



***Neev Academy
Academic Honesty Policy
(PYP, MYP and DP)***

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Academic Honesty Policy

Rationale

One needs to understand the rationale behind Academic Honesty. In Neev, all students are taught to comprise a solid sense of identity and esteem of themselves and of others. This they shall accomplish as individuals, as members of a group, as citizens of their nations and as members of the Global Community.

The foundation of this belief is laid in the IB Learner Profile for all the IB students in all stages of their learning. Thus students in PYP, MYP and DP are to abide by the policy set by the school not only in their academic area but also in all areas of their life. Neev students thus shall become individuals with integrity with such higher values of life.

PYP Academic Honesty Policy

The school believes in supporting practices related to academic honesty and places a high value on honesty that extends to work submitted for assessment. This policy is guided by the IB publication, *Academic honesty: guidance for schools* (September 2003), and is supported by the school's Vision, Mission and Mandate. Practices related to academic honesty are further detailed in the Student and Parent Handbooks published each year by the school. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

I. Students take responsibility for their own work.

- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.

II. Encouraging Academic honesty in PYP

The school encourages academic honesty in PYP programmes by:

- discussing appropriate help regularly with parents

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- ensuring parents and learners understand what the learner profile value of academic honesty means
- making clear what will happen if submitted work is not the learner's own.

III. Teachers encourage honest, creative, critical PYP work by:

- creating inquiry-based assessment tasks: a request to "Write about Mars" can seem to be an invitation to copy from sites like Wikipedia but creativity is encouraged by tasks that use information to solve a problem such as "Suppose you were organizing tourism to Mars, what would you need to find out and how would you market etc..."
- designing assessment criteria that value and reward the work required, rather than only the result
- teaching ways to acknowledge others: PYP learners can learn to use quotation marks to mark others' words or describe what help was useful and why
- teaching reflection on the learning process: reflective writing about sources as in "When I read about xxx, I thought..." values learners' hard work rather than stressing formal citation or demonizing copying.

IV. The PYP learners' work will be creative and honest if learners are encouraged to:

- show how they have used others' work: although to avoid plagiarism attention is necessary only in situations where the work being used is that of a named or identified person, in situations where original work is expected and where work is assessed, PYP learners will find requirements to acknowledge others' work less confusing if they apply this way of thinking to everything they do.

V. Plagiarism or Malpractice

Plagiarism means the direct copying of material from any source (a friend's work, an article of the Internet, encyclopaedia etc.) and submitting it as one's own. Plagiarism is regarded very seriously and there are significant disciplinary consequences for such behaviour.

VI. Disciplinary Consequences of Plagiarism

Plagiarism is regarded as academic theft and results in a zero grade award by the IB. If plagiarism occurs at school the teacher will inform the Branch Head and they will conference with the student on the paper/ assignment in question. The Branch head will notify the parents in writing of the incident.

After a student's work has been determined to be plagiarised, the Branch head may impose one or

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more of the following consequences:

- Resubmit the paper/assignment to be completed: 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.
- Probation: The student is placed on academic probation.

If a student commits plagiarism on an external assessment, the school will inform the appropriate organisation and will support any consequences imposed.

Academic Honesty Policy for MYP

I. Policy

Students who promote academic honesty in MYP :

- Are principled and balanced learners as per the IB Learner Profile fostering intercultural awareness, communication, and holistic learning
- Will often be working in collaboration with their peers and also individually using sources from experts all over the world to respond to the MYP assignments. Students will use MLA format for citing works of experts. Student will be using information on MLA 7 citation from the following websites:
<https://www.mla.org/Publications/MLA-International-Bibliography>
<http://www.easybib.com/>

While working in-group:

- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution in order to avoid unauthorised collaboration or collusion
- Each student's work should be explicitly acknowledged. Students follow group contracts drafted by the specific groups and reviewed by the concerned teacher.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.



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While working individually:

- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.
- Students will always appropriately give credit to any outside research used to inform their product.

