



Beijing BISS International School
北京BISS国际学校

Beijing BISS International School Academice Honesty Policy

Updated: May 2019



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB



OUR MISSION IS ‘TO EDUCATE AND EMPOWER OUR STUDENTS TO ATTAIN PERSONAL EXCELLENCE AND POSITIVE IMPACT THE WORLD’

INTRODUCTION

BISS strives to train students to be principled learners, and the standard of academic honesty extends to every individual at BISS. Academic honesty is included in the IB learner profile under the “Principled” attribute according to which learners strive to act with integrity and honesty. IB defines academic honesty as “An essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection”.

In PYP, teachers assist students in developing personal responsibility for learning; BISS employs the use of different approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) all through the curriculum to further enhance the academic honesty. This is done by determining clear learning objectives and assessment practices. In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students’ developing competencies in self-management, research, and communication. In the Diploma Programme, students are expected to demonstrate a high level of academic honesty and avoid any form of malpractice. In the academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than it is expected of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats (Academic honesty in the IB educational context, IBO, 2016).

ACADEMIC DISHONESTY

Defining Malpractice

The IB defines malpractice as the attempt by students to gain an unfair advantage in any assessment component. Malpractice includes **plagiarism** (the representation of ideas or work of another person as your own), **collusion** (when you knowingly allow your work to be copied or submitted for assessment by another candidate), **duplication** (the presentation of the same work for different assessment components and/or diploma requirements), or any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record). Students should be very clear as to what plagiarism/malpractice is as sometimes students are not aware of how or when to acknowledge sources, hence plagiarism happens inadvertently.

FORMS OF MALPRACTICES

- Plagiarism
- Collusion
- Duplication

WHAT IS PLAGIARISM?

Plagiarism is the use of someone else's writing or ideas as your own and is a criminal act. J.C. Hodges and M.E. Whitten, in the 8th edition (1977:p. 372) of the Harbrace College Handbook (Harcourt Brace Jovanovich, Inc.), describe plagiarism in the following manner. If you fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, be sure to put those words inside quotation marks and to acknowledge the source with a footnote [or, in our case, an incitation]. When you paraphrase the words of another, use your own words and your own sentence structure, and be sure to give a footnote [incitation] citing the source of the idea. A plagiarist often merely changes a few words or rearranges the words in the source. As you take notes and as you write your paper, be especially careful to avoid plagiarism. Unless you are quoting directly, avoid entirely the sentence patterns of the source.

TYPES OF PLAGIARISM

Type 1 - Plagiarism: Not using quotation marks

- When you use someone else's words, always put them in quotation marks and cite the source within the body of the text as well as in the literature cited section.
- If you include a quote, you must use the exact words of the author or it is considered as a misquotation.
- Use quotations only when it is absolutely essential for you to know exactly what the particular person said word for word.

Type 2 - Plagiarism: Not citing the source of information

- All information/ideas that are not part of general knowledge that you obtained from someone else must be cited (within the sentence containing the information and in the literature cited section) even if you used your own words. This is taken seriously in science (scientists are always skeptical of information).

Type 3 - Plagiarism: Paraphrasing that is too similar to source

- It is plagiarism to use someone else's sequence of sentences and just change a few words or your position in each sentence.
- Read your sources of information, synthesize the material in your head, and then write what you know in your own unique way.
- Don't worry about having to use technical words; you and your classmates must know what

everything means in your report.

- If you find yourself with the source of information in one hand while you are writing your report in the other hand, then there is a good chance you are plagiarizing.

COLLUSION

This is another form of Malpractice where another candidate provides support: Collusion includes but not limited to:

- Allowing your work to be copied or submitted for assessment by another student.
- Both parties will be considered guilty and will have similar consequences.
- There are occasions when collaboration with other candidates is permitted or actively encouraged, however unless instructed by the teacher, the work must be produced independently, despite the fact that it may be based on similar data.

