



مدرسة كامبردج

Cambridge High School



Academic Honesty Policy for Cambridge High School

Q. What is the school's philosophy on academic honesty?

A. Cambridge High School believes everyone is entitled to the right of ownership of their ideas, words and artistic pieces. Acknowledging the ideas, words and artistic pieces of individuals, if used by a second party, starts in kindergarten and follows through to administration, staff and teachers. It is with no doubt unfair for an individual to take an advantage over others for an unjustified reason. We strive to create a healthy environment for teaching and learning at CHS in which rights are conserved and respected, of which are ownership rights.

Q. How is the academic honesty policy linked to the IB learner profile?

A. The IB learner profile identifies a set of ten attributes that help create responsible individuals and groups. **Principled**, is an IB learner profile attribute at the core of the academic honesty policy. IB learners strive to be "principled" (*IB learner profile -revised version August 2013*): **We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.**

Q. What does intellectual property mean to CHS?

Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. Intellectual property is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create¹.

We at CHS value the importance of intellectual authorship and communicate its meaning to the whole school community through orientations, publications and practices.

Q. What is malpractice?

A Malpractice can be defined as : behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component².

Q. What is academic misconduct?

A. A behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components³.

Categories of "academic misconduct" in the IB:

1. Plagiarism: is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

¹What Is Intellectual Property?, www.wipo.int/about-ip/en/.

^{2,3} Academic Honesty IB Diploma Programme



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- 2. Collusion:** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- 3. Misconduct during an IB examination** includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- 4. Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- 5. Duplication of work:** is defined as the presentation of the same work for different assessment components and/or programme requirements.

Q. What are examples of academic misconduct?

A. Various examples of academic misconduct include:

1. Plagiarism: Types of plagiarism include:

a. Paraphrasing without citation

E.g: **Original text:** "I am no bird; and no net ensnares me: I am a free human being with an independent will."

Incorrect student submission: "I am no bird; and I am free and independent "

Correct student submission: "I am no bird; and I am free and independent ' ' *Charlotte Brontë, Jane Eyre.*

b. Including quotes without citation:

E.g: Original text: The weak can never forgive. Forgiveness is the attribute of the strong.

Incorrect student submission: Strength can be in forgiveness. The weak can never forgive. Forgiveness is the attribute of the strong.

Correct student submission: Strength can be in forgiveness. The weak can never forgive. Forgiveness is the attribute of the strong. (*Mahatma Gandhi*)

c. Copying another person's work.

d. Using old work and claiming it as new.



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2. Collusion:

- a. Copying someone else's work.
- b. Allowing someone else to copy your own work.

*Is collaboration considered collusion?

Students are engaged to collaborate and work together in many different occasions. This helps promote their communication, social, self- management, reflection and thinking skills. Students should follow the general regulations of collaborative work explained explicitly by teachers, or mentioned in the task-specific clarifications. This is not considered collusion and should be monitored by the teachers.

3. Duplication of work:

Includes the submission of work as one's own to fulfill a certain programme's requirement without acknowledging that it belongs to another.

Q. What are some reasons students participate in malpractice and / or academic misconduct?

A. Procrastination is one of the main reasons behind malpractice and academic misconduct. Lack of confidence and pressure to submit work may help create malpractice and academic misconduct.

Q. What can be done to prevent malpractice and academic misconduct?

A. The formulation of authentic tasks by the teacher makes students think rather than "cut and paste". The essence of the task should challenge students to form an opinion and gather evidence for support. It should be a performance of understanding rather than classical submission of a required task.

Educating students that the process of work is as important, if not more, than the final result will help stop malpractice and academic misconduct.

Requiring a draft or having checkpoints help to stop procrastination. In formal situations, teachers prepare a special seating chart spacing students or preparing two forms of the exam to help stop cheating from others.

In Cambridge High School, all written assignments and internal assessments are passed through a plagiarism website www.turnitin.com for confirmation of originality. The school has designed classrooms where students may go to work on projects both individually and in groups. Special research labs equipped with technological devices are also available to allow access to online resources. An MYP research lab is available to provide opportunities for teachers to allow in-school student research.

Students in IB programmes are required to sign a statement saying that the work produced is their original thoughts and ideas.

Within language classes, students are taught how to cite and produce a bibliography.



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Librarians are expected to conduct workshops about information literacy to teachers for professional development.

Q. Why, what, when and how citation done?

Why cite?	To show respect to others and their opinions. To allow others to follow cited references for their benefit. To give credit to others and help conserve rights. To allow distinction between one's work and others To help create a more cooperative, peaceful, honest and caring world
What to cite?	Any resources used that are not one's own. This includes ideas, quotes, diagrams...etc.
When to cite?	Citation should happen periodically to avoid missing any references. The body of the essay should include references that distinguish creator from others' work, in addition to bibliography.
How to cite?	There are various citation styles that can be followed by the students. Although there are no mandated prescribed ones by the IB, but a school usually determines its most appropriate conventions for citing and acknowledging original authorship. Students in Cambridge High School are taught to use MLA style for referencing. Managebac® website and Ebsco online database offers help to referencing while creating and submitting tasks.

Q. What happens if a student is found guilty of malpractice?

A. Students from kindergarten age know when they are copying answers from other's work or taking someone's idea and calling it their own is wrong. Thinking for oneself is encouraged.

1. In primary grades:

a. If a student is found "cheating" on a test:

- I. (first offense) Teacher discusses what is wrong and why---no punishment
- II. (second offense or more) Parents are contacted and school counselor told---no punishment

b. If a student copies homework or plagiarizes work:

- I. (first offense) Copied work is not counted and student stays in at break to redo the work. Students are talked to by teacher.
- II. (second offense or more) Same as above with a call home from the school counselor.

2. In middle years:

In terms of academic honesty, the middle years programme can be described as: **Moulding Years of Principled action**⁴. " We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences"⁵.



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a. If a student is found “cheating” on a test:

(first offense or more) points are taken off and parents are called according to the situation and kind of evidence.

b. If a student copies homework or plagiarizes work:

Student is awarded an achievement level of (zero) in the subject-specific criterion where misconduct was evidenced.

If this behavior shall persist, then the school has the right to make its decisions based on the situation.

3. In the Diploma Programme:

a. If a student is found “cheating” on a test:

(first offense or more) points are taken off and parents are called according to the situation and kind of evidence.

b. If a student copies homework or plagiarizes work:

Student is awarded an achievement level of (zero) in the subject-specific criterion where misconduct was evidenced.

If this behavior shall persist, then the school has the right to make its decisions based on the situation.

In severe cases where the incident has been documented with evidence dealing in grades 11 - 12, a discipline committee may be convened with the situation dealt with according to the Ministry Of Education and IBO policy.

Q. How is malpractice dealt with in the IB?

A. The IBO take cases of malpractice very seriously and deal with them severely. Students may lose grades and be banned from taking exams for a period of time. In the booklet of general rules and regulations which is distributed to all students entering the IB programmes, more detailed information is given. At CHS, all students in the IB programmes sign a paper at the beginning of entering into the program saying that all work done, be it homework or internal assessment work, must be their original work or they are in jeopardy of malpractice. Rules for examinations to students is distributed yearly and reviewed within the homeroom before exam periods. These rules include consequences for malpractice and academic misconduct situations.

^{4.5} *Academic Honesty IB MYP Programme*

MYP students performing the community project at the end of year three are required to fill in the following ‘‘MYP Projects Academic Honesty form’’

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name									
Student number									
School name									
School number									
Supervisor name									
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>									
	Date	Main points discussed				Signature/initials			
Meeting 1						Student:			
						Supervisor:			
Meeting 2						Student:			
						Supervisor:			



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Meeting 3			Student: Supervisor:
Supervisor comment 			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date	
Supervisor's signature		Date	



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IBDP students are required to fill in:

1. Official subject groups reflection and internal assessments authenticity of work forms, as published by the IB.
2. The following school consent form:

By signing this declaration you understand and consent to 1) the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system and 2) the IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).

You also confirm that you are at least 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Subject/Level.....

Teacher

Work covered by this consent

Signature.....

Print name.....

Date.....



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Q. How is the Academic Honesty policy designed and revised?

A. This Academic Honesty policy was designed in 2005 by the school principal and the IBDP coordinator. Revision of the policy takes place regularly and periodically by the aforementioned parties and the MYP coordinator and assistant MYP coordinator, with reference to the IB standards and practices as listed below.

Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB programme(s).

B1.5 The school develops and implements policies and procedures that support the programme(s).

Standard C3: Teaching and Learning

Teaching and learning reflects IB philosophy.

- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.

Revision sessions were performed in the following dates:

April 2008

April 2013

June 2017

October 2017

February 2018

Resources used to develop this policy include:

IBO standards and practices

IBDP Academic Honesty

IBMYP from principles into practice

IBMYP Academic Honesty

What Is Intellectual Property?, www.wipo.int/about-ip/en/.