Each member of the Neev Academy will strive to adhere by this policy to ensure good academic practice for all, the teachers, students, librarians and parents. Apart from teaching, teachers will model good practice. Administrators will support them in this effort. Librarians, like teachers will guide the students to the resources of the school library. Parents will become a partner of the expectations placed on students and support the practice.

II. Teachers promoting academic honesty:

- Create work which cannot be directly copied from the net
- Design challenging work that go beyond factual answers
- Assign work that elicits original response
- Teach the students the art/technique of citation
- Model academic honesty in their own resources and presentations

III. Administrators promoting academic honesty

- Have an established progression of consequences when dishonesty occurs
- Establish a school culture that actively encourages academic honesty
- Academic Honesty Policy to be placed in the school diary with general consequences
- Not to assume that everybody is aware of Academic Honesty

IV. Parents who promote academic honesty:

- Be aware of the academic honesty policy
- Motivate and support students at home.
- Help students balance their school work load so that they are ready for the assignments /tasks on the day they are due in order to help students resist temptations to be academically dishonest.

V. Academic Dishonesty and Malpractice in MYP

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

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1. 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. Students will follow the MLA conventions for citations and bibliography using the following website: <https://www.mla.org/Publications/MLA-International-Bibliography>
2. Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
3. Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage
4. Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved
5. Falsifying data: creating or altering data which have not been collected in an appropriate way
6. Collusion: involves the presentation of assessment by a students as his/her own work which
 - In whole or in part is the result of unauthorised collaboration with another person/persons.
 - Is plagiarised due to inappropriate collaboration during group work.
 - Involves working with others without permission.
 - Is the product of two or more students working together without official approval.
 - Is the product of unauthorised cooperation between the student and another person. (*Smith 51*)
7. Forgery: Forging the signature of parent or guardian or a school employee on an official document or letter.

Students will be familiarised with all the above mentioned terms through the course of 5 years.

VI.The Consequences of Academic Dishonesty

The teacher concerned will first deal with students who have been found to violate the guidelines set here. Each time a discussion takes place between a student and a teacher, the teacher will make a note of the incident and consult the MYP Coordinator. The Head of School should be informed by the MYPC, any time an incident is recorded.

Any student found to be academically dishonest in any ways mentioned in point III, or otherwise, will have a record of this put into his or her file, and this will be communicated to the student's parents.

Any work deemed to be academically dishonest will not be accepted and not be credited; if there is time for a student to do so, he/she will be allowed to resubmit another piece of work in its place. If



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there is not time for the student to produce new work, he or she will not receive a grade for that piece of work, which could prevent the student from receiving a Neev Academy MYP Certification.

A second violation will result in a meeting between the school, student and parents in order to build an agreement to promote academic honesty. No further course credit will be given until this agreement is in place.

The students will be made aware of all the above mentioned consequences. Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty 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.

VII. Academic honesty Group Contract :

Please refer to Appendix 1 for Academic honesty Group Contract

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Each member of the Neev Academy will strive to adhere by this policy to ensure good academic practice for all, the teachers, students, librarians and parents. Apart from teaching, teachers will model good practice. Administrators will support them in this effort. Librarians, like teachers will guide the students to the resources of the school library. Parents will become a partner of the expectations placed on students and support the practice.

I. Teachers promoting academic honesty:

- Create work which cannot be directly copied from the net
- Design challenging work that go beyond factual answers
- Assign work that elicits original response
- Teach the students the art/technique of citation
- Model academic honesty in their own resources and presentations
- Ensuring that students work on Google doc and teachers will review Google doc for any major content addition in short period of time.
- Conducting Viva - Voce of students in case of any suspicion regarding academic dishonesty.

II. Administrators promoting academic honesty

- Have an established progression of consequences when dishonesty occurs
- Establish a school culture that actively encourages academic honesty
- Academic Honesty Policy to be placed in the school diary with general consequences
- Not to assume that everybody is aware of Academic Honesty
- Ensuring academic honesty in student's work by purchasing anti-plagiarism software called Turnitin.

III. Parents who promote academic honesty:

- Be aware of the academic honesty policy
- Motivate and support students at home.
- Help students balance their school work load so that they are ready for the assignments on the day they are due in order to help students resist temptations to be academically dishonest.

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IV. Link between Academic honesty policy and admission policy :

The admission policy is linked with academic honesty policy as the students who will be appearing for DP entrance examination are expected not to indulge in any academic dishonest practices like copying, cheating or using others work without acknowledging the same.

At the beginning of DP Admission process, a copy of “General regulations: Diploma Programme” as published by IBO will be given to students and parents. In addition to explanation and discussion of other articles as mentioned in the IB document - General regulations: Diploma Programme, clause 3.3 and 3.4 (which refers to academic honesty and consequence of academic dishonesty) of Article 3 will be discussed and explained to parents.

Also while granting admissions at Neev Academy, student’s previous academic record will be reviewed so as to ensure that he/she had not been involved in any form of academic dishonesty. Neev Academy may at its sole discretion decide not to grant admission to students who had indulged in such practices in their previous school/s.

Additionally at the time of admission to Neev Academy, it is mandatory for student and parents to sign a academic honesty contract as mentioned in Appendix 1

V. Link between Academic honesty policy and assessment policy

Academic honesty policy is linked with assessment policy as academic honesty policy mentions different forms of academic misconduct related to internal and external assessment. Additionally academic honesty policy mentions the consequence of academic misconduct in various forms of assessment. Also assessment policy and academic honesty policy are related as It is mentioned in the assessment policy that during submission of internal assessment, students will be signing an undertaking that that the work uploaded is the final version and is their own original work whether written/oral/video recorded. Also as mentioned in the assessment policy teachers will only give feedback on first draft only of internal assessment. The same is aligned with IB academic honesty guidelines. Additionally academic honesty policy mentions about the academic honesty contract in which students promise in writing that they will maintain academic honesty during all forms of assessments (internal or external assessment) at DP.

VI. Academic Misconduct in DP

As mentioned in the IB document - General regulations: Diploma Programme, the IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic

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misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. **Plagiarism** — This is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. **Collusion** — This is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. **Duplication of work** — This is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. **Misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate).
- e. **Unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.
- f. **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

VII. Guidelines for effective citation and referencing for teachers and students :

Please refer to the following sub-sections as mentioned in the IB document - "Effective citing and referencing"

❑ Key Terms :

Citation : Citation A citation is an indication (signal) in the text that this (material) is not ours; we have "borrowed" it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- In the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote. Every citation should be given a full reference that enables the reader to locate the exact source used.

Reference : A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide (MLA 7 in case of Neev Academy) will help ensure consistency, and will also ensure that all required

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elements are included. Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the author's (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another. Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase : In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas. When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Summary : A summary is a much-shortened summing up of someone else's work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used. Summaries are often used in a review of the literature—when we sum up what other writers have said or done in investigating a topic or theme.

Quotation : When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference. Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

❑ Why Cite?

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- Show respect for the work of others
- Help a reader to distinguish our work from the work of others who have contributed to our

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work

- Give the reader the opportunity to check the validity of our use of other people's work
- Give the reader the opportunity to follow up our references, out of interest
- Show and receive proper credit for our research process
- Demonstrate that we are able to use reliable sources and critically assess them to support our

work

- Establish the credibility and authority of our knowledge and ideas
- Demonstrate that we are able to draw our own conclusions
- Share the blame (if we get it wrong).

What to cite

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term "materials" means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps Basic and common knowledge within a field or subject does not need to be

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acknowledged.

However, if we are in doubt whether the source material is common knowledge or not, we should cite!

❑ When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. However, for pieces of “creative” written work such as writing in the style of an author or genre, for which in-text citation is not usually expected, creative ways of acknowledging the use of other people’s work may be permissible. A bibliography or list of references is also expected.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

❑ How to cite



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When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.

Quotations — the exact words as used by others—are

indicated either by quotation marks or by displaying (indenting) the quotation.

Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.

- Use of a style guide (MLA 7 in case of Neev Academy) ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used. The three main types of in-text citation are as follows.

