

# COWLEY INTERNATIONAL COLLEGE



## Academic Integrity Policy

**2022-2023**

Status	<b>NON-STATUTORY</b>
Delegated to	Principal
Responsible Person	Assistant Head (IB Diploma Coordinator)
Review Date	
Ratified Date	

## **Purpose for the Policy**

*“Principled students 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.” – IB Learner Profile*

Cowley International College is committed to academic integrity and will ensure that all teachers, students and parents are aware of what this entails. The college presents this policy as part of its effort to maintain the integrity of its academic processes. Academic honesty should be a concern of the entire college community, and a commitment to it must involve students, faculty, parents and administrators.

It is a matter of trust that all students at Cowley International College will submit work of their own that is appropriately referenced. However, it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

## **Review of this Policy**

This policy will be reviewed and approved by Governors every 3 years, or earlier as required. It will be the responsibility of the Governors Teaching, Learning and Curriculum (TLC) committee to oversee and review this policy. The IB Diploma Coordinator will ensure that all new IB directives are incorporated into the policy and brought immediately to the attention of the Vice-Principal in charge of the TLC committee.

## **Principles of the Policy**

- Promote good academic practice and a culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and academic misconduct
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of misconduct
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is ‘academically honest’
- Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

## **Examples of Academic Dishonesty**

Although the following list is not exhaustive, academic dishonesty by a student can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: helping another student to be academically dishonest.

## **Responsibilities**

Students and their parents:

Cowley International College, in line with the IB, A Level, GCSE and other Awarding Bodies' recommendations and practice, may submit selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant Subject/Faculty Leader for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice. Parents are instrumental in encouraging their sons/daughters to

The College and its staff:

Staff will ensure that all students are provided with example material, to learn how to use others' work to support their own. Teachers will offer guidance on appropriate referencing styles and will also inform students of the possible consequences should they plagiarise others' work.

The College's leadership team will ensure that the policy is maintained fairly and consistently. It will also provide relevant development opportunities to the staff and students.

Cowley International College, in line with the IB, A Level, GCSE and other Awarding Bodies' recommendations and practice, may submit selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant Subject/Faculty Leader for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Staff should be always mindful of the importance of modelling academic integrity.

### **Procedures: reporting, recording and monitoring**

If a teacher, or another member of staff, suspects that a student may have breached Cowley International College's standards of academic integrity, he or she will inform the relevant Subject/Faculty Leader. Together they will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.

If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, however, it *can* be shown that inappropriate work has been submitted, the Subject/Faculty Leader will make a recommendation to the Assistant Head responsible for Curriculum Development as to whether or not the case is one of academic dishonesty, or of an academic infringement.

Again, in line with the awarding bodies' policy and practice, the determining difference between these two possibilities will be one of *intent*. The IB Diploma Coordinator, in consultation with the Head Teacher and relevant Faculty Leader, will decide the outcome of the case.

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of GCSE or IB coursework, it will not be accepted, but, if there is time for him or her to do so before the college's internal deadline for this work, the student will be allowed *one chance* to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that subject. A second violation – in any subject - will result in the matter being referred to the college's SLT who will consider the student's removal from the relevant curricular programme. The student may not receive credit towards any other course she or he is undertaking at the Academy. Other disciplinary action may also be considered. If a student submits work to the GCSE Awarding body or the IB which is later recognised as having been produced dishonestly, the awarding body may choose to withhold certification for that student or disqualify them from the relevant programme of study.

**All staff, students and parents** should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty.

- **Parents** should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.
- **Teachers** should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice.
- **The school librarian and similar post holders** will explain to their students what is meant by academic integrity and how it relates to their studies.