DUPLICATION

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements. Distinction between legitimate collaboration and unacceptable collusion. Legitimate collaboration refers to when two or more students contribute to a task (write-up, art, design work or music). Legitimate collaboration is applied in some of our lessons to promote co-operation and teamwork. Unacceptable collusion happens when two or more students are not assigned to a particular task but they team up or in some cases one person does the work and gives to the other student to copy and submit to the teacher.

WHY, WHEN AND WHAT SHOULD I REFERENCE?

Why? We have to acknowledge other people for the words/ideas/opinions etc. which belong to them. Further, by using someone else's words who is an authority in this field, your arguments are more credible. And finally, we simply may not be able to say what we see someone else has written any better. So quote them, but reference it.

When? There are four different situations in which referencing is required:

a. Direct quotations;

What needs referencing?	What does not need referencing?
<ul style="list-style-type: none">• Any direct quotation ("...");• Any fact or opinion that is not yours.	<ul style="list-style-type: none">• Facts that are common knowledge (for example that Isaac Newton formalized the Universal Law of Gravitation)• Facts that can be verified or checked easily and do not differ from one source to another (for example that the UN was founded in 1946)• Well-known sayings or proverbs.

- b. Paraphrased or summarized presentation of original or unique ideas (indirect quotes);
- c. Quantifiable data (facts and statistics);
- d. Visual material and maps (both their content and/or design).

If in doubt, reference it!

THE RESPONSIBILITY OF STUDENTS

Although coordinators and teachers can guide, encourage, inform about plagiarism, and check for plagiarism/malpractice, “the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.” Ensure you keep all of your drafts. This will help you defend an allegation of plagiarism brought against you. “Candidates must be warned that the IBO randomly checks candidates’ work for plagiarism using a web-based plagiarism prevention system. An additional deterrent is the vigilance of examiners who are adept at identifying text and material that is not the authentic work of a candidate” (Excerpts taken from “Academic Honesty 2007”).

It is the responsibility of students to make sure that all work submitted for assessment is authentic and genuine, with the work or ideas of others fully and correctly acknowledged.

THE RESPONSIBILITY OF FACULTY

Faculty should ensure that students are acquainted with the concept of academic writing right from the beginning of academic year. Teachers should explain to students what an academic honesty means. Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce. Parents should be engaged in the process and be provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility (Excerpts taken from “Academic Honesty in the IB educational context, 2016”).