1. **Author** In-text citation is done by an introductory and/or parenthetical citation providing: – the last name of the author, and – page number(s) from which the quotation or paraphrase is taken, if applicable.
2. **Author–date** In-text citation is done by an introductory and/or parenthetical citation providing: – the last name of the author, and – the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.
3. **Numbered footnote** In-text citation is done by: – superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and – corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

The following section provides examples on how to cite:

- Printed sources
- non-printed electronic sources online video clips

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- social media

☐ Citing printed sources Source material

- Quotation :

- Author : Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).

- Author– date : Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).

- Numbered footnote : As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or Collusion”.¹

¹ Carroll, J. 2012. Academic honesty in the IB. IB Position Paper.

<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>. p 2.

- Paraphrase

- Author : While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).

- Author– date :Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.

- Numbered footnote : While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.

¹ Carroll, J. 2012. Academic honesty in the IB. IB Position Paper.

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<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>. p 2.

Source material

Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled into examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.

Reference:

Carroll, J. July 2012. Academic honesty in the IB. IB Position Paper.

<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honestyin-the-IB.pdf>.

Citing non- printed electronic sources Source material

• Quotation

- Author : In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.

- Author– date : Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).

- Numbered footnote : In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.²

² Royce, J. 1995. Reading matters: Words, words, words... <http://read2live.info/read2.htm>.

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Accessed 30 November 2013.

- Paraphrase
 - Author : As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.
 - Author– date : As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.
 - Numbered footnote : As Royce noted, technology has not made obsolete the need For good reading skills; far from it—so much digital text is produced today that ability To read is as important, perhaps even more important, than ever.

2 Royce, J. 1995. Reading matters: Words, words, words...

<http://read2live.info/read2.htm>.

Accessed 30 November 2013.

Source material

Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by

telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.

Reference:

Royce, J. 1995. Reading matters: Words, words, words... <http://read2live>.

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info/read2.htm. Accessed 30 November 2013.

❏ Citing an online video clip Source material

- Quotation

- Author : As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate).

- Author–date :As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate 2010).

- Numbered footnote : As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. 3 International Baccalaureate. May 2010.

Education for a better world: the IB

Middle Years Programme (video). <http://blogs.ibo.org/ibtv/?p=327>. Accessed 30 November 2013.

- Paraphrase

- Author : Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).

- Author–date : Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate 2010).

- Numbered footnote :Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical Thinkers.

3 International Baccalaureate. May 2010. Education for a better world: the IB Middle Years

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Programme (video). <http://blogs.ibo.org/ibtv/?p=327>. Accessed 30 November 2013.

Source material

Reference:

International Baccalaureate. May 2010. Education for a better world: the

IB Middle Years Programme (video). <http://blogs.ibo.org/ibtv/?p=327>.

Accessed 30 November 2013.

❏ Citing social media Source material

- Quotation

- Author : Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.

- Author–date : Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner (2013) declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.

- Numbered footnote : Commenting on an update on IB’s Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”. 4 Swanner, I. 21 November 2013. “I can vouch for that ... ” comment on “Study shows IB graduates are more confident ...” The International Baccalaureate Facebook status update.

<https://www.facebook.com/IBO.org>. Accessed 30 November 2013.

- Paraphrase

- Author : A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).

- Author– date : A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).

- Numbered footnote : A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university.

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4 Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. <https://www.facebook.com/IBO.org>. Accessed 30 November 2013.

Source material

Reference:

Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ...". The International Baccalaureate Facebook status update. <https://www.facebook.com/IBO.org>. Accessed 30 November 2013.

❑ Citing an image

- Author : On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.

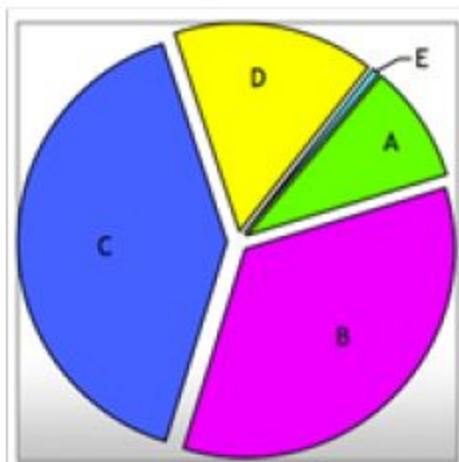


Figure 4. Percentage of grades awarded:
theory of knowledge May 2012

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- Author– date : On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).

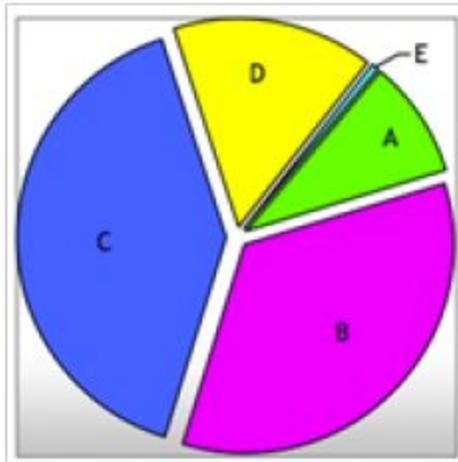


Figure 4. Percentage of grades awarded: theory of knowledge May 2012

- Numbered footnote : On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).

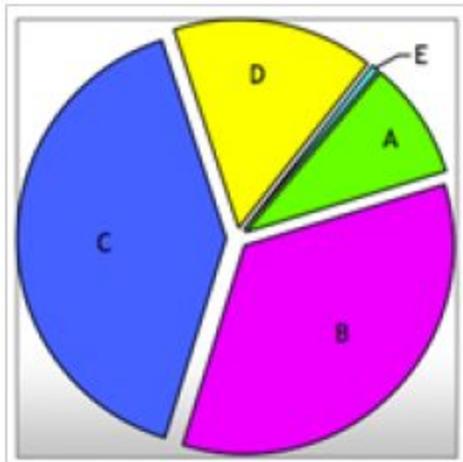


Figure 4. Percentage of grades awarded: theory of knowledge May 2012



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5 IB (International Baccalaureate). November 2012. The IB Diploma Programme statistical bulletin, May 2012 Examination Session. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.

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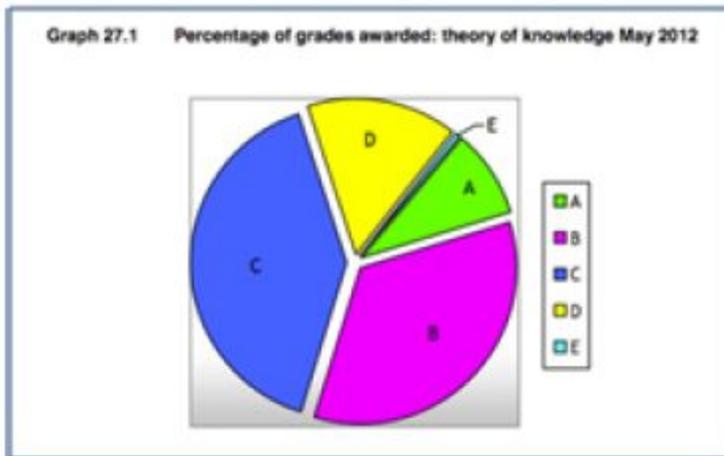
Source material



The IB Diploma Programme Statistical Bulletin



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Reference:

IB (International Baccalaureate). November 2012. The IB Diploma Programme statistical bulletin, May 2012 Examination Session. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.

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VIII. Prevention & detection of Academic misconduct

The school will purchase anti-plagiarism software called Turnitin to detect academic misconduct. Additionally students will be expected to work on Google doc for writing their subject specific internal assessments, extended essay and TOK essay. Further students will also be working on Google presentation for preparing their TOK presentation. This will ensure that teachers can identify any major content addition in their work in a short period of time and can ask justification from students for the same. Teachers, CAS advisers/CAS Coordinator, EE Coordinator and TOK teachers will be conducting viva voce in case of suspicion of academic misconduct. Further as per new EE guide (first assessment 2018), viva voce is mandatory.