- **Subject Leaders** should ensure that academic integrity (and likewise academic dishonesty) is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the Head Teacher should be clear and reasoned.
- **The IB Diploma Coordinator, in consultation with the College Principal and relevant Subject Leader,** will decide each case on its merits, and should communicate his or her decision clearly to all those concerned with reasons for any findings.
- **Students** should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic integrity will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

### **Additional detail regarding Academic Integrity in the context of the IB Diploma**

#### **1 Unethical Practice by teachers**

It may be necessary to investigate possible breaches of Academic Integrity by a teacher – these may occur during an examination, during the completion of coursework, or by undermining the integrity of a range of assessments, for example by misrepresenting a student’s ability in a language. This type of breach of Academic Integrity may be deliberate or accidental – the IB describes both as School Maladministration. To this end, all teachers who deliver part of our IB programme will have access to IB training to ensure that they fully understand all aspects of their role and responsibilities when delivering the course.

If a teacher is suspected of a breach of Academic Integrity, the IB Diploma Coordinator should be informed immediately; in turn, the IB Diploma Coordinator will immediately inform the College Principal and the IB office. In the first instance, in accordance with IB instructions, the investigation will be carried out by the IB Diploma Coordinator and other members of the Senior Leadership Team. The investigation will be discrete and fair and based solely on the evidence. Interested parties will be told at the outset of the investigation how long it should take and how the results of the investigation will be distributed, and if they would like, can be accompanied by a fellow teacher or representative during any meetings. The possible outcomes of the investigation should also be shared to all parties. Any teacher under investigation will be given the opportunity to provide a written statement to the investigation. The IB Diploma coordinator will work in tandem with the IB to ensure a fair and transparent investigation takes place. If at the end of the process the teacher wishes to appeal any decision, information on the IB appeals process will be shared with the teacher.

If the IB Diploma Coordinator is suspected to have breached Academic Integrity, then the College Principal or Vice Principal will conduct the investigation instead.

For completeness, a copy of the IB’s Penalty Matrix for IB Academic Integrity Breaches by teachers can be found in the appendix to this document Appendix 1.1.

#### **2 Unethical Practice by Students**

A breach of Academic Integrity by a student may occur during an examination, during the completion of coursework, or by undermining the integrity of a range of assessments. Examples might include committing plagiarism, or by misrepresenting their ability in a language, or by not following the rules of an externally assessed IB examination.

If a student is suspected of a breach of Academic Integrity, the IB Diploma Coordinator should be informed immediately; in turn, the IB Diploma Coordinator will immediately inform the College Principal and the IB office. In the first instance, in accordance with IB instructions, the investigation will be carried out by the IB Diploma Coordinator and other members of the Senior Leadership Team. The investigation will be discrete and fair and based solely on the evidence. Interested parties will be told at the outset of the investigation how long it should take and how the results of the investigation will be distributed. The possible outcomes of the investigation should also be shared to all parties.

For completeness, a copy of the IB’s Penalty Matrix for IB Academic Integrity Breaches by students can be found in the appendix to this document Appendix 1.2. In addition, a copy of the guidance that is given to students regarding the System of Referencing expected for Key Stage 5 Students at Cowley is shared in Appendix 2.

### 3 Student Rights

To ensure consistency and fairness, it is a student’s right to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially serious. In these meetings, the student’ rights should be outlined, highlighting the internal school procedures and processes in addition to the rights of students from the point of view of the IB if a student is suspected of a breach of academic integrity. Any student under investigation will be given the opportunity to provide a written statement to the investigation. The IB Diploma coordinator will work in tandem with the IB to ensure a fair and transparent investigation takes place. If at the end of the process the student wishes to appeal any decision, information on the IB appeals process will be shared with the student and their representatives.

### 4 Scenarios and/or frequently asked questions

Diploma Programme	
Example	Outcome
After candidates had entered the examination room for a Biology exam, and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
After candidates had entered the examination room for a Chemistry exam and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school’s IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.

