Academic Honesty Policy

International Baccalaureate Diploma Programme

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Rationale

This policy aims to provide information to students, teachers and parents of Canberra Girls Grammar School (CGGS) about their responsibilities in terms of academic honesty and the International Baccalaureate Diploma Programme. CGGS has well established procedures in place to educate students about their responsibilities in regard to academic honesty and to ensure all student work is authentic. This policy provides an overview of the International Baccalaureate’s Learner Profile to highlight the importance that this profile places on academic honesty. Information will also be provided about how the school educates students, teachers and parents about academic honesty along with the procedures which will be followed if it is believed a student has breached this policy.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(The Diploma Programme: A basis for practice, 2009)

The Importance of Academic Honesty

According to the IBO ‘teaching and learning in the [Diploma Programme] must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically’ (Academic honesty in the IB educational context, 2014). This is linked to the IB Learner Profile which describes the attributes that all IB students should strive to possess. CGGS shares this viewpoint and has well established procedures in place to educate students, teacher and parents about academic honesty and their responsibilities. This policy acknowledges that to develop an awareness of academic honesty emphasis should be placed on education rather than the consequences of academic dishonesty. The procedures that will be followed if academic dishonesty is suspected must be included, however, it is hoped that through promotion of this topic throughout Years 7-12, academic dishonesty can be avoided.

Academic Honesty and Canberra Girls Grammar School

CGGS has a number of procedures in place to educate students, teachers and parents about their responsibilities in terms of academic honesty. The School acknowledges that educating students about academic honesty is essential to prepare them for university studies and the workforce in the 21st century.

Students

Referencing:
From Year 7, students are introduced to School reference list guidelines in the document Guidelines for Written Work Years 7-10 (available in the Library and on the Library website: http://cggs.libguides.com/home). In Years 9 and 10, students are then introduced to the basics of in-text referencing. Both the Harvard and Footnoting styles of in-text referencing are taught.

All Year 11 and 12 students are provided with a copy of Guidelines for Essays, Reports and Assignments (available in the Library and on the Library website: http://cggs.libguides.com/home). The Guidelines document is updated each year and provides information on School, BSSS (ACT), and IB requirements for written and oral presentations. Information about academic honesty, how to avoid plagiarism, referencing sources of information and the procedures followed if a student is suspected of plagiarism or other forms of academic dishonesty are included. Three referencing systems are detailed: Harvard style, APA (for Psychology), and Footnoting. Many subjects give the students the
option of choosing which system they will use, whilst some will select one of these systems; this requirement will be clearly stated in the assessment task instructions.

**Developing effective research skills and academic honesty:**
Throughout Years 7-10 classes have timetabled lessons/sessions with the School’s Teacher Librarians who teach students effective note-taking skills, referencing techniques and how to avoid plagiarism. Teachers also remind students at the start of each research task about the importance of effective note-taking and referencing in order to avoid plagiarism. Student are assessed on their research skills throughout Years 7-10 in most subject areas.

At the start of Year 11, all Year 11 students attend a workshop to inform them about their responsibilities in terms of academic honesty. The School’s Teacher Librarians run these sessions and go through the *Guidelines* document with students.

**Library Information – website:** [http://cggs.libguides.com/home](http://cggs.libguides.com/home)
The Library website also offers useful links to resources which students can use to learn about note-taking, plagiarism, essay writing etc.

**Declaration of original work:**
Students in Year 11 and 12 are required to complete a ‘Declaration of Original Work’ form whenever they submit a written or oral assessment task, other than tasks which are completed under test conditions. Copies of this form are readily available in the Senior School Library and the form is included at Appendix 1 of this document. The use of the form is explained to students during the library workshops completed by Year 11 students in February each year.