IX. Rights and responsibilities of students

As per IB document “General regulations: Diploma Programme”, the rights and responsibilities of students and legal guardians are as follows :

1. Students and parents must use school’s DP coordinator as the intermediary for any communication with the IB.
2. Any queries related to DP administration, implementation, and general characteristics must be directed at school’s DP Coordinator.
3. Students studying for the IB Diploma or DP Course , must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.
4. Students are expected to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct, and must be in good standing at the school at the time of the examinations.
5. The IB is entitled to refuse to mark or moderate assessment submissions if a student has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a student’s submits inappropriate material that is unrelated to the content of the assessment. In such cases the IB final award committee is entitled to take action.
6. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. Neev Academy will abide by IB guidelines in this regard.
7. It is the practice of the IB to make its assessment available to all students from IB World Schools who have fulfilled the school’s and the IB’s academic requirements and paid the required fees to register for an IB examination session.
8. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may

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otherwise be required by law, to enable students to participate in its assessments. Neev Academy abides by the guidelines as laid down and mentioned above by IBO.

X. Case studies of academic honesty in a variety of DP courses : The case studies as mentioned in the IB document titled “Academic honesty in the IB educational context” will serve as guidance for students and teachers as far as academic honesty is concerned.

Diploma Programme					
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills				
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
DP assessment task	English A Extended essay	Psychology Internal assessment	TOK presentation	Visual arts Studio work	ITGS Internal assessment
Scenario	A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and	A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group.	A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written	A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying”. She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired	A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful.

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	<p>submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.</p>	<p>The student being pressurized understands this is inappropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>	<p>task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ... ", so that it is very clearly attributed.</p>	<p>She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.</p>
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XI. The Consequences of Academic Dishonesty

The teacher concerned will first deal with students who have been found to violate the guidelines set here. Each time a discussion takes place between a student and a teacher, the teacher will make a note of the incident and consult the DP Coordinator. The Head of School should be informed by the DPC, any time an incident is recorded.

Any student found to be academically dishonest in any ways mentioned in point VI, or otherwise, will have a record of this put into his or her file, and this will be communicated to the student's parents.

Any work deemed to be academically dishonest will not be accepted and not be credited; if there is time for a student to do so, he/she will be allowed to resubmit another piece of work in its place. If there is no time for the student to produce new work, he or she will not be assessed for that specific component.

A second violation will result in a meeting between the school, student and parents in order to build an agreement to promote academic honesty.

The students will be made aware of all the above-mentioned consequences. Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty 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.

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- http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg_0_malpr_sup_1408_2a_e%2Epdf

Appendix 1 : MYP Student Project Contract

Group Members: K and A

Criteria for good group work that we will adhere to:

- Everyone finishes work on time.
- Everyone does the work wholeheartedly and honestly.
- Arguments are settled in a civil manner
- Everyone listens each other's views.
- If someone's ideas are listened to, but not accepted then it is taken positively

Issues that may arise and how we will solve them:

Not all people in the group contribute.

We will solve this by...

- Dividing the work between the two of us
- We will set individual deadlines

There are dominant people in the group.

We will solve this by...

- We will most probably not face this issue because there are only two people in the group even so if this issue arises.....
 - will speak and solve the problem in a civil manner (No physical violence and harsh language)

People are not listening to each other.

We will solve this by...

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- We will take turns speaking and if we have to say a point we will wait for the other person to finish speaking.

Other issues that may arise...

1. Unfair distribution of work.
2. Not doing work in time.
3. Changing work without a collective decision.
4. Diverting from the topic and distracting the effort
5. Last minute work
6. **Academic dishonesty**

We will solve this by...

1. Deciding on the work of each individual as a group to avoid unequal distribution.
2. Setting deadlines.
3. Adding only comments which can be then discussed and added to the final work.
4. setting goals for each day so we can work accordingly
 - Reminding ourselves to stay focused when we start diverting.
5. Setting goals for ourselves.
6. **Writing the information in our own words or acknowledge the person whose information/idea we have taken from at the end .**

Our Questions:

- How will the need for water be met in Bangalore with the increasing population?
- Till what extent can we depend on lakes in Bangalore with the increasing population?

