on whether a specific case constitutes an academic infringement or malpractice lies with the IB Final award committee if the work was sent for the external assessment. If noticed within the school, the student will be warned to properly acknowledge the source.

Roles and responsibilities:

The role of the IBO is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes malpractice and how it can be prevented
- investigate cases of alleged malpractice, in liaison with the school concerned
- review all available evidence collected during an investigation into malpractice and decide whether to dismiss the allegation or uphold it
- make a final decision on cases of suspected malpractice and notify the head of school of the decision.

During each examination session the IBO takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system.

The head of school and IB DP Coordinator, must ensure that all students:

- understand what constitutes Academic Integrity and an authentic piece of work
- understand what constitutes malpractice, particularly plagiarism and collusion
- receive guidance on the skills of academic writing and acknowledging sources
- know the consequences of being found guilty of malpractice
- for students with special educational needs some extra instructions are needed. The IB coordinator must be aware of arrangements a request is needed (for example, changes to the print on examination papers, additional time, computers, reader or reading software) and arrangements not requiring authorization (for example, taking examinations in a separate room, rest breaks).

The responsibilities of the teachers are to:

- familiarise themselves with the Academic Integrity policy
- instruct students on academic writing skills during lessons (including Extended Essays)
- provide students with a convention for acknowledging all sources using the IBO's publication

“Effective citing and referencing” (2014)

- stress research skills (strategies for searching information, evaluation of sources)
- provide students with examples of how to acknowledge sources. The examples must include a variety of sources (i.e. photographs, illustrations, artwork and data, in addition to journals, books and websites)
- demonstrate Academic Integrity by citing all sources on handouts, slideshows etc.
- monitor the writing process and detect malpractice
- request the authenticity report together with the work submitted
- comment on drafts
- set deadlines
- maintain the integrity of examination papers and answers
- report cases of academic malpractice to the IB DP Coordinator.

Teachers must help students by structuring assignments to avoid generalized “reports” involving little more than information gathering. Instead, teachers must give specific guidelines that encourage students to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques. Hence, a carefully devised assignment can reduce the chances of a student copying material without proper citation.

Teachers are encouraged to provide a formative assessment procedure for investigative reports that include step-by-step evidence of planning of investigation, together with collecting and acknowledging sources and the evaluation of sources. The formative assessment procedure might include:

- a carefully developed thesis
- the selection and evaluation of sources
- planning for an investigation
- personal critique or analysis
- evidence of higher thinking in a proposal of alternative solutions to the issue under discussion
- in-class research assignments such as: data collection, computation of descriptive and inferential statistics and graphical presentation of findings.

When marking regular class and homework assignments, teachers should consider each student’s use and acknowledgment of sources. A portion of the marks awarded could be available for assessing the degree to which a student has correctly acknowledged all sources. Reinforcing good academic practice

in this and other ways must routinely extend to all subjects and requirements within the IB programme in our school.

At all times the advice to students must be to acknowledge as honestly and accurately as possible the ideas and work of others. When the source cannot be stated with absolute accuracy the student must declare this in an appropriate way, such as in a footnote.

Teachers must guard against what might be described as “academic negligence”. In other words, teachers must warn students about the consequences of being careless when recording sources. Negligence is not a valid excuse for plagiarism.

Teachers must emphasize the difference between quotations and paraphrase and the usage of in-text citations. Paraphrasing is the rendition of another person’s words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, teachers should instruct students that it is still necessary to acknowledge the source.

The role of the student

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged in footnotes and in the bibliography.

Students are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

Students are expected to ask teachers, librarian and/or IB DP Coordinator when unsure about the agreed citation system. Also, students should apply ATL skills like time- and self-management strategies to avoid procrastination which is often addressed as a reason of plagiarism.

The role of the external examiner

Examiners are experienced educational practitioners who are familiar with sources in their subject area and are therefore well placed to identify plagiarism.

Examiners are expected to be vigilant and report to the IB any cases where there is evidence to support an allegation of malpractice.

The IB Procedure for an investigation of possible malpractice

(General Regulations Article 28: Applicable procedure for malpractice)

The following circumstances are those that most commonly give rise to an investigation.

- A coordinator (upon being informed by a teacher) informs IBCA that they suspect that a final work submitted for assessment may be affected by malpractice.
- A coordinator informs IBCA that malpractice may have taken place during an assessment.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.

If the IBO initiates an investigation into malpractice it will do so immediately.

The rights of the student

When students enrol for the Diploma Programme, the school must provide each student and their legal guardian(s) with a copy of the *General Regulations: Diploma Programme*.

- If a student is under investigation for possible malpractice, the coordinator must inform the student. The decision of whether or not to inform the student's legal guardians of the allegation and involve them in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.
- The student and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.
- It is the policy of the IBO that any student being investigated for malpractice is given the opportunity to be heard and to submit a written defence to IBCA. The school has no right to prevent this process, to edit or unduly influence the student's statement. The student is expected to make the content of the statement available to the coordinator but may request that the statement remain confidential to the IBO.
- The student must be given sufficient time to prepare a response to the allegation. IBCA must be contacted for advice if the candidate may not be able to meet the deadline imposed.

The final decision regarding the allegation of malpractice with respect to the award of the IB diploma and Diploma Programme courses results rests with the IB – Final award committee.

If the IB Final award committee decides that an academic infringement has been established, no mark will be awarded for the component. The student will still be eligible for a grade in the subject.

If the IB Final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned and no diploma will be awarded to the student. Diploma courses results will be awarded for other subjects in which no malpractice has occurred. The student will be permitted to register for future examination sessions, including November session if a subject is available in the November session.

If a case of malpractice is very serious the Final award committee may decide that the student will not be permitted to register for examinations in any future sessions.

Teaching support for prevention of malpractice

What is citation?

Citation is properly acknowledging and listing the source from which the quote, idea, art work or creation was taken. The exception to this rule is the common knowledge (i.e. the law of gravity, Pythagoras' theorem).

Examples of conventions for acknowledging sources are provided using the IBO's publication "**Effective citing and referencing**" (2014).

Due to a large number of citation and referencing styles, students need to ensure that their documentation is expressed consistently, and that they include all the elements needed for their sources to be identified. Students who are also writers in this case should be sure to follow a single style guide consistently.

When consulted sources are accessed online, the IB prefers the use of URLs (uniform resource locators) or DOIs (digital object identifiers).

Furthermore, students are advised to use embedded options in text processors that enable creation of citation automatically (i.e. Microsoft Word – References – Bibliography) or websites that offer creation

of citations by entering information about the source (i.e. <http://www.easybib.com/>).

The Modern Language Association (MLA) style is also accepted to be used in our school and includes:

- Use of quotation marks and numbers under which the source is fully acknowledged in the footnote of the relevant page and in the bibliography at the end of the assignment;
- Entries should be arranged alphabetically by the author's last name or by the title if there is no author;
- Titles are italicized and all important words should be capitalized;
- Entries are double-spaced;
- Each entry must include the publication medium (Print, Television, Web...).

Examples:

Book with 1 author:

Dee, Jonathan. *Isis: Queen of Egyptian Magic*. New York: Sterling Publishing Co., 2003. Print.

Book with 2 or 3 authors:

Miller, William R., Rollick, Stephen. *Motivational Interviewing: Preparing People to Change Addictive Behavior*. New York: London: The Guildford Press, 1991. Print.

A translation:

Kundera, Milan. *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. New York: Harper Perennial, 1999. Print.

Work of art, photographed, in a book:

Cassatt, Mary. *Mother and Child*. 1890. Wichita Art Museum, Wichita. American Painting: 1560-1913. By John Pearce. New York: McGraw, 1964. Slide 22.

A government publication:

United Nations. Dept. of Economic and Social Affairs. Population Division. *Charting the Progress of Populations*. New York: UN, 2000. Print.

Article in a newspaper or magazine:

Segev, Tom. "Ariel Sharon: Israeli Warrior". Time 27 Jan. 2014. 13. Print.

Article in a journal:

a) in print/paper format

Man, Glenn K.S. "The Third Man: Pulp Fiction and Art Film." Literature Film Quarterly 21.3 (1993): 171-178. Print.

b) on the Web

Sehmbly, Dalbir S. "Wrestling and Popular Culture" CCLWeb: comparative Literature and Culture 4.1 (2002): n.pag. Web. 29 Mar. 2009.

"Cultural Influence of *Star Trek*" *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, n.d. Web. 15 Mar. 2010

An entire web site:

Linder, Douglas O. *Famous Trials*. Univ. of Missouri Kansas-City Law School, 2009. Web. 29. Apr. 2009.

A page on a web site:

Last name, first name. Document title if available. Title of the overall Web site. Version or edition if available. Publisher or N.p. to designate no publisher, publication date or n.d. to mean no date. Web. Date of access.

If you cannot find some of the information, include what is available.

Detection of plagiarism

As already mentioned, students are expected to review their own work before submission for assessment and uploading in order to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgement.

When reading students' work teachers must be vigilant for obvious changes in a student's style of writing. Equally significant is a style that seems too mature, too error free, and perhaps more characteristic of experienced academic than a secondary school student.

On reviewing the draft of a student's work, a teacher may have reason to suspect that part or all of the work may be in violation of the principles of Academic Integrity and therefore constitute malpractice. In such circumstances the teacher must draw the student's attention to this risk and the requirement to

respect Academic Integrity and may quiz the student on the content of his or her work. Students will be given 48 hours to submit a corrected version of the work.

Before submitting the final version, students have to run their work through the Turnitin – plagiarism detection program and submit the authenticity report together with their work. Teachers should not accept the final version of the student’s work without the authenticity report. Authenticity reports for all uploaded works sent for marking must be kept on file and secured until the end of session for every student. Students will be provided with a Turnitin account by the school.

Authentication for the uploading purposes

For the purposes of externally and internally assessed components, authentication confirming that the work submitted for assessment is the authentic work of the student is crucial.

- Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate.
- For assessment electronically uploaded by the candidate, the authentication process is completed on screen by both the candidate and teacher.
- For assessment electronically uploaded by the school (on behalf of the candidate), the authentication process is completed on screen by the teacher. This option requires the school to have previously secured the candidate’s authentication.

Works that are not electronically authenticated will not be accepted by the school or the IB; thus, an IB Diploma cannot be awarded.

Offences and penalties

Should a student, despite all received guidance, be found guilty of malpractice within the school, the following penalties will be applied:

| Violations | Grading consequences | Sanctions |
|---|---|---|
| <u>Academic infringement</u> (others' ideas are not properly acknowledged but the source is cited) | A failing grade or zero points on the work | Work should be corrected and resubmitted within 48 hours |
| <u>Collusion</u> (improper collaboration on an assignment) | A failing grade or zero points on the work | Work should be corrected and resubmitted within 48 hours Parents will be informed Written warning issued |
| <u>Plagiarism I</u> (using others' words or ideas, source is not cited) | A failing grade or zero points on the work | Work should be corrected and resubmitted within 48 hours Parents will be informed Written reprimand issued Noted in the student's record |
| <u>Plagiarism II</u> (copying and pasting other student's work, duplication of work) | A failing grade or zero points on the work Subject grade not awarded | Parents will be informed Written reprimand before expulsion issued Noted in the student's record Retake exam in the subsequent session |
| <u>Plagiarism III</u> (buying material, stealing examination papers, impersonating another student) | Subject grade not awarded | Parents will be informed Written reprimand before expulsion issued Noted in the student's record Retake exam in the subsequent session |
| <u>Unfair gain in the class</u> (copying from a student, electronic device, paper) | A failing grade or zero points on the work | Parents will be informed Written reprimand issued Noted in the student's record |
| <u>Unfair gain in the semester/year examination</u> (copying from a student, electronic device, paper) | Subject grade not awarded | Parents will be informed Written reprimand before expulsion issued Retake exam in the subsequent session |
| <u>Unfair gain in the IB Final examination</u> (copying from a student, electronic device, paper) | IB will not award a grade in the subject | Parents will be informed IBO will be informed IB Final award committee decides on further consequences (no IB Diploma) |

Related IB Publications

IBO, *Effective citing and referencing*, 2014

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

IBO, *Academic Integrity in the IB educational Context*, 2014

<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

IBO, *Diploma Programme Assessment procedures*, 2019

<https://resources.ibo.org/dp/ap/dp-2019?lang=en>