**Teachers**
All teachers at CGGS are provided with copies of the two *Guidelines* documents and regularly reminded in meetings, briefings and Library service promotions about these documents. It is an expectation of the School that all teachers take responsibility for teaching effective research skills, adhere to the formatting guidelines outlined in these documents, and regularly assess and provide feedback to students on their research and referencing skills. Teachers of an IB diploma subject will also be provided with a copy of this Academic Honesty Policy and will be trained through briefings and PD sessions about their responsibilities and the students’ responsibilities in relating to academic honesty.

**Parents**
The Director of Studies and IB Coordinator will provide information about academic honesty at parent information meetings held for parents of Year 11 students undertaking the IB Diploma Course. Parents will be informed about their daughter’s responsibilities in terms of academic honesty and provided with information about the *Guidelines* documents and other places that students can go to seek more information about note-taking, essay writing and avoiding plagiarism (the Library’s [website](http://cggs.libguides.com/home)).
Procedures followed if a breach of Academic Honesty is suspected

The International Baccalaureate Organization takes breaches of Academic Honesty very seriously. Consequences for ‘malpractice’ such as failing to appropriately reference and/or cite sources, plagiarism, collusion, duplication of work, or ‘any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate’ can range from a verbal reprimand within the School to disqualification from exam participation, or withdrawal of an IB diploma.

It is the student’s responsibility to ensure that references and citations are correct, and that all work is their own work.

Please refer to the infringement and malpractice definitions, procedures and consequences which are listed at Appendix 2 of this document, and extracted from the IBO document General regulations: Diploma Programme 2011.

Note: Multiple instances of any of the listed behaviours will result in an increased level or severity of consequence. Assigned consequences for all offenses will be dealt with on a case-by-case basis.
Reference List

International Baccalaureate Organization 2014, Academic honesty in the IB educational context, IBO, Cardiff.

International Baccalaureate Organization 2011, General regulations: Diploma Programme, IBO, Cardiff.

Appendix 1 - Declaration of Original Work

Declaration of Original Work

- The purpose of this sheet is to remind you that all work that you submit must be your own and not be plagiarised from other sources.
- This sheet must be completed and stapled to the front page of the assessment item.
- Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what this statement means.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name:</td>
<td>Group (1-6):</td>
</tr>
<tr>
<td>Subject:</td>
<td></td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Date Due:</td>
</tr>
</tbody>
</table>

I understand the policies on plagiarism of both the school and the International Baccalaureate Organisation. I certify that:
(a) the work that I have attached is my own work and has not been submitted for assessment before;
(b) I have kept a copy of this assignment and all relevant notes and reference material that I used in the production of the assignment;
(c) I have given references for all sources of information that are not my own, including the words, ideas and images of others.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Submitted:</td>
<td></td>
</tr>
</tbody>
</table>

(This information will be managed in accordance with the provisions of the Privacy Act and the Freedom of Information Act.)

Receipt of Assignment

[Student to complete all details except Teacher’s Signature, Date Received and Time Received, then remove and keep as proof of submission after teacher has signed]

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Teacher’s Signature:</td>
</tr>
<tr>
<td>Received by (Teacher’s Name)</td>
<td>Date Received:</td>
</tr>
</tbody>
</table>

Teacher’s Signature:

Date Received:

Time Received:
Appendix 2 – Academic infringements
(Extract from International Baccalaureate Organization 2009, The Diploma Programme: A basis for practice, IBO, Cardiff.)

B: Academic infringements

Article 25: Definition of an academic infringement
There can be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as an academic infringement and not as malpractice.

Article 26: Applicable procedure for academic infringements
If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

C: Malpractice

Article 27: Definition of malpractice
The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

\[ \text{a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.} \]

\[ \text{b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.} \]

\[ \text{c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.} \]

\[ \text{d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination.} \]

Article 28: Applicable procedure for malpractice

28.1 The school’s Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate’s work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate’s work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.

28.2 Candidates suspected of malpractice will be invited, through the school’s Diploma Programme coordinator, to present a written explanation or defence.

28.3 Cases of suspected malpractice will be presented to the final award committee, or a sub-committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it or ask for further investigations to be made.
28.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

28.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met.

28.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

28.7 If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.

28.8 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.