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- What are some current actions been taken to restore the lake? This will help us to not
- Who does this affect and how does this impact all citizens? (A)
- what is the importance of the lake to Bangalore citizens and its problems?
- What are the current water sources of Bangalore? (K)
- What are the future plans to overcome drought?
- Can lakes help solve water crisis? (K)

How we will answer our questions:

What sources/resources will we use:

- Interviewing citizens, government, BBMP, BWSSB and NGO's
- Secondary resource such as the internet
- Books from when the lake was still clean and supporting life. Old paintings and
- photographs might help as well

How we will record the answers to our questions: e.g. photographs, written, interviews, recording interviews. (To focus on including the language objectives in the final product- poem, script for skit, picture story book, movie, slide presentation, art work, etc.)

- A PPT giving our work status of every session
- A research journal
- An action plan

Final Project:

How we will present the information we have collected. What product do we want to do? E.g. power point, model, information text, visual, skit, picture story book, poster.... Other

- We would like to do a street play
- A book consisting all groups research

What will we call our project? Namma Nirina

What is the timeline of our project?



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The deadline for our project is:

- Closing research in one month
- One more month for the book

Roles in the group:

What are the roles in our group? Who will do what?

- We will look at each other's strengths and weaknesses and work accordingly

These are the things we all do:

- Work on the research
- culminate the research

These are the roles we will take on:

We Agree:

As we work on our product we will ensure we work as a collaborative group and make sure that we meet the criteria. We understand that as we go through this process we may need to change some things in our contract and this will only take place if the whole group agrees.

Group: Namma Nirina

Name: K and A

Signature:

I, the teacher have looked through this contract and am happy with the contract and agree for the group to use this contract.

Teacher:

Signature:



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Appendix 2 Neev Academy Academic honesty contract for IBDP

The Diploma program at Neev Academy endeavors to develop in each member of its community the characteristics and traditions as reflected in the IBO and School's Mission statement. Amongst other characteristics of a Neev Academy education are the values of academic honesty and independence in learning. The temptation for indulging in academic dishonest practices has been greatly increased due to easy availability of data/information on web and also due to peer and societal pressure in terms of producing high quality work. Neev Academy strives to help students in their pursuit of integrity. Ethical academic practice helps students benefit from learning the skills and knowledge required for future success and helps them avoid the serious consequences of academic dishonesty.

Please read through (a) the information below and (b) the IB General Rules and Regulations (hard copy of the same has been already handed over to you)

By signing this contract you will be recognizing that students who breach the Academic Honesty Contract are subject to disciplinary action by the school and may be disqualified, by the International Baccalaureate Organization, from pursuing IB courses.

1. I will always work independently on schoolwork that is required to be completed alone. I am aware it is not permitted to receive unauthorized assistance on any IB work being submitted for internal or external assessment.
2. I will always use my own words and ideas on IB work and will give proper recognition to original authors when used. I understand that plagiarism is strongly forbidden. This is using the words or ideas of others, in whole or in part, and submitting it as one's own without giving proper credit to the original authors.
3. I will respect the ethical requirements of tests and examinations. I am aware it is not permitted to consult any unauthorized information during tests or exams and that it is not permitted to communicate exam information or answers during or following an exam.
4. I will always use accurate information. I am aware it is not permitted to falsify or fabricate data or observations on any work (being part of my Internal assessment, Extended Essay or any other form of IBO or in school assessment)
5. I will submit original work for every class and for every assessment (whether submitted to IBO and/or school). I am aware it is not permitted to turn in an original paper or project more than once for different classes or assignments.



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I have read and understand this Academic Honesty Contract. I will follow the rules stated above.

I have read and understood the IB General Rules and Regulations.

Student Name (Print) _____

Date: _____

Signature _____

I have read and understood this Academic Honesty Contract and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above. I have read and understood the IB General Rules and Regulations.

Parent Name (Print) _____

Date: _____

Signature _____