Diploma Programme	
Example	Outcome
<p>After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.</p>	<p>Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.</p>
<p>When entering the examination hall for a Physics exam, a candidate refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, they maintained their disruptive behaviour. They were warned by the invigilator but became increasingly aggressive and were eventually removed from the examination hall.</p>	<p>The candidate received a level 2 penalty: zero marks for component.</p>
<p>Halfway through a Psychology examination, an invigilator had noticed and become suspicious of candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that candidate A was receiving information via a pair of wireless headphones from another candidate, candidate B, who was in a different room. Through a "cough code", candidate B identified and read subject relevant information to assist candidate A in completing the examination.</p>	<p>Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other candidates in committing an act of academic misconduct" category.</p>
<p>One day before an English examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.</p>	<p>After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.</p>

Diploma Programme	
Example	Outcome
<p>Within a 24-hour period after a History examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their EE. Details of the question were posted.</p>	<p>Candidate received a level 3a penalty for the subject concerned.</p>
<p>A whistle-blower report was received by the IB with evidence that a candidate who had completed Biology examination papers was offering fragmentary information on examination content. The source was located and the candidate in question identified.</p>	<p>The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.</p>
<p>A candidate assisted a peer completing a psychology paper from the outside by reading preprepared responses to examination questions using a wireless headset.</p>	<p>Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.</p>
<p>A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live examination content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.</p>	<p>Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.</p>



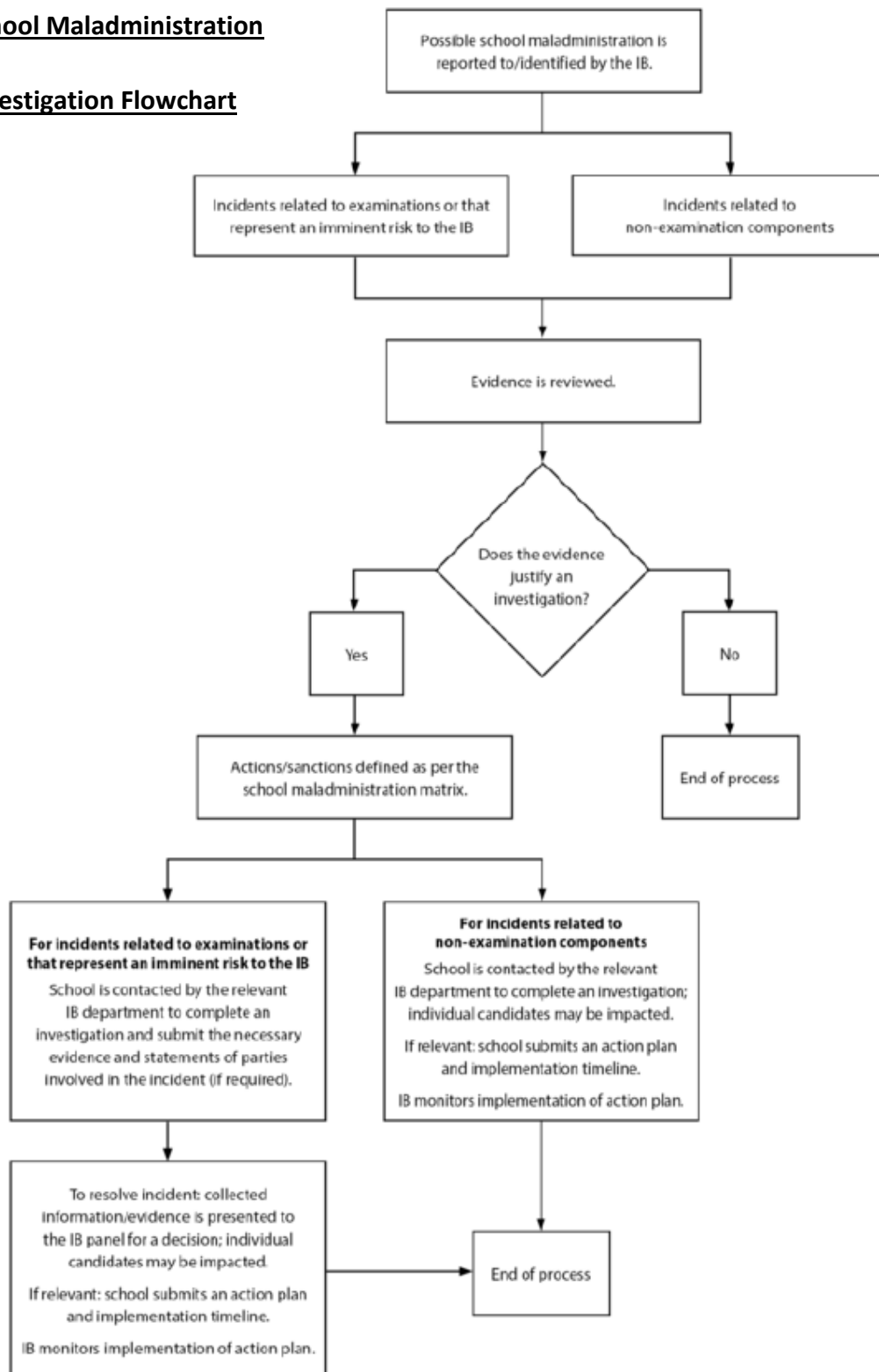
## Appendix 1 – Penalty Matrices for IB Academic Integrity Breaches

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see the IB document "[Good practice for investigations](#)".

The infringements and related penalties detailed in this matrix apply to all IB schools authorized to deliver IB programmes.

### 1.1 School Maladministration

#### Investigation Flowchart



## Completion of coursework

Infringements related to the completion of	Actions or sanctions—multiple actions may be
Providing undue assistance to candidates <sup>1</sup> such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Formal warning letter and action plan to address incident</li> <li>Audit or monitor the internal assessment completion process</li> <li>Quality assurance checks in the entire cohort's work for the component(s) concerned</li> <li>Bring forward the evaluation visit</li> <li>Recommend relevant IB training</li> <li>Include school in session monitoring<sup>2</sup> for two consecutive sessions</li> </ul>
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases— more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

## Undermining the integrity of assessments

Infringements relating to school leadership	Actions or sanctions—multiple actions may be
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Immediate inspection visit</li> <li>Controlled dispatch of IB examination papers<sup>4</sup></li> <li>Deployment of independent invigilators<sup>5</sup></li> <li>Relocation of candidates to another venue<sup>6</sup></li> <li>Annulment of grades for the candidates concerned or the entire cohort</li> <li>Authorization withdrawal</li> <li>Include school in session monitoring for five consecutive sessions</li> </ul>
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

## Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> <li>• Record the incident on IB systems, to be part of follow-up actions, such as unannounced</li> <li>• examination visits and evaluation visits</li> <li>Request immediate corrective action</li> <li>• Formal warning letter and action plan to address incident</li> <li>• Immediate inspection visit</li> <li>Mandate relevant IB training</li> <li>• Include school in session monitoring for three consecutive sessions</li> </ul>
Failing to provide appropriate invigilation for an examination	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security. <sup>3</sup>	
Leaving candidates unsupervised during an examination or unaccompanied during bathroom breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

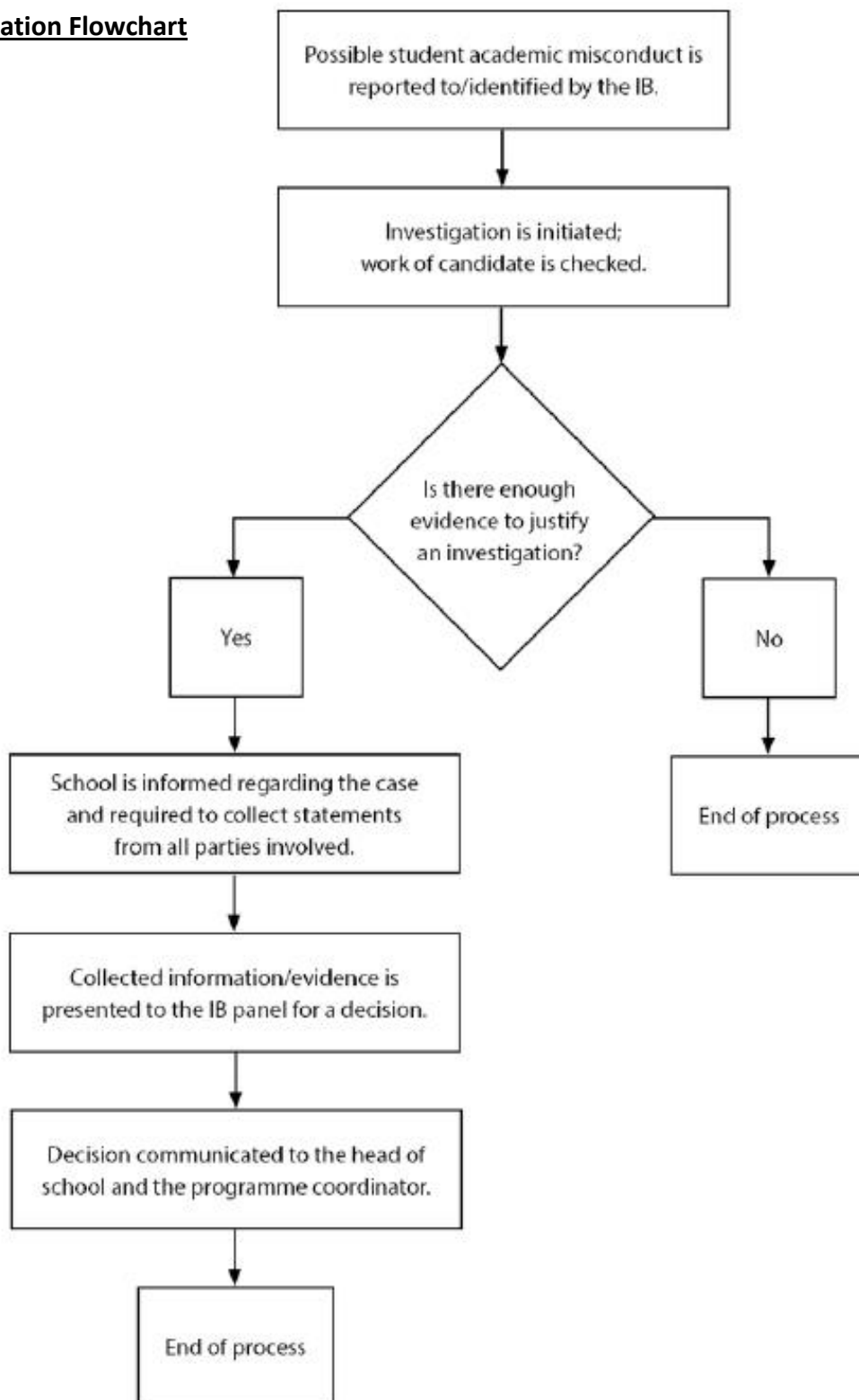
## Explanatory notes

1. Undue assistance covers scenarios such as:
  - templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
  - over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.
2. Session monitoring covers actions such as:
  - quality assurance checks of all available pieces of work in IB systems for plagiarism
  - quality assurance checks of all available pieces of work in IB systems for overlap in content
  - check of response patterns to examination papers, including multiple-choice questions.
3. Failure to maintain examination security, including on-screen, oral and written examinations, includes examples such as:
  - non-secure storage of examination materials
  - not opening examination papers in front of the candidates
  - obtaining examination questions and papers illicitly
  - logging in to see the content of an on-screen examination before the scheduled time
  - sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
  - discussing or sharing information within a 24-hour period after the examination ending
  - sharing examination papers with subject teachers within a 24-hour period after the examination ending.
4. “Controlled dispatch of IB examination papers” means that the IB will decide where and when to send the papers and whether they will be sent to a third party that will oversee the delivery of all examinations, at the school’s expense.
5. “Deployment of independent invigilators” means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school’s expense. If deemed appropriate, the IB will send the examination papers electronically.
6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their examinations at an alternative venue, as determined by the IB, and at the school’s expense.

## 1.2 Student Academic Misconduct

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident refer to the IB document "Good practice for investigations".

### Investigation Flowchart



## Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Plagiarism</b> <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
<b>Facilitating plagiarism</b> <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
<b>Collusion</b> <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
<b>Duplication of work</b>	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
<b>Falsification of data</b>	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

## Conduct during an examination

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned — see note 1	No grade for “parallel” subjects — see note 2
Possessing unauthorized material in the examination room — see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination	In candidate’s possession and evidence of it being used during the examination	Not applicable
Exhibiting misconduct or disruptive behaviour during an examination — see note 9	Not applicable	Non-compliance with the invigilator’s instructions during one component	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers</i>	Not applicable
<b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to</b>	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others  <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
<b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b>	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
<b>Impersonating an IB candidate— both impersonator and person allowing impersonation</b>	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i>



				<i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
<b>Failing to report an incident of academic misconduct</b>	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

## Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
examination—see note 12			when shared information is general.	
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

## Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

## Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Forgery or falsification of IB grades or certificates</b>  <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

### Explanatory notes

- Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
- Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
- As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate’s final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
- Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
  - friends, family members, or other students in the same or different school, college or university
  - private tutors
  - essay writing or copy-editing services
  - pre-written essay banks
  - file sharing sites.
- Minor offences may include but are not restricted to:
  - conducting research without permission of the participants
  - including offensive or obscene comments or graphic materials in any assessment component
  - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
- Moderate offences may include but are not restricted to:
  - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
  - conducting research or fieldwork that damages the environment
  - including offensive or obscene comments or graphic materials in any assessment component.
- Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
  - falsification or fabrication of data in producing any work
  - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
8. Unauthorized materials or items may include but are not restricted to:
- mobile phones
  - notes
  - study guides
  - candidate's own rough or scratch paper
  - non-permitted dictionaries
  - other prohibited electronic devices such as smart-watches or smart-glasses.
9. Misconduct during examinations may include but is not restricted to:
- failing to abide by invigilator instructions
  - disruptive behaviour
  - attempting to remove examination materials from the examination room
  - leaving the examination room without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance
- In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.
12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:
- facilitating information to other candidates during the completion time of the examination
  - distributing live examination content before, during or after the scheduled time of that examination through any means.

## **Appendix 2 - An overview of the System of Referencing expected for Key Stage 5 Students, (A Level EPQs and IB Diploma)**

### **Referencing Sources**

The purpose of referencing is to enable the reader to find the original works where you found your ideas or that you have quoted from. Students should give full references in a separate section at the end of any work handed in, but should also give a clear indication of where they have been used in the main body of the work as well.

### **Systems of Reference**

#### **Books:**

Author(s) surname & initials

Title

Publisher

Date & place of publication (ignore date of any reprints)

Edition (if not the first)

Page numbers for all quotations used/ideas referred to

e.g. Rudduck, J. (1991) *Innovation and change, developing and understanding*. 2<sup>nd</sup> ed. Milton Keynes, Open University Press.

#### **Periodicals – journals, magazines, newspapers etc:**

Author(s) surname & initials

Title of the article

Title of the periodical

Date, volume and part number of the issue in which it appears

Page numbers

e.g. Boydell, D. (1975) 'Pupil behaviour in junior classrooms', *British Journal of Educational Psychology*, 45, 122-9.

#### **Periodical articles downloaded from a database:**

If a student is certain that the article is identical to the printed version, omit the URL and reference as above. Otherwise, give the URL of the database, not the individual item.

e.g. Bishop, J. (1976) 'Mental maps', *Times Educational Supplement*, No. 3161, 2 January, 14 -15. Available from: <http://tes.sagepub.com/>. [Accessed 20 December 2008]

#### **Internet references:**

Author's/Editor's surname & initials

Title of the page or article

Date the page was published (or updated)

Web site address (URL)

Date the site was accessed

e.g. Govan, C. (2009) *Research Methodology* [online]. Dartford: Dartford Grammar School. Available from: <http://www.dartfordgrammar.kent.sch.uk/library/resources> [Accessed 15 January 2009].

### **Video, film or broadcast:**

Title

Year (for films the preferred date is the year of release in the country of production)

Material designation e.g. Film

Director

Production details (place and organisation)

e.g. *Breakfast at Tiffany's*, 1961. Film. Directed by Blake Edwards. UK: Paramount Pictures

### **Personal interviews:**

Interviewer's surname and initials

Full date of interview

Interviewee's full name

e.g. Ross, J. (2009) Interview. [Interview with Emily Mortimer, 13 February 2009].

### **Signalling Citations in the text:**

The **Harvard System** is the preferred method of signalling citations for the Extended Essay. With this system, the author's surname and the date of publication are inserted in the essay. At the end of the essay, references are listed alphabetically by author's name and then by date (earliest first), and then if more than one item has been published during a specific year, by letter (2003a, 2003b etc).

#### **Below are some examples of conventions to be followed when using this system:**

Stewart (1996) states that ...

A number of authorities (Edwards 1991, Norris 1990, Rowntree 2001) suggest ...

#### **Where there are two co-authors, both names are given:**

Brandes and Ginnis (1996) conclude that ...

#### **Where there are more than two authors, give only the first, followed by "et al" (Latin abbreviation meaning "and others")**

Jones et al (2008) place particular emphasis on ...

#### **If the work is produced by an organisation, rather than an individual author, then the name of the organisation is used:**

A synopsis is provided by the Royal Society of Chemistry (2007) ...

#### **Sometimes you may wish to use a "second-hand" reference, when you have not read the original text. You should then cite the book you found the reference in:**

The concept of "intrinsic motivation" is now generally accepted by psychologists such as Atkinson (in Fontana 1995) ...

**A specific quotation from a text should be identified with its page number after the date, separated by a colon:**

"We may be wowed by technology", says Rogers (1994:357), "but past experiences indicate that the human being is the most important element in learning."

### **Footnotes:**

There are two Latin expressions you may use in footnotes:

**Ibid.** (a reference to *ibidem*, "in the same place") means that the reference is to the same document as the one immediately preceding.

2. Strickberger, M.W. *Genetics*. Boston, Houghton Mifflin (1988) p68

3. Ibid. p34

**Op.Cit.** (for *opere citato*, "in the work quoted") means that the reference is to a work previously cited, mention of the author's name being sufficient for it to be identified.

### **The bibliography**

At the end of your assignment, before any appendices, you will need a bibliography. This is the list of references of all works you have consulted in the course of your research. Each work, regardless of whether or not it has been cited as a reference, may be listed in the bibliography. The list should be in alphabetical order of authors' surnames and contain the following elements:

- Author's or editor's surname, followed by the initials, and "ed", if edited (See general points on page 5).
- Publication date. This should be given in brackets after the name. The date of a new edition is given, but not a reprint.
- Title of the work. The title should be given in *italics*.
- Edition.
- Place of publication.
- The name of the publisher.
- Titles of articles should be in inverted commas, followed by the title of the journal in *italics*. The journal volume, number and date should be included, plus the page numbers of the article.
- Electronic sources should include [online] after the title, Available from, before the URL, and [Accessed date]. See example in the bibliography below.