USING AND ACKNOWLEDGING SOURCES

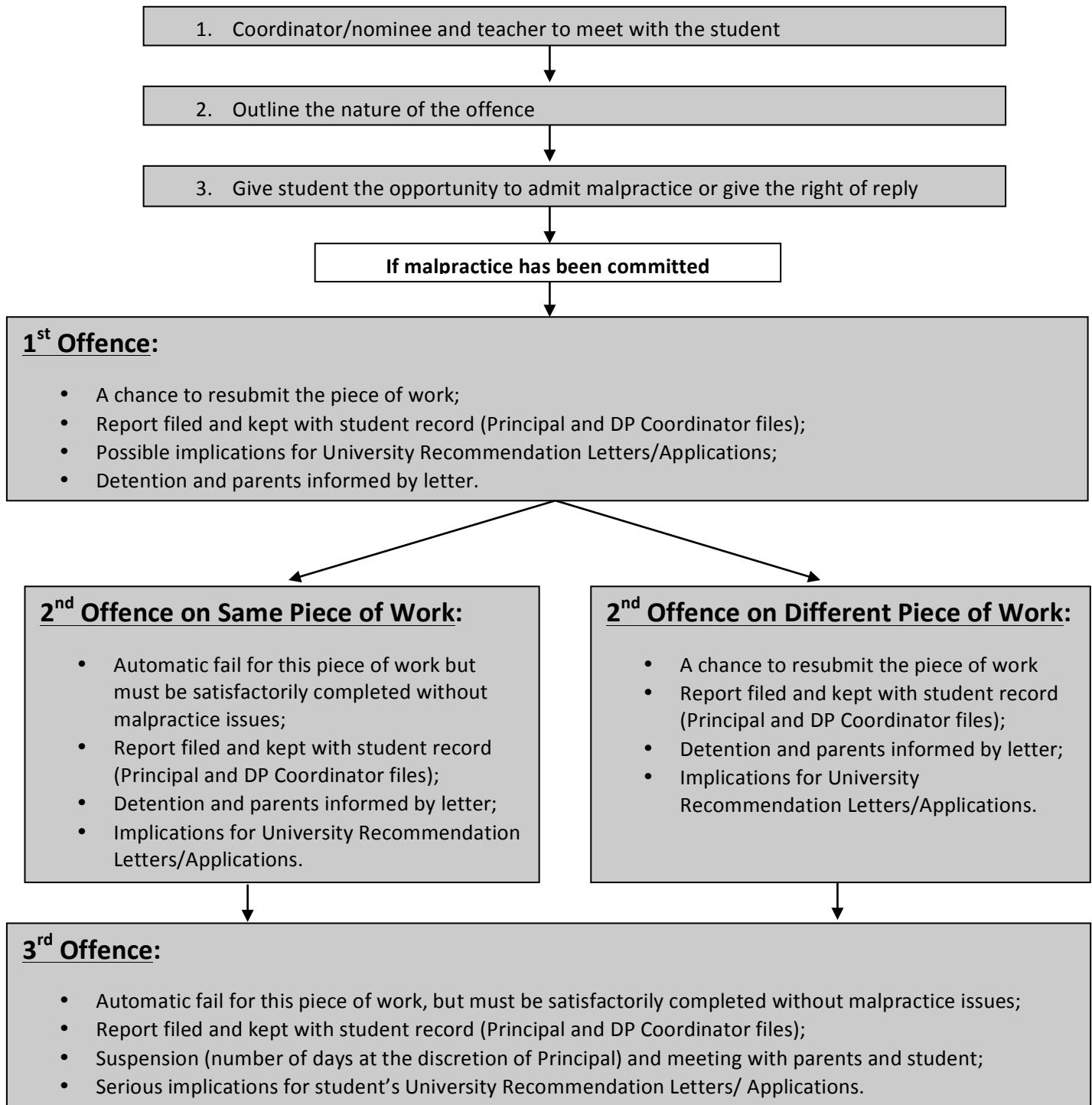
Your homework diary contains the BISS Guide to Citations and Referencing, and this is also available from your teachers or DP Coordinator. In addition, all Grade 11 students are required to attend a referencing workshop conducted as part of their Extended Essay project.

PROCESS FOR DEALING WITH MALPRACTICE AT BISS

“If the teacher has reason to believe that part or the whole of a candidate’s draft work under discussion prior to submission for assessment might be deemed to be in violation of the principles of academic honesty and therefore constitute a case of malpractice, the teacher must draw the candidate’s attention to this risk and the need to respect the requirements of academic honesty. In other words, if possible malpractice (usually plagiarism or collusion) is identified before the cover sheet has been signed by the candidate, the situation must be resolved within the school and not brought to the attention of the IB. If it is apparent that the candidate’s draft work may not be

entirely authentic, it is not appropriate to allow the candidate to submit the same work with a signed cover sheet with the expectation that the situation will then be resolved by the IB."

From Handbook of Procedures for the Diploma Programme (section D3):





BISS Student Malpractice Report

Name of Student: _____

Subject Concerned: _____

Reporting Teacher: _____ Date: _____

Assignment Title: _____

Please Circle: Internal Assessment or Coursework

Nature of Offence:

Result of Investigation:

Name(s) of investigating staff: _____

Offence Number: 1st 2nd 3rd 4th 5th

Disciplinary Action Taken:

Grade: Resubmit or Fail & resubmit

Date of Resubmission of Assignment: _____

Detention teacher/date: Teacher: _____ Date: _____

Notice added in University Recommendation Letters: Yes or No

Suspension Required (3rd Offense): Yes or No

Comments:

