



XV. GIMNAZIJA

Program međunarodne mature
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ACADEMIC INTEGRITY POLICY

IB Middle Years Programme – Years 4&5

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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.

The IB programmes encourage both personal development and academic achievement challenging students to think critically, to ask the right questions and think across disciplines. An IB education also fosters diversity, curiosity and a healthy appetite for learning.

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

ACADEMIC INTEGRITY HONOUR CODE STATEMENT

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

hereby express my compliance with the values of academic honesty 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 honesty?

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 honesty 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.

Roles and responsibilities:

The role of the IBO is to:

- offer guidance to schools on what constitutes malpractice and how it can be prevented

As the MYP5 students of XV. gimnazija are moderated only through the Personal project, the IBO takes a random sample of candidates' projects and submits it to a web-based plagiarism prevention system.

The head of school and IB MYP/Personal Project Coordinator/subject teachers , 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 and extra time are needed thus the IBMYP coordinator in consultation with the PP supervisors makes the necessary arrangements

The responsibilities of the teachers are to:

- familiarise themselves with the Academic Integrity policy

- instruct students on academic writing skills during lessons
- provide students with a convention for acknowledging all sources using the IBO's publication "**Effective citing and referencing**" (2014)
- stress all ATL skills
- 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.
- request the submission of Academic Honesty Form when submitting the Personal Project
- provide feedback on drafts
- request digital receipts from Turnitin when submitting final drafts
- set deadlines
- report cases of academic malpractice to the IB MYP Coordinator.

TO avoid 'general report' writing teachers must give specific guidelines that encourage students to develop their own ideas through research questions, 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.

When marking class and homework assignments and awarding levels of achievement, teachers should consider each student's use and acknowledgment of 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 MYP 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 moderator

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

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

The rights of the student

When students enrol to the Middle Years Programme (year 4 and 5) , the school provides each student and their legal guardian(s) with a copy of the Handbook for the current school year. There is a section on academic integrity that both students and parents/legal guardian(s) are expected to read. Also the students have to read, sign and submit the Academic Integrity Honour Code to the homeroom teachers.

- If a student is under investigation for possible malpractice, the student will be

summoned to a conference with the subject teacher, homeroom teacher and the MYP coordinator on the assignment in question.

- The homeroom teacher will notify the parents in writing of the incident.
- 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.

The following disciplinary actions will be undertaken:

- The student must resubmit the paper/assignment to be completed within 48 hours. The student will revise and resubmit a properly documented paper/assignment.
- No credit on the paper/assignment: The student will receive a zero on the paper/assignment.

In addition to the above mentioned, the following disciplinary actions could also be undertaken depending on the severity of the case: warning, a written reprimand, warning before expulsion or expulsion, based on the school Book of Regulations which follows the state laws and regulations.

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

Sehmy, 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 honesty and therefore constitute malpractice.

In such circumstances the teacher must draw the student's attention to this risk and the requirement to respect academic honesty 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 moderated Personal Project authentication confirming that the work submitted for assessment is the authentic work of the student is crucial. For that reason all supervisors and students are required to sign a copy of MYP Project Academic Honesty form before submission for external moderation.

- 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 school (on behalf of the candidate), the authentication process is completed on screen by the PP coordinator. 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.

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
Academic infringement (others' ideas are not properly acknowledged but the source is cited)	Reduced grade on the work	Work should be corrected and resubmitted within 48 hours
Collusion (improper collaboration on an assignment)	A failing grade or zero points on the work (all the students involved)	Work should be corrected and resubmitted within 48 hours Parents will be informed Written warning issued
Plagiarism (using others' words or ideas, source is not cited, copying and pasting other student's work, duplication of work))	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 Noted in the student's record
Unfair gain in the class (copying from a student, electronic device, paper)	A failing grade or zero points on the work	Parents will be informed Written warning issued Noted in the student's record

Related IB Publications

IBO, *Effective citing and referencing*, 2014

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

IBO, *Academic integrity*, 2020 update

https://resources.ibo.org/data/g_0_malpr_sup_1408_2b_e.